

BUSINESS ENTERPRISE 1100

COURSE DESCRIPTION

Division of Program Development

**Authorized by the Minister
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ACKNOWLEDGEMENTS

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INTRODUCTION

In general, the educational program in the senior high school is directed towards the comprehensive intellectual development of each student. It attempts to meet mental, emotional, and physical needs of students as they progress through school, as well as provide for future development and growth. The ultimate goal is to produce a well-educated, and socially-adjusted, individual capable of leading a useful and rewarding life. The focus of the course is two fold - person-centered and citizen-centered.

The educational needs of the student with which Business Enterprise 1100 is concerned fall into two general areas:

1. The course aids in the discovery and development of individual talents, abilities, and interests. The numerous thought processes involved in learning, acquiring information, analyzing, evaluating, and problem-solving and decision-making are developed through technical, manipulative and active learning experiences, and study.
2. The course prepares students for continued development and growth upon leaving the senior high school. Its main aim is to give an understanding of the business aspects of our society both from an occupational perspective and from a consumer perspective.

Specifically, Business Enterprise 1100 provides, within the organized learning environment of the senior high school, the opportunity to:

- (a) ease the transition from school to work
- (b) learn about the current methods of conducting business
- (c) refine various personal skills
- (d) become familiar with technological changes

PURPOSE AND INTENT

Business Enterprise 1100 is an introduction to current business enterprise procedures, practices, and careers. It is intended to serve personal development, special interest and career goals. Through participation in general business studies students will be better consumers and contributing members of society and more knowledgeable about the world of work. They will understand the make-up and operation of financial institutions and have greater ability to deal with business as a purchaser and user of goods and services.

This course would also be of benefit to the person who would like to be involved in community service groups by providing skills needed in banking, budgeting, etc. An understanding of business can assist in the promotion of the small business concept and aid in the transition of occupations especially in rural Newfoundland and Labrador where fishing and farming are now set up as small businesses.

This course provides an introduction and acts as a focus for other studies in or related to Enterprise education. It gives a foundation for other courses such as business mathematics, economics and enterprise education. The broader range from which the interested student may wish to select could include word processing, entrepreneurial studies, data processing, business mathematics, business English, economic studies, and computer studies.

Business Enterprise 1100 is one of the courses listed under the Economic Education category. It responds to objectives given in the Handbook for Senior High Schools of Newfoundland and Labrador dealing with the special needs and interests of students, personal development and wise use of leisure time, the preparation for post-secondary studies, and the provision of career guidance. It also contributes to critical thinking, problem solving and decisions making through work procedures and planning.

COURSE OBJECTIVES

The purpose of Business Enterprise 1100 is to provide a study of the business world and how it functions, active development of personal skills, and the focuses of personal qualities/attitudes and values that promote enterprising spirit. It is hoped that students will discover and develop special interests, talents, and abilities; develop skills, knowledge and attitudes that may be used for personal reasons or to prepare for further studies; learn about the world of work and personal qualities and skills required in the enterprising world.

The objectives of Business Enterprise 1100 are:

1. to introduce students to the relationship between the society and the business world;
2. to provide students with information about various types of businesses, career opportunities, and educational requirements;
3. to examine employer/employee relationships in the areas of job applications, job interviews, and job performance;
4. to provide an overview of the managerial and technical skills used in business including planning, production, financing, management and current technological skills;
5. to provide students with the use of current technology in business;
6. to promote effective communication skills;
7. to apply problem solving skills to business world situations;
8. to examine the importance of work ethics; and,
9. to appreciate personal attributes necessary to run a successful business.

COURSE OUTLINE

UNIT I: Entrepreneurs and the Business World (6 hours)

- a. Economics
- b. Entrepreneurs
- c. Careers in Business

UNIT II: Role of Small Business in the Economy (4 hours)

- a. The state of Small Business in Canada
- b. Small Business in the Economy
- c. Profiles of Small Business
- d. Recent Trends in Small Business

UNIT III: Communications (4 hours)

- a. Importance of Communication
- b. Business Communications
- c. Innovations and Technology

UNIT IV: Finance (10-15 hours)

- a. Personal Finance
- b. Financing in Business
- c. Money Management and Accounting
- d. Financial Computer Applications

UNIT V: Marketing (15-20 hours)

- a. What is Marketing?
- b. Conducting a Market Survey for a Product
- c. Elements of Marketing-Product, Price, Place and Promotion
- d. Recent Trends in National and International Markets

UNIT VI: Human Resources (5-10 hours)

- a. Maximizing Human Resources
- b. Training and Retraining
- c. Trends in Human Resource Development

INTENDED LEARNING OUTCOMES

TOPIC	INTENDED LEARNING OUTCOMES
I. Enterprise and the Business World	The student will...
(a) Economics	<ul style="list-style-type: none">● define economics● explore basic economic principles and practices (e.g supply and demand, free enterprise)● acquire an understanding of key economic terms (e.g. opportunity cost)● acquire an understanding of the role of the economy and its effect on the standard of living
(b) Entrepreneurs	<ul style="list-style-type: none">● examine what is an entrepreneur● examine role of entrepreneurs in our society● examine skills and characteristics of successful entrepreneurs (e.g. creative thinking skills, time management, communication skills)● recognize the importance of calculated risk management and perseverance● learn to make economic decisions after assessing available venture information● conduct a community survey in order to recognize opportunities for enterprising ventures

(c) Careers in Business

- gain an insight into the changing nature of business careers - self-employment vs. working for an employer
- explore a sampling of the many diverse careers available in business

TOPIC	INTENDED LEARNING OUTCOMES
II. Role of Small Business in the Economy (a) The state of Small Business in Canada (b) Small Business in the Economy (c) Professional Small Business (d) Recent Trends in Small Business	The student will... ● define small business ● understand the vital role small business plays in the Canadian economy ● explore recent trends in small business growth ● briefly outline profiles of local provincial small businesses using electronic data statistics
III. Communications (a) Importance of Communication (b) Business Communication	The student will ... ● define communications ● explain the importance of communication in business ● list types of communication used in business ● examine use of and relative affectiveness of personal business letters, memos and E-mail ● prepare and present a brief oral report on a local business concern using oral, written and graphic support ● list and demonstrate the use of different types of communications in Business

(c) Innovations and Technology

- explain the impact of using current technology (e.g. Fax machines and computer in Business Teleconferencing and Electronic Conferencing)
- conduct a data search using electronic networks (e.g. ACOA Enterprise Network, Internet)
- input documents, perform text-editions/graphics and save and print documents
- use the technology to perform various functions (e.g. input documents, file transfers, save and print documents, design and use graphics)
- explain how technology improves efficiency

TOPIC	INTENDED LEARNING OUTCOMES
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IV. Finance

The student will ...

(a) Personal Finance

- list services available from the financial institutions
- list sources of credit and explain advantages and disadvantages of using credit
- complete necessary forms and applications for banking (e.g. withdrawal, deposit, application for a credit card)
- keep and interpret appropriate personal banking records (e.g. cheque book, loan payment cost, bank statements, reconciliation)
- examine current trends in personal banking

(b) Financing Business

- create a financial plan
- examine sources of finance
- examine cost of financing a business

- (c) Money Management and Accounting
- explain the importance of accounting in business
 - define business terminology (e.g. assets, liabilities, equity, income)
 - interpret appropriate financial statements (e.g. balance sheets, budget, income statement, cash flow)
 - understand accounting equations
(assets = liabilities + equity)
- (d) Financial Computer Applications
- be aware how technology is applied in record keeping (e.g. spreadsheet, database)

TOPIC	SUGGESTED LEARNING OUTCOMES
<p>V. Marketing</p> <p>(a) What is Marketing?</p> <p>(b) Conduct a market survey for a product.</p> <p>(c) Elements of marketing - product, price, place and promotion.</p> <p>(d) Recent trends in National and International Markets.</p>	<p>The student will be able to ...</p> <ul style="list-style-type: none"> ● describe the importance of marketing ● distinguish between the different types of market research ● design a market survey for a particular service or product ● conduct a simple market survey ● explain the differences between advertising and promotions ● discuss the importance of determining target market ● discuss the importance of a marketing strategy ● explain the role of product, price, place and promotion plays in marketing ● explain the importance of the after-sales service ● identify current trends in marketing by considering specific issues (eg. technology, the environment, changing lifestyles and the changing world order) ● use available technology to gather and compile relevant information on target markets, products, etc.

TOPIC	SUGGESTED LEARNING OUTCOMES
VI. Human Resources	The student will ...
(a) Maximizing Human Resources	<ul style="list-style-type: none"> ● define human resources ● explain the importance of human resources in business development ● identify factors within the work environment that impact on the development of the human resources (e.g. wage freezes, job satisfaction)
(b) Training and Retraining	<ul style="list-style-type: none"> ● distinguish between training and retraining ● identify the need for training and retraining in the development of the human resources ● list several ways in which training can contribute to the development of human resources ● explain the human resource needs assessment process and how it effects training development
(c) Trends in Human Resource Development	<ul style="list-style-type: none"> ● identify some current trends as related to human resources development ● identify types of training methods used in Human Resource development ● list the changes that have taken place at some of North America's larger companies to accommodate worker preferences

RESOURCES

The Department of Education promotes resource-based learning in all its courses and has a policy document entitled *Learning to Learn: Policies and Guidelines for the Implementation of Resource-Based Learning in Newfoundland and Labrador Schools* to assist all teachers with this teaching strategy.

Although the Department of Education has authorized a single text for this course it is hoped that this policy of resource-based learning will guide the teaching practices in the Business Enterprise 1100.

Appendix A, is designed as an attempt for implementing this policy in Business Enterprise 1100. Specific reference is made to other resources already in schools or available from other government and private organizations.

Authorized Resources

The World of Business - A Canadian Profile, second edition (Wiley)

- Teacher's Manual
- Student Text

Recommended Resources

Books

The World of Business - A Canadian Profile (Student Workbook).

Made in Canada. Second Edition. Oxford

Creating an Enterprise Culture. Breakwater, 1992.

The Entrepreneur's Business Guide for Newfoundland and Labrador. Breakwater, 1993

Entrepreneurship: Creating a Venture. Wiley, 1991

Language At Work. Holt, Rinehart and Winston of Canada, 1987.

Journal of Small Business and Entrepreneurship. Toronto, Ontario: International Council for Small Business

Business Today. McGraw-Hill, 1987.

Government Publications

Small Business in Canada. Industry, Science, Technology Canada.

Establishing a Small Business. Federal Minister of State for Small Businesses, 1986.

How to Prepare a Business Plan: An Information Guide to Planning for the Future of Your Small Business. Ontario Minister of Industry, Trade and Technology, 1986.

Record Keeping Made Easy: A Practical Bookkeeping and Budget System for Your New Small Business. Ontario Minister of Industry, Trade and Technology, 1987.

Computer Software

PC Anywhere III. This communications package lets you run any PC remotely from any other PC, terminal, or Macintosh.

Quicker 5. This accounting package provides students with basic accounting ability.

Starting a New Business. A simulation on the trials and tribulations of starting a business. 2 Disks, INT 905B, IBM PC

Venture: The Entrepreneurs Handbook. This program is ideal for teaching business planning.

Success Int: The Powerful Business Plan Writer. This program provides online tips and checklist in the manual to create business plan.

INSTRUCTIONAL METHODOLOGY

This section is designed to highlight some of the key teaching and learning processes associated with Business Enterprise 1100. Clearly this style of education differs from some traditional approaches. It places equal emphasis on the development of a wide range of skills. Since skills can only be practised and developed through learning by doing, the teacher moves from instructor to facilitator.

The following checklist is provided for teachers reference.

1. **Closed Lesson**

- (a) demonstration
- (b) direction
- (c) lecture
- (d) question-answer
- (e) report

2. **Open Lesson**

- (a) case study
- (b) inquiry/discovery
- (c) problem solving
- (d) role playing
- (e) business analysis
- (f) document analysis

3. **Discussion**

- (a) non-directed discussion
- (b) brainstorming
- (c) co-operative groups
- (d) fish bowl
- (e) jigsaw
- (f) round table
- (g) panel
- (h) debate
- (i) seminar

4. **Simulations**

- (a) games

- (b) role playing
- (c) skits/plays/pantomime

5. Independent

- (a) interview
- (b) written product
- (c) individualized instruction
- (d) research

6. Out-of-Class

- (a) exchange
- (b) field trip
- (c) resource person
- (d) interview

7. Audio-Visual

- (a) record disc
- (b) filmstrip
- (c) micro-film
- (d) motion picture
- (e) overhead transparency
- (f) photoprints
- (g) radio
- (h) slides
- (i) television

8. Computer Assisted Programs

- (a) business oriented computer programs
- (b) ACOA/Enterprise Network
- (c) Stats Canada/E-STAT CD-ROM

EVALUATION

Evaluation has been identified as being an important part of learning. The purpose of evaluation is three fold.

1. Evaluation should assist students to identify their strengths and weaknesses.
2. It should assist teachers and students to determine where adjustments are required in terms of instruction, resources or learning activities.
3. And lastly, evaluation should inform students and parents of student progress and achievement.

As a result, evaluation should be continuous in the form of observations, student presentations, conferences, interviews, written assignments and projects. It should be diagnostic, formative as well as summative.

Care should be taken to assign weight to each unit of instruction in accordance with the hours allotted. If a final exam is given for this course, the value of each question should reflect allocation of instructional time used. Testing should not exceed three hours of total instructional time.

APPENDIX A

BUSINESS ENTERPRISE 1100

Course Topics	Resource Correlation
I. Entrepreneurs and the Business World	
(a) Economics	● <i>Made in Canada</i> , Oxford Chapter 1
(b) Entrepreneurs	● <i>Made in Canada</i> , Oxford Chapter 4
(c) Careers in Business	● Any of the Enterprise Education Student texts and teacher resources
	● <i>Language At Work</i> , Holt, Rinehart and Winston of Canada
II. Role of Small Business in the Economy	
(a) The State of Small Businesses in Canada	● <i>Small Businesses in Canada</i> 1991, ISTC publication 1991
(b) Small Businesses in the Economy	● Government and FBDB publications
(c) Profiles of Small Businesses	● Stats Canada
(d) Recent Trends in Small Businesses	● <i>World of Business</i> , Wiley Chapter 5, 6, 7 and 8
	● <i>Made in Canada</i> , Oxford Chapter 15
	● Current newspapers, magazines and TV Business News programs.
III. Communication	
(a) Importance of Communication	● <i>World of Business</i> , Wiley Unit 8 Communications, Chapter 22; Personal Communications; Chapter 23, Business Communications; Chapter 24 and Global Communications
(b) Business Communications	● ACOA/Enterprise Network
(c) Innovations and Technology	● <i>Language at Work</i> , Holt Rinehart and Winston of Canada Ltd.
IV. Finance	
(a) Personal Finance	● <i>World of Business</i> , Wiley Unit 4, Unit II, 240-50; 444, 458; 72, 137, 167, 194, 290
(b) Financing in Business	● <i>Made in Canada</i> , Oxford Chapter 12 255, 260; 263-70; 167-96; 145-52 Government Service Groups such as ACOA, FBDB, Women's Enterprise Bureau, etc.
(c) Money Management and Accounting	● Chapter 12, Banks and Financial Institutes, Unit IV; 255-61 263-70; 16-17, 21; 258, 535 Chapter 20, 255-61
(d) Financial Computer Applications	

V. Marketing

- (a) What is Marketing?
- (b) Conduct a Market Survey.
- (c) Elements of Marketing.
- (d) Recent trends in National and International Markets

- *World of Business*, Wiley: Chapter 13, 14; Chapter 15, Wiley
- Use current magazines/newspapers, TV Sales promotions

VI. Human Resources Topics

- (a) Maximizing Human Resources
- (b) Training and Retraining
- (c) Trends in Human Resource Development

- *Lot to Learn*, 1992, Economic Council of Canada
- Government Documents, ISTC
- ACOA/Enterprise Network
- Current Newspapers, magazines and Business News
- *Language At Work*, Holt, Rinehart and Winston
- Any of the Enterprise Education classroom resources