


The Ontario Curriculum  
Grades 11 and 12

*REVISED*

# Business Studies

2006



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# Introduction

This document replaces *The Ontario Curriculum, Grades 11 and 12: Business Studies, 2000*. Beginning in September 2006, all Grade 11 and 12 business studies courses will be based on expectations outlined in this document.

## Secondary Schools for the Twenty-First Century

The goal of Ontario secondary schools is to support high-quality learning while giving individual students the opportunity to choose programs that suit their skills and interests. The updated Ontario curriculum, in combination with a broader range of learning options outside traditional classroom instruction, will enable students to better customize their high school education and improve their prospects for success in school and in life.

## The Importance of Business Studies in the Curriculum

Business activity affects the daily lives of all Canadians as they work, spend, save, invest, travel, and play. It influences jobs, incomes, and opportunities for personal enterprise. Business has a significant effect on the standard of living and quality of life of Canadians, and on the environment in which they live and which future generations will inherit. Eventually, all students will encounter the world of business, whether they work in urban or rural areas. They must be prepared to engage in business activity with confidence and competence. Young people need to understand how business functions, the role it plays in our society, the opportunities it generates, the skills it requires, and the impact it can have on their own lives and on society, today and in the future.

The business studies program will build a strong foundation for those who wish to move on to further study and training in specialized areas such as management, international business, marketing, accounting, information and communication technology, or entrepreneurship. It will also provide practical skills for those who wish to move directly into the workplace.

Engaging in the world of business involves studying individuals, communities, and organizations, assessing their needs and problems, and generating solutions. Business studies draws upon facts, concepts, and processes from many other fields of study. For example, close links exist between marketing and communications, accounting and mathematics, entrepreneurial studies and technology, international business and world studies, and management and studies of society and human nature. Furthermore, knowledge and skills related to information and communication technology are relevant across all disciplines. Students will be able to apply what they learn in other subject areas to their study of business, as well as to transfer the knowledge and skills they acquire in business studies to their work in other areas.

Business studies provides students with a new, practical context for many of the subjects they studied at the elementary level, including mathematics, science and technology, language, and social studies. It helps students to recognize the relevance of these subjects as they are applied in the world of business – for example, in the study of individuals and diverse communities;

in helping people with their needs, challenges, and problems; and in creating products and services that help to improve the quality of life.

Business studies clearly demonstrates how a variety of areas of study can be combined in productive activity that affects the lives of millions of people. Courses in this discipline provide knowledge and skills that can help students make a successful transition to postsecondary education, training programs, and the workplace. The business studies program, introduced in Grades 9 and 10, prepares students to apply their education to real-world challenges, experiences, and opportunities.

***Business Studies and Real-World Connections.*** The business studies curriculum examines the multifaceted functions and operations of businesses, from small businesses to multinational enterprises. These businesses drive the economy, influence the standard of living and the nature and number of jobs, and play a role in the career decisions of many secondary school students.

Students are motivated and learn best when they understand the relevance of what they are studying. The business studies program provides rich opportunities for relevant, real-world learning experiences. These experiences reinforce theoretical learning and at the same time provide authentic contexts in which students can apply what they have learned. In business studies, programs that provide pathways to specific apprenticeship and workplace destinations and that include cooperative education courses provide students with valuable information and connections that help them to explore potential work and business opportunities.

## **The Goals of Business Studies**

The fundamental purpose of the business studies program is to provide students with the knowledge, skills, and attitudes necessary to achieve success in secondary school, the workplace, postsecondary education or training, and daily life.

The goals of the business studies curriculum are to enable students to:

- gain an understanding of business concepts through the study of subjects such as accounting, entrepreneurship, information and communication technology (ICT), international business, marketing, and business leadership;
- achieve business, economic, financial, and digital literacy;<sup>1</sup>
- develop the skills, including critical thinking skills, and strategies required to conduct research and inquiry and communicate findings accurately, ethically, and effectively;
- apply the knowledge, skills, and attitudes acquired through the study of business to a variety of learning tasks and relate them to business phenomena on the local, national, and global levels;

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1. In this document, the term *literacy* is used in connection with business, economics, and finance to suggest a working knowledge of the concepts and language of these disciplines sufficient to enable students to make informed judgements about everyday business activities, and effective decisions about the use and management of money. The term *digital literacy*, or *ICT literacy*, refers to the use of “digital technology, communications tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society” (International ICT Literacy Panel, *Digital Transformation: A Framework for ICT Literacy* [Princeton, NJ: Educational Testing Service, May 2002], p. 2. Available at <http://www.ets.org/Media/Research/pdf/ICTREPORT.pdf>).

- develop lifelong learning skills that will help them adapt to technological advancements, the changing workplace, and the global economy;
- make connections that will help them take advantage of potential postsecondary educational, work, and business opportunities.

These goals can be achieved in a concrete and practical context through real-world learning activities that combine the acquisition and application of knowledge and skills.

### Five Critical Areas of Learning in All Business Studies Courses

The business studies curriculum in Grades 9 to 12 offers a range of courses, all built on the belief that effective learning in all subjects of the discipline depends on the development of knowledge and skills in five critical areas: *business skills*; *communication in a business environment*; *digital literacy*; *financial literacy*; and *ethical, moral, and legal considerations in business*.

The business studies program comprises a set of interrelated courses that extend and deepen students' understanding and skills in these critical areas as they progress through the grades, enabling them to apply the relevant concepts and skills with increasing sophistication to a broad range of business-related issues and problems. Recognizing linkages between these five areas of study strengthens students' understanding of theory and successful practice in the world of business.

Although the specific content of courses changes from subject to subject and grade to grade, the focus on the five critical areas remains consistent throughout the business studies curriculum, from Grade 9 to 12, and lends continuity to student learning.

Each of the five critical areas of learning is associated with related areas of knowledge and skills, as outlined in the following table.

<b><i>Critical areas of learning</i></b>	<b><i>Related areas of knowledge and skills</i></b>	
<i>Business skills</i> : Knowledge and skills necessary for success in business.	<ul style="list-style-type: none"> <li>• problem solving</li> <li>• critical and creative thinking</li> <li>• employability skills</li> <li>• applications software</li> <li>• financial planning</li> <li>• entrepreneurial skills</li> </ul>	<ul style="list-style-type: none"> <li>• leadership</li> <li>• organizational productivity</li> <li>• risk management</li> <li>• teamwork</li> <li>• strategic planning</li> <li>• business etiquette</li> <li>• research and inquiry</li> </ul>
<i>Communication in a business environment</i> : Methods, technology, and standards involved in communication within and between businesses (including the use of appropriate terminology, established formats, and state-of-the-art technology).	<ul style="list-style-type: none"> <li>• literacy skills (listening, speaking, reading, writing, viewing, representing)</li> <li>• business terminology</li> <li>• delivery of presentations</li> </ul>	<ul style="list-style-type: none"> <li>• formatting of documents</li> <li>• global awareness</li> <li>• etiquette and protocols in electronic communications</li> <li>• conflict resolution</li> </ul>

<b>Critical areas of learning</b>	<b>Related areas of knowledge and skills</b>	
<i>Digital literacy:</i> The ability to use digital technology, communications tools, and/or networks to access, understand, manage, integrate, evaluate, and create information.	<ul style="list-style-type: none"> <li>• terminology related to ICT</li> <li>• information systems and structures</li> <li>• fundamentals of operating systems and computer hardware</li> </ul>	<ul style="list-style-type: none"> <li>• data management</li> <li>• use of various software applications</li> <li>• web and other electronic design</li> <li>• integrated technologies</li> <li>• multimedia tools</li> <li>• security related to ICT</li> </ul>
<i>Financial literacy:</i> The ability to read, analyse, manage, and communicate financial information for personal and professional purposes.	<ul style="list-style-type: none"> <li>• money management</li> <li>• fundamentals of economics</li> <li>• numeracy skills</li> <li>• credit</li> </ul>	<ul style="list-style-type: none"> <li>• financial decision making</li> <li>• analysis of financial documents</li> <li>• investment</li> <li>• taxation</li> </ul>
<i>Ethical, moral, and legal considerations in business:</i> The understanding and/or determination of social and environmental consequences of business practices on the local, national, and global levels.	<ul style="list-style-type: none"> <li>• principles and guidelines for ethical business practice</li> <li>• privacy issues</li> <li>• social responsibility</li> <li>• equity and diversity</li> </ul>	<ul style="list-style-type: none"> <li>• professional standards</li> <li>• responsibility for environmental consequences and sustainability</li> <li>• accountability</li> <li>• intellectual property</li> </ul>

## **Roles and Responsibilities in Business Studies Programs**

**Students.** Students have many responsibilities with regard to their learning. Students who make the effort required to succeed in school and who are able to apply themselves will soon discover that there is a direct relationship between this effort and their achievement, and will therefore be more motivated to work. There will be some students, however, who will find it more difficult to take responsibility for their learning because of special challenges they face. For these students, the attention, patience, and encouragement of teachers can be extremely important factors for success. However, taking responsibility for their own progress and learning is an important part of education for all students, regardless of their circumstances.

Mastery of concepts and skills in business studies requires a sincere commitment to work, study, and the development of appropriate skills. Furthermore, students should be encouraged to actively pursue opportunities outside the classroom to extend and enrich their knowledge and skills. For example, students can enhance their understanding and skills by keeping up with current events related to local, national, and international business and by developing their employability and technological skills in a business environment as they explore the world of work.

**Parents.** Parents have an important role to play in supporting student learning. Studies show that students perform better in school if their parents or guardians are involved in their education. By becoming familiar with the curriculum, parents can determine what is being taught in the courses their children are taking and what their children are expected to learn. This awareness will enhance parents' ability to discuss their children's work with them, to communicate with teachers, and to ask relevant questions about their children's progress. Knowledge of the expectations in the various courses also helps parents to interpret teachers' comments on student progress and to work with teachers to improve their children's learning.

The business studies curriculum promotes lifelong learning. In addition to supporting regular school activities, parents may wish to encourage their daughters and sons to take an active interest in current affairs and provide them with opportunities to question and reflect on what is happening in the world. Other effective ways in which parents can support students' learning include attending parent–teacher interviews, participating in parent workshops, becoming involved in school council activities (including becoming a school council member), and encouraging students to complete their assignments at home.

**Teachers.** Teachers and students have complementary responsibilities. Teachers are responsible for developing appropriate instructional strategies to help students achieve the curriculum expectations, as well as appropriate methods for assessing and evaluating student learning. Teachers also support students in developing the reading, writing, oral communication, and numeracy skills needed for success in their courses. Teachers bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing different student needs and ensuring sound learning opportunities for every student.

Using a variety of instructional, assessment, and evaluation strategies, teachers provide numerous opportunities for students to develop skills of inquiry and communication and to acquire marketable business skills while learning fundamental concepts. The activities offered should enable students to relate and apply these concepts to economic, technological, and social circumstances and ethical issues in the world in which they live. Opportunities to relate knowledge and skills to these broader contexts will motivate students to learn and to become lifelong learners.

**Principals.** The principal works in partnership with teachers and parents to ensure that each student has access to the best possible educational experience. To support student learning, principals ensure that the Ontario curriculum is being properly implemented in all classrooms using a variety of instructional approaches. They also ensure that appropriate resources are made available for teachers and students. To enhance teaching and learning in all subjects, including business studies, principals promote learning teams and work with teachers to facilitate teacher participation in professional development activities. Principals are also responsible for ensuring that every student who has an Individual Education Plan (IEP) is receiving the modifications and/or accommodations described in his or her plan – in other words, for ensuring that the IEP is properly developed, implemented, and monitored.





# The Program in Business Studies

## Overview of the Program

Four types of courses are offered in the business studies program in Grades 11 and 12: *university/college preparation*, *college preparation*, *workplace preparation*, and *open courses*. Students choose between course types on the basis of their interests, achievement, and postsecondary goals. The course types are defined as follows:

- **University/college preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.
- **College preparation** courses are designed to equip students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to apprenticeship or other training programs.
- **Workplace preparation** courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.
- **Open** courses are designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind.

The Grade 11 and 12 program in business studies offers a variety of courses to help students develop a deeper understanding of the world of business and to focus their interests in this area. There are courses that will help students develop their knowledge and skills in the areas of accounting, entrepreneurship, information and communication technology, international business, marketing, and business leadership. Students can select courses in entrepreneurship to learn about the creation and operation of a small business or how to develop and apply enterprising skills as employees. In the information and communication technology courses, students will develop essential digital literacy and application software skills critical for success in their academic studies and chosen career path. They will also be able to select courses that focus on the key skills and concepts of accounting and marketing, or courses that will develop their understanding of the nature of leadership and the ways in which businesses are structured and managed to achieve organizational goals. In the international business courses, students will learn about opportunities that lie beyond our borders, and will explore the business relationships that Canadian companies and the Canadian government have established with other countries.

The design of the business studies program will enable students to select courses that relate to their interests and that prepare them for further study or work in the field of their choosing. Business studies courses are well suited for inclusion in programs that lead to a diploma with a Specialist High-Skills Major. Whether students eventually work in business or simply use the services of business, the business studies program will provide them with a foundation for making wise choices and informed decisions.

**Courses in Business Studies, Grades 11 and 12**

Grade	Course Name	Course Type	Course Code	Prerequisite
<b>Accounting</b>				
11	Financial Accounting Fundamentals	University/College	BAF3M	None
11	Accounting Essentials	Workplace	BAI3E	None
12	Financial Accounting Principles	University/College	BAT4M	Grade 11 Financial Accounting Fundamentals, University/College
12	Accounting for a Small Business	Workplace	BAN4E	Grade 11 Accounting Essentials, Workplace
<b>Entrepreneurship</b>				
11	Entrepreneurship: The Venture	College	BDI3C	None
11	Entrepreneurship: The Enterprising Person	Open	BDP3O	None
12	Entrepreneurship: Venture Planning in an Electronic Age	College	BDV4C	None
<b>Information and Communication Technology</b>				
11	Information and Communication Technology: The Digital Environment	Open	BTA3O	None
12	Information and Communication Technology: Multimedia Solutions	College	BTX4C	Grade 11 Information and Communication Technology: The Digital Environment, Open
12	Information and Communication Technology in the Workplace	Workplace	BTX4E	Grade 11 Information and Communication Technology: The Digital Environment, Open
<b>International Business</b>				
12	International Business Fundamentals	University/College	BBB4M	None
12	International Business Essentials	Workplace	BBB4E	None
<b>Marketing</b>				
11	Marketing: Goods, Services, Events	College	BMI3C	None
11	Marketing: Retail and Services	Workplace	BMX3E	None
<b>Business Leadership</b>				
12	Business Leadership: Management Fundamentals	University/College	BOH4M	None
12	Business Leadership: Becoming a Manager	Workplace	BOG4E	None

*Note:* Each of the courses listed above is worth one credit.

### Prerequisite Chart for Business Studies, Grades 9–12

This chart maps out all the courses in the discipline and shows the links between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



Although courses in business studies are optional, students should keep in mind that they can take any business studies course in the Grade 9–12 program to fulfil the Group 2 additional compulsory credit requirement for the Ontario Secondary School Diploma.<sup>2</sup>

**Half-Credit Courses.** The courses outlined in this document are designed as full-credit courses, but may be *delivered* as full- or half-credit courses. Half-credit courses, which require

2. To meet the Group 2 additional compulsory credit requirement, students have the choice of earning one credit for a course in business studies or one credit for an additional course in health and physical education or the arts.

Note also that cooperative education courses, which may be combined with business studies courses, may also be used to fulfil two of the three additional compulsory credit requirements for Groups 1, 2, and 3. (See Policy/Program Memorandum No. 139.)

a minimum of fifty-five hours of scheduled instructional time, must adhere to the following conditions:

- The two half-credit courses created from a full course must together contain all of the expectations of the full course. The expectations for the two half-credit courses must be divided in a manner that best enables students to achieve the required knowledge and skills in the allotted time.
- A course that is a prerequisite for another course may be offered as two half-credit courses, but a student must successfully complete both parts of the course to fulfil the prerequisite. (Students are not required to complete both parts unless the course is a prerequisite for another course they wish to take.)
- The title of each half-credit course must include the designation *Part 1* or *Part 2*. When a student successfully completes a half-credit course, a half-credit (0.5) will be recorded in the credit-value column of both the report card and the Ontario Student Transcript.

Boards will ensure that all half-credit courses comply with the conditions described above, and will report all half-credit courses to the ministry annually in the School October Report.

## Curriculum Expectations

The expectations identified for each course describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated.

Two sets of expectations are listed for each *strand*, or broad curriculum area, of each course.

- The *overall expectations* describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each course.
- The *specific expectations* describe the expected knowledge and skills in greater detail. The specific expectations are arranged under subheadings that reflect particular aspects of the required knowledge and skills and that may serve as a guide for teachers as they plan learning activities for their students.

The organization of expectations into strands and subgroups is not meant to imply that the expectations in any one strand or group are achieved independently of the expectations in the other strands or groups. The subheadings are used merely to help teachers focus on particular aspects of knowledge and skills as they plan lessons or learning activities for their students. The concepts, content, and skills identified in the different strands of each course should, wherever appropriate, be integrated in instruction throughout the course.

Many of the expectations are accompanied by examples, given in parentheses. These examples are meant to illustrate the kind of knowledge or skill, the specific area of learning, the depth of learning, and/or the level of complexity that the expectation entails. Some examples may also be used to emphasize the importance of diversity or multiple perspectives. The examples are intended only as suggestions for teachers. Teachers may incorporate the examples into their lessons, or they may choose other topics or approaches that are relevant to the expectation.

## Strands

Each course in business studies is organized into distinct but related strands. The strands are particular to each course; they are listed in the overviews that introduce the courses in each subject area.

# Assessment and Evaluation of Student Achievement

## Basic Considerations

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each course. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices.

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 subject. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality.

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in this document.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart on pages 16–17;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- accommodate the needs of students with special education needs, consistent with the strategies outlined in their Individual Education Plan;
- accommodate the needs of students who are learning the language of instruction (English or French);
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- include the use of samples of students' work that provide evidence of their achievement;
- are communicated clearly to students and parents at the beginning of the course or the school term and at other appropriate points throughout the school year.

All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will

use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be covered in instruction and assessment (e.g., through direct observation) but not necessarily evaluated.

The characteristics given in the achievement chart (pages 16–17) for level 3 represent the “provincial standard” for achievement of the expectations in a course. A complete picture of overall achievement at level 3 in a course in business studies can be constructed by reading from top to bottom in the shaded column of the achievement chart, headed “70–79% (Level 3)”. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent courses.

Level 1 identifies achievement that falls much below the provincial standard, while still reflecting a passing grade. Level 2 identifies achievement that approaches the standard. Level 4 identifies achievement that surpasses the standard. It should be noted that achievement at level 4 does not mean that the student has achieved expectations beyond those specified for a particular course. It indicates that the student has achieved all or almost all of the expectations for that course, and that he or she demonstrates the ability to use the specified knowledge and skills in more sophisticated ways than a student achieving at level 3.

The Ministry of Education provides teachers with materials that will assist them in improving their assessment methods and strategies and, hence, their assessment of student achievement. These materials include samples of student work (exemplars) that illustrate achievement at each of the four levels. (Adaptations can be made within the exemplar documents to align them with the revised curriculum.)

### **The Achievement Chart for Business Studies**

The achievement chart that follows identifies four categories of knowledge and skills in business studies. The achievement chart is a standard province-wide guide to be used by teachers. It enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time.

The purpose of the achievement chart is to:

- provide a common framework that encompasses all curriculum expectations for all courses outlined in this document;
- guide the development of quality assessment tasks and tools (including rubrics);
- help teachers to plan instruction for learning;
- assist teachers in providing meaningful feedback to students;
- provide various categories and criteria with which to assess and evaluate students’ learning.

**Categories of Knowledge and Skills.** The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the subject expectations for any given course are organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

The categories of knowledge and skills are described as follows:

*Knowledge and Understanding.* Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding).

*Thinking.* The use of critical and creative thinking skills and/or processes, as follows:

- planning skills (e.g., focusing research, gathering information, selecting strategies, organizing a project)

- processing skills (e.g., analysing, interpreting, assessing, reasoning, generating ideas, evaluating, synthesizing, seeking a variety of perspectives, forming conclusions)
- critical/creative thinking processes (e.g., evaluation of business situations, problem solving, decision making, detecting bias, research)

*Communication.* The conveying of meaning through various oral, written, and visual forms, including electronic forms (e.g., presentations, charts, graphs, tables, maps, models, web pages, spreadsheets, flyers, financial statements, letters, memos, reports).

*Application.* The use of knowledge and skills to make connections within and between various contexts.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories.

**Criteria.** Within each category in the achievement chart, criteria are provided, which are subsets of the knowledge and skills that define each category. For example, in Knowledge and Understanding, the criteria are “knowledge of content (e.g., facts, terms, definitions, procedures)” and “understanding of content (e.g., concepts, principles, theories, relationships, methodologies and/or technologies)”. The criteria identify the aspects of student performance that are assessed and/or evaluated, and serve as guides to what to look for.

**Descriptors.** A “descriptor” indicates the characteristic of the student’s performance, with respect to a particular criterion, on which assessment or evaluation is focused. In the achievement chart, *effectiveness* is the descriptor used for each criterion in the Thinking, Communication, and Application categories. What constitutes effectiveness in any given performance task will vary with the particular criterion being considered. Assessment of effectiveness may therefore focus on a quality such as appropriateness, clarity, accuracy, precision, logic, relevance, significance, fluency, flexibility, depth, or breadth, as appropriate for the particular criterion. For example, in the Thinking category, assessment of effectiveness might focus on the degree of relevance or depth apparent in an analysis; in the Communication category, on clarity of expression or logical organization of information and ideas; or in the Application category, on appropriateness or breadth in the making of connections. Similarly, in the Knowledge and Understanding category, assessment of knowledge might focus on accuracy, and assessment of understanding might focus on the depth of an explanation. Descriptors help teachers to focus their assessment and evaluation on specific knowledge and skills for each category and criterion, and help students to better understand exactly what is being assessed and evaluated.

**Qualifiers.** A specific “qualifier” is used to define each of the four levels of achievement – that is, *limited* for level 1, *some* for level 2, *considerable* for level 3, and a *high degree* or *thorough* for level 4. A qualifier is used along with a descriptor to produce a description of performance at a particular level. For example, the description of a student’s performance at level 3 with respect to the first criterion in the Thinking category would be: “the student uses planning skills with considerable effectiveness”.

The descriptions of the levels of achievement given in the chart should be used to identify the level at which the student has achieved the expectations. In all of their courses, students should be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across all four categories of knowledge and skills.



## Achievement Chart – Business Studies, Grades 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
<b>Knowledge and Understanding</b> <i>Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
<b>The student:</b>				
Knowledge of content (e.g., facts, terms, definitions, procedures)	– demonstrates limited knowledge of content	– demonstrates some knowledge of content	– demonstrates considerable knowledge of content	– demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, principles, theories, relationships, methodologies and/or technologies)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
<b>Thinking</b> <i>The use of critical and creative thinking skills and/or processes</i>				
<b>The student:</b>				
Use of planning skills (e.g., focusing research, gathering information, selecting strategies, organizing a project)	– uses planning skills with limited effectiveness	– uses planning skills with some effectiveness	– uses planning skills with considerable effectiveness	– uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, interpreting, assessing, reasoning, generating ideas, evaluating, integrating, synthesizing, seeking a variety of perspectives, forming conclusions)	– uses processing skills with limited effectiveness	– uses processing skills with some effectiveness	– uses processing skills with considerable effectiveness	– uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., evaluation of business situations, problem solving, decision making, detecting bias, research)	– uses critical/creative thinking processes with limited effectiveness	– uses critical/creative thinking processes with some effectiveness	– uses critical/creative thinking processes with considerable effectiveness	– uses critical/creative thinking processes with a high degree of effectiveness
<b>Communication</b> <i>The conveying of meaning through various forms</i>				
<b>The student:</b>				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including electronic forms (e.g., presentations, charts, graphs, tables, maps, models, web pages, spreadsheets, flyers, financial statements, letters, memos, reports)	– expresses and organizes ideas and information with limited effectiveness	– expresses and organizes ideas and information with some effectiveness	– expresses and organizes ideas and information with considerable effectiveness	– expresses and organizes ideas and information with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
<b>Communication (cont.)</b>	<b>The student:</b>			
Communication for different audiences (e.g., peers, business clients, company supervisor) and purposes (e.g., to inform, to persuade) in oral, visual, and written forms, including electronic forms	– communicates for different audiences and purposes with limited effectiveness	– communicates for different audiences and purposes with some effectiveness	– communicates for different audiences and purposes with considerable effectiveness	– communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and written forms, including electronic forms	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
<b>Application</b> <i>The use of knowledge and skills to make connections within and between various contexts</i>	<b>The student:</b>			
Application of knowledge and skills (e.g., concepts, procedures, processes, use of technology and materials) in familiar contexts	– applies knowledge and skills in familiar contexts with limited effectiveness	– applies knowledge and skills in familiar contexts with some effectiveness	– applies knowledge and skills in familiar contexts with considerable effectiveness	– applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., choice of tools and software, ethical standards, concepts, procedures, technologies) to new contexts	– transfers knowledge and skills to new contexts with limited effectiveness	– transfers knowledge and skills to new contexts with some effectiveness	– transfers knowledge and skills to new contexts with considerable effectiveness	– transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., connections between business studies and personal experiences, opportunities, social and global challenges and perspectives; cross-curricular and multidisciplinary connections)	– makes connections within and between various contexts with limited effectiveness	– makes connections within and between various contexts with some effectiveness	– makes connections within and between various contexts with considerable effectiveness	– makes connections within and between various contexts with a high degree of effectiveness

*Note:* A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.

## **Evaluation and Reporting of Student Achievement**

Student achievement must be communicated formally to students and parents by means of the Provincial Report Card, Grades 9–12. The report card provides a record of the student's achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline.

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9–12 will be determined as follows:

- Seventy per cent of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- 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 suitable to the course content and administered towards the end of the course.

## **Reporting on Demonstrated Learning Skills**

The report card provides a record of the learning skills demonstrated by the student in every course, in the following five categories: Works Independently, Teamwork, Organization, Work Habits, and Initiative. The learning skills are evaluated using a four-point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement). The separate evaluation and reporting of the learning skills in these five areas reflects their critical role in students' achievement of the curriculum expectations. To the extent possible, the evaluation of learning skills, apart from any that may be included as part of a curriculum expectation in a course, should not be considered in the determination of percentage grades.

# Some Considerations for Program Planning in Business Studies

Teachers who are planning a program in business studies must take into account considerations in a number of important areas, including those discussed below.

## Teaching Approaches

Students learn best when they are engaged in a variety of ways of learning. Business studies courses lend themselves to a wide range of approaches in that they require students to discuss issues, solve problems using applications software, participate in business simulations, conduct research, think critically, work cooperatively, and make business decisions. When students are engaged in active and experiential learning strategies, they tend to retain knowledge for longer periods and to develop meaningful skills. Active and experiential learning strategies also enable students to apply their knowledge and skills to real-life issues and situations.

Some of the teaching and learning strategies that are suitable to material taught in business studies are the use of case studies and simulations, teamwork, brainstorming, mind mapping, problem solving, decision making, independent research, personal reflection, seminar presentations, direct instruction, portfolios, and hands-on applications. In combination, such approaches promote the acquisition of knowledge, foster positive attitudes towards learning, and encourage students to become lifelong learners.

Teachers must provide a wide range of activities and assignments that encourage mastery of basic concepts and development of inquiry/research skills. To make their programs interesting and relevant, they must help students to relate the knowledge and skills gained to issues and situations in the business world. It is essential to emphasize the relationship of business studies to the world outside the school to help students recognize that what they are studying is not just a school subject but a reality that profoundly affects their lives, their communities, and the world.

Students' attitudes towards business studies can have a significant effect on their achievement of expectations. Teaching methods and learning activities that encourage students to recognize the value and relevance of what they are learning will go a long way towards motivating students to work and learn effectively. In addition, the diversity of subjects and approaches represented in the business curriculum will allow students to find courses that are well suited to their particular learning styles and interests.

In all courses, consideration should be given to including student conferences, visits from a range of guest speakers with diverse backgrounds and experiences, and trips to local businesses. Students develop a better understanding of various aspects of the study of business when they can see and experience actual examples of what they are studying. Such experiences also give them a better appreciation of the unique features of the business communities that affect their daily lives.

The complex nature of business today, influenced by the restructuring of the economy, rapid advances in technology, and the globalization of the marketplace, requires that students be given varied opportunities to learn about current business realities and practices. By ensuring that students engage in experiential learning and real-world applications, teachers can help them develop the practical, current business knowledge and skills they need.

The business studies courses outlined in this document have been designed for use throughout the province, and the expectations in them can be adapted to reflect the local business environment. They also take into account the constant changes in technology and the global economy, enabling teachers to develop lessons that are creative, dynamic, and challenging for students. The curriculum expectations encourage the use of business simulations, and information and communication technology. They also focus on employability skills, thereby building a foundation for the development of school-to-work transition programs.

### **The Importance of Current Events in Business Studies**

The study of current events should inform the business studies curriculum, enhancing both the relevance and the immediacy of the program. Discussion and incorporation of current events into daily lessons not only stimulates student interest and curiosity but also helps students connect what they are learning in class with real-world events or situations. The study of current events needs to be thought of not as a separate topic removed from the program but as an effective instructional strategy for implementing many of the expectations found in the curriculum.

### **The Role of Technology in Business Studies**

Information and communication technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' learning in business studies. These tools include simulations, multimedia resources, databases, spreadsheets, and computer-assisted learning modules. Teachers can use ICT tools and resources both for whole-class instruction and to design programs that meet diverse student needs. Information and communication technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom.

Through Internet websites, students can now access resources held in libraries, archives, public institutions, and private businesses across the country and around the world. They can find the most current information available on topics relevant to all business studies courses. ICT resources allow secondary school students to conduct more far-ranging and authentic research than ever before. Although the Internet is a powerful learning tool, however, all students must be made aware of issues of privacy, safety, and responsible use, as well as of the ways in which the Internet can be used to promote hatred.

Applications such as databases, spreadsheets, word processors, and presentation and multimedia software can be used to enhance student learning in all business studies courses. In the information and communication technology courses, they are an essential tool for learning. In these courses, students acquire skills in the use of word processing, spreadsheet, database, desktop publishing, website design, and presentation and multimedia software that meet current business standards and that are transferable to other courses as well as to the workplace. Information and communication technologies are integrated into the business studies curriculum in a way that mirrors the dynamic environment in which business is conducted today, creating an authentic and relevant learning environment for students.

## Planning Business Studies Programs for Students With Special Education Needs

In planning business studies courses for students with special education needs, teachers should begin by examining both the curriculum expectations for the course and the needs of the individual student to determine which of the following options is appropriate for the student:

- no accommodations<sup>3</sup> or modifications; or
- accommodations only; or
- modified expectations, with the possibility of accommodations

If the student requires either accommodations or modified expectations, or both, the relevant information, as described in the following paragraphs, must be recorded in his or her Individual Education Plan (IEP). For a detailed discussion of the ministry's requirements for IEPs, see *Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000* (referred to hereafter as *IEP Standards, 2000*). More detailed information about planning programs for students with special education needs can be found in *The Individual Education Plan (IEP): A Resource Guide, 2004* (referred to hereafter as the *IEP Resource Guide, 2004*). (Both documents are available at <http://www.edu.gov.on.ca>.)

**Students Requiring Accommodations Only.** With the aid of accommodations alone, some students are able to participate in the regular course curriculum and to demonstrate learning independently. (Accommodations do not alter the provincial curriculum expectations for the course.) The accommodations required to facilitate the student's learning must be identified in his or her IEP (see *IEP Standards, 2000*, page 11). A student's IEP is likely to reflect the same accommodations for many, or all, courses.

There are three types of accommodations. *Instructional accommodations* are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia. *Environmental accommodations* are changes that the student may require in the classroom and/or school environment, such as preferential seating or special lighting. *Assessment accommodations* are changes in assessment procedures that enable the student to demonstrate his or her learning, such as allowing additional time to complete tests or assignments or permitting oral responses to test questions (see page 29 of the *IEP Resource Guide, 2004*, for more examples).

If a student requires "accommodations only" in business studies courses, assessment and evaluation of his or her achievement will be based on the appropriate course curriculum expectations and the achievement levels outlined in this document. The IEP box on the Provincial Report Card will not be checked, and no information on the provision of accommodations will be included.

**Students Requiring Modified Expectations.** Some students will require modified expectations, which differ from the regular course expectations. For most students, modified expectations will be based on the regular course curriculum, with changes in the number and/or complexity of the expectations. It is important to monitor, and to reflect clearly in the student's

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3. "Accommodations" refers to individualized teaching and assessment strategies, human supports, and/or individualized equipment.

IEP, the extent to which expectations have been modified. As noted in Section 7.12 of the ministry's policy document *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999*, the principal will determine whether achievement of the modified expectations constitutes successful completion of the course, and will decide whether the student is eligible to receive a credit for the course. This decision must be communicated to the parents and the student.

When a student is expected to achieve most of the curriculum expectations for the course, the modified expectations should identify how they differ from the course expectations. When modifications are so extensive that achievement of the learning expectations is not likely to result in a credit, the expectations should specify the precise requirements or tasks on which the student's performance will be evaluated and which will be used to generate the course mark recorded on the Provincial Report Card. Modified expectations indicate the knowledge and/or skills the student is expected to demonstrate and have assessed in each reporting period (*IEP Standards, 2000*, pages 10 and 11). Modified expectations represent specific, realistic, observable, and measurable achievements and describe specific knowledge and/or skills that the student can demonstrate independently, given the appropriate assessment accommodations. The student's learning expectations must be reviewed in relation to the student's progress at least once every reporting period, and must be updated as necessary (*IEP Standards, 2000*, page 11).

If a student requires modified expectations in business studies courses, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and on the achievement levels outlined in this document. If some of the student's learning expectations for a course are modified but the student is working towards a credit for the course, it is sufficient simply to check the IEP box on the Provincial Report Card. If, however, the student's learning expectations are modified to such an extent that the principal deems that a credit will not be granted for the course, the IEP box must be checked and the appropriate statement from *Guide to the Provincial Report Card, Grades 9–12, 1999* (page 8) must be inserted. The teacher's comments should include relevant information on the student's demonstrated learning of the modified expectations, as well as next steps for the student's learning in the course.

### **English As a Second Language and English Literacy Development (ESL/ELD)**

Young people whose first language is not English enter Ontario secondary schools with diverse linguistic and cultural backgrounds. Some may have experience of highly sophisticated educational systems, while others may have had limited formal schooling. All of these students bring a rich array of background knowledge and experience to the classroom, and all teachers must share in the responsibility for their English-language development.

Students who come to Ontario from other countries will find the study of the subjects within business studies particularly useful. Through this study, they can develop an understanding of the Canadian business environment that will help them to become well-informed Canadian citizens.

Business studies courses can provide interesting learning opportunities for students who have come to Canada from different countries. Because business seeks ways to address the needs of diverse markets and communities, students from other countries may find that their experiences and background are helpful in analysing the needs of various markets and determining

appropriate business strategies. In addition, because businesses require employees with a wide range of skills and abilities, students will learn how their backgrounds and language skills can contribute to business success.

Teachers of business studies must incorporate appropriate strategies for instruction and assessment to facilitate the success of the English language learners in their classrooms. These strategies include:

- modification of some or all of the course expectations, based on the student's level of English proficiency;
- use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, scaffolding; previewing of textbooks; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and culturally diverse materials);
- use of assessment accommodations (e.g., granting of extra time; use of oral interviews and tasks requiring completion of graphic organizers and cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

Students who are no longer taking ESL or ELD courses may still require program adaptations to be successful. When learning expectations in a course other than ESL and ELD are modified, this must be clearly indicated on the student's report card by checking the ESL or ELD box. (See the *Guide to the Provincial Report Card, Grades 9–12, 1999*.)

For further information on supporting students who are English language learners, refer to *The Ontario Curriculum, Grades 9 to 12: English As a Second Language and English Literacy Development, 1999* and the resource guide *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom* (Ministry of Education, 2005).

### **Antidiscrimination Education in Business Studies**

Antidiscrimination education promotes a school climate and classroom practice that encourage all students to work to high standards, ensure that they are given a variety of opportunities to be successful, affirm their self-worth, and help them strengthen their sense of identity and positive self-image.

The business studies curriculum is designed to help students acquire the habits of mind that are essential in a complex democratic society characterized by rapid technological, economic, political, and social change. These include respect and understanding with regard to individuals, groups, and cultures in Canada and the global community, including an appreciation and valuing of the contributions of Aboriginal people to the richness and diversity of Canadian life. They also involve respect and responsibility for the environment and an understanding of the rights, privileges, and responsibilities of citizenship. Learning the importance of protecting human rights and of taking a stand against racism and other expressions of hatred and discrimination is also part of the foundation for responsible citizenship and ethical business practice.

In business studies, students will learn about the changing workplace and the Canadian and global economy. They will learn how business is carried out effectively and equitably in the local and global workplace and how it is affected and enhanced by the diversity of the global marketplace.



Learning activities in business studies courses should be inclusive in nature, reflecting diverse points of view and experiences. They should enable students to become more sensitive to the experiences and perceptions of others, to value and show respect for diversity in the school and in the wider society, and to make responsible and equitable decisions in their personal and business relationships. The critical thinking and research skills acquired in business studies courses will enable students to recognize bias and stereotyping in text and images, as well as discriminatory attitudes that create barriers to productive relationships in business and trade.

### **Literacy, Numeracy, and Inquiry/Research Skills**

Success in all their secondary school courses depends in large part on students' literacy skills. The activities and tasks that students undertake in the business studies curriculum involve oral, written, and visual communication skills. For example, students use language to record their observations, to describe their inquiries in both informal and formal contexts, and to present their findings in presentations and reports in oral, written, graphic, and multimedia forms. Communicating in a business environment and using business software require the use and understanding of specialized terminology. In all business studies courses, students are required to use appropriate and correct terminology, and are encouraged to use language with care and precision, in order to communicate effectively.

The Ministry of Education has facilitated the development of materials to support literacy instruction across the curriculum. Helpful advice for integrating literacy instruction in business studies courses may be found in the following resource documents:

- *Think Literacy: Cross-Curricular Approaches, Grades 7–12, 2003*
- *Think Literacy: Cross-Curricular Approaches, Grades 7–12 – Subject-Specific Examples: Business Studies, Grade 11, 2005*

The business studies curriculum also builds on and reinforces certain aspects of the mathematics curriculum. For example, clear, concise communication involves the use of various diagrams, charts, tables, and graphs to organize, interpret, and present information.

In business studies courses, students will develop their ability to ask questions and conduct research as they plan and manage projects. They need to learn a variety of research methods in order to carry out their investigations, and to know which methods to use in a particular inquiry. Students need to learn how to locate relevant information in a variety of print and electronic sources, including books and articles, manuals, newspapers, websites, databases, tables, diagrams, and charts. As they advance through the grades, students will be expected to use these sources with increasing sophistication. They will also be expected to distinguish between primary and secondary sources, to determine their validity and relevance, and to use them in appropriate ways. This is especially true with respect to electronic research sources.

### **The Ontario Skills Passport and Essential Skills**

Teachers planning programs in business studies need to be aware of the purpose and benefits of the Ontario Skills Passport (OSP). The OSP is a bilingual web-based resource that enhances the relevancy of classroom learning for students and strengthens school–work connections. The OSP provides clear descriptions of essential skills such as reading, writing, use of computers, measurement and calculation, and problem solving and includes an extensive database of occupation-specific workplace tasks that illustrate how workers use these skills on the job. The

essential skills are transferable, in that they are used in virtually all occupations. The OSP also includes descriptions of important work habits, such as working safely, being reliable, and providing excellent customer service. The OSP is designed to help employers assess and record students' demonstration of these skills and work habits during their cooperative-education placements. Students can use the OSP to identify the skills and work habits they already have, plan further skill development, and show employers what they can do.

The skills described in the OSP are the essential skills that the Government of Canada and other national and international agencies have identified and validated, through extensive research, as the skills needed for work, learning, and life. Essential skills provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change. For further information on the OSP and essential skills, visit: <http://skills.edu.gov.on.ca>.

### **Career Education**

Most careers involve some aspect of business practice – physicians and mechanics operate small businesses, artists sell their art. Courses in business studies prepare students for employment in such diverse areas as retailing, management, technology, small business, government service, and professional careers. The skills and knowledge that students acquire through business studies courses are essential for a wide range of careers. Students gain an understanding of various aspects of business operation and practice through courses in all the subjects in the discipline. In addition, the focus on personal management, interpersonal skills, and career development in the business studies curriculum will help prepare students for success in their working lives, whatever their career. Finally, learning about different kinds of businesses will enable students who are interested in a career in business to think about the type of operation that is best suited to their backgrounds and interests.

### **Cooperative Education and Other Forms of Experiential Learning**

Cooperative education and other forms of experiential learning, such as job shadowing, field trips, and work experience, enable students to apply the skills they have developed in the classroom to real-life activities in the world of business and public service. Cooperative education and other workplace experiences also help to broaden students' knowledge of employment opportunities in a wide range of fields, including small-business operations, management, marketing, accounting, and government service. In addition, students develop their understanding of workplace practices, certifications, and the nature of employer-employee relationships. Teachers of business studies should maintain links with community-based businesses to ensure students have access to hands-on experiences that will reinforce the knowledge and skills they have gained in school.

All cooperative education and other workplace experiences will be provided in accordance with the ministry's policy document entitled *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000*.

### **Planning Program Pathways and Programs Leading to a Specialist High-Skills Major**

Business studies courses are well suited for inclusion in programs leading to a Specialist High-Skills Major (SHSM) or in programs designed to provide pathways to particular apprenticeship or workplace destinations. In an SHSM program, business studies courses can be bundled with

other courses to provide the academic knowledge and skills important to particular industry sectors and required for success in the workplace and postsecondary education, including apprenticeship. Business studies courses may also be combined with cooperative education credits to provide the workplace experience required for SHSM programs and for various program pathways to apprenticeship and workplace destinations. (SHSM programs would also include sector-specific learning opportunities offered by employers, skills-training centres, colleges, and community organizations.)

### **Health and Safety in Business Studies**

The business studies program provides for exploration of a variety of concepts relating to health and safety in the workplace. In planning learning activities to help students achieve the curriculum expectations, teachers need to ensure that students have opportunities to consider health and safety issues. Health and safety issues must be addressed when learning involves cooperative education and other workplace experiences. Teachers who provide support for students in workplace learning placements need to assess placements for safety and ensure students understand the importance of issues relating to health and safety in the workplace. Before taking part in workplace learning experiences, students must acquire the knowledge and skills needed for safe participation. Students must understand their rights to privacy and confidentiality as outlined in the Freedom of Information and Protection of Privacy Act. They have the right to function in an environment free from abuse and harassment, and they need to be aware of harassment and abuse issues in establishing boundaries for their own personal safety. They should be informed about school and community resources and school policies and reporting procedures with respect to all forms of abuse and harassment.

Policy/Program Memorandum No. 76A, “Workplace Safety and Insurance Coverage for Students in Work Education Programs” (September 2000), outlines procedures for ensuring the provision of Health and Safety Insurance Board coverage for students who are at least 14 years of age and are on placements of more than one day. (A one-day job shadowing or job twinning experience is treated as a field trip.) Teachers should also be aware of the minimum age requirements outlined in the Occupational Health and Safety Act for persons to be in or to be working in specific workplace settings. Relevant ministry policies are outlined in *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000*.

# Accounting

Accounting is the language of business. It is difficult to imagine an organization or an individual that is not affected in some way by accounting. From the local corner store to the world's largest corporation, businesses use accounting to organize, understand, and communicate all aspects of their financial position. Ultimately, it is this understanding that helps people make wise business decisions. The integration of information technology and accounting software throughout the accounting curriculum will help prepare students for today's business environment. Students who learn not only the fundamentals of accounting, but how to think and apply that knowledge, will have the confidence to integrate accounting principles and practices into their work in a wide spectrum of careers.

## **Strands**

### ***Financial Accounting Fundamentals, Grade 11, University/College Preparation***

- Fundamental Accounting Practices
- Advanced Accounting Practices
- Internal Control, Financial Analysis, and Decision Making
- Ethics, Impact of Technology, and Careers

### ***Accounting Essentials, Grade 11, Workplace Preparation***

- Fundamentals of Accounting for Business
- The Accounting Cycle
- Internal Control, Banking, and Computerized Accounting
- Decision Making, Ethics, and Careers

### ***Financial Accounting Principles, Grade 12, University/College Preparation***

- The Accounting Cycle
- Accounting Practices for Assets
- Partnerships and Corporations
- Financial Analysis and Decision Making

### ***Accounting for a Small Business, Grade 12, Workplace Preparation***

- Service and Merchandising Businesses
- Accounting Practices
- Fixed Assets, Payroll, and Income Tax
- Ethical Issues, Budgets, and Business Expansion

## **Financial Accounting Fundamentals, Grade 11, University/College Preparation**

(BAF3M)

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting.

**Prerequisite:** None

# Fundamental Accounting Practices

## Overall Expectations

By the end of this course, students will:

- describe the discipline of accounting and its importance for business;
- describe the differences among the various forms of business organization;
- demonstrate an understanding of the basic procedures and principles of the accounting cycle for a service business.

## Specific Expectations

### *Introduction to Accounting as a Discipline*

By the end of this course, students will:

- explain the purpose of accounting;
- explain the difference between accounting and bookkeeping;
- identify the users and uses of accounting;
- identify the Generally Accepted Accounting Principles (GAAP) and explain their importance.

### *Business Structures*

By the end of this course, students will:

- describe the characteristics of different forms of business organization, including sole proprietorship, partnership, and corporation;
- describe the advantages and disadvantages of different forms of business organization, including sole proprietorship, partnership, and corporation;
- explain the differences among the equity sections of different forms of business organization, including sole proprietorship, partnership, and corporation (e.g., capital account in a sole proprietorship versus common stock in shareholders' equity in a corporation).

### *The Accounting Cycle for a Service Business*

By the end of this course, students will:

- assess the effects that transactions have on the accounts and financial statements of a service business;
- record transactions using the journals and ledgers of a service business;
- prepare a trial balance and the financial statements for a service business;
- record adjusting and closing entries for a service business (e.g., prepaid expenses, amortization, accruals);
- describe the impact of year-end procedures, including adjusting and closing entries, on the financial statements of a service business;
- apply the Generally Accepted Accounting Principles (GAAP) at each stage of the accounting cycle for a service business.

## Advanced Accounting Practices

### Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the procedures and principles of the accounting cycle for a merchandising business;
- demonstrate an understanding of the accounting practices for sales tax;
- apply accounting practices in a computerized environment.

### Specific Expectations

#### *The Accounting Cycle for a Merchandising Business*

By the end of this course, students will:

- describe the principal accounting elements particular to a merchandising business (e.g., new accounts, cost of goods sold section, returns, discounts);
- identify and describe the periodic and perpetual inventory systems and journalize transactions using both systems;
- assess the effects that transactions have on the accounts and financial statements of a merchandising business;
- record transactions in the journals and ledgers of a merchandising business;
- prepare a trial balance and the financial statements, including a detailed cost of goods sold section, for a merchandising business;
- record the adjusting and closing entries for a merchandising business (e.g., accruals, inventory adjustment);
- describe the impact of year-end procedures, including adjusting and closing entries, on the financial statements of a merchandising business;
- describe alternative accounting practices (e.g., special journals and ledgers).

#### *Accounting for Sales Tax*

By the end of this course, students will:

- describe the accounting practices particular to sales tax (e.g., accounts required, financial statement presentation);
- record transactions related to provincial sales tax (e.g., collections, remittance);
- record transactions related to federal sales tax (e.g., collections, remittance).

#### *Computer Applications in Accounting*

By the end of this course, students will:

- use accounting or application software to record transactions for a service business;
- use accounting or application software to record transactions for a merchandising business;
- use accounting or application software to prepare financial statements.

## Internal Control, Financial Analysis, and Decision Making

### Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of internal control procedures in the financial management of a business;
- evaluate the financial status of a business by analysing performance measures and financial statements;
- explain how accounting information is used in decision making.

### Specific Expectations

#### *Internal Control Procedures*

By the end of this course, students will:

- describe the basic elements of an internal control system (e.g., separation of duties, prenumbered documents, rotation of staff);
- apply appropriate control measures used in accounting for assets (e.g., petty cash procedures, bank reconciliation procedures);
- describe the role of budgeted financial statements in planning, controlling, and evaluating business results (e.g., difference between budgeted and actual income statements);
- describe the role and work of an auditor.

#### *Financial Analysis*

By the end of this course, students will:

- explain the importance of current assets and current liabilities when interpreting a balance sheet;
- analyse a company's liquidity and solvency by using simple financial ratios (e.g., current ratio, debt ratio) and other financial analysis tools (e.g., comparative statements, trend analysis, common size statements);

- analyse a company's profitability by using simple financial ratios (e.g., gross profit percentage, return on equity) and other financial analysis tools (e.g., comparative statements, trend analysis, common size statements).

#### *Decision Making*

By the end of this course, students will:

- describe how accounting information is used by company personnel (e.g., department managers, owners) in making decisions;
- explain the role of financial analysis in decision making from the standpoint of potential investors (e.g., mutual fund managers, institutional investors, individual investors);
- describe how accounting information is used by individuals or organizations outside the company (e.g., governments, Ontario Securities Commission, police, forensic accountants) in making decisions.



## Ethics, Impact of Technology, and Careers

### Overall Expectations

By the end of this course, students will:

- assess the role of ethics in, and the impact of current issues on, the practice of accounting;
- assess the impact of technology on the accounting functions in business;
- describe professional accounting designations and career opportunities.

### Specific Expectations

#### *Ethics and Current Issues*

By the end of this course, students will:

- describe the role of ethics in accounting;
- explain the need for strict standards (e.g., code of conduct) in the practice of professional accounting;
- identify and describe current issues and developments that have an impact on accounting and the accounting profession (e.g., fraud scandals, the globalization of business transactions).

#### *Impact of Technology*

By the end of this course, students will:

- compare a manual accounting system with a computerized accounting system;
- describe ways in which technology can affect the accounting function (e.g., the effect on the information itself, the accountant's work, and the security of information systems);
- explain the advantages and disadvantages of technology as it affects accounting.

#### *Careers in Accounting*

By the end of this course, students will:

- distinguish among the professional accounting designations in Canada and the corresponding areas of specialization for accountants (e.g., financial accounting, management accounting, auditing);
- identify the Canadian accounting organizations and describe the services they offer to support accountants;
- identify and describe various accounting career opportunities that do not require professional accounting designations;
- summarize, on the basis of research, the educational requirements of various career paths requiring a background in accounting.

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## **Accounting Essentials, Grade 11, Workplace Preparation**

(BAI3E)

This course introduces students to the accounting cycle of a service business. Students will use computer applications software to record business transactions and to prepare financial statements. Students will also investigate banking and cash management, decision making, ethical behaviour, and career opportunities in the field of accounting.

**Prerequisite:** None

# Fundamentals of Accounting for Business

## Overall Expectations

By the end of this course, students will:

- describe the nature of accounting and explain its importance in managing a business;
- analyse the different types of business ownership;
- describe the differences among various sources of financing available to businesses.

## Specific Expectations

### *The Nature of Accounting*

By the end of this course, students will:

- explain the role of accounting in a service business;
- identify the elements of an accounting system (e.g., journal, ledgers, forms, statements) and describe the benefits of each;
- explain the need for Generally Accepted Accounting Principles (GAAP).

### *Types of Business Ownership*

By the end of this course, students will:

- identify the different types of business ownership (e.g., sole proprietorship, partnership, corporation, cooperative);
- explain the advantages and disadvantages of each type of business ownership;
- examine different businesses to identify their type of ownership.

### *Sources of Financing*

By the end of this course, students will:

- identify the sources of funds available to finance a service business (e.g., family, investors, banks, government);
- describe the purpose of collateral in securing financing;
- identify the costs of different sources of financing for the operation of a service business (e.g., interest on loans, costs of leasing).

# The Accounting Cycle

## Overall Expectations

By the end of this course, students will:

- describe the accounts for a service business;
- apply the appropriate procedures at each stage of the accounting cycle for a service business;
- apply accounting procedures for sales tax for a service business.

## Specific Expectations

### *The Accounts for a Service Business*

By the end of this course, students will:

- explain the relationship among the classifications used in a balance sheet (i.e., assets, liabilities, and owner's equity);
- describe the relationship between debits, credits, and the balance sheet;
- explain the relationship among the classifications used in an income statement (i.e., revenues and expenses).

### *The Accounting Cycle for a Service Business*

By the end of this course, students will:

- record transactions using the double-entry accounting system;
- post transactions to ledger accounts;
- explain the purpose of and prepare a trial balance;
- prepare the financial statements, using a worksheet;
- prepare adjusting entries, closing entries, and a post-closing trial balance.

### *Sales Taxes for a Service Business*

By the end of this course, students will:

- describe the accounting practices particular to sales tax;
- record transactions relating to provincial sales tax;
- record transactions relating to federal sales tax;
- complete provincial and federal sales tax remittance forms.

## Internal Control, Banking, and Computerized Accounting

### Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the importance of proper internal control;
- apply the recording and reporting procedures for banking and cash management;
- use accounting or applications software to complete the accounting cycle for a service business.

### Specific Expectations

#### *Internal Control*

By the end of this course, students will:

- describe the basic elements of a proper internal control system (e.g., petty cash system, separation of duties, receipt and payment procedures, rotation of staff);
- reconcile the daily sales with the point-of-sales records;
- record the transactions related to petty cash.

#### *Banking and Cash Management*

By the end of this course, students will:

- describe various bank services available to a service business (e.g., chequing account, current account, line of credit, overdraft);
- complete the forms necessary for a business deposit to a bank;
- explain and prepare a bank reconciliation;
- record the transactions initiated by the bank reconciliation process.

#### *Computerized Accounting*

By the end of this course, students will:

- describe the advantages of using accounting software;
- use accounting software to record and post transactions;
- use a computerized trial balance to demonstrate the accuracy of accounting records;
- use accounting or applications software to prepare income statements, balance sheets, adjustments, closing accounting entries, and a post-closing trial balance.

## Decision Making, Ethics, and Careers

### Overall Expectations

By the end of this course, students will:

- describe how accounting information is used to help in decision making;
- explain the importance of ethics in accounting and in business in general;
- demonstrate an understanding of career opportunities in accounting.

### Specific Expectations

#### *The Use of Accounting Information to Make Decisions*

By the end of this course, students will:

- describe the use of accounting information in decision making by company personnel (e.g., department managers, owners);
- describe the use of accounting information in decision making by individuals and institutions outside the company (e.g., governments, investors, banks);
- describe the effect on a business of cost changes that are beyond the control of the business (e.g., an increase in taxes, minimum wage, cost of insurance).

#### *Ethics*

By the end of this course, students will:

- explain the role of ethics in accounting-related practices (e.g., releasing accurate financial information, observing securities regulations, using company funds for private purposes);
- assess the consequences of unethical behaviour on an employee (e.g., demotion, loss of employment) and on a business (e.g., fines, loss of shareholder confidence);
- identify important elements of a code of ethics (e.g., regulations regarding company assets, policies relating to equity and diversity, use of confidential information, acceptance of gifts).

#### *Career Opportunities*

By the end of this course, students will:

- describe the challenges and benefits of a variety of accounting careers;
- describe the role and responsibilities of professional associations with respect to accounting careers;
- identify educational requirements of various accounting and financial careers.

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## Financial Accounting Principles, Grade 12, University/College Preparation

(BAT4M)

This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.

**Prerequisite:** Financial Accounting Fundamentals, Grade 11, University/College Preparation

# The Accounting Cycle

## Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of accounting principles and practices;
- demonstrate an understanding of the accounting cycle in a computerized environment for a service business and a merchandising business;
- demonstrate an understanding of ethics and issues in accounting.

## Specific Expectations

### *Accounting Principles and Practices*

By the end of this course, students will:

- apply Generally Accepted Accounting Principles (GAAP) (e.g., matching principle, conservatism principle, realization principle) in the accounting cycle;
- demonstrate the relationship between GAAP and accounting practices (e.g., matching principle and adjusting entries, cost principle and asset valuation);
- describe the roles of various agencies (e.g., Canadian Institute of Chartered Accountants, Certified General Accountants Association of Ontario, Society of Management Accountants of Ontario, Ontario Securities Commission, Canada Revenue Agency) and their effects on accounting practices.

### *Accounting Cycle in a Computerized Environment*

By the end of this course, students will:

- record transactions, using a computerized accounting system, for a service business and a merchandising business;
- prepare a trial balance and detailed financial statements, using applications software;
- record adjusting, closing, and reversing entries, using a computerized accounting system.

### *Ethics and Issues in Accounting*

By the end of this course, students will:

- describe the impact of ethical issues on accounting practices;
- analyse the effects of current issues on financial accounting (e.g., transactions off the balance sheet, fraudulent practices in financial statement reporting, manipulation of GAAP, move towards global accounting practices);
- evaluate the impact of the evolution of technology on the field of accounting.



## Accounting Practices for Assets

### Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of accounting procedures for short-term assets;
- analyse accounting procedures for inventories;
- demonstrate an understanding of methods of accounting for capital assets.

### Specific Expectations

#### *Short-Term Assets*

By the end of this course, students will:

- record transactions for different terms of sales (e.g., sales on account, credit card sales, debit card sales);
- record transactions related to accounts receivable, including doubtful accounts, write-offs, and recoveries;
- explain the accounting procedures for notes receivable.

#### *Inventory Procedures*

By the end of this course, students will:

- compare the characteristics of the periodic and perpetual inventory systems;
- describe and apply different methods of inventory valuation, including average cost; first-in, first-out; last-in, first-out; and specific identification;
- explain the effects of each method of inventory valuation on financial statements;
- explain the effects of an error in valuing inventory on financial statements;
- analyse the role of technology in the management and control of inventory;
- explain the role of internal controls (e.g., paper trails, numbered documents, authorization).

#### *Capital Assets*

By the end of this course, students will:

- distinguish between capital expenditures and revenue expenditures;
- identify the elements used in determining the cost of plant and equipment, natural resources, and intangibles;
- record transactions related to amortization and depletion of tangible assets (e.g., straight-line, declining balance, units of output, revisions, disposals);
- record transactions related to intangible assets (e.g., goodwill, patents, trademarks, copyright);
- analyse methods of amortization (e.g., straight-line, declining balance, units of output) and their effects on financial statements.

# Partnerships and Corporations

## Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of accounting in partnerships;
- demonstrate an understanding of accounting in corporations.

## Specific Expectations

### *Partnerships*

By the end of this course, students will:

- explain the differences between limited and general partnerships;
- record transactions relating to partnerships, including formation, admission of a new partner, retirement of a current partner, and dissolution;
- record the distribution of income among partners;
- prepare the partnership equity section of the balance sheet.

### *Corporations*

By the end of this course, students will:

- describe types of corporations (e.g., public, private, not-for-profit) and classes of shares (e.g., common, preferred, voting);
- record transactions related to common and preferred stocks (e.g., issue, buy back, subscriptions);
- record transactions related to the declaration and distribution of dividends;
- compare the impact of various forms of dividend distribution (e.g., cash dividends, stock dividends, stock splits) on shareholders' equity;
- prepare the financial statements for a corporation, including an income statement, a statement of retained earnings, and the shareholders' equity section of the balance sheet.

# Financial Analysis and Decision Making

## Overall Expectations

By the end of this course, students will:

- compare methods of financing;
- explain and interpret a corporation's annual report;
- use financial analysis techniques to analyse accounting data for decision-making purposes.

## Specific Expectations

### *Methods of Financing*

By the end of this course, students will:

- explain the characteristics of debt financing (e.g., bonds, notes payable, loans) and equity financing (e.g., sale of common or preferred shares) as methods of financing;
- compare the advantages and disadvantages of debt financing and equity financing;
- describe alternative sources of funding available to businesses (e.g., venture capital, government loans and grants).

### *Annual Reports*

By the end of this course, students will:

- describe the purpose of each section common to a corporation's annual report;
- contrast the annual reports of comparable publicly traded corporations (e.g., of similar size, in the same industry, Canadian versus international);
- assess the current and projected financial strength of a corporation based on an analysis of its annual report.

### *Financial Analysis for Decision Making*

By the end of this course, students will:

- evaluate the role and impact of accounting information in decision making;
- analyse the financial status of a company (e.g., liquidity, solvency, profitability) by using horizontal and vertical analysis;
- analyse the financial status of a company, using financial ratios (e.g., turnover ratios, book value, earnings per share, times interest earned, return on assets);
- prepare and analyse cash flow statements (i.e., statements of changes in financial position);
- use information technology to conduct financial analysis.

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## **Accounting for a Small Business, Grade 12, Workplace Preparation**

(BAN4E)

This course further develops students' understanding of the fundamentals of accounting by having them examine each component of the accounting cycle, with an emphasis on a merchandising business. Students will use computer applications software to learn how accounting is practised in the workplace. Students will acquire an understanding of payroll systems, inventory, specialized journals, subsidiary ledgers, income tax reporting, and budgeting.

**Prerequisite:** Accounting Essentials, Grade 11, Workplace Preparation

## Service and Merchandising Businesses

### Overall Expectations

By the end of this course, students will:

- demonstrate accounting skills related to the accounting cycle for a service business;
- demonstrate an understanding of inventory systems;
- demonstrate accounting skills related to the accounting cycle for a merchandising business.

### Specific Expectations

#### *The Accounting Cycle for a Service Business*

By the end of this course, students will:

- describe Generally Accepted Accounting Principles (GAAP) (e.g., business entity principle, cost concepts) and practices (e.g., cash accounting) and apply them to a service business;
- complete the accounting cycle for a service business, using accounting software;
- compare the closing procedures in manual and computerized accounting systems.

#### *Inventory Systems*

By the end of this course, students will:

- describe the accounts particular to inventory for a merchandising business;
- describe the appropriate timing and the process for taking physical inventory;
- describe the principles of safeguarding inventory;
- explain the differences between the periodic and perpetual inventory methods;
- record the various transactions for a merchandising company, using both periodic and perpetual inventory systems;
- calculate inventory turnover and explain its significance;
- prepare inventory accounts using accounting software.

#### *The Accounting Cycle for a Merchandising Business*

By the end of this course, students will:

- apply Generally Accepted Accounting Principles (GAAP) and practices to a merchandising business;
- describe the accounting practices for sales tax that are particular to a merchandising business (e.g., purchases for resale, sales, returns);
- complete the accounting cycle for a merchandising business, using accounting software;
- prepare an income statement with a detailed cost of goods sold section;
- prepare a classified balance sheet for a merchandising business.

## Accounting Practices

### Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of special journals;
- apply accounting procedures for accounts receivable;
- apply accounting procedures for accounts payable.

### Specific Expectations

#### *Special Journals*

By the end of this course, students will:

- describe the features of special journals;
- record transactions in a multi-column journal, using accounting or applications software;
- record transactions in a multi-journal system, using accounting or applications software.

#### *Accounting for Receivables*

By the end of this course, students will:

- estimate uncollectible accounts receivable, using the balance sheet aging method and the income statement percentage of sales method;
- record transactions relating to sales and sales discounts;
- record transactions in a receivables sub-ledger, using accounting software.

#### *Accounting for Payables*

By the end of this course, students will:

- explain the importance of maintaining accurate and timely information on creditors;
- record transactions related to purchases and purchase discounts;
- record transactions in a payables sub-ledger, using accounting software.

## Fixed Assets, Payroll, and Income Tax

### Overall Expectations

By the end of this course, students will:

- describe and apply accounting procedures for fixed assets;
- demonstrate an understanding of payroll practices;
- demonstrate an understanding of income tax procedures.

### Specific Expectations

#### *Fixed Assets*

By the end of this course, students will:

- identify the elements that constitute the cost of a fixed asset (e.g., purchase price, sales tax, delivery and installation costs);
- describe the different methods of calculating depreciation (e.g., straight-line, declining balance, units of output);
- record transactions relating to the acquisition and depreciation of fixed assets.

#### *Payroll Practices*

By the end of this course, students will:

- explain various types of employee remuneration (e.g., hourly wage, piecework, commission, salary, incentive);
- describe payroll deductions;
- record payroll transactions, using accounting software.

#### *Income Tax*

By the end of this course, students will:

- describe the income tax reporting system (e.g., purpose, requirements, timelines);
- prepare a personal income tax return, using applications software;
- prepare an income tax return for a small business, using applications software.

## Ethical Issues, Budgets, and Business Expansion

### Overall Expectations

By the end of this course, students will:

- identify and describe ethical challenges for, and the impact of current issues in, accounting;
- explain the budgeting process;
- describe issues facing a growing business.

### Specific Expectations

#### *Ethics and Issues in Accounting*

By the end of this course, students will:

- explain the ethical challenges for a small business accountant (e.g., non-reporting of cash revenue, manipulation of inventory figures, inflation of costs);
- identify and explain current issues in accounting (e.g., security, role of computers);
- describe the changing role of an accountant (e.g., changes resulting from the move from a manual system to a computerized environment; change from manager of information to consultant).

#### *Budgeting*

By the end of this course, students will:

- describe the purpose of budgeting;
- explain how company performance is evaluated using budgeted and actual (past and present) financial data;
- analyse financial statements containing budgeted and actual financial data;
- prepare a simple cash budget, using cash receipts and expenditures.

#### *Business Expansion*

By the end of this course, students will:

- describe how a business's needs for accounting personnel change as the business expands (e.g., with respect to division of labour, specialization, internal control, use of consultants, outsourcing);
- identify reasons for choosing a particular form of business organization (e.g., adding a partner to allow expansion, incorporating for legal or tax reasons);
- summarize the steps necessary to incorporate a business.



# Entrepreneurship

In a world of accelerating change, where both challenges and opportunities abound, students need to learn how to live and work in an enterprising way, either as entrepreneurs who take the initiative to create new ventures or as enterprising individuals who apply their skills, attitudes, and abilities while working within the various organizations that contribute to our society. The need to be enterprising is further emphasized by the exponential growth of e-commerce and the economic opportunities it presents. Students will have opportunities to acquire the knowledge, skills, and attributes of entrepreneurs and enterprising employees by organizing an event, planning a school-based business, or completing a venture plan with an e-commerce component. Students will use these skills to learn how to live and work as creative problem solvers who welcome and successfully manage change.

## **Strands**

### ***Entrepreneurship: The Venture, Grade 11, College Preparation***

- Enterprising People and Entrepreneurs
- Ideas and Opportunities for New Ventures
- The Benefits of a Venture Plan
- Developing and Completing a Venture Plan for the Proposed Business

### ***Entrepreneurship: The Enterprising Person, Grade 11, Open***

- The Changing Nature of the Workplace
- Entrepreneurship and the Enterprising Employee
- Enterprising Skills
- The Enterprising Experience: Planning and Organizing an Event

### ***Entrepreneurship: Venture Planning in an Electronic Age, Grade 12, College Preparation***

- E-Commerce and Venture Planning
- The Venture Concept
- Preparing for Start-up
- Targeting Customers
- Developing the Venture Plan

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## **Entrepreneurship: The Venture, Grade 11, College Preparation**

(BDI3C)

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.

**Prerequisite:** None

## Enterprising People and Entrepreneurs

### Overall Expectations

By the end of this course, students will:

- analyse the characteristics and contributions of enterprising people;
- compare the characteristics and contributions of various entrepreneurs;
- assess their own entrepreneurial and enterprising potential.

### Specific Expectations

#### *The Characteristics and Contributions of an Enterprising Person*

By the end of this course, students will:

- develop a profile (e.g., characteristics, skills, motivations, abilities, attitudes, aptitudes, contributions) of an enterprising person;
- identify opportunities for students to engage in enterprising activities in school and in the community (e.g., editing the school newspaper or yearbook, fundraising);
- analyse the personal benefits of being an enterprising person;
- explain how they can use and develop their skills in enterprising ways (e.g., giving art or music lessons, coaching sports).

#### *Characteristics and Contributions of an Entrepreneur*

By the end of this course, students will:

- develop a profile of a typical entrepreneur by researching a diverse group of successful entrepreneurs, including Aboriginal entrepreneurs;
- distinguish between an entrepreneur and an enterprising person;
- compare the challenges and opportunities facing young entrepreneurs with those facing adult entrepreneurs;
- identify the skills (e.g., negotiating, interpersonal, money management, selling) required for entrepreneurial success;

- outline the importance of incorporating ethical practices and social responsibility when operating a business venture;
- describe the impact that local entrepreneurs have had on the community (e.g., by creating jobs, providing community leadership, funding scholarships);
- describe how entrepreneurs have been agents of change (e.g., by developing new products, methods of production, and ways of doing business);
- describe the effect that changes brought about by entrepreneurs have had on the lives of people (e.g., workers, consumers, business people).

#### *Self-assessment*

By the end of this course, students will:

- describe opportunities they have had to demonstrate enterprising and entrepreneurial characteristics and skills;
- conduct a self-assessment of their entrepreneurial characteristics and skills;
- identify ways of measuring, evaluating, and developing their interest in potential enterprising and entrepreneurial careers (e.g., use the Internet, find a mentor, interview an entrepreneur).

## Ideas and Opportunities for New Ventures

### Overall Expectations

By the end of this course, students will:

- explain the importance of invention and innovation to venture creation;
- analyse various methods of generating ideas and identifying opportunities to satisfy needs and wants;
- generate realistic new ideas and identify possible opportunities for a school-based or student-run business;
- conduct primary and secondary marketing research to evaluate the idea or opportunity for their proposed venture.

### Specific Expectations

#### *Invention and Innovation*

By the end of this course, students will:

- distinguish between invention (e.g., Velcro, the Internet, basketball) and innovation (e.g., coloured ketchup, cellphone, plasma screen TV);
- describe the needs and wants that have been satisfied by Canadian inventions (e.g., goalie mask, Pablum) and innovations (e.g., disposable diapers, Fox 40 whistle);
- describe how Canadian entrepreneurs have used inventions and/or innovations to start new ventures (e.g., Cirque du Soleil, Blissymbolics software).

#### *Sources of Opportunities and Ideas*

By the end of this course, students will:

- distinguish between an idea and an opportunity;
- explain how new ventures have been developed in response to consumer needs or wants;
- describe how similar needs and wants have been satisfied in different ways (e.g., alternative methods of healing, such as Aboriginal or Chinese methods, versus Western medicine; organic produce versus genetically modified produce);

- analyse, using a variety of sources (e.g., books, magazines, personal observation, the Internet), current economic trends (e.g., greater discretionary income of youth) and social trends (e.g., aging population, increasing cultural diversity) in order to generate ideas for new ventures.

#### *Generating Ideas and Identifying Opportunities*

By the end of this course, students will:

- apply creative-thinking strategies (e.g., mind mapping, brainstorming) to determine possible solutions to unsatisfied needs and wants in the school or the community;
- use a variety of sources (e.g., books, magazines, personal observation, the Internet) to identify potential opportunities for new ventures in the school or the community;
- apply a decision-making model to select a feasible idea for a new good or service that can become the basis for a venture plan for a school-based or student-run business.

***Evaluating an Idea or Opportunity  
for a Venture***

By the end of this course, students will:

- use methods of marketing research (e.g., primary and secondary) to determine whether demand exists for their proposed good or service (e.g., conduct a survey, record personal observation);
- use appropriate sources (e.g., local school board, local chamber of commerce, Statistics Canada, city hall) to identify the characteristics (e.g., demographic, geographic, socio-economic) of potential target markets for their proposed good or service;
- identify and assess the potential competition for their proposed good or service (e.g., use SWOT analysis, PEST analysis, Porter’s five forces model);
- identify the services required for the proposed venture (e.g., accounting, legal, consulting) and assess their potential impact on the venture;
- evaluate the opportunity or idea for their proposed venture to determine its viability (e.g., availability of start-up capital, size of target market, technological feasibility, suitability for their personal skills and interests).

## The Benefits of a Venture Plan

### Overall Expectations

By the end of this course, students will:

- assess the importance of having a venture plan;
- analyse the structure and content of a venture plan;
- explain how to evaluate and revise a venture plan.

### Specific Expectations

#### *The Importance of Having a Venture Plan*

By the end of this course, students will:

- describe the purpose of a venture plan;
- explain the importance of having a plan that is organized according to a formal and accepted structure and is professionally presented;
- identify the people or organizations that might be interested in a venture plan (e.g., venture capitalists, financial institutions, investors).

#### *Components of a Venture Plan*

By the end of this course, students will:

- identify and describe the components of a venture plan (e.g., executive summary, marketing research, resource analysis, production plan, marketing plan, financial plan);
- describe sources of information and advice that may facilitate the preparation of a venture plan (e.g., local Business Enterprise Centres, National Council of Ethnic Canadian Business and Professional Associations, Aboriginal Business and Economic Development Organization, Canadian Women's Business Network);
- use the computer to access the venture plan templates that are available from banks, government departments, and private companies to help prepare a venture plan.

#### *Evaluating and Revising a Venture Plan*

By the end of this course, students will:

- describe why it is important for a venture plan to be flexible, ethical, and adaptable;
- forecast conditions that may require the revision of a venture plan;
- explain how people in the community (e.g., entrepreneurs, bankers, friends, and family) may contribute to the evaluation and revision of a venture plan;
- explain how producing a thorough and accurate venture plan might reduce start-up costs and financial risk.

## Developing and Completing a Venture Plan for the Proposed Business

### Overall Expectations

By the end of this course, students will:

- analyse the resources required to run their chosen venture;
- complete the components of an effective production plan for their chosen venture;
- complete the components of an effective marketing plan for their chosen venture;
- complete the components of an effective financial plan for their chosen venture;
- produce, using appropriate software, a venture plan for their chosen venture.

### Specific Expectations

#### *Resource Analysis*

By the end of this course, students will:

- determine what land, buildings, capital, equipment, and services are required to operate their proposed business venture;
- identify and describe the applicable insurance and regulatory requirements that must be met in starting their proposed venture (e.g., liability insurance, principal's approval, permits, government registrations);
- determine the human resource needs (e.g., employees, partners) for their proposed venture;
- compare the various forms of business ownership (e.g., sole proprietorship, partnership, corporation, cooperative, franchise) and determine which form is best suited to their proposed venture.

#### *The Production Plan*

By the end of this course, students will:

- describe the process involved in producing a new product or delivering a new service;
- determine the production process that is most appropriate for their chosen venture;
- determine the goods (e.g., raw materials, supplies, equipment) and potential suppliers that are required for their chosen venture;

- identify the principles of inventory management and explain the importance of inventory management for an entrepreneur.

#### *The Marketing Plan*

By the end of this course, students will:

- compare ways in which a specific good or service can be distributed to customers (e.g., direct channel, indirect channel, party method, vending machines);
- identify the most appropriate method to deliver their good or service;
- compare ways of advertising and promoting a venture (e.g., radio and TV commercials, print ads, flyers, coupons), and create appropriate advertisements and promotional strategies for their chosen venture;
- assess methods used to price a new good or service (e.g., cost-plus pricing, comparative pricing, psychological pricing) and determine which method is most appropriate for pricing their good or service;
- describe the strategy used to determine the price for their new good or service.

#### *The Financial Plan*

By the end of this course, students will:

- analyse financial goals that an entrepreneur might establish for a new business venture (e.g., break-even point, projected profit levels, return on investment, market share);

- analyse specific financial goals for their chosen venture;
- assess the importance of a cash-flow projection and create such a projection for their venture plan;
- calculate the start-up capital needed for their chosen venture;
- identify sources and methods of financing their chosen venture (e.g., government loans, private investors, bank loans, loans from family and friends, credit from suppliers).

### ***Completing the Venture Plan***

By the end of this course, students will:

- develop the overview of their venture plan (e.g., executive summary, mission statement, vision, goals);
- revise the components of their venture plan (e.g., overview, production, marketing, and financial plans) and use them to produce a complete venture plan;
- use appropriate information technology to produce their venture plan;
- demonstrate the effective use of business communication techniques (e.g., presentations, business reports, forms, charts) when developing, carrying out, and presenting their venture plan.



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## Entrepreneurship: The Enterprising Person, Grade 11, Open

(BDP3O)

This course examines the importance of enterprising employees in today's changing business environment. Students will learn about the skills and attributes of enterprising employees, the distinguishing features of their work environments, and the challenges and rewards of becoming an enterprising person. Students will also have an opportunity to demonstrate and develop enterprising skills by planning and organizing a school or community event.

**Prerequisite:** None

## The Changing Nature of the Workplace

### Overall Expectations

By the end of this course, students will:

- describe the major factors affecting the labour market;
- analyse the changing nature of work and the workplace;
- analyse the characteristics of work environments that promote enterprising behaviour and identify the factors that influence the creation of such an environment;
- demonstrate an understanding of the range of employability skills and how these are affected by the changing nature of work.

### Specific Expectations

#### *Factors Affecting the Labour Market*

By the end of this course, students will:

- identify, through research, the factors that can influence the demand for various types of labour and labour skills (e.g., level of sales, production methods, use of technology, cost of labour substitutes, type of product produced);
- identify 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 of workers);
- describe the characteristics of the Canadian labour force (e.g., education, training, productivity, technological expertise, wage rates, unionization).

#### *Changes in the Workplace*

By the end of this course, students will:

- describe the factors that are changing the Canadian workplace (e.g., new technology, competition, globalization, e-commerce) and explain how these factors may affect a person's career path;
- identify and describe the different types of labour required in the changing workplace (e.g., skilled, semi-skilled, unskilled, professional);

- analyse and interpret local labour-market statistics to determine the number and types of jobs available;
- assess current trends in the labour market (e.g., working at home, contract work, part-time work, self-employment);
- describe ways in which the changing nature of work has affected business (e.g., savings associated with using part-time and contract labour; increasing investments in information and communication technology).

#### *The Enterprising Work Environment*

By the end of this course, students will:

- identify the factors within the control of an employer or manager that encourage an enterprising spirit among employees (e.g., method of planning and organizing work, management style, leadership qualities, emphasis on the team approach, decentralized control, delegation of power);
- describe job features that would attract enterprising employees (e.g., opportunities for promotion, profit sharing, stock purchase plans, rewards for individual initiative, productivity bonuses, an innovative and exciting environment);

- analyse economic conditions that encourage the development of an enterprising workplace (e.g., global competition and innovation, pressures for increased productivity).

### ***Employability Skills***

By the end of this course, students will:

- explain how specific types of businesses require specific types of employees (e.g., automotive industry requiring tool and die makers, welders; software industry requiring engineers, programmers);
- compare the advantages and disadvantages of being paid by the hour, by salary, by commission, and on a contract basis from the standpoint of the employer and the employee;
- identify and describe employability skills required in today's workplace (e.g., Human Resources and Social Development Canada [HRSDC] essential skills);
- evaluate their employability skills by conducting a self-assessment (e.g., self-inventory test at TOWES [Test of Workplace Essential Skills] website);
- explain how a person's level of education can affect his or her employability.

# Entrepreneurship and the Enterprising Employee

## Overall Expectations

By the end of this course, students will:

- identify and describe the characteristics and contributions of an entrepreneur and the factors affecting successful entrepreneurship;
- assess the attitudes and attributes possessed by an enterprising employee;
- explain how enterprising employees react to situations of uncertainty and risk;
- analyse the potential benefits of an employee's enterprising attitudes and attributes to both the employee and the employer.

## Specific Expectations

### *Entrepreneurial Characteristics and Factors Affecting Successful Entrepreneurship*

By the end of this course, students will:

- identify the attitudes, attributes, and skills common to many entrepreneurs;
- identify some Canadian and local entrepreneurs and describe their achievements;
- describe the barriers that various entrepreneurs (e.g., women, people with disabilities, Aboriginal peoples, new immigrants, people from various ethnocultural minorities) have faced in the past and the factors that are contributing to their success today (e.g., funding, education, changing attitudes, mentoring);
- describe the roles of entrepreneurs that benefit communities and society (e.g., agents of change, creators of jobs and wealth, role models of ethical behaviour, advocates for community development).

### *Attitudes and Attributes of Enterprising Employees*

By the end of this course, students will:

- identify the various factors that motivate people to work (e.g., need for food, shelter, clothing; interest in the field of work; desire to make a contribution to society);
- define the term “enterprising employee” and explain the factors that motivate enterprising workers (e.g., desire for personal control, personal achievement);

- describe the personal attributes that make it possible to work in enterprising ways (e.g., self-confidence, creativity, willingness to work hard, willingness to take risks);
- analyse the ways in which enterprising people use failure as a learning experience;
- compare the characteristics of an enterprising employee with those of an entrepreneur.

### *Reactions to Uncertainty and Risk*

By the end of this course, students will:

- describe ways in which enterprising employees can approach new or uncertain situations (e.g., with a positive, open mind; with a view to discovering new opportunities);
- describe the risks that enterprising employees may be willing to take (e.g., rejection of ideas, responsibility for outcomes);
- specify ways in which enterprising employees manage risk (e.g., communicate and plan effectively, build a team, tap expertise, develop prototypes, consult);
- explain why enterprising people are willing to accept the risks associated with enterprising behaviour in the workplace (e.g., desire to create, make a difference, obtain job satisfaction, earn more money).

***The Contributions of Enterprising Employees***

By the end of this course, students will:

- explain why an employer may or may not value the contributions of an enterprising employee;
- describe how enterprising employees can apply creative or innovative thinking to make a business more competitive;
- brainstorm ideas on how students can be enterprising in a classroom setting;
- describe contributions that enterprising employees can make in the workplace, and compare the contributions of various enterprising employees;
- explain how improved productivity can benefit both the company and its employees.

# Enterprising Skills

## Overall Expectations

By the end of this course, students will:

- assess the skills of an enterprising employee;
- assess the extent to which they have developed enterprising skills;
- analyse activities and experiences to identify those that develop enterprising skills in managing risks, using creative-thinking and problem-solving techniques, and sharing ideas.

## Specific Expectations

### *Assessing Skills*

By the end of this course, students will:

- explain the nature and importance of critical-analysis, problem-solving, and creative-thinking skills for an enterprising employee;
- describe ways in which a person can continuously develop enterprising skills;
- describe the self-management skills that are important to an enterprising employee (e.g. organizational and time-management skills, ability to balance work with other aspects of life).

### *Assessing Personal Progress*

By the end of this course, students will:

- describe the ways in which their interests, accomplishments, relationships with others, and leisure activities have helped develop their enterprising skills;
- analyse their enterprising skills to identify those they have developed and those they should develop;
- distinguish between enterprising attitudes and attributes that are innate and those that can be learned;
- assess the personal rewards of becoming an enterprising individual.

### *Identifying Opportunities for Developing Enterprising Skills*

By the end of this course, students will:

- identify opportunities within the school curriculum to apply and develop enterprising skills (e.g., career mentoring, work experience, cooperative education, seminars, group activities);
- identify co-curricular opportunities that can help develop enterprising skills (e.g., school teams and clubs, student council);
- assess opportunities to develop enterprising attributes and skills through part-time jobs;
- identify opportunities to participate in volunteer community-service programs that require enterprising skills;
- compare specific entry-level jobs in terms of the opportunities they present to apply and develop enterprising skills (e.g., as illustrated in the occupational profiles at the HRSDC website).

## The Enterprising Experience: Planning and Organizing an Event

### Overall Expectations

By the end of this course, students will:

- generate and evaluate ideas for an event in the school or the community and identify a realistic event to plan and organize;
- analyse the resources required to plan the event;
- create an appropriate advertising and promotional plan for the event;
- demonstrate enterprising skills by participating in the planning and execution of the event.

### Specific Expectations

#### *Generating Ideas for an Event*

By the end of this course, students will:

- identify potential opportunities within the school or community for an event (e.g., upcoming holidays, student activity days, needs of local charities);
- apply creative-thinking strategies (e.g., brainstorming) to generate possible ideas for the event (e.g., dance, car wash, fundraiser, field trip);
- select the best idea for the event by applying criteria (e.g., potential dates, competing events, financial feasibility) in a decision-making model.

#### *Resource Analysis for the Event*

By the end of this course, students will:

- determine the materials, supplies, and equipment required for the event;
- determine the human resource requirements for the event (e.g., roles and responsibilities of organizers; committees for promotions, tickets, finance, production);
- determine the financial resources required for the event (e.g., cost of materials, supplies, and equipment);
- identify possible sources of funding for the event (e.g., student contributions, student council, business sponsorships, local service groups);
- determine a fair price to charge for admission for the event.

#### *The Advertising and Promotional Plan*

By the end of this course, students will:

- compare the costs and benefits of various ways of promoting the event (e.g., publicity through the local media or word of mouth; promotions such as coupons or giveaways);
- compare the costs and benefits of various forms of advertising for the event (e.g., flyers, school and community newspapers, local radio stations, local cable channels, school website);
- create appropriate advertising and promotions for the event;
- develop an advertising and promotional timeline for the event (e.g., identify lead time for media, production time for printed materials, time needed for distribution).

#### *Organizing and Executing the Event*

By the end of this course, students will:

- prepare a duty roster (e.g., timetable, staff list, agenda) outlining staff/volunteer responsibilities for the day of the event and a back-up plan if the event is weather dependent;
- apply ethical practices, socially responsible actions, and correct safety procedures at all stages of organizing and executing the event;

- generate an event plan, using appropriate software and effective application of business communication techniques (e.g., presentations, business reports, business forms, charts);
- perform the tasks necessary to execute the event;
- assess and evaluate the event (e.g., Was it well attended? Was it worthwhile? How could it be improved?);
- assess the enterprising skills that were developed in executing the event.



## **Entrepreneurship: Venture Planning in an Electronic Age, Grade 12, College Preparation**

(BDV4C)

This course provides students with the opportunity to develop and apply entrepreneurial skills through the creation of a venture plan that capitalizes on the potential of e-commerce. Students will research and identify an opportunity for a venture. They will then complete the components of a venture plan that includes a website.

**Prerequisite:** None

## E-Commerce and Venture Planning

### Overall Expectations

By the end of this course, students will:

- analyse the challenges and opportunities of doing business on the Internet;
- evaluate the impact of e-commerce on small business;
- evaluate elements of website design for a small business.

### Specific Expectations

#### *E-Commerce Challenges and Opportunities*

By the end of this course, students will:

- identify types of e-commerce used by entrepreneurs (e.g., business to business, business to consumer, consumer to consumer);
- analyse the challenges of and trends in e-commerce of significance to entrepreneurs (e.g., keeping up with the increase in online commercial activity; trends in Internet sales to consumers and types of goods and services purchased online by businesses);
- identify opportunities in e-commerce for entrepreneurs (e.g., explore the Yellow Pages and identify businesses that are candidates for online commerce).

#### *The Impact of E-Commerce*

By the end of this course, students will:

- explain how e-commerce affects small business (e.g., increased competition, different methods of payment, increased worldwide market);
- identify the technical, security, and business risks involved with implementing e-commerce in a small business (e.g., viruses, hackers, credit card fraud);

- evaluate the ethical issues involved for small businesses that do business electronically (e.g., confidentiality, establishing credibility and integrity);
- evaluate the financial implications for a small business of doing business electronically (e.g., currency fluctuations, tariffs, shipping).

#### *Evaluating Website Design*

By the end of this course, students will:

- identify factors to consider when designing or commissioning a design for an e-business website for a small business (e.g., designer's personal expertise; available software; design elements, such as attractiveness, ease of use, speed of download);
- identify and describe the components of an effective website for a small business (e.g., home page, contact information, copyright, last updated date, links, search engine, menu);
- evaluate websites of current small businesses in terms of their design features (e.g., usability, ease of navigation, continuity of pages, appropriateness for audience, speed of download, contact information, methods of payment).

## The Venture Concept

### Overall Expectations

By the end of this course, students will:

- analyse the challenges and opportunities of the start-up phase of a business life cycle;
- identify and evaluate entrepreneurial opportunities in their community in order to select one well suited to their interests and capabilities;
- generate ideas that match their selected entrepreneurial opportunity and assess the idea that is most appropriate for a new venture;
- analyse the factors that would influence the form and type of their venture.

### Specific Expectations

#### *Start-up Challenges and Opportunities*

By the end of this course, students will:

- explain the stages in the life cycle of a business;
- summarize the factors that contribute to the success or failure of a new venture (e.g., technological skills and equipment; adequacy of capitalization; management and risk-management skills; ability to adapt to changes in economic conditions; environmental issues; effects of globalization; government policies);
- analyse the conditions (e.g., competitive, regulatory, economic, social, technological) facing ventures starting up in various markets.

#### *Identifying and Evaluating Entrepreneurial Opportunities*

By the end of this course, students will:

- identify community problems, needs, or wants, and explain how selected problems, needs, or wants could be addressed;
- analyse the opportunities for creating a new venture that are most suited to their particular entrepreneurial abilities and determine which opportunity is the most promising;

- identify community problems, needs, or wants that could best be addressed by a not-for-profit venture, and explain why.

#### *Generating, Selecting, and Assessing Ideas*

By the end of this course, students will:

- identify ways in which creative ideas can be generated (e.g., mind mapping, brainstorming) and describe the situations and conditions in which students tend to be most creative (e.g., when drawing or writing, in drama productions, when working as part of a team, when researching on the Internet);
- list possible ideas with regard to the identified new venture opportunity and select one idea that has the greatest potential for success;
- collect and compile feedback on what others think of the idea (e.g., present their idea to the class and summarize the feedback received) and, using the feedback, evaluate the idea in terms of its feasibility (e.g., its merit compared with alternatives, its match with their own interests and experience).

***Types of Ventures***

By the end of this course, students will:

- compare the various types of ventures (e.g., e-tail compared with retail, offering a service compared with producing a good, selling retail compared with selling wholesale);
- outline the importance of incorporating ethical practices and social responsibility in the operating of a venture;
- compare the various forms of business ownership (e.g., sole proprietorship, partnership, corporation, cooperative, franchise) and select the one most appropriate for their chosen opportunity and idea.

## Preparing for Start-up

### Overall Expectations

By the end of this course, students will:

- analyse the key components of a venture plan;
- organize the information and sources of information needed for the successful start-up of their venture;
- determine the human and physical resources needed for their venture;
- determine effective ways to manage their venture;
- determine the legal requirements of their venture;
- determine the financial requirements and sources of financing for their venture.

### Specific Expectations

#### *Venture Plan Components*

By the end of this course, students will:

- identify and describe the components of a venture plan;
- compare a number of business plans in terms of their content, thoroughness, clarity, organization, social responsibility, and utility.

#### *Organizing Information for Their Venture*

By the end of this course, students will:

- establish a network of contacts that can help provide them with the information required for their venture (e.g., local entrepreneurs, local Chamber of Commerce, Rotary Club, Zonta Club);
- identify public and private secondary sources of useful information (e.g., the Yellow Pages, local business directories, government and industry statistical reports available on the Internet or in libraries);
- summarize the information gathered from primary and secondary sources.

#### *Human and Physical Resources*

By the end of this course, students will:

- determine the human resources (e.g., level and skill of employees) and related supports (e.g., benefit plans, training programs) their venture would require;

- specify the physical resources their venture would require (e.g., office or work space, equipment, machinery).

#### *Management Requirements for Their Venture*

By the end of this course, students will:

- describe the elements of a mission statement (e.g., business philosophy, vision, goals, objectives) and assess how they can affect the way a venture is managed;
- determine effective ways to manage their venture (e.g., complete an organizational chart, a production flow chart);
- describe how computer software (e.g., accounting software, contact management software) could be used to maintain accurate business records for their venture.

#### *Legal Requirements*

By the end of this course, students will:

- determine the legal requirements and estimated costs of establishing the form of business ownership for their venture (e.g., sole proprietorship, partnership, corporation) and registering the business name;
- identify municipal requirements regarding possible sites for their venture (e.g., local zoning regulations, licensing requirements, by-laws);

- describe how they would obtain patent, copyright, and/or trademark protection;
  - compare the types and costs of insurance available for their venture;
  - identify the international, federal, and provincial legislation relating to e-commerce and describe what these laws involve.
- identify and describe the financial statements required by their venture (e.g., income statement, balance sheet, cash-flow forecast);
  - describe the moral and ethical issues that may arise when determining an acceptable level of profit for their venture;
  - identify the advantages and disadvantages of various sources of capital for their venture (e.g., family, personal savings, bank loan, private equity, government grants);
  - develop an effective strategy for raising capital for their venture.

### ***Financing***

By the end of this course, students will:

- estimate the amount of capital that would be required to launch their venture;
- differentiate between the resources required by their venture that are categorized as fixed costs and those that are variable costs;

## Targeting Customers

### Overall Expectations

By the end of this course, students will:

- analyse the size and composition of the potential market for their venture;
- develop effective promotional strategies for their venture.

### Specific Expectations

#### *Market Analysis*

By the end of this course, students will:

- describe, on the basis of research (e.g., survey, personal observation), the potential customers for their venture;
- analyse strategies (e.g., pricing, promotion, distribution) for marketing the good or service that is the basis for their venture;
- analyse the impact of competition on their venture (e.g., on new opportunities, on future growth, on pricing policies).

#### *Promotional Strategies*

By the end of this course, students will:

- develop an initial promotional strategy to launch their venture (e.g., a plan for the grand opening, coupons, giveaways);

- develop an advertising strategy (e.g., using flyers, brochures, banner advertisements, websites, local radio and television advertisements, word of mouth, publicity) and a promotional strategy (e.g., using business cards, coupons) to help establish and maintain an identity for their venture;
- analyse growth strategies (e.g., offering new products or services, developing new pricing policies, finding new channels of distribution) and expansion strategies (e.g., franchising, acquiring a competitor's business, establishing new branches) for their venture.

## Developing a Venture Plan

### Overall Expectations

By the end of this course, students will:

- produce, using appropriate computer software, the elements of a venture plan, including a production plan, marketing plan, human resources plan, management plan, and financial plan that are most appropriate for their proposed venture;
- design a website as part of their venture plan;
- assess and finalize the venture plan, including the website, and use it to assess the viability of their venture.

### Specific Expectations

#### *Preparing the Venture Plan*

By the end of this course, students will:

- develop, using appropriate software, the production, marketing, human resources, management, and financial components of their venture plan;
- use information technology for a variety of business purposes in the production of the venture plan;
- compare models of venture-planning frameworks (e.g., models available from Canadian financial institutions, the Entrepreneurship Centre);
- explain how different types of computer software can assist in venture planning (e.g., spreadsheet software to help prepare financial statements; chart wizard to help prepare graphs; website design software to facilitate the development of the website; word processing software to help prepare the text of the report and to create tables; desktop publishing software to help prepare advertisements);
- generate a draft version of their venture plan, using appropriate software.

#### *Venture Website Design*

By the end of this course, students will:

- define the purpose and target audience for their venture website;

- develop the website elements and content (e.g., text, images, navigation bars, logo, heading, e-commerce payment systems, copyright information);
- create an effective website for their venture (e.g., using OSAPAC software, MS Publisher, Dreamweaver).

#### *Assessing and Revising the Plan, Including the Website*

By the end of this course, students will:

- identify the individuals in their school and community who could assess and respond to their venture plan, including their website (e.g., peers, teachers, advisers, investors, bankers, relatives, community college/ university faculty, business mentors);
- determine, on the basis of the feedback received, the revisions that should be made to their venture plan, including their website;
- produce a final version of their venture plan, including their website, demonstrating the effective use of business communication techniques;
- assess, on the basis of the information in the venture plan, the potential for the viability of the venture.



# Information and Communication Technology

Everyday life for employees, students, consumers, savers, investors, managers, and entrepreneurs is changing and becoming more complex all the time. Although rapid changes in information and communication technology have an impact on all aspects of life, the operations of business are particularly affected. The information and communication technology courses aim to prepare students for a business and communication world that relies more and more on electronic technology, technology that changes at a rapid pace. Whether students wish to apply the new technologies in their careers in the workplace, to develop a broad understanding of the effects of technology on business, or to establish a foundation for the use of information technology at the postsecondary level, the information and communication technology courses will provide opportunities to develop relevant skills and knowledge.

## **Strands**

### ***Information and Communication Technology: The Digital Environment, Grade 11, Open***

- Digital Literacy
- Productivity Software
- Business Communications
- E-Business
- Information and Communication Technology Ethics and Issues

### ***Information and Communication Technology: Multimedia Solutions, Grade 12, College Preparation***

- The Electronic Business Environment
- Applications Software
- Electronic Communications
- Project Management

### ***Information and Communication Technology in the Workplace, Grade 12, Workplace Preparation***

- The Electronic Workplace Environment
- Applications Software
- Electronic Communications and Teamwork
- Preparation for Employment

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## **Information and Communication Technology: The Digital Environment, Grade 11, Open**

(BTA3O)

This course prepares students for the digital environment. Using a hands-on approach, students will further develop information and communication technology skills through the use of common business software applications. The concept and operation of e-business will be explored, and students will design and create an e-business website. The skills developed in this course will prepare students for success in the workplace and/or postsecondary studies.

**Prerequisite:** None

## Digital Literacy

### Overall Expectations

By the end of this course, students will:

- describe the computer workstation environment, using proper terminology;
- apply appropriate strategies when organizing and managing electronic files and folders;
- demonstrate effective use of tools and techniques of electronic research.

### Specific Expectations

#### *The Computer Workstation*

By the end of this course, students will:

- explain the functions of the components of a computer and its peripheral devices (e.g., ports, motherboard, drives, memory, scanner, microphone);
- identify features and benefits of a networked environment;
- identify the advantages and disadvantages of networking computers in a variety of settings (e.g., home, office, school, small business, corporation);
- identify and compare a variety of operating systems (e.g., Windows, Mac OS, UNIX, Linux);
- describe the functions of common user interface elements (e.g., icons, menus, toolbars).

#### *File Management*

By the end of this course, students will:

- identify different strategies (e.g., backing up files regularly, organizing commonly used websites using the favourites/bookmarks list, using descriptive folder names) for organizing and managing electronic information (e.g., files, e-mail messages and addresses, websites);

- organize files and folders in a logical manner, using appropriate naming conventions;
- identify and access appropriate drives to facilitate data storage, data management, and retrieval.

#### *Electronic Research*

By the end of this course, students will:

- identify and describe the types of electronic sources that can be used for research (e.g., websites, CD-ROMs, databases);
- explain efficient search techniques that can be used to locate relevant information (e.g., metasearch, Boolean search, advanced search, natural language search);
- use efficient search techniques to research and solve business-related tasks and problems (e.g., checking facts and figures, locating contact information, looking for career opportunities);
- evaluate information collected from electronic sources for usefulness, accuracy, validity, bias, appropriateness, currency;
- use an accepted citation format (e.g., MLA, APA) to acknowledge electronic sources.

# Productivity Software

## Overall Expectations

By the end of this course, students will:

- demonstrate the use of advanced features of word processing software to produce common business documents;
- demonstrate the ability to use advanced features of spreadsheet software to perform a variety of tasks;
- manage information, using database software;
- demonstrate the ability to use the features of a variety of design software applications to perform specific tasks.

## Specific Expectations

### *Word Processing*

By the end of this course, students will:

- use word processing software to create properly structured and formatted business documents (e.g., business correspondence, reports, mailing labels, newsletters);
- use advanced word processing features (e.g., columns, tables, language tools, mail merge, styles, images) to perform specific tasks efficiently;
- use support tools and features (e.g., wizards, manuals, online help features, tutorials) to enhance their word processing skills.

### *Spreadsheet*

By the end of this course, students will:

- use spreadsheet software features (e.g., format, link, sort, chart) and functions (e.g., financial, logical) to perform specific tasks;
- manipulate data, using spreadsheet software, to complete a variety of tasks (e.g., budgeting, balance sheet, inventory, payroll, amortization);
- use support tools and features (e.g., wizards, manuals, online help features, tutorials) to enhance their spreadsheet skills.

### *Database*

By the end of this course, students will:

- use database software features (e.g., range query, complex query, sort) to locate and organize information;
- use database software features to help perform common business tasks (e.g., create forms, do mail merge, create mailing labels);
- analyse data in a database (e.g., generate reports, interpret reports).

### *Design Software*

By the end of this course, students will:

- demonstrate the effective use of design software (e.g., graphic, presentation, desktop publishing, graphic organizer software);
- select the appropriate software application to complete a variety of tasks associated with designing business documents (e.g., graphic editing, file conversion);
- import and export data (e.g., text, sound, video, images) between applications;
- use advanced features of design software to create business documents (e.g., business card, flyer, application form, brochure, poster) that meet accepted standards.

## Business Communications

### Overall Expectations

By the end of this course, students will:

- communicate using accepted business standards and formats;
- demonstrate effective use of electronic communication tools;
- create a digital portfolio illustrating their information and communication technology competencies and skills.

### Specific Expectations

#### *Business Communications Standards*

By the end of this course, students will:

- compose, edit, and revise business documents and communications to ensure they reflect accepted business standards;
- apply effective oral and visual business communication techniques;
- collaborate with peers, using a variety of methods (e.g., electronic, face-to-face), to develop and enhance business communications, and recognize how collaboration can improve productivity.

#### *Electronic Communication*

By the end of this course, students will:

- compare a variety of electronic communication tools (e.g., e-mail, voice mail, fax, personal digital assistant [PDA], cell phone, pager) in terms of their uses and their benefits to business;

- use electronic tools appropriately to communicate with others;

- use appropriate etiquette consistently when communicating electronically.

#### *Digital Portfolio*

By the end of this course, students will:

- describe essential interpersonal, employability, and technical skills an individual needs to work in a business environment;
- assess and analyse their personal competencies and skills in information and communication technology;
- create and maintain a digital portfolio of exemplary work that illustrates their competencies and skills in information and communication technology.

# E-Business

## Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of e-business concepts and operations;
- evaluate the impact of e-business;
- design and create an e-business website for a target audience.

## Specific Expectations

### *E-Business Concepts and Operations*

By the end of this course, students will:

- define key terms associated with conducting business online (e.g., e-business, e-commerce, click-and-mortar, B2B, e-tailers);
- describe the process and identify costs involved in setting up a business presence online (e.g., domain name registration, web host provider, payment gateway);
- analyse the components of an effective e-business site.

### *The Impact of E-Business*

By the end of this course, students will:

- identify advantages and disadvantages of e-business from a consumer and a business perspective;
- describe ways in which e-business has changed conditions of employment (e.g., hours of work, interpersonal relationships, equipment);
- assess financial implications of purchasing online (e.g., exchange rates, shipping and handling, taxes and duties).

### *E-Business Website*

By the end of this course, students will:

- identify the purpose (e.g., business presence, online ordering, marketing/promotion) and target audience for their e-business website;
- design the layout and navigation structure for their e-business website, following accepted guidelines (e.g., usability, placement);
- use web development tools to create an e-business website appropriate for the target audience (e.g., appropriate and inclusive content, images, and language).

## Information and Communication Technology Ethics and Issues

### Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the legal, social, and ethical issues related to information and communication technology;
- analyse privacy and security issues related to conducting business electronically;
- summarize health and environmental issues related to the use of information and communication technology.

### Specific Expectations

#### ***Legal, Social, and Ethical Issues***

By the end of this course, students will:

- describe the impact on business of the illegal and unethical use of information and communication technology;
- describe the legal issues related to intellectual property law (e.g., copyright, trademarks, domain names);
- adhere to copyright and licensing rules and regulations when accessing information electronically;
- assess the purpose and content of an acceptable use agreement;
- describe the social and ethical issues related to the use of information and communication technology in business (e.g., equity and access issues, use of spyware, employee monitoring, sale of customer information).

#### ***Privacy and Security Issues***

By the end of this course, students will:

- explain the reasons for protecting information and computer systems, and the methods of protection (e.g., passwords, firewalls, login, anti-virus software) used in stand-alone and networked environments;

- describe privacy and security issues (e.g., cybercrime, loss of privacy, identity theft, viruses) related to the use of information and communication technology tools;
- identify the security measures that e-businesses provide for consumers (e.g., encryption of credit card information, passwords, user identification).

#### ***Health and Environmental Issues***

By the end of this course, students will:

- explain the importance of ergonomic practices in business;
- describe methods to ensure personal health and safety in an information and communication technology environment;
- explain how information and communication technology procedures and practices can be more environmentally friendly (e.g., disposal of materials, use of environmentally friendly materials).

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## Information and Communication Technology: (BTX4C) Multimedia Solutions, Grade 12, College Preparation

This course provides students with the opportunity to apply their information and communication technology skills while working in a team environment. Through a project-based approach, students will have opportunities to integrate common business software applications and apply multimedia techniques. Students will further develop their understanding of electronic business and e-commerce environments. The skills acquired in this course will prepare students for success in postsecondary studies and in their future careers.

**Prerequisite:** Information and Communication Technology: The Digital Environment, Grade 11, Open



## The Electronic Business Environment

### Overall Expectations

By the end of this course, students will:

- assess workplace settings from an information and communication technology perspective;
- analyse the impact of information and communication technology on the business environment;
- assess the importance of adhering to ethical standards when conducting business electronically.

### Specific Expectations

#### *The Digital Workplace*

By the end of this course, students will:

- compare a variety of workplace settings (e.g., home office, small business, large corporation) in terms of their information and communication technology needs;
- describe the software (e.g., Internet conferencing software, personal information management software) and hardware (e.g., mobile computing devices) used in a variety of workplace settings;
- analyse the ways in which workplace settings have changed as a result of recent developments in information and communication technology;
- explain terminology related to computer networks (e.g., configuration, topology, network);
- describe a variety of network topologies (e.g., star, ring, bus, tree);
- analyse appropriate equipment arrangements and layouts for specific business situations.

#### *The Impact of Information and Communication Technology*

By the end of this course, students will:

- identify different types of businesses (e.g., e-commerce, data warehouse, web host) that have evolved as a result of information and communication technology developments;

- describe the positive and negative effects of information and communication technology on businesses and working conditions (e.g., more efficient communication, ease of information sharing/retrieval, job loss/reassignment, technical difficulties);
- identify the technological challenges of doing business globally (e.g., in connection with payment, language differences, cultural differences, time zones).

#### *Business Ethics*

By the end of this course, students will:

- analyse the impact of information and communication technology on a business code of ethics;
- explain the importance of observing ethical standards when conducting business electronically;
- assess the consequences of unethical behaviour related to information and communication technology for an employee and for a business.

# Applications Software

## Overall Expectations

By the end of this course, students will:

- use appropriate software to create integrated customized documents that meet professional business standards;
- demonstrate effective use of multimedia software;
- use appropriate software to perform a variety of business tasks.

## Specific Expectations

### *Integrating Applications*

By the end of this course, students will:

- identify the most appropriate software applications for specific tasks;
- demonstrate appropriate use of the advanced software features and functions required for creating business documents (e.g., styles, generated table of contents, embedded and linked objects, macros, pivot tables, forms);
- produce integrated business documents (e.g., reports with charts, mail merge letters using data in an existing data source, linked documents in a presentation) for specific purposes.

### *Multimedia*

By the end of this course, students will:

- differentiate between multimedia file formats (e.g., GIF, JPG, PNG, WAV, AVI) and use a variety of these formats when developing multimedia products;

- use graphic editing software to edit (e.g., crop; adjust colour, size) and export graphics;
- use advanced multimedia features (e.g., sound, animation, video, graphics) to enhance a product (e.g., web page, presentation, e-newsletter).

### *Business Productivity Software*

By the end of this course, students will:

- demonstrate the effective use of a variety of applications software (e.g., database, financial planning tools, graphic editing, animation, audio editing);
- complete simulated or real tasks using appropriate applications software features;
- use applications software reference materials (e.g., online help, vendor websites, tutorials, manuals) to enhance their software skills.

## Electronic Communications

### Overall Expectations

By the end of this course, students will:

- use a variety of electronic resources to retrieve, evaluate, and communicate information;
- demonstrate an understanding of the importance of keeping an updated digital portfolio that accurately reflects their information and communications skills and competencies;
- demonstrate an understanding of e-commerce solutions.

### Specific Expectations

#### *Electronic Research and Communication*

By the end of this course, students will:

- explain how search engines work and how they rank results;
- evaluate information collected from electronic sources for usefulness, validity, bias, accuracy, reliability, and currency;
- adhere to copyright and licensing rules and regulations when accessing information electronically;
- synthesize information from a variety of sources (e.g., websites, online magazine articles, CD-ROMs, databases);
- select and use appropriate electronic tools (e.g., presentation software, e-mail, web-based communication) to communicate information to a specific audience;
- communicate research results electronically.

#### *Digital Portfolio*

By the end of this course, students will:

- identify employability skills and essential skills by accessing appropriate websites (e.g., Conference Board of Canada, Human Resources and Social Development Canada), and assess and summarize these skills;
- classify their information and communication technology skills (e.g., skills in web-page design, creating multimedia presentations, desktop publishing) and include a summary of them in their portfolio;

- demonstrate their information and communication technology skills in samples of their work;
- select relevant information and appropriate samples of their work to be included in a digital portfolio that can be used for a variety of purposes (e.g., job search, school admission, program admission, job promotion).

#### *E-Commerce Solutions*

By the end of this course, students will:

- identify features of payment gateways for e-commerce (e.g., merchant account, real-time credit authorization, off-line order processing);
- identify methods used by consumers to pay for online purchases (e.g., smart card, digital wallet, person-to-person payment);
- summarize, on the basis of research, different methods of advertising used on websites to generate revenue (e.g., banner ads, interstitial ads, sponsorship/partnership ads);
- describe security measures used on websites (e.g., SSL, encryption, digital certificates, digital signatures);
- analyse privacy policies on e-commerce websites.

# Project Management

## Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of a team-based approach to project management;
- demonstrate the use of electronic tools to manage a multimedia team project;
- use a team-based approach to create a multimedia product.

## Specific Expectations

### *Team-Based Project Management*

By the end of this course, students will:

- identify advantages of a team-based approach to project management (e.g., collaboration, delegation of roles based on individual expertise);
- compare effective and ineffective teams and explain how they differ;
- identify challenges and advantages of working in a culturally and socially diverse workplace (e.g., bridging differences in customs and religion and ethnocultural backgrounds; access to a range of cultural and educational experiences);
- describe how businesses resolve employee conflict to enhance productivity.

### *Electronic Project Management Tools*

By the end of this course, students will:

- identify and describe the electronic tools used by business to facilitate project-team activities (e.g., e-mail, intranet, software features that enhance collaboration, scheduling tools, fax, video conferencing);
- describe applications software that is specifically designed to facilitate project management;
- use appropriate electronic tools to enhance team productivity.

### *Multimedia Product*

By the end of this course, students will:

- implement an appropriate project-management process to complete a team project (e.g., set goals, organize, schedule, budget, control, evaluate);
- create a multimedia product (e.g., school website, e-commerce website, presentation, animation) in a team environment, using appropriate software;
- use effective strategies (e.g., conflict resolution, decision making) to enhance team productivity;
- communicate the finished product to an appropriate audience, using effective presentation techniques.

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## Information and Communication Technology in the Workplace, Grade 12, Workplace Preparation

(BTX4E)

This course provides students with the opportunity to further develop essential workplace skills in information and communication technology while working in a team environment. Using a project-based approach, students will focus on integrating software applications and applying multimedia software features. Students will expand their understanding of electronic business and e-commerce environments and workplace ethics. This course will prepare students for a successful transition from secondary school to the workplace.

**Prerequisite:** Information and Communication Technology: The Digital Environment, Grade 11, Open

# The Electronic Workplace Environment

## Overall Expectations

By the end of this course, students will:

- describe workplace settings from an information and communication technology perspective;
- explain the impact of information and communication technology on the workplace environment;
- explain the importance of adhering to ethical standards when conducting business electronically.

## Specific Expectations

### *The Digital Workplace*

By the end of this course, students will:

- identify a variety of workplace settings (e.g., home office, small business, large corporation);
- explain the ways in which workplace settings have changed as a result of recent developments in information and communication technology;
- identify types of computer networks;
- describe the hardware and software required for a specific workplace setting (e.g., health care facility, bank, travel agency).

### *The Impact of Information and Communication Technology*

By the end of this course, students will:

- list the positive and negative effects of information and communication technology on working conditions (e.g., telecommuting, job reassignment, flex-time, employee monitoring);

- explain how information and communication technology affects the way in which business is conducted (e.g., more efficient communication, ease of information sharing and retrieval, reduced mailing costs);
- identify different types of businesses (e.g., e-commerce, data warehouse, web host) that have evolved as a result of information and communication technology developments.

### *Workplace Ethics*

By the end of this course, students will:

- explain why it is important to have a personal code of ethics;
- identify important elements of a business code of ethics;
- describe the consequences of unethical behaviour related to information and communication technology for an employee and for a business.

## Applications Software

### Overall Expectations

By the end of this course, students will:

- use appropriate software to create integrated customized documents that meet professional business standards;
- demonstrate the effective use of multimedia software;
- use appropriate software to facilitate the completion of a team project that involves a multimedia product.

### Specific Expectations

#### *Integrating Applications*

By the end of this course, students will:

- identify the most appropriate software application for specific tasks;
- select the most appropriate software application (e.g., database, graphic editing, animation, concept mapping) for creating customized business documents that meet professional business standards;
- demonstrate appropriate use of advanced software features and functions (e.g., styles, autocorrect/quick correct, templates, object linking, payment function, database reports) to create business documents that meet professional business standards;
- produce integrated business documents (e.g., reports with charts, mail merge letters using data in an existing data source, linked documents in a presentation) for specific purposes.

#### *Multimedia*

By the end of this course, students will:

- differentiate between multimedia file formats (e.g., GIF, JPG, PNG, WAV, AVI) and identify the applications with which each format is compatible;

- use graphic editing software to edit (e.g., crop; adjust colour, size) and export graphics;
- use multimedia features (e.g., sound, animation, video, graphics) to enhance a product (e.g., web page, presentation, e-newsletter).

#### *Using Software for a Team Project*

By the end of this course, students will:

- use appropriate software to organize the tasks involved in completing a team project (e.g., setting goals, organizing tasks, scheduling, budgeting, controlling, evaluating);
- demonstrate the use of electronic tools (e.g., file sharing, e-mail) to facilitate the completion of the team project;
- create a multimedia product in a team environment, using appropriate software;
- communicate the finished product to an appropriate audience (e.g., present and/or demonstrate the product; provide the opportunity for the audience to try out the product and to provide feedback on its effectiveness).

# Electronic Communications and Teamwork

## Overall Expectations

By the end of this course, students will:

- use a variety of electronic resources to retrieve, evaluate, and communicate information;
- demonstrate an understanding of the team process in the work environment;
- use software and electronic tools to implement organizational and time-management strategies.

## Specific Expectations

### *Electronic Research and Communication*

By the end of this course, students will:

- use a variety of search engines to locate information for specific purposes;
- evaluate information collected from electronic sources for usefulness, validity, bias, accuracy, reliability, and currency;
- adhere to copyright and licensing rules and regulations;
- identify ways of communicating electronically with individuals working in different locations;
- use the appropriate type of electronic tool for communicating a message to a specific audience.

### *The Team Process*

By the end of this course, students will:

- explain why businesses form teams to complete information and communication technology projects;

- identify personal qualities that enhance employee effectiveness and productivity in a team environment (e.g., promptness, ability to get along with others, dependability, honesty, willingness to ask questions, respect for diversity, positive attitude);
- identify ways of working effectively in a team with co-workers who are of different ages, come from different cultures, and have a range of abilities.

### *Organization and Time Management*

By the end of this course, students will:

- organize computer files into appropriately named folders;
- explain ways in which software and electronic tools can help with organization and time management;
- demonstrate the ability to use software for electronic time management (e.g., create and maintain a to-do list, a calendar, a planner).



## Preparation for Employment

### Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the importance of keeping an updated digital portfolio that accurately reflects their information and communication technology competencies and skills for job interview purposes;
- demonstrate an understanding of strategies for conducting an effective job search;
- develop strategies to make an effective transition from school to career.

### Specific Expectations

#### *Digital Portfolio*

By the end of this course, students will:

- identify employability skills and essential skills by accessing appropriate websites (e.g., Conference Board of Canada, Human Resources and Social Development Canada) and prepare a list of these skills for inclusion in their portfolio;
- classify their information and communication technology skills (e.g., skills in webpage design, creating multimedia presentations, desktop publishing) and include a summary of them in their portfolio;
- revise their digital portfolio to include samples of their current exemplary work.

#### *The Job Search*

By the end of this course, students will:

- identify employment opportunities that require information and communication technology skills;
- identify the stages of the interview process;

- update documents for the purposes of a job search (e.g., résumé, letter of application, follow-up letter);
- describe effective job search techniques and strategies (e.g., scanning want ads, applying online, conducting a targeted mailing, attending career fairs, networking).

#### *School-to-Career Transition*

By the end of this course, students will:

- identify resources (e.g., books, conferences, continuing education courses, distance learning, employer-provided training) that can be used to develop and strengthen workplace skills;
- identify financial planning resources (e.g., currency exchange rate calculator, car payment calculator, savings growth calculator) available to assist with financial planning;
- prepare a financial plan to support the transition from school to career.

# International Business

The world has become a global marketplace. Large volumes of goods, services, ideas, money, and technology are transported throughout the world, affecting the lives of millions of people in the process. Today, virtually every aspect of economic activity is influenced by international business. As students explore the world of business and the opportunities and challenges that it presents, it is vital that they do so with an appreciation of the impact of the global marketplace and international trade. Through these courses, students will develop a fundamental understanding of the global economy. They will come to appreciate the impact that international business can have on their lives and communities today and on the careers and opportunities they are considering for the future. Through these courses, students will develop a broader and deeper understanding of international issues and concerns and begin to develop an informed awareness of those issues directly affecting their future careers.

## **Strands**

### ***International Business Fundamentals, Grade 12, University/College Preparation***

- Business, Trade, and the Economy
- The Global Environment for Business
- Factors Influencing Success in International Markets
- Marketing Challenges and Approaches, and Distribution
- Working in International Markets

### ***International Business Essentials, Grade 12, Workplace Preparation***

- Canada in the Global Marketplace
- International Markets
- Conducting International Business
- International Careers and Skills

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## **International Business Fundamentals, Grade 12, University/College Preparation**

(BBB4M)

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

**Prerequisite:** None

## Business, Trade, and the Economy

### Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of terminology, concepts, and basic business communication practices related to international business;
- analyse the impact of international business activity on Canada's economy;
- demonstrate an understanding of how international business and economic activities increase the interdependence of nations.

### Specific Expectations

#### *Terminology, Concepts, and Business*

##### *Communication Practices*

By the end of this course, students will:

- define the basic terminology of international business (e.g., international trade, multinational enterprise, global company, exports, imports);
- describe key concepts related to international business and globalization (e.g., fair trade; outsourcing; rationalization; absolute, competitive, and comparative advantage);
- use information technology for a variety of purposes related to international business;
- demonstrate effective use of business communication techniques (e.g., in business reports, presentations);
- identify Canada's major trading partners and locate them on a map.

#### *The Impact of International Business on Canada*

By the end of this course, students will:

- evaluate the benefits (e.g., decreased prices, increased quantity and quality of products, technological developments) and drawbacks (e.g., loss of jobs, increased foreign ownership of Canadian companies) of international trade for Canada;

- describe how the state of Canada's economy (e.g., inflation rate, unemployment rate, productivity levels) affects international businesses operating in Canada;
- explain how Canada can attract foreign investment.

#### *International Interdependence*

By the end of this course, students will:

- identify the types of international businesses (e.g., import/export, global sourcing, joint ventures, strategic alliances, wholly owned subsidiaries);
- describe ways in which international business activity develops interdependence among nations;
- describe the effects of barriers and obstacles to international business activity (e.g., tariff and non-tariff barriers, restrictions on foreign investment, fluctuations in currency);
- explain how and why Canada's major international business relationships have evolved over time.

## The Global Environment for Business

### Overall Expectations

By the end of this course, students will:

- analyse ways in which Canadian businesses have been affected by globalization;
- demonstrate an understanding of the factors that influence a country's ability to participate in international business;
- assess the effects of current trends in global business activity and economic conditions.

### Specific Expectations

#### *Effects of Globalization on Canadian Business*

By the end of this course, students will:

- compare the characteristics of a multinational enterprise participating in global business with those of a Canadian company focused on domestic business activity;
- analyse ways in which the workplace, occupations, the nature of work, and working conditions in Canada have changed as a result of the growth of a global economy (e.g., growth opportunities, downsizing, plant transfers, increase in contract work);
- analyse how, in an era of globalization, consumer choices and attitudes affect Canadian business decisions.

#### *Factors Influencing Participation in International Business*

By the end of this course, students will:

- describe, drawing on information from a variety of sources, including the Internet, the impact technology has had on the international business environment (e.g., e-commerce, e-distribution);
- demonstrate numeracy skills by converting a variety of international currencies to Canadian dollars;
- identify the factors that affect foreign exchange rates;

- describe, drawing on information from a variety of sources, including the Internet, international agreements and organizations that have influenced global business activity (e.g., North American Free Trade Agreement, Asia-Pacific Economic Cooperation; European Union; International Monetary Fund, Organization for Economic Cooperation and Development, World Trade Organization) and describe Canada's involvement in them;
- analyse the rationale for, and the impact of, Canadian government initiatives and policies relating to international trade (e.g., intergovernmental contacts, embassy and consulate networks, government trade missions; taxation, trade barriers, investment).

#### *Effects of Trends*

By the end of this course, students will:

- explain, drawing on information from a variety of sources, including the Internet, how Canadian and international companies, industries, and markets are being affected by increased global business activity;
- identify and analyse international business trends and their influences on companies, industries, and career opportunities in the global economy;

- assess, considering factors such as markets, financing, and labour, how trends in the global marketplace have changed the ways in which an individual might run a business;
- explain how globalization creates the need for standardization of products, services, and processes (e.g., through the International Organization for Standardization).

## Factors Influencing Success in International Markets

### Overall Expectations

By the end of this course, students will:

- analyse the ways in which cultural factors influence international business methods and operations;
- assess the ways in which political, economic, and geographic factors influence international business methods and operations;
- identify and describe common mistakes made by businesses in international markets;
- evaluate the factors currently affecting the international competitiveness of Canadian businesses.

### Specific Expectations

#### *Cultural Factors*

By the end of this course, students will:

- describe the modifications made to goods and services to adapt them to the cultures of other countries (e.g., changing ingredients of packaged food products, avoiding certain colours or images in packaging, modifying the range of foods offered in restaurants);
- describe the challenges an international company may encounter with regard to ethics, values, language, and business practices in the various countries in which it operates (e.g., accommodating protocol and customs of local culture during international meetings, managing culturally diverse workforces);
- explain how the global market (e.g., global distribution and availability of products) has affected consumer demand.

#### *Political, Economic, and Geographic Factors*

By the end of this course, students will:

- evaluate the advantages and disadvantages in both developed countries and developing countries with regard to business opportunities (e.g., size of consumer base, government regulations, infrastructure, cost of labour);

- explain the impact that geography and political and economic systems have on international business;
- describe the roles corporations can play in the setting of international and domestic policy (e.g., lobbying, participating in trade missions).

#### *Avoiding Common Mistakes*

By the end of this course, students will:

- identify, drawing on information from a variety of sources, including the Internet, common mistakes made by companies when entering foreign markets;
- identify and describe the problems that some companies have experienced when exporting goods and services (e.g., changes in exchange rates, increases in duties, restrictions on products).

#### *Canada's International Competitiveness*

By the end of this course, students will:

- explain why some Canadian businesses enjoy success in a variety of international markets while others do not;
- explain how Canada's cultural diversity contributes to its competitive success in international business;
- explain how changes in the value of the Canadian dollar can affect business opportunities (e.g., how a lower-valued dollar can boost export sales in the short run);

- describe Canadian companies that are leaders at the international level and industries in which Canadian companies have had international success (e.g., biotechnology, telecommunications), and analyse the reasons for their success;
- compare the sources of Canada's current major imports and the destinations of its major exports.



## Marketing Challenges and Approaches, and Distribution

### Overall Expectations

By the end of this course, students will:

- assess the challenges facing a business that wants to market a product internationally;
- compare the approaches taken by various companies to market their products internationally;
- demonstrate an understanding of the logistics of, and challenges associated with, distribution to local, national, and international markets.

### Specific Expectations

#### *Marketing Challenges*

By the end of this course, students will:

- identify the types of products that trade freely into and out of Canada and those that are restricted in their movement (e.g., textiles, softwood lumber, firearms);
- analyse the legal, political, and financial challenges a company faces in getting a product to different markets;
- explain the importance of understanding consumer differences (e.g., with regard to cultural norms, disposable income, spending habits) when marketing globally.

#### *Marketing Approaches*

By the end of this course, students will:

- identify market-entry strategies used by companies for entering foreign markets;
- describe, on the basis of online investigation, the ways in which information and communication technology (e.g., as used in e-commerce, e-distribution, data mining) influences global marketing strategies;
- compare marketing approaches taken by companies in different foreign markets.

#### *Distribution and Logistics*

By the end of this course, students will:

- compare the logistics of delivering a product to a local, a national, and an international market;
- describe the key factors (e.g., climatic considerations, topography, cost) that influence the ways in which a company may deliver its product to an international market;
- compare the advantages and disadvantages of different modes of transportation for distributing a product to different world markets;
- identify, drawing on a variety of sources, including the Internet, information to facilitate the import/export process (e.g., International Trade Canada, brokerage firms).

## Working in International Markets

### Overall Expectations

By the end of this course, students will:

- analyse the ways in which ethical considerations affect international business decisions;
- assess the working environment in international markets;
- demonstrate an understanding of the process for crossing international borders as it relates to international business.

### Specific Expectations

#### *Ethical Issues*

By the end of this course, students will:

- assess ways in which multinational enterprises have both positive and negative effects on the countries in which they operate, including the impact on the norms and practices of local and indigenous cultures (e.g., effects of the information and communication technology industry in India; effects of food, drug, and resource-extraction companies in Africa);
- evaluate the ethical issues that arise for companies competing internationally, in relation to the following groups: consumers (e.g., safety, fair pricing, disclosure); stockholders (e.g., fair return, controlled risk); employees (e.g., fair wages, good working conditions, outsourcing, regulation of child labour); the host country (e.g., effects on local economy, respect for local laws and cultural preservation); and society (e.g., sustainability of development, practices to combat corruption);
- analyse the ways in which international development agencies (e.g., United Nations organizations, World Health Organization) and non-governmental organizations (e.g., Greenpeace, World Safety Organization) promote economic progress in developing countries;

- compare Canada with other countries with respect to cultural theories (e.g., Porter's diamond theory, Hofstede's cultural dimensions theory) and viewpoints (e.g., ethical imperialism, cultural relativism), as they relate to ethics in international business.

#### *Working Conditions in International Markets*

By the end of this course, students will:

- describe working conditions (e.g., with respect to gender roles, business customs and practices, means of communication, structure of the work day) in various international markets;
- analyse differences across cultures in perceptions, interpretations, and attitudes (e.g., in relation to gender, hierarchical structure, communication, actions, events) that might affect how individuals work in another country;
- compare management and negotiation strategies in other countries with those in Canada (e.g., conflict resolution, mediation, collective bargaining, strike action).

#### *Border Issues*

By the end of this course, students will:

- explain the role of the Canada Border Services Agency (e.g., facilitating legitimate cross-border traffic, supporting economic development);

- identify, drawing on information from a variety of sources, including the Internet, the requirements for study, travel, and employment in different countries (e.g., passports, student visas, work permits);
- analyse, drawing on information from a variety of sources, including the Internet, the impact of recent international events (e.g., 9/11, SARS outbreak in Toronto, discovery of BSE in Canadian cattle) on Canadian international business.

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## **International Business Essentials, Grade 12, Workplace Preparation**

(BBB4E)

This course provides an introduction to international business. Students will explore the economic relationships that Canada has developed with other nations, and the impact of these relationships on productivity, prices, and variety of goods. This course also introduces students to a variety of career opportunities in international business.

**Prerequisite:** None

## Canada in the Global Marketplace

### Overall Expectations

By the end of this course, students will:

- identify the advantages, disadvantages, and challenges associated with international business activity;
- explain why Canadian companies have become involved in international business;
- describe the evolution of Canada's international business activities and relationships;
- determine how Canadians have been affected by international business activity.

### Specific Expectations

#### *The Importance of International Business*

By the end of this course, students will:

- identify the advantages (e.g., increased quantity and quality of products, decreased prices, technological developments) and disadvantages (e.g., loss of jobs, increased foreign ownership of Canadian companies) of international trade for Canada;
- identify the barriers to and challenges associated with international business activity (e.g., language, tariffs, currency fluctuations).

#### *Reasons for Involvement in International Business*

By the end of this course, students will:

- explain how other countries' needs and wants may present business opportunities for Canadian companies;
- explain how the needs and wants of Canadians may present opportunities for foreign companies;
- describe how international business can help Canadian businesses meet their goals (e.g., higher profits, greater economies of scale).

#### *Changes in Canada's International Business Activity*

By the end of this course, students will:

- identify the types of international businesses (e.g., import/export, global sourcing, joint ventures, strategic alliances, wholly owned subsidiaries);

- identify Canada's current major trading partners and the products traded;
- describe how the Canadian government has worked to expand international business opportunities for Canadian companies (e.g., through trade missions, trade agreements);
- describe the impact of various trade agreements (e.g., Agreement on Internal Trade, North American Free Trade Agreement) and trade organizations (e.g., World Trade Organization, International Monetary Fund) on Canada's international business activity.

#### *The Effects of International Business on Canada*

By the end of this course, students will:

- describe the effects of international business activity on economic conditions in Canada (e.g., on employment levels; quality, quantity, and variety of goods and services; productivity; prices; competition; technological development);
- describe the effects of foreign investment on Canada;
- identify both Canadian companies that are leaders at the international level and industries in which Canadian companies have had international success (e.g., biotechnology, telecommunications).

# International Markets

## Overall Expectations

By the end of this course, students will:

- describe the ways in which a company can explore business opportunities in international markets;
- evaluate the challenges confronting the operation of an international business;
- demonstrate an understanding of the procedures to be followed and the factors to be considered in the import and export of goods and services.

## Specific Expectations

### *Business Opportunities*

By the end of this course, students will:

- describe the features of local, regional, national, and international markets;
- describe the factors influencing a company's participation in business opportunities in other countries (e.g., trade agreements, language barriers, currency fluctuations, geography);
- describe the ways in which a company can determine whether a potential market exists for its imports or exports.

### *Operational Challenges*

By the end of this course, students will:

- describe how international businesses modify the characteristics and features of their products sold in different countries;
- describe the factors that may result in some countries producing higher-quality goods and others producing less-reliable goods (e.g., differences in production values, availability of skilled labour, working conditions, availability of technology, communications, difficulties when production unit and head office are located in different countries);

- describe the factors that influence a company's ability to compete internationally (e.g., cost of labour, availability of appropriate technology, quality of management, levels of efficiency, marketing skills).

### *Import and Export Considerations*

By the end of this course, students will:

- identify the factors that can influence a company's ability to import or export a product;
- demonstrate numeracy skills by converting a variety of international currencies to Canadian dollars;
- describe an export strategy for a Canadian product;
- compare successful and unsuccessful attempts by companies to import products to Canada and to export and market products to foreign countries;
- identify, using a variety of sources, including the Internet, several imported and exported products on which duties and tariffs are placed.

## Conducting International Business

### Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the way in which ethical considerations affect international business decisions;
- identify cultural differences between countries and describe how they affect international business practices;
- summarize the effects and challenges of marketing internationally;
- summarize the ways in which technology has affected international business.

### Specific Expectations

#### *Ethical Issues*

By the end of this course, students will:

- compare the code of ethics for a variety of international companies;
- describe ways in which multinational enterprises have both positive and negative effects on the countries in which they operate;
- summarize the ethical issues that arise for companies that are competing internationally (e.g., fair wages, regulation of child labour, cultural preservation, environmental practices).

#### *Culture and Customs*

By the end of this course, students will:

- determine the cultural challenges and benefits for management of doing business internationally (e.g., language barriers, variations in work ethic and attitudes);
- identify key cultural differences between countries (e.g., language, religion, family structure) and describe how they create both opportunities and challenges for companies involved in international business;
- describe some of the features of Canadian culture, including diversity and multiculturalism, and explain how they can be an advantage in doing business internationally (e.g., the range of experience, skills, languages

in a diverse workforce; international contacts and knowledge of local customs in other countries);

- compare Canadian business protocol (e.g., laws, customs) with that of another country;
- compare communication preferences (e.g., choice of media, tone, symbolism, body language, gestures) in Canada with those of other countries.

#### *International Marketing*

By the end of this course, students will:

- compare the challenges of marketing and exporting a good with those of marketing a service internationally;
- describe how the exchange of products by buyers and sellers creates a market;
- explain the factors (e.g., cultural sensitivity, appropriate packaging, logistical considerations) that contribute to the marketing plan for the export of a product;
- create advertisements for the same product that target markets in two different countries.

#### *Effects of Technology*

By the end of this course, students will:

- describe how technology has influenced the business practices (e.g., transportation,

distribution, marketing, management) of companies competing in international business;

- describe the impact of information and communication technology on international business activity;
- describe techniques and technologies that can be used by a Canadian business to export a product to another country;
- explain how e-commerce has affected the growth of international business;
- assess the potential of international markets by using data (e.g., on demographics, religion, ethnicity) obtained from a variety of sources, including the Internet.



## International Careers and Skills

### Overall Expectations

By the end of this course, students will:

- summarize a wide range of career opportunities available in international business;
- explain the effect of international business activity on jobs in Canada;
- describe the process involved in crossing international borders for international business purposes;
- demonstrate an understanding of appropriate terminology and communication techniques related to international business.

### Specific Expectations

#### *Career Opportunities*

By the end of this course, students will:

- describe the factors that influence an individual's decision to explore work opportunities in another country (e.g., quality of life, available opportunities, working conditions, political and economic stability, salaries and benefits);
- describe the jobs in a multinational company that specifically involve international activity;
- describe work opportunities available in international businesses.

#### *Effects of International Business on Jobs in Canada*

By the end of this course, students will:

- identify occupations that have experienced increased employment in Canada in recent years as a result of the expansion of global business and those that have experienced decreased employment;
- describe how international business may influence future job opportunities and employment in Canada.

#### *Border Issues*

By the end of this course, students will:

- identify, on the basis of Internet research, the requirements for study, travel, and

employment in different countries (e.g., passports, student visas, work permits, languages, culturally appropriate behaviour);

- explain the role of the Canada Border Services Agency (e.g., facilitating legitimate cross-border traffic, supporting economic development);
- illustrate the impact of recent international events (e.g., 9/11, the outbreak of SARS in Toronto, the discovery of BSE in Canadian cattle) on Canadian international business.

#### *Terminology and Communication Techniques*

By the end of this course, students will:

- define the basic terminology of international business (e.g., import, export, rationalization, outsourcing);
- demonstrate effective use of business communication techniques (e.g., in business reports, presentations, advertisements);
- use information and communication technology for a variety of purposes related to international businesses.

# Marketing

Marketing is more than just advertising, and identifying what the customer wants; marketing encompasses a range of business activities, including purchasing, selling, distribution, customer service, marketing research, and promotion, as well as advertising. In the language of marketing, the term *product* includes goods, services, and events. The information age, informed consumers, and the global marketplace have changed the tactics and strategies employed by today's diverse types of business, both for-profit and non-profit. Students will examine how branding, product positioning, and target marketing form part of a business's dynamic marketing plan. In addition, students will identify the potential for employment in the complex world of marketing.

## **Strands**

### ***Marketing: Goods, Services, Events, Grade 11, College Preparation***

- Marketing Fundamentals
- The Marketing Mix
- Trends in Marketing
- The Marketing Plan

### ***Marketing: Retail and Service, Grade 11, Workplace Preparation***

- Marketing Fundamentals
- Trends in Retail and Service Marketing
- Retail and Service Operations
- Marketing for Success in the Retail and Service Sectors

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## Marketing: Goods, Services, Events, Grade 11, College Preparation

(BMI3C)

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.

**Prerequisite:** None

# Marketing Fundamentals

## Overall Expectations

By the end of this course, students will:

- describe the process by which goods and services are exchanged;
- explain how marketing influences consumers and competition;
- demonstrate an understanding of the importance of marketing research to a business and how information technology can be used to obtain and analyse marketing-related information;
- analyse marketing strategies used by organizations in the not-for-profit sector;
- compare the factors that influence marketing methods and activities in the global economy.

## Specific Expectations

### *The Marketing Process*

By the end of this course, students will:

- define the basic nature and scope of marketing activities (e.g., sales, pricing, branding, distribution, storage);
- compare how supply and demand affect marketing decisions;
- describe current marketing strategies that use total quality management (e.g., Quality Circle, Kaizen), customer-driven information technology (e.g., smart cards, point programs), and target marketing (e.g., market segmentation, classification of advertising);
- describe current marketing activities that target various market segments (e.g., youth, baby boomers, Generation X, seniors).

### *Consumers and Competition*

By the end of this course, students will:

- describe the process used by firms to develop a consumer profile (e.g., consumers' demographic, economic, and social characteristics);
- summarize the factors that motivate a customer to purchase a product (e.g., discretionary income, peer pressure, social responsibility, evolving needs and wants);

- explain how marketing (e.g., branding, promotion, packaging, online sales) affects competition among products;
- describe how evolving information technologies are used to influence, inform, and motivate consumers (e.g., corporate websites, e-commerce, Internet pop-up ads).

### *Marketing Research*

By the end of this course, students will:

- outline the role and importance of marketing research in business (e.g., providing feedback on product development, identifying the target market, determining appropriate channels of distribution);
- create an example of a current marketing research tool (e.g., focus group questionnaire, electronic web survey);
- identify tools, techniques, and information technologies that can be used to interpret consumer and market data (e.g., pie charts, polls, databases) and demonstrate the use of these tools, techniques, and information technologies;
- describe the use of data mining to gather marketing-related information (e.g., target market, competition, buying behaviour).

***Not-for-Profit Marketing***

By the end of this course, students will:

- identify the characteristics and features of not-for-profit organizations;
  - identify ways in which not-for-profit and government organizations market their goods, services, and events;
  - compare the purposes of marketing for profit and not-for-profit organizations (e.g., to sell products and lifestyles, to raise funds, to raise awareness about issues).
- identify ways in which information technology influences global marketing strategies and techniques (e.g., e-mail, online sales and promotions, logistics);
  - outline an innovative marketing strategy to be used when entering a new foreign market;
  - describe the impact of foreign and domestic policies, agencies (e.g., marketing boards, regulatory bodies), and issues (e.g., product and food safety, disease control, national security) on marketing activities.

***Global Marketing***

By the end of this course, students will:

- describe, drawing on computer research, ethnocultural, linguistic, and geographical factors that firms should consider when they enter the global market (e.g., cultural variations in consumer preference and buying behaviour, language barriers, expense of delivery to distant markets);

# The Marketing Mix

## Overall Expectations

By the end of this course, students will:

- explain the stages of product development;
- explain the factors involved in the pricing of goods, services, and events;
- compare a variety of distribution strategies and the logistics associated with them;
- demonstrate an understanding of the strategies involved in the promotion of goods, services, and events.

## Specific Expectations

### ***Products: Goods, Services, and Events***

By the end of this course, students will:

- classify products according to type (e.g., good, service, event; consumer, industrial, institutional);
- identify the components of the product life cycle for different types of products (e.g., staples, fads, fashions);
- explain the importance of branding in product positioning;
- using consumer profiles, explain how products are positioned in various market segments (e.g., socio-economic groups, specific ethnocultural groups, groups with specific lifestyles);
- identify regulations (e.g., Canadian Consumer Packaging and Labelling Act, laws and practices of other countries) affecting packaging and labelling strategies (e.g., generic, private, name brand);
- conduct a marketing research activity for a good, service, or event (e.g., taste test, online survey, focus group).

### ***Price***

By the end of this course, students will:

- describe the factors that affect the price of products (e.g., fixed and variable costs, economies of scale, supply and demand);

- determine the price for a product, using relevant financial data (e.g., calculate total cost, break-even point, selling price, gross profit margin);
- identify the pricing strategies and policies used to promote the sale of products (e.g., skimming, market penetration, loss leader, supersizing, combo pricing, discount pricing, volume discounts).

### ***Place***

By the end of this course, students will:

- identify the channels of distribution for a variety of products in a variety of markets (e.g., direct, indirect, integrated, and specialty channels);
- compare the advantages and disadvantages of the various ways of delivering goods and services (e.g., truck, train, plane, auto, the Internet) from the producer to the consumer;
- explain different systems of inventory control (e.g., just-in-time inventory, warehousing, overstocking, understocking);
- assess, on the basis of research, the impact of technology, including information technology, on channels of distribution and inventory control systems (e.g., global positioning system [GPS] tracking, automated billing, smart shelving).

**Promotion**

By the end of this course, students will:

- identify the various elements of promotion (e.g., advertising, publicity, sales promotion, public relations, personal selling);
- assess the effectiveness of various advertising media and tools (e.g., the Internet, television, magazines, billboards, radio; pop-ups, press releases, mass e-mailings);
- describe the role of public relations as a component of promotional strategies;
- create a variety of print, audiovisual, and electronic promotions (e.g., magazine, newspaper, television, radio, Internet, specialty advertising) for different audiences.

## Trends in Marketing

### Overall Expectations

By the end of this course, students will:

- explain the effects of new information technologies on marketing strategies and consumer trends;
- identify and describe various environmental, ethical, social, and legal issues that affect marketing activities;
- demonstrate an understanding of the potential for participation in the global marketplace;
- summarize, on the basis of computer research, career pathways in marketing.

### Specific Expectations

#### *Information Technology in Marketing*

By the end of this course, students will:

- identify advances in electronic commerce applications (e.g., web-page design, order entry systems, database design for market research) and describe how these advances have affected business-to-business and business-to-consumer marketing;
- explain how emerging information technologies (e.g., wireless communication, digital technology) have affected the dynamic nature of marketing and stimulated the rate of change in marketing strategies;
- describe the effects that new communication technologies have on marketing in a business environment (e.g., with respect to business etiquette, use of language, literacy standards in business);
- describe how fashion, fads, and trends (e.g., buying behaviour, conspicuous consumption) are influenced by the immediacy characteristic of the electronic age.
- describe ways in which marketing activities (e.g., packaging, labelling) have been influenced by increasing concern for the environment;
- explain the need for firms to demonstrate good corporate citizenship and organizational ethics in their day-to-day marketing practices (e.g., truth in advertising, confidentiality of marketing research, observing regulations regarding advertising to children, informing consumers of safety issues);
- identify examples of businesses that include corporate social responsibility as a component of their marketing philosophy (e.g., not using animals in product testing, sponsoring charitable events, hosting children's camps, engaging in responsible environmental practices);
- identify channels through which consumers can express objections to specific marketing activities (e.g., the Canadian Advertising Foundation, the Consumers' Association of Canada, the Canadian Radio-Television and Telecommunications Commission).

#### *Issues, Ethics, and Social Responsibility in Marketing*

By the end of this course, students will:

- identify marketing issues created by changes in information technology (e.g., expanding markets; privacy issues; consumers' reactions to junk mail, spam, and information overload);

#### *International Markets*

By the end of this course, students will:

- outline the relative importance of major consumer and industrial markets around the world (e.g., China; the Pacific Rim; the European Union; North, Central, and South America);



- describe the factors leading to the development of global markets (e.g., the growth of information technology, common currencies, multinational corporations, immigration);
- outline the risk factors that should be considered when entering foreign markets (e.g., bribes, kickbacks, political instability).
- classify employment opportunities by marketing function (e.g., sales, transportation, advertising);
- using a variety of sources (e.g., the Internet, Human Resources and Social Development Canada [HRSDC], National Occupational Classifications), research and summarize the tasks, remuneration, and employment opportunities in marketing occupations ranging from entry level to management.

### ***Career Paths in Marketing***

By the end of this course, students will:

- identify growth areas in the marketing of postsecondary education and employment (e.g., postsecondary institutions and/or private-sector training companies, sports and entertainment, information technology, project management, logistics, non-profit and not-for-profit marketing);

# The Marketing Plan

## Overall Expectations

By the end of this course, students will:

- explain the process of developing a marketing plan;
- develop a marketing plan for a good, service, or event;
- analyse the uses of a marketing plan.

## Specific Expectations

### *The Process*

By the end of this course, students will:

- identify resources (e.g., Internet support sites, business planning templates, regional economic centres) available to assist in the development of a marketing plan;
- describe the steps and stages in the creation of a marketing plan for a good, service, or event;
- explain the difference between a marketing plan and a venture plan.

### *The Development*

By the end of this course, students will:

- outline a strategic plan (e.g., goals, marketing research, purpose of product, mission statement) for a real or simulated product (good, service, or event);
- apply the marketing mix to the selected product;
- produce a marketing plan for the selected product, using current information technology.

### *The Analysis*

By the end of this course, students will:

- explain how a marketing plan is used as a strategic tool (e.g., to determine future growth of a business, develop new products, expand domestic markets, enter foreign markets);
- identify the reasons why stakeholders (e.g., executive decision makers, business owners, bankers, investors, board of directors) would be interested in a marketing plan;
- explain how a marketing plan can address the areas of ethics and social responsibility (e.g., by identifying diverse markets, by requiring environmentally friendly components in the product and its packaging, by incorporating positive social messages for healthy products);
- explain how essential skills (e.g., HRSDC essential skills) and employability skills (e.g., organizational, planning, time-management, information technology skills) are acquired through the preparation and implementation of a marketing plan.

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## **Marketing: Retail and Service, Grade 11, Workplace Preparation**

(BMX3E)

This course focuses on marketing activities in the retail and service sectors. Students will examine trends and global influences on marketing decisions, and will learn about the importance of customer service in developing a customer base and maintaining customer loyalty. Through hands-on learning, students will develop personal selling and information technology skills that will prepare them for a variety of marketing-related positions in the workplace.

**Prerequisite:** None

# Marketing Fundamentals

## Overall Expectations

By the end of this course, students will:

- assess how the marketing mix is applied in the retail and service industries;
- assess how consumer characteristics and preferences affect retail and service activities;
- identify and explain the factors that affect competition;
- analyse the process of buying and selling in the retail and service industries.

## Specific Expectations

### *The Marketing Mix*

By the end of this course, students will:

- identify the four parts of the marketing mix (product, price, place, and promotion) and describe how they influence marketing activities (e.g., selling, advertising, customer service, distribution, promotion);
- describe the types of products (e.g., goods, services; durable, non-durable) offered by retail and service businesses;
- identify pricing policies (e.g., supersizing, combo pricing, loss leaders, skimming) used by retail and service businesses;
- compare the various channels of distribution (e.g., direct, indirect, integrated, specialty) and the modes of delivering goods to market (e.g., air, land, sea, electronic);
- compare ways of promoting a selected product to different market groups, using examples of a variety of retail promotional techniques (e.g., newspaper and magazine ads, flyers, brochures, coupons).

### *Consumers*

By the end of this course, students will:

- identify the consumer groups (e.g., baby boomers, women, seniors) that use specific retail and service businesses;

- summarize changes in lifestyles and consumer needs and wants over the past few decades and explain their impact on retail and service businesses (e.g., changing gender roles, consumer demand for fast food, use of portable communication and entertainment devices);
- select an appropriate marketing research tool (e.g., survey, questionnaire, taste test) and implement it to measure consumer preference for a particular product.

### *Competition*

By the end of this course, students will:

- identify types of competition (e.g., direct, indirect, foreign, multinational) and describe their effect on consumer and business behaviour;
- explain how retail or service businesses in a specific sector (e.g., fast food chains, beverage industry, department stores, airline industry) compete with one another to attract customers and increase market share (e.g., through price wars, reward programs, customer service);
- compare examples of credit and payment policies offered by competing retail and service businesses to attract customers.

***The Buying and Selling Processes***

By the end of this course, students will:

- explain the factors (e.g., Maslow’s hierarchy of human needs, consumers’ needs, supply and demand, access to information, media) that affect the buying cycle (i.e., awareness, search, evaluation, trial, purchase) in the retail and service industries;
- explain how changing demographics, tastes, preferences, and psychographics of Canadian consumers have influenced their buying decisions (e.g., needs of aging population; interest in organic, green, or energy-efficient products);
- apply the AIDA formula to explain the steps in the selling process (e.g., obtaining product and customer knowledge, approaching the customer, presenting the product, closing the sale);
- identify various marketing strategies used in the selling process (e.g., discount pricing, volume packaging, point-of-sale display, electronic payment systems, online sales).

## Trends in Retail and Service Marketing

### Overall Expectations

By the end of this course, students will:

- explain the effects of new information technologies on marketing in the retail and service industries;
- describe the major types of business emerging in the retail and service sectors;
- identify and describe various environmental, ethical, social, and legal issues that affect the retail and service industries;
- explain the importance of global trends to the retail and service industries.

### Specific Expectations

#### *Information Technology*

By the end of this course, students will:

- describe how information technology has influenced, and will continue to influence, the ability of businesses to identify and respond to customer needs;
- describe how information technology can be used in promotional activities (e.g., pop-ups, desktop publishing, electronic billboards);
- identify changes in the distribution of products (e.g., global positioning system [GPS] tracking, online ordering, faster delivery service) that have arisen as a result of advances in information technology.

#### *Types of Business*

By the end of this course, students will:

- identify various types of traditional and new retail and service operations (e.g., discount and specialty retailers, print and online catalogue operations, financial institutions, hotels, travel agencies);
- compare the various forms of business ownership available when starting a retail or service business;
- explain the popularity and growth of various types of retail and service businesses (e.g., franchises, chain stores, superstores);

- describe the attributes (e.g., sales capabilities, product knowledge, innovative strategies and technologies) of successful retail and service businesses;
- explain how the distribution of goods and services changes to meet the demands of various types of businesses and consumer shopping preferences (e.g., home-based businesses, megamalls, big-box retailers).

#### *Issues, Ethics, and the Environment*

By the end of this course, students will:

- identify ways that federal, provincial, and municipal laws and regulations (e.g., concerning health and safety, environmental protection, product standards) can affect how retail and service businesses operate;
- explain how consumer and population trends (e.g., health consciousness, declining birth rate, aging population) will affect retail and service businesses;
- compare examples of ethical and unethical business practices (e.g., with regard to labour practices, corporate governance, working conditions, benefits and pensions), and describe how laws and regulations have helped to curtail unethical practices in the retail and service industries;

- describe ways in which marketing activities (e.g., packaging, labelling) have been influenced by the environmental movement.

***Global Trends***

By the end of this course, students will:

- identify global opportunities for new and existing retail and service businesses;
- explain how increased globalization is changing the Canadian retail and service sector (e.g., increased product selection, outsourced production operations, increased competition);
- describe how social, cultural, and ethnic diversity among consumers (e.g., differences in language; social traditions; urban, suburban, and rural lifestyles) influences marketing and planning decisions for businesses.

## Retail and Service Operations

### Overall Expectations

By the end of this course, students will:

- identify and describe various methods of inventory control;
- describe and demonstrate merchandise and service presentation techniques;
- describe the role of the human resources function in retail and service businesses.

### Specific Expectations

#### *Inventory Control Methods*

By the end of this course, students will:

- explain the importance to retail businesses of a variety of purchasing and receiving procedures and inventory control systems (e.g., just-in-time inventory, warehousing, overstocking, understocking);
- explain the importance of computer technology in inventory control;
- describe, on the basis of research, the internal and external methods employed to protect businesses from inventory shrinkage.

#### *Merchandise and Service Presentation*

By the end of this course, students will:

- identify and describe the various classifications of merchandise (e.g., convenience goods, shopping goods, specialty goods, impulse items);
- compare different visual display techniques used in several retail and service environments to attract customers (e.g., colour scheme, holiday theme, window display);
- identify ways in which retailers use store design and layout to attract and maintain customers;
- create a visual display of a layout to effectively present merchandise or a service (e.g., bulletin board, window display, showcase, virtual layout).

#### *Human Resources in Retailing and Service*

By the end of this course, students will:

- outline, on the basis of research using information technology, the organizational structures of retail and service businesses and job descriptions for positions in these businesses;
- describe types of remuneration (e.g., hourly wage, salary, commission, bonus) commonly used by retail and service businesses;
- identify, through research, labour and workplace safety laws and regulations as well as organizations offering health and safety certification and training (e.g., in first aid, CPR, WHMIS) to the retail and service industries;
- explain the importance of ensuring diversity in the workplace in retail and service businesses.



## Marketing for Success in the Retail and Service Sectors

### Overall Expectations

By the end of this course, students will:

- explain the importance of customer service in the retail and service industries;
- demonstrate an understanding of the importance of personal selling skills in the retail and service industries;
- identify and implement appropriate strategies for exploring current career opportunities in the retail and service industries.

### Specific Expectations

#### *Customer Service*

By the end of this course, students will:

- describe and demonstrate examples of good customer service techniques utilized in the retail and service industries to increase sales and build reputation;
- explain why product knowledge is important in customer-focused selling;
- describe the methods used by retailers to maintain customer loyalty (e.g., follow-up service, reminder notice, personal recognition).

#### *Personal Selling*

By the end of this course, students will:

- identify essential skills and the qualities and attributes valued by an employer in a retail or service business (e.g., Human Resources and Social Development Canada [HRSDC] essential skills; dress, appearance, work ethic, appropriate language);
- identify examples of information technology applications (e.g., cash registers, scanners, inventory control systems) in retail selling;
- using numeracy skills, apply pricing strategies used in the retail and service industries (e.g., calculate markup, mark-down, percentage discount);

- outline the steps of the personal selling process and the importance of interpersonal skills used by salespeople to address customer wants and needs and to complete a sale.

#### *Career Search Strategies and Employment Opportunities*

By the end of this course, students will:

- assess their own skills in the context of the skills necessary for employment in the retail and service sectors (e.g., organizational, planning, time-management, information technology skills);
- use information and communication technology to access relevant sources to determine the range of careers and positions in the retail and service sectors;
- prepare a personal portfolio (e.g., cover letter, résumé, letter of recommendation) for employment applications in the retail or service industry;
- list methods of identifying employment opportunities (e.g., searching electronic job banks, reading classified ads, networking, delivering résumés to local businesses, using students' services);
- apply appropriate job-interview techniques in simulated settings.

# Business Leadership

The business leadership courses allow students to explore how managers function in organizations and take on the challenge of generating solutions in order to solve problems. These courses allow students to explore the roles, responsibilities, skills, and functions of management. Students will learn the factors that encourage effective leadership practices. Emphasis throughout the courses will be placed on the importance of ethics and social responsibility in the corporate world. Students will learn how to communicate effectively for business purposes. The courses in business leadership will prepare students to work effectively in organizations in positions of employment and management.

## **Strands**

### ***Business Leadership: Management Fundamentals, Grade 12, University/College Preparation***

- Foundations of Management
- Leading
- Management Challenges
- Planning and Controlling
- Organizing

### ***Business Leadership: Becoming a Manager, Grade 12, Workplace Preparation***

- The Role of the Manager
- Operations Management
- Leadership
- Human Resource Management

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## **Business Leadership: Management Fundamentals,** (BOH4M) **Grade 12, University/College Preparation**

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

**Prerequisite:** None

# Foundations of Management

## Overall Expectations

By the end of this course, students will:

- assess the role of management within an organization;
- demonstrate the use of appropriate communication techniques related to business management;
- evaluate the impact of issues related to ethics and social responsibility on the management of organizations.

## Specific Expectations

### *Management Fundamentals*

By the end of this course, students will:

- identify the characteristics of an organization (e.g., purpose, division of labour, hierarchy of authority);
- evaluate the different levels of management with respect to roles, responsibilities, activities, skills, and competencies;
- evaluate major management theories and practices (e.g., classical, behavioural, quantitative approach, systems theories; total quality management).

### *Business Communication*

By the end of this course, students will:

- demonstrate the effective use of information and communication technology (e.g., word processing software, e-mail, electronic research tools) for a variety of management purposes;
- demonstrate appropriate techniques for making group and individual presentations (e.g., use a variety of appropriate visual aids, make eye contact where appropriate, speak clearly);
- demonstrate an understanding of management concepts and theories discussed in relation to current business issues in a variety of sources (e.g., newspapers, magazines, documentaries, websites);

- use proper business vocabulary in oral and written communication;
- demonstrate effective use of business communication documents (e.g., business reports, correspondence).

### *Issues of Ethics and Social Responsibility*

By the end of this course, students will:

- evaluate the impact of major ethical issues (e.g., bribery, harassment, polluting the environment, theft in the workplace, Aboriginal land claims versus interests of resource companies ) and dilemmas (e.g., for the individual, the workplace, and the local and global community) on management strategies and decision making;
- explain the nature of corporate ethical and social responsibility and analyse, on the basis of research, including stakeholder analysis, a particular company's commitment to it (e.g., in relation to non-discriminatory hiring, promotion, and retention practices; implementing the Persons with Disabilities Act and the Accessibility for Ontarians with Disabilities Act; environmental issues; customer/supplier relationships).

# Leading

## Overall Expectations

By the end of this course, students will:

- apply an understanding of human behaviour to explain how individuals and groups function in the workplace;
- demonstrate an understanding of group dynamics;
- demonstrate an understanding of proper leadership techniques in a variety of situations.

## Specific Expectations

### *Human Behaviour*

By the end of this course, students will:

- analyse the elements that shape human personality (e.g., cultural, social, and family influences) and their impact on human behaviour;
- explain the relationship between job satisfaction and an individual's personality, attitudes, and perceptions;
- explain the relationship between a person's attitude (e.g., commitment to job, personal biases) and her or his behaviour in the workplace (e.g., quality of performance, absenteeism; engaging in practices that reflect racist, sexist, or homophobic attitudes);
- evaluate the use of personality traits assessment instruments in the workplace (e.g., Myers-Briggs, True Colors, Emotional Intelligence).

### *Group Dynamics*

By the end of this course, students will:

- analyse the stages of group development (forming, storming, norming, performing, and adjourning) and the roles individuals assume within a group structure;

- explain the nature and types of groups within an organization (e.g., formal/informal, committees/departments, electronic work groups);
- analyse the factors that contribute to the success or failure of a team (e.g., shared norms, cohesiveness, cultural expectations, social loafing);
- apply business teamwork skills to carry out projects and solve problems.

### *Leadership Techniques*

By the end of this course, students will:

- analyse the characteristics of effective leaders (e.g., integrity, drive, vision, commitment to equity and diversity in the workplace);
- compare a variety of contemporary leadership theories (e.g., Leadership Grid, contingency, transactional, transformational, and servant theories);
- compare different leadership styles (e.g., democratic, autocratic, laissez-faire, collaborative) and describe how these styles are exemplified by a variety of business leaders (e.g., men and women from diverse ethnocultural groups, including Aboriginal peoples).

# Management Challenges

## Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the communication process within the workplace;
- evaluate the strategies used by individuals and organizations to manage stress and conflict;
- compare theories of how to motivate individuals and teams in a productive work environment.

## Specific Expectations

### *The Communication Process in the Workplace*

By the end of this course, students will:

- explain the barriers and obstacles to effective communication (e.g., cultural differences, differences in perception, inappropriate communication channels, misunderstanding of semantics);
- describe the techniques used to improve communication skills (e.g., active listening, constructive feedback, use of technological tools);
- analyse how personal perception can influence the interpretation of information and thereby affect the decisions an individual makes.

### *Stress and Conflict Management*

By the end of this course, students will:

- evaluate the impact of personal and work-related stress on performance;
- describe the factors that contribute to stress and conflict in the workplace (e.g., working conditions, difficult bosses or co-workers, restructuring);

- identify stress-reduction techniques used in organizations (e.g., wellness programs, meditation, time-management training, flex-time);
- evaluate conflict-management styles (e.g., collaboration, avoidance, accommodation, compromise) and their impact on a situation.

### *Motivation*

By the end of this course, students will:

- explain how various theories of motivation (e.g., the theories of Maslow, Herzberg, Alderfer, McClelland; goal-setting theory) contribute to an understanding of individual needs, productivity, and performance;
- analyse the various motivational strategies used by particular organizations;
- explain the relationship between motivation, rewards, and job performance.

# Planning and Controlling

## Overall Expectations

By the end of this course, students will:

- analyse the importance of planning to the success of an organization;
- demonstrate an understanding of appropriate planning tools and techniques in a variety of situations;
- analyse the relationship between strategic planning and the success of an organization;
- analyse how companies respond to internal and external pressures for change;
- assess the importance of control in management.

## Specific Expectations

### *The Importance of Planning*

By the end of this course, students will:

- describe the planning process and its benefits to the organization (e.g., flexibility, coordination, time management);
- apply different problem-solving strategies to a variety of management planning challenges;
- analyse the importance of individual and group creativity in planning.

### *Planning Tools and Techniques*

By the end of this course, students will:

- describe tools and strategies used in the planning process (e.g., participatory planning, benchmarking, scenario planning);
- explain the use of effective short-term planning tools and strategies (e.g., policies, operational plans, planning approaches) and long-term planning tools (e.g., budgets, strategic plans, simulations, forecasts);
- demonstrate the ability to use time-management techniques.

### *Strategic Planning*

By the end of this course, students will:

- explain the importance of the strategic planning process and describe the levels of strategic planning (corporate, business, functional) in an organization;

- describe the types of strategic plans (e.g., growth, retrenchment, e-business) used by specific organizations;
- analyse organizational strategic plans, using a variety of management tools (e.g., strengths, weaknesses, opportunities, threats analysis [SWOT analysis]; political, environmental, social, technological analysis; Porter's five forces competitive model);
- analyse the two levels of corporate culture (core and observable) and describe the relationship between corporate culture and strategic planning.

### *The Management of Change*

By the end of this course, students will:

- analyse the elements that bring about change in an organization (e.g., developments in information technology, implementation of a growth plan, evolution of the organizational culture);
- analyse the reasons for various attitudes towards change (e.g., why individuals fear change, why individuals embrace change);
- evaluate different strategies used by managers to bring about acceptance of planned change (e.g., education, shared power, negotiation);

- analyse major challenges (e.g., new technologies, the influence of the Internet, globalization) and legal considerations (e.g., workplace safety standards, access for people with disabilities, pay equity) facing today's organizations.

***Controlling***

By the end of this course, students will:

- describe the steps in the control process and how they relate to the managerial process of leading, planning, and organizing;
- describe progressive discipline and its impact on the individual within an organization;
- describe the impact of internal control measures (e.g., self-discipline, goal setting) and external control measures (e.g., compensation systems, progressive discipline) on an organization;
- explain the three types of control systems used by organizations (feedforward, concurrent, feedback).



# Organizing

## Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the various organizational structures used to manage the workforce effectively;
- assess the ways in which organizational structures have changed to adapt to the changing nature of work;
- evaluate the role of human resources within an organization.

## Specific Expectations

### *Organizational Structures*

By the end of this course, students will:

- assess the four traditional organizational structures (functional, divisional, hybrid, matrix);
- assess current organizational structures (e.g., team, network, boundaryless) with respect to the ways in which they increase productivity and competitive advantage;
- explain the role of the manager in dealing with trends in organizational design structures (e.g., shorter chain of command, decentralization, increased empowerment, move towards more organic structures);
- explain how organizational design (e.g., communication channels, team structures, alternative work schedules) can support a positive corporate culture.

### *The Changing Nature of Work*

By the end of this course, students will:

- assess the relationship between the individual and an organization, considering issues such as the meaning of work, the psychological contract, the quality of work life, and job satisfaction;
- compare alternative job-design approaches (e.g., rotation, simplification, enrichment, enlargement);
- compare the strengths and weaknesses of various work settings and arrangements for individuals and groups (e.g., job sharing,

self-managed teams, work schedules, off-site work, contract work).

### *Human Resources*

By the end of this course, students will:

- identify and describe the impact and importance of legal considerations in the human-resource process (e.g., with regard to wages, employment equity, health and safety, employee rights, bargaining agreements);
- analyse the relationship between an organization's objectives and the human-resource process (e.g., planning, recruitment, selection);
- explain the strategies and concepts involved in developing and retaining a quality workforce (e.g., career development, diversity policies, labour-management relations, orientation, training);
- describe, drawing on information from a variety of sources, including the Internet, current management opportunities and the education and training they require;
- explain the nature and importance of performance appraisal within an organization;
- compare major performance-appraisal methods and techniques (e.g., comparisons, behaviourally anchored rating scale, graphic-rating scale, 360° feedback).

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## **Business Leadership: Becoming a Manager, Grade 12, Workplace Preparation**

(BOG4E)

This course helps students prepare for managerial positions in their future careers. Students will focus on the development of core skills required to become a successful manager, including operations management, inventory control, marketing, financial planning, scheduling, and communication. Students will also explore the management challenges of hiring, training, and motivating employees, and complying with legal requirements.

**Prerequisite:** None

# The Role of the Manager

## Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the role of a manager in an organization;
- describe Canada's business environment;
- demonstrate an understanding of intrapreneurship in an organization;
- demonstrate the use of appropriate communication techniques for business managers.

## Specific Expectations

### *Management Basics*

By the end of this course, students will:

- describe the levels and types (e.g., general, functional, line, staff) of managers found in an organization;
- describe the skills, activities, functions, and responsibilities of managers;
- describe ways in which managers can improve productivity in a business (e.g., by eliminating waste, providing training programs, purchasing in bulk, developing a positive corporate culture, utilizing knowledge of a diverse workforce).

### *The Business Environment*

By the end of this course, students will:

- explain the need for ethical and socially responsible behaviour in business management;
- describe the types of business found in Canada (e.g., large, small, franchise, chain, service, manufacturing);
- explore the impact of e-business on business in Canada (e.g., by considering the growth of Internet businesses, increase in online marketing, changes in customer/supplier relations);
- identify current business issues that are specific to the local community.

### *Intrapreneurship*

By the end of this course, students will:

- apply the problem-solving model to specific situations (define the problem,

generate and evaluate alternative solutions, select the preferred solution, implement the solution, and evaluate how well the solution worked);

- assess the importance of innovation in business management;
- describe current intrapreneurial practices found in business (e.g., employee initiative, new ways to improve productivity, gain sharing);
- assess their own intrapreneurial inclinations through skill assessment, goal setting, and identifying interests and lifestyle preferences.

### *Communication*

By the end of this course, students will:

- produce business communication documents (e.g., letters, forms, reports) that meet business standards;
- create display documents (e.g., flyers, pamphlets) and use them appropriately for a variety of purposes;
- use appropriate techniques when making group and individual presentations;
- demonstrate the ability to use information technology and other tools that help managers improve productivity and profitability (e.g., word processing, desktop publishing, e-mail, electronic research tools, spreadsheets);
- use proper business vocabulary in oral and written communication.

# Operations Management

## Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of physical inventory control;
- demonstrate an understanding of the role of the basic components of the marketing function in satisfying customer needs;
- demonstrate an understanding of financial management techniques used in a business;
- explain the factors to consider when preparing employee work schedules.

## Specific Expectations

### *Inventory Control*

By the end of this course, students will:

- identify the factors used in determining how much stock to carry of each item (e.g., cost, rate of usage, reliability of deliveries, storage considerations, economies of scale);
- describe the principal steps of the purchasing procedure (quoting, requisitioning, ordering, receiving);
- explain the relationship between a business and its suppliers or subcontractors (e.g., in terms of legal considerations, negotiations, contracts, financial considerations, methods for locating suppliers).

### *Marketing Issues*

By the end of this course, students will:

- identify the components of the marketing mix (the four Ps – product, price, place, promotion) and evaluate their associated costs;
- identify the relationship among customer service, a positive image, and success in the local community;
- explain the role of advertising and promotion in running a business;

- describe the various methods of selling (e.g., face-to-face sales, telemarketing, e-commerce) and identify when each is best utilized;
- assess the marketing strategies of local businesses.

### *Financial Management*

By the end of this course, students will:

- demonstrate the procedures used to handle and control cash transactions in a business (e.g., use a point-of-sale terminal, manage petty cash, issue receipts);
- identify the procedures used in dealing with financial institutions involved in the daily activities and short-term financing of a business (e.g., procedures concerning current account activities, night deposits, automatic payroll deposits, bank reconciliation);
- identify the elements of an operating budget (e.g., sales, inventory, supplies, wages, insurance, rent);
- demonstrate, using both manual and computerized systems, the basic elements of bookkeeping as they relate to business (e.g., forms and procedures).

***Scheduling***

By the end of this course, students will:

- compare job-design alternatives (e.g., job simplification, job rotation, job enrichment);
- describe alternative work arrangements (e.g., flex-time, part-time work, job sharing);
- identify the components considered in developing a work schedule (e.g., statutory holidays, rest and lunch breaks, overtime);
- produce a weekly or monthly work schedule for a department or small business (e.g., restaurant, convenience store).

# Leadership

## Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the nature and the importance of effective leadership in a business environment;
- demonstrate an understanding of the mechanics and processes of group dynamics;
- assess the role of the manager in motivating employees.

## Specific Expectations

### *Effective Leadership*

By the end of this course, students will:

- compare a variety of leadership styles (e.g., task-oriented, relationship-oriented, authoritarian, consultative, incentives-oriented);
- explain why different leadership styles are appropriate to different managerial tasks (e.g., implementing change, managing conflict, managing stress);
- describe the role of managers in promoting equity, diversity, and non-discriminatory practices in the workplace.

### *Group Dynamics*

By the end of this course, students will:

- describe the stages of group development and the positive and negative roles and attitudes that individuals can assume within a group structure;
- compare formal and informal group structures (e.g., departments and teams versus groups based on interests, friendship);
- identify the advantages (e.g., shared norms, positive attitudes, synergy, shared risk) and disadvantages (e.g., time wasted through social loafing, possible reinforcement of negative or discriminatory attitudes) of group structures in a business;

- demonstrate the ability to resolve conflict arising during group tasks (e.g., through avoidance, compromise, collaboration).

### *Motivating Employees*

By the end of this course, students will:

- explain the relationship between motivating factors (e.g., psychological contract, quality of work life, job satisfaction) and job performance in business;
- explain how individual needs and frustrations relate to motivation (e.g., with references to Maslow's hierarchy of needs, McGregor's Theory X and Theory Y);
- explain the use of control techniques (e.g., performance appraisals, progressive discipline procedures);
- describe incentives and rewards used by specific businesses to motivate individuals and groups (e.g., monetary, non-monetary, psychological, benefits systems).

# Human Resource Management

## Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of procedures for hiring and training employees;
- demonstrate an understanding of the laws and regulations that govern working conditions;
- assess local opportunities for employment that are of personal interest and that have potential for launching a career.

## Specific Expectations

### *Hiring and Training*

By the end of this course, students will:

- identify the elements of human resource planning (e.g., job analysis, job description, job specification, identification of skill requirements);
- explain the recruiting process (e.g., advertising, preliminary contact, screening, checking references);
- demonstrate an ability to use techniques related to the job-interview and job-selection process (e.g., question preparation, verbal and non-verbal communication);
- identify a variety of types of job training (e.g., orientation, training in equity issues, on-the-job and off-the-job training, apprenticeship, additional education).

### *Legal Considerations*

By the end of this course, students will:

- identify the laws that govern employment practices in Ontario (e.g., Canada Labour Code) and the legal and ethical requirements regarding employment (e.g., under the Ontario Human Rights Code; with respect to equal pay for work of equal value, fair hiring practices, hours, deductions, minimum wage);

- identify the legal requirements related to employee health and safety in a variety of workplaces (e.g., WHMIS, First Aid Certificate);
- compare the legal, financial, and ethical consequences of unionized and non-unionized business environments.

### *Career Opportunities*

By the end of this course, students will:

- identify personal skills and experiences that could be applied in a business environment (e.g., prepare an inventory of skills, personality traits, educational experiences, and additional training);
- summarize employment opportunities in the local business community;
- identify training and educational experiences required for employment as a manager;
- produce, using applications software, the necessary documentation for entry into the workforce (e.g., résumé, cover letter, online application).

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