

Analysis and Planning Tables

5764

Starting a Business

Training Sector

1

Administration,
Commerce and
Computer Technology

Reach for
your Dreams

Québec 

Analysis and Planning Tables

5764

Starting a Business

Formation professionnelle et technique
et formation continue

Direction générale des programmes
et du développement

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ANALYSIS AND PLANNING TABLES, INFORMATION ON THE EVALUATIONS, EVALUATION FORMS

- Module 1 – The business proposal and the training process
- Module 2 – Computer tools
- Module 3 – The business plan outline
- Module 4 – Marketing and sales
- Module 5 – Planning resources
- Module 6 – The financial plan

INTRODUCTION

This document is intended to provide support for pedagogical planning and to facilitate the work required to implement the *Starting a business* program. It may be considered an interface between the program produced by the Ministère de l'Éducation and the work carried out in vocational education centres with respect to the development of learning activities and the production of teaching and evaluation materials.

This document is designed to ensure greater consistency between the objectives of the program and the means taken to achieve them and to ensure that they have been attained. It is also intended to make it easier to integrate both formative and summative evaluation activities into the teaching and learning process. It also facilitates pedagogical planning by presenting all this information in one document.

The proposed pedagogical planning strategy implies the participation of teachers in the system. This involvement is less significant when the main elements of pedagogical planning are defined and more significant when the learning activities are produced.

To make it easier for teachers to participate in this regard and to foster a spirit of sharing where the development of learning activities is concerned, the Ministère has made this document available on the Internet, more specifically, on the *Inforoute FPT* Web site. Teachers of a particular program may also use an electronic forum for presenting, sharing and consulting learning activities.

This document is divided into two main parts. Part One contains a description of the pedagogical planning model, information on the program and elements of pedagogical planning specific to the program. Part Two contains a guide on how to read the different tables and, for each module in the program, analysis and planning tables that contain details on learning and evaluation, information on the evaluation and an evaluation form.

PART ONE

PEDAGOGICAL PLANNING MODEL

The proposed pedagogical planning model is consistent with:

- the characteristics of competency-based programs
- a vision of learning that fosters the construction of competencies
- the principles of the evaluation of learning in vocational education
- the possibility of getting vocational education teachers more involved in pedagogical planning, with respect to both learning and evaluation

1 CONCEPT OF COMPETENCY

- A competency is the ability to act, succeed and make progress
- that makes it possible to successfully perform occupational tasks or activities
- and that is based on an organized set of essential elements (knowledge, skills in different areas, perceptions, attitudes, etc.)

2 ELEMENTS OF THE PEDAGOGICAL PLANNING MODEL

This pedagogical planning model includes the following elements:

- a logic diagram showing the sequence of teaching
- proposed pedagogical aims
- analysis and planning tables featuring:
 - learning focuses, guidelines and learning activities for each competency in a program
 - evaluation indicators and criteria together with their respective weighting, evaluation strategies, for both formative evaluation and evaluation used for certification, for each competency in a program
- information on the evaluations and evaluation forms

3 PEDAGOGICAL PLANNING PROCESS

In the pedagogical planning model used in vocational education, certain pedagogical planning elements are defined by a team composed of content specialists, a program development consultant and an evaluation consultant, while other elements are under the responsibility of the teachers of the program in question. The pedagogical planning process described below takes into account this sharing of responsibilities and consists of the following steps:

- Step 1: Becoming familiar with the program
- Step 2: Becoming familiar with the logic diagram showing the sequence of teaching
- Step 3: Becoming familiar with the proposed pedagogical aims, adapting these aims and determining ways of incorporating them into the teaching
- Step 4: Becoming familiar with the information provided in the analysis and planning tables
- Step 5: Determining a teaching sequence for the different learning focuses, developing learning activities and producing learning and evaluation materials
- Step 6: Planning for educational materials

Step 1: Becoming familiar with the program

The pedagogical planning process should start with a careful reading of the program. Teachers will find it useful to consult all the operational objectives in order to get an overview of the competencies to be acquired.

Teachers should also spend time closely examining the grid of learning focuses in order to understand the relationships between specific and general competencies as well as the functional links shown on the grid.

In this document, a synoptic table for the program and the grid of learning focuses are found in the section *Information on the Program*.

Step 2: Becoming familiar with the logic diagram showing the teaching sequence

Teachers should become familiar with the logic diagram showing the teaching sequence in order to fully understand the general order in which competencies are to be acquired, and to identify those competencies which are prerequisites to other competencies, those competencies for which there are no specific prerequisites, and those competencies that should or could be developed simultaneously.

The logic diagram showing the teaching sequence is found in the section *Elements of Pedagogical Planning*.

Step 3: Becoming familiar with the proposed pedagogical aims, adapting these aims and determining ways of incorporating them into the teaching

Pedagogical aims are educational goals that are based on important values and concerns and that serve to guide activities with students in a certain direction each time an appropriate situation presents itself. These aims, which are ongoing, allow students to develop habits, attitudes or skills that have not generally been the focus of specific objectives, but which are nonetheless important.

Teachers should become familiar with the pedagogical aims proposed by the development team, adapt or enhance these aims and determine ways of incorporating them into their teaching.

The pedagogical aims are found in the section *Elements of Pedagogical Planning*.

Step 4: Becoming familiar with the information provided in the analysis and planning tables

This involves reading the tables related to the program modules. Although teachers are generally responsible for only one or a few modules at most, it is important that they familiarize themselves with all the analysis and planning tables in order to fully understand how the learning focuses, guidelines, and evaluation indicators and criteria are distributed throughout the program.

A study of the analysis and planning tables presupposes a thorough understanding of the pedagogical planning model, and more particularly, of the competency acquisition process which is explained under point 4 of this section. The operational objectives, the grid of learning focuses

and the proposed pedagogical aims also help in understanding the information presented in the analysis and planning tables.

A guide on how to read the analysis and planning tables and the actual tables for each module are found in the second part of this document.

Step 5: Determining a teaching sequence for the different learning focuses, developing learning activities and producing learning and evaluation materials

In the analysis and planning tables, the learning focuses are presented according to the structure of the operational objective and not necessarily according to a teaching sequence. Teachers will have to establish the teaching sequence as they see fit. They will then have to develop learning activities and produce learning materials. Teachers may share their ideas for learning activities with other teachers through the electronic forum on learning activities on the *Inforoute FPT* Web site.

Teachers are to prepare learning activities by referring to the information in the analysis and planning tables (acquisition phases, learning focuses, guidelines). In this regard, teachers will find it useful to consult Table 3, *Learning Activities Involved in the Acquisition of a Competency*, and Table 4, *Training Process and Environment Involved in the Acquisition of a Competency*, both found under point 4 of this section.

As for formative evaluation, teachers will prepare materials by referring to the formative evaluation criteria in the analysis and planning tables, and will make sure that formative evaluation activities are integrated into the learning activities. In terms of evaluation for purposes of certification, teachers are required to comply with the appropriate specifications in the analysis and planning tables of the module in question, since the tables are prescriptive. Preparation of evaluation materials for certification purposes must take into account the information on the evaluation and evaluation form which accompany the analysis and planning tables for each module.

In carrying out this step, teachers will also find it useful to consult the *Evaluation Framework* found under point 5 of this section and the section *How to Read Analysis and Planning Tables, Information on the Evaluations and Evaluation Forms* found in Part Two of this document.

Step 6: Planning for educational materials

Teachers are required to plan for educational materials with due consideration to the specifications contained in the organizational guide. To determine the required setting or context, teachers can consult Table 4, *Training Process and Environment Involved in the Acquisition of a Competency*, found under point 4 of this section.

4 PHASES INVOLVED IN ACQUIRING A COMPETENCY

In order to organize the analysis process, it is helpful to refer to the general process of competency acquisition. Five major phases lead to the acquisition of a competency:

- exploration
- basic learning
- practice
- transfer
- enrichment

The **exploration phase** is intended to highlight the relevance of the competencies to be acquired so as to increase students' motivation and facilitate learning. It also allows students to confirm their career choice and help them to get their bearings in the program.

The **basic learning phase** focuses on the cornerstones of the competencies, that is, all of the knowledge, skills in various areas, attitudes and perceptions that make it possible for students to adequately perform an occupational task or activity. The essence of the competency and the potential associated with that competency are developed in this phase.

The **practice phase** relates to the more “operational” dimension of the competency. The focus is on the integration of basic knowledge involved in carrying out a task or activity. During this phase, students learn how to carry out a task or activity by gradually practising the various steps involved, until they are finally able to carry out the task or activity in full, in accordance with predetermined performance standards.

The **transfer phase** refers specifically to the adaptations required to transfer and apply the competency (the basics of which have already been acquired) to a real or simulated working environment, in accordance with performance standards required for entry into the work force.

The **enrichment phase** makes it possible to occasionally go beyond the minimum performance standard when applying the competency. It may also focus on the acquisition of additional competencies.

It is important to note that for a competency to be fully acquired, at least the three major phases of basic learning, practice and transfer must be involved. Also, learning activities should ideally be preceded by activities related to the exploration phase because such activities highlight the relevance of the competencies that the students are preparing to develop and allow students to situate themselves in relation to the occupation and the program. Table 1 shows the major phases involved in the competency acquisition process and emphasizes the progressive integration of learning.

Note: Although integration and transfer occur at different times in the learning process, they mainly occur during two major phases in the competency acquisition process, namely the practice and transfer phases.

The competency acquisition process has a direct impact on the choice of learning focuses, learning activities and training environments. The following tables provide information on the different choices according to the competency acquisition phases:

- Table 2, *Learning Focuses Involved in the Acquisition of a Competency*, highlights the characteristics of the learning focuses associated with the different competency acquisition phases.
- Table 3, *Learning Activities Involved in the Acquisition of a Competency*, describes the learning activities associated with the different competency acquisition phases.
- Table 4, *Training Process and Environment Involved in the Acquisition of a Competency*, suggests possible settings for each competency acquisition phase.

TABLE 1: MAJOR PHASES INVOLVED IN ACQUIRING A COMPETENCY

Continuum of integration of learning and entry into the work force →

EXPLORATION	BASIC LEARNING	PRACTICE	TRANSFER	ENRICHMENT
Career choice or getting one’s bearings in the program, or motivation and getting a good start	Acquisition or development of knowledge, skills in various areas, basic perceptions and attitudes, and their integration	Integration of learning while practising occupational tasks or activities, and progression in level of performance	Application of the competency in a new context (real or simulated)	Acquisition or development of a competency beyond the required standard
	General competency of a more basic and transferable nature			
	Specific competency focusing on the mastery of tasks			

This table is a snapshot of the general process involved in acquiring a competency and is intended to facilitate the analysis process. In reality, this process involves movements back and forth between phases, and some reversal and combinations of activities. This process should therefore not be viewed as strictly linear or compartmentalized. In Table 4, the arrows between the major phases of the process indicate these numerous possibilities.

TABLE 2: LEARNING FOCUSES INVOLVED IN THE ACQUISITION OF A COMPETENCY

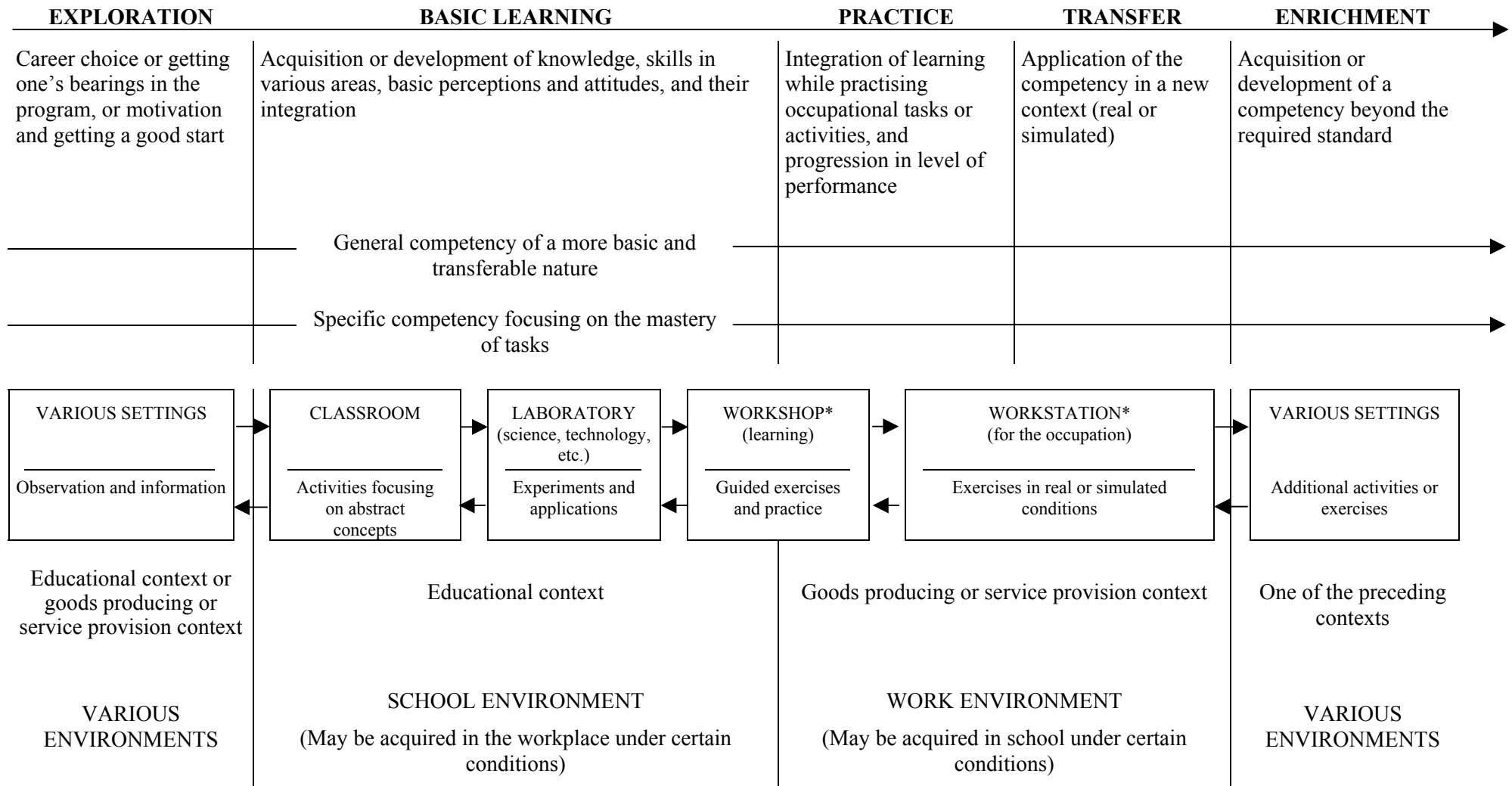
	1	2	3	4	5
PHASES	EXPLORATION	BASIC LEARNING	PRACTICE	TRANSFER	ENRICHMENT
CATEGORIES OF LEARNING FOCUSES	<p>Knowledge of the environment, the requirements, etc. of the occupation and the training required (at the beginning of the program)</p> <p>Start of the learning process and motivation (at the beginning of a course or when learning something specific for the first time)</p>	<p>KNOWLEDGE: notions, principles, concepts, etc.</p> <p>SKILLS: gestures, movements and coordination thereof; use of tools, operation of machinery, application of knowledge, etc.</p> <p>PERCEPTIONS: recognition of odours, noises, colours, heat, etc.; determination of the source, cause, etc.; intuitive understanding, representation of objects, etc.</p> <p>ATTITUDES: general behaviours, way of being and acting, especially in terms of ethics, occupational health and safety, quality control, interpersonal relations, etc.</p>	<p>Performance of the occupational task or activity, progression in the level of performance and assimilation of basic learning</p> <p>(Guided activities, considerable supervision and support: relatively limited autonomy in performing the task or activity)</p>	<p>Application of learning in a goods producing or service provision context, including any necessary adaptations</p> <p>(A greater degree of autonomy in carrying out the task or activity)</p>	<p>Development of the competency beyond the required performance standard or the acquisition of new competencies</p> <p>(A limited amount of time allotted within the program. Additional time may be allotted, especially in the case of a work-study program.)</p>

TABLE 3: LEARNING ACTIVITIES INVOLVED IN THE ACQUISITION OF A COMPETENCY

	1	2	3	4	5
PHASES	EXPLORATION	BASIC LEARNING	PRACTICE	TRANSFER	ENRICHMENT
NATURE OF LEARNING ACTIVITIES	<ul style="list-style-type: none"> a) Observation and information activities: conferences, visits to companies and training centres; library research, etc. b) Introduction activities aimed at raising awareness of the relevance and usefulness of the learning 	<ul style="list-style-type: none"> a) Activities involving listening, reflection, discussion, etc. b) Activities involving research, observation, analysis, etc. c) Activities involving the observation and analysis of noises, odours, etc. d) Activities involving the observation and performance of gestures, actions, etc. 	<ul style="list-style-type: none"> a) Activities allowing for the integration of basic learning, as practice activities are introduced b) Activities that involve practising parts of tasks or activities c) Activities that involve practising a more complete task or activity 	<ul style="list-style-type: none"> a) Adaptation activities b) Activities that involve the performance in a work environment (real or simulated conditions) of a task or activity that has essentially been learned 	<p>Various activities depending on the competency or the part of the competency in question</p>

TABLE 4: TRAINING PROCESS AND ENVIRONMENT INVOLVED IN THE ACQUISITION OF A COMPETENCY

Continuum of integration of learning and entry into the work force



*Note: "Classroom" and "laboratory" facilities usually replace "workshop" and "workstation" in the case of nontechnical general competencies.

5 EVALUATION FRAMEWORK

5.1 General Principles

In vocational education, a few general principles guide the choice of strategies for evaluating learning.

Curriculum-based approach

In order to take into account the characteristics of competency-based programs and out of a concern for coherence, evaluation focuses on the competencies described by a program's operational objectives. The evaluation indicators and criteria in the analysis and planning tables are therefore based on elements of the operational objective. They also stem from essential elements of the competency such as the knowledge, skills, perceptions and attitudes to be acquired.

The evaluation procedure is both analytical, because it is based on an analysis of each competency of the program, and global, because it takes into account the program as a whole.

Multidimensional evaluation

Since evaluation focuses on the competency, it is crucial that all aspects of the competency be verified. Thus, the evaluation deals as much with cognitive and psychosensorimotor aspects as affective aspects.

Criterion-referenced interpretation

According to this approach, the teacher verifies the degree to which each student has attained an objective according to the defined criteria.

Marks

In vocational education, marks are given in a dichotomous manner: students may obtain either zero or all of the marks assigned for each criterion component. For example, if criterion component 3.2 is worth 10 marks, then the teacher has a choice of only two marks: 0 or 10. The acquisition of a competency is also indicated in a dichotomous manner, that is PASS or FAIL, which is determined on the basis of a minimum performance standard or pass/fail conditions.

5.2 Evaluation Strategies

The nature of the competencies developed by a program requires varied evaluation strategies.

a) Behavioural objectives

The following may be evaluated:

- theoretical knowledge: in this case, the examination may cover the knowledge applied to the occupation and generally comprises a series of written questions
- the product: in this case, the examination focuses on the object that a student must produce and the evaluation is based on a list of requirements related to the characteristics expected of the product
- the process: in this case, the examination covers the work process that the student follows and the evaluation is carried out with reference to requirements related to the steps involved in the process

b) Situational objectives

For a situational objective, evaluation focuses on the degree to which a student participates in an activity and not his or her performance during the activity. However, students may be required to present relevant information on a given topic.

INFORMATION ON THE PROGRAM

SYNOPTIC TABLE FOR THE PROGRAM OF STUDY

CODE	MODULE TITLE	DURATION	CREDITS ¹	STATUS ²
946 452	1. The business proposal and the training process	30 h	2	L
946 462	2. Computer tools	30 h	2	L
946 472	3. The business plan outline	30 h	2	L
946 487	4. Marketing and sales	105 h	7	L
946 494	5. Planning resources	60	4	L
946 505	6. The financial plan	75	5	L

¹ 15 hours = 1 credit

² Examinations are prepared either by the educational institution (L - local examination) or by the Ministère (M - Ministry examination).

GRID OF LEARNING FOCUSES		OPERATIONAL OBJECTIVE	DURATION (IN HOURS)	WORK PROCESS (major steps)				GENERAL COMPETENCIES (related to technology, subjects, personal development, etc.)										
				Do research	Organize information	Write documents	Make decisions	Determine their suitability for their business proposal and the training process	Research and process information	Prepare a business plan outline								
STARTING A BUSINESS		OPERATIONAL OBJECTIVE (directly related to the practice of the specific occupation)																
SPECIFIC COMPETENCIES (directly related to the practice of the specific occupation)																		
MODULES	MODULE							1	2	3								3
	OPERATIONAL OBJECTIVE							S	B	B								
	DURATION (IN HOURS)								30	30	30							
4	Determine market analysis marketing and sales strategies	S	105	▲	▲	▲	▲	○	●	●								
5	Determine the human, material and physical resources needed to start and run a business	S	60	▲	▲	▲	▲	○	●	●								
6	Organize and process the information needed to secure business financing	S	75	▲	▲	▲	▲	○	●	●								
NUMBER OF OBJECTIVES		3																6
DURATION (IN HOURS)			240															330

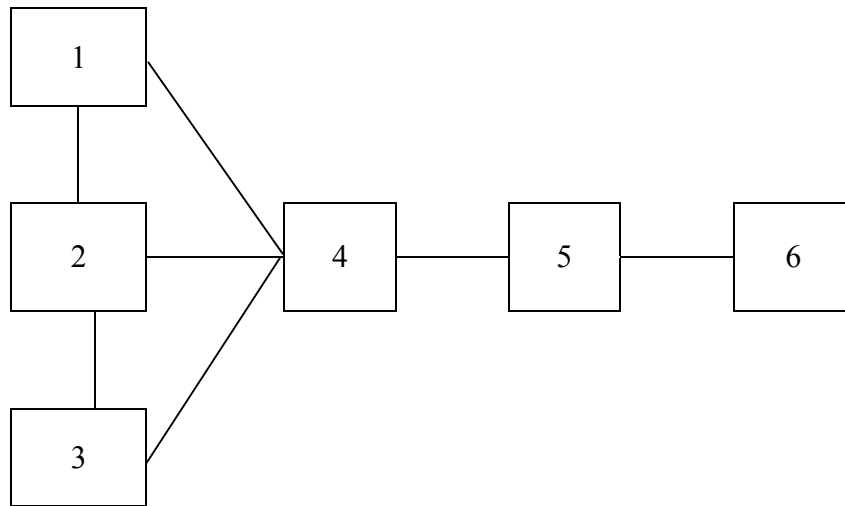
B: Behavioural Objective

S: Situational Objective

- △ Correlation between a step and a specific competency
- ▲ Correlation to be taught and evaluated
- Correlation between a general and a specific competency
- Correlation to be taught and evaluated

ELEMENTS OF PEDAGOGICAL PLANNING

LOGIC DIAGRAM SHOWING THE TEACHING SEQUENCE



PART TWO

HOW TO READ THE ANALYSIS AND PLANNING
TABLES, INFORMATION ON THE EVALUATIONS
AND EVALUATION FORMS

HOW TO READ THE ANALYSIS AND PLANNING TABLES, INFORMATION ON THE EVALUATIONS AND EVALUATION FORMS

1 ANALYSIS AND PLANNING TABLES

The analysis and planning tables contain information on learning and evaluation for each module of the *Starting a business* program.

A) LEARNING

ACQUISITION PHASE

Each competency has been analyzed by giving due consideration to the competency acquisition process presented in Part One of this document.

In the tables for a behavioural objective, the figure appearing in the *Ph* (phase) column indicates the phase under which the learning focus falls (1 to 5).

The tables for a situational objective do not contain a *Ph* column because this type of objective is structured differently.

LEARNING FOCUSES

The learning focuses refer to all the learning required of students in order to acquire and practise the competency. The learning focuses are not exhaustive and may be enriched in order to meet the specific needs of certain groups of students. The nature of the learning focuses depends on the acquisition phase of the competency with which they are associated. Table 2, *Learning Focuses Involved in the Acquisition of a Competency*, provides an overview of possible learning focuses for each phase.

These focuses are shown in the analysis and planning tables according to the structure used for the specifications of the operational objective and not necessarily according to a teaching sequence.

The learning focuses may be related to a competency as a whole or to a specification of the operational objective. They are listed separately in the analysis and planning tables for easier reference. In addition, each learning focus is accompanied by a code that makes it possible to locate it in the analysis and planning tables.

Lastly, the *Learning Focuses* column contains details on the duration of training. These time limits are expressed in percentage form as the total amount of time devoted to the learning associated with each specification and the amount of time devoted to the transfer phase.

GUIDELINES

Guidelines related to the content or field of application have been indicated for each learning focus.

This column also provides information on links with other modules or pedagogical aims.

ACTIVITIES (REFERENCES)

This blank column indicates that teachers are required to develop the learning activities themselves.

An activity should be developed for each learning focus by taking into account the defined guidelines. However, several learning focuses may be grouped together in one activity to make learning easier.

In developing learning activities, the following criteria must be respected:

- Ensure that the activity is relevant to the learning focus; will the suggested activity result in students learning what they need to learn? Some learning focuses related to the acquisition of psychomotor or socioaffective skills require learning activities in which students play a very active role.
- Vary the activities so as to spark an interest and facilitate the desired learning.
- Take into account any constraints related to physical and material conditions (availability of required facilities and educational materials).
- Alternate activities where the teacher plays a more active role (such as presentations) with learning activities where the student takes the lead.

This column may also include information on written or audio-visual materials. It is important to provide a detailed description so that other teachers may consult the materials mentioned.

B) EVALUATION

The analysis and planning tables contain information on evaluation for certification purposes and on formative evaluation in order to provide for greater integration of evaluation into teaching and learning activities. Note that only the information relating to evaluation for certification purposes is prescriptive in nature.

Steps 1 to 4 below describe the nature of the information presented in the *Evaluation* section of the analysis and planning tables and the process used to ensure consistency between the program objectives and the means used to verify whether they have been achieved.

Step 1: Choice of evaluation focuses for evaluation for certification purposes

The choice of evaluation focuses is based, on the one hand, on the operational objective associated with a competency and, on the other, on all the operational objectives of a program of study, so as to make the evaluation process easier. Reference to the **specifications of the expected behaviour** described in the program makes it possible to select a meaningful and representative sample of the focuses to evaluate for each competency.

This procedure ensures that the samples are representative.

Step 2: Choice of evaluation strategies

As mentioned earlier, the characteristics of the operational objective and the constraints related to the evaluation influence the choice of evaluation strategy. The suggested strategy or strategies should provide the best information possible on the learning focus being evaluated.

Step 3: Development of evaluation indicators and criteria

Evaluation indicators and criteria are defined for each of the specifications used for evaluation for certification purposes (evaluation focuses). These vary in number and their wording depends on the evaluation strategy being used.

Evaluation indicators and criteria are defined by taking into account the operational objective, and more particularly, the general and specific performance (or participation) criteria.

Each indicator presents an aspect to be evaluated or specifies the perspective from which a component of the competency is to be evaluated. The indicators are preceded by a whole number (1, 2, etc.).

These indicators are followed by criteria that describe the performance (or participation) requirements in more detail. The criteria are used to assess whether the performance (or participation) evaluated is satisfactory. The criteria used for evaluation for certification purposes are also numbered (1.1, 1.2, 1.3, etc.).

Note that the analysis and planning tables provide guidelines under the *Evaluation Indicators and Criteria* column, which makes formative evaluation easier. These guidelines are given for information purposes only. They are not accompanied by weightings or evaluation strategies. They are related to the general or specific criteria that were not used for evaluation for certification purposes.

Step 4: Determination of weightings

Each evaluation indicator is given a numerical value that indicates its relative importance in the overall measurement of performance (or participation), for a given evaluation focus.

Each evaluation criterion associated with an indicator is also weighted. The sum of the weightings assigned to each of these criteria is equal to the overall weighting assigned to the indicator.

This procedure makes it possible to highlight the relative importance of the evaluation indicators and criteria associated with an evaluation focus.

2 INFORMATION ON THE EVALUATIONS AND EVALUATION FORMS

The *Evaluation* section of the analysis and planning tables is used to write a brief description of an examination and an evaluation form so as to assist school boards in developing their examinations. It is therefore up to the teachers to use these descriptions and forms to prepare their examinations.

a) Information on the Evaluation

This is a suggested examination that meets the requirements for certification. It takes into account the evaluation criteria prescribed in the program. The objective of the examination description is to standardize the level of complexity of the examination among the various schools.

It contains:

- general information and instructions: the competency being evaluated, the suggested duration, the number of candidates that can be evaluated at the same time, etc.
- the examination procedure: a description of the task to be carried out by the candidate, the conditions for carrying out the task, suggestions for tasks, etc.
- a description of the materials needed
- special instructions: restrictions, observation times, etc.

b) Evaluation Form

The evaluation form is an instrument that specifies what the teacher needs to observe for evaluation purposes. It is designed to standardize the evaluation process.

It contains:

- general information: program title, module title, the candidate's name, the examiner's name, etc.
- the indicators and criteria selected for evaluation for certification purposes
- observation elements that further specify the observations associated with an evaluation criterion
- the number of errors allowed (tolerance) without loss of marks for a criterion component
- boxes for recording the results for the elements being observed
- a space for recording marks in a dichotomous manner
- a minimum performance standard, or pass/fail conditions, that make it easier for the teacher to reach a PASS or FAIL decision

**ANALYSIS AND PLANNING TABLES
INFORMATION ON THE EVALUATIONS
EVALUATION FORMS**

ANALYSIS AND PLANNING TABLES
STARTING A BUSINESS (5764)

946 452 – THE BUSINESS PROPOSAL AND THE TRAINING PROCESS (Module 1)		Duration: 30 hours				
Statement of the competency: <i>To determine their suitability for their business proposal and the training process</i>						
COMPETENCY		LEARNING		EVALUATION		
Learning Focuses		Guidelines	Activities (References)	Participation Indicators and Criteria	W _I	W _C
PHASE 1: INFORMATION ON THE TRAINING PROGRAM (Block 1)					Duration: 15%	
1.1	Situate this competency with respect to the training program as a whole.	Reason for the competency Course outline Links with the other modules				
1.2	Be receptive to information on entrepreneurship and the training.	Conditions for receptiveness: favourable climate, interest, concentration, physical and psychological well-being				
1.3	Describe the nature, function and content of a program of study.	Objectives of the program Relationships among the modules Procedure followed for writing a program		Participate in the presentation of the training program.		
1.4	Learn about the training program.	Program of study Training process Evaluation methods Certification of studies		Gather the information provided by the teacher-entrepreneur concerning program conditions.		
1.5	Check whether the training program is suitable for entrepreneurship.	Relationships among the different competencies of the program and entrepreneurship				
1.6	Show concern for sharing their perceptions of entrepreneurship with the other people in the group.	Advantages of expressing their viewpoints and listening to those of others				
1.7	Explain the main rules governing group discussions.	Rules for group discussions: - participating - speaking in turn - sticking to the topic - paying attention to others - accepting different points of view				

* W_I: relative weighting of indicators; W_C: relative weighting of criteria

ANALYSIS AND PLANNING TABLES
STARTING A BUSINESS (5764)

946 452 – THE BUSINESS PROPOSAL AND THE TRAINING PROCESS (Module 1)					Duration: 30 hours	
Statement of the competency: <i>To determine their suitability for their business proposal and the training process</i>						
COMPETENCY		LEARNING			EVALUATION	
Learning Focuses		Guidelines	Activities (References)	Participation Indicators and Criteria	W_I	W_C
1.8	Share their initial reactions to entrepreneurship and the training.			1 Perception of the training program 1.1 Express their views on the training program.	5	5
PHASE 2: INFORMATION ON ENTREPRENEURSHIP (Block 2)					Duration: 20%	
2.1	List the skills, aptitudes, attitudes and knowledge necessary for a career as an entrepreneur.	Distinction among the terms “skill,” “aptitude,” “attitude” and “knowledge” Research on the skills, aptitudes, attitudes and knowledge required of an entrepreneur		Gather information about the career requirements for an entrepreneur (self-employed worker, entrepreneur).		
2.2	Learn about the new realities of the job market and the requirements of a career as an entrepreneur.	Types of businesses Self-employment Globalization		Express their views on being an entrepreneur.		
2.3	Be aware of the importance of establishing and maintaining a business network.	Businesses and entrepreneurs Associations, boards of trade, community Economic development groups and other groups				
2.4	Distinguish the legal forms of business organizations.	Sole proprietorship General partnership Company Franchise, etc.				

* W_I: relative weighting of indicators; W_C: relative weighting of criteria

ANALYSIS AND PLANNING TABLES
STARTING A BUSINESS (5764)

946 452 – THE BUSINESS PROPOSAL AND THE TRAINING PROCESS (Module 1)				Duration: 30 hours		
Statement of the competency: <i>To determine their suitability for their business proposal and the training process</i>						
COMPETENCY		LEARNING		EVALUATION		
Learning Focuses		Guidelines	Activities (References)	Participation Indicators and Criteria	W_I	W_C
<i>PHASE 3: EVALUATION OF THEIR POTENTIAL AND PERSONAL GOALS (Block 3)</i>				<i>Duration: 25%</i>		
3.1	Do an assessment of their accomplishments: - personal - professional - social - family	Personality, self-taught knowledge, studies, etc. Employment, level reached, responsibilities, etc. Association, volunteer work, ad hoc assistance, etc. Extended family, experience, decisions, etc.		Present a list of their personal, family, social and professional accomplishments as well as their current and more long-term priorities.		
3.2	Set their short- and long-term priorities and objectives.	Professional, personal, social, family				
3.3	Analyze the factors that aroused their interest in entrepreneurship.	People Work situations Ambitions, etc.				
3.4	Describe the reasons why they want to develop their business proposal.	Opportunity Personal achievements Attainment of specific objectives				
3.5	Compare their personality traits and motivation with those that characterize the entrepreneurial profile.	Attitudes Preferences Aptitudes		2 Entrepreneurial profile 2.1 Draw up their entrepreneurial profile.	10	10
3.6	Reflect on their ability to adopt attitudes that are compatible with entrepreneurship.	Objectivity Realism		3 Requirements of entrepreneurship 3.1 Explain how their profile and their business proposal relate to the requirements of entrepreneurship.	10	10

* W_I: relative weighting of indicators; W_C: relative weighting of criteria

ANALYSIS AND PLANNING TABLES
STARTING A BUSINESS (5764)

946 452 – THE BUSINESS PROPOSAL AND THE TRAINING PROCESS (Module 1)					Duration: 30 hours	
Statement of the competency: <i>To determine their suitability for their business proposal and the training process</i>						
COMPETENCY		LEARNING			EVALUATION	
Learning Focuses		Guidelines	Activities (References)	Participation Indicators and Criteria	W_I	W_C
3.7	Compare their preferences, aptitudes, interests and personal qualities with those required for entrepreneurship.			4 Identification of their strengths and weaknesses 4.1 Explain how they plan to use their strengths and overcome their weaknesses.	15	15
PHASE 4: EVALUATION AND CONFIRMATION OF THEIR COMMITMENT TO THE TRAINING PROCESS AND THEIR GOAL TO BECOME ENTREPRENEURS (Block 4)						
Duration: 40%						
4.1	Examine how their new career will affect their personal, family and social life.	Schedules Availability Budget, etc.				
4.2	Develop the initial idea for their business proposal.	Observations, events Field Products, etc.				
4.3	Distinguish among the different terms associated with creating a business.	Mission Characteristics Objectives (short-, medium- and long-term)		5 Objectives of the business 5.1 Present their initial business proposal. 5.2 Draft the mission statement for the business.	40	20 20
4.4	Determine their business objectives and the principal ways of achieving them.	Qualitative and quantitative objectives				
4.5	Specify the characteristics of their product or service and the impact of competition.	Concepts: product and service Products Locations Prices				

* W_I: relative weighting of indicators; W_C: relative weighting of criteria

ANALYSIS AND PLANNING TABLES
STARTING A BUSINESS (5764)

946 452 – THE BUSINESS PROPOSAL AND THE TRAINING PROCESS (Module 1)			Duration: 30 hours			
Statement of the competency: <i>To determine their suitability for their business proposal and the training process</i>						
COMPETENCY		LEARNING		EVALUATION		
Learning Focuses		Guidelines	Activities (References)	Participation Indicators and Criteria	W _I	W _C
4.6	Understand the importance of taking the consumer's point of view into consideration.	Buying habits Needs Prices, etc.				
4.7	Describe the nature and purpose of a viability index.	Definition List				
4.8	Understand the importance of taking into account all the factors that can affect the viability of the business.	Demographics Technological change, etc.				
4.9	Give reasons why they choose to pursue or abandon the training program and their business proposal.	Summary of their preferences, aptitudes and interests Summary of the requirements of entrepreneurship Similarities between the two Brief conclusion explaining their choice		6 Decision to pursue or abandon the training program and business proposal 6.1 Discuss with the teacher-entrepreneur why they wish to pursue or abandon the training program and their business proposal.	20	20

* W_I: relative weighting of indicators; W_C: relative weighting of criteria

STARTING A BUSINESS (5764)

946 452 – THE BUSINESS PROPOSAL AND THE TRAINING PROCESS

(Module 1)

INFORMATION ON THE EVALUATION

Evaluation of the candidates' participation will be based on the information gathered at certain times during the learning process. However, a final decision about a criterion should be made only at the end of the corresponding phase in the learning situation.

The evaluation should not focus on the accuracy of the candidates' perceptions or opinions, but on whether they based their perceptions or opinions on arguments or examples.

PHASE 1: INFORMATION ON THE TRAINING PROGRAM

1 PERCEPTION OF THE TRAINING PROGRAM

1.1 Express their views on the training program

After becoming familiar with the training program on entrepreneurship, the candidates share their views with the teacher-entrepreneur.

Presentations may be done at group or individual meetings with the teacher-entrepreneur.

The teacher-entrepreneur will decide whether the presentations are to be done in writing or orally.

PHASE 3: EVALUATION OF THEIR POTENTIAL AND PERSONAL GOALS

2 ENTREPRENEURIAL PROFILE

2.1 Draw up their entrepreneurial profile

Candidates become familiar with the main characteristics of entrepreneurs, specify their personality traits and determine their entrepreneurial profiles.

3 REQUIREMENTS OF ENTREPRENEURSHIP

3.1 Explain how their profile and their business proposal relate to the requirements of entrepreneurship

The candidates evaluate the requirements for embarking on an entrepreneurial career.

4 IDENTIFICATION OF THEIR STRENGTHS AND WEAKNESSES

4.1 Explain how they plan to use their strengths and overcome their weaknesses

At individual or group meetings with the teacher-entrepreneur, the candidates present their self-assessments, either in writing or orally, and describe how they plan to use their strengths and overcome certain obstacles.

PHASE 4: EVALUATION AND CONFIRMATION OF THEIR COMMITMENT TO THE TRAINING PROCESS AND THEIR GOAL TO BECOME ENTREPRENEURS

5 OBJECTIVES OF THE BUSINESS

5.1 Present their initial business proposal

The candidates are expected to present the business proposal for which a business plan will be prepared.

5.2 Draft the mission statement for the business

The candidates are expected to define the mission statement of their business.

6 DECISION TO PURSUE OR ABANDON THEIR TRAINING PROGRAM AND BUSINESS PROPOSAL

6.1 Discuss with the teacher-entrepreneur why they wish to pursue or abandon the training program and their business proposal

The candidates are expected to explain how their preferences, aptitudes and interests relate to their decision to pursue or abandon the training program and their business proposal.

PARTICIPATION EVALUATION FORM

STARTING A BUSINESS	Program code:	5764
1 – The Business Proposal and the Training Process	Module code:	946 452
Candidate's name: _____		
School: _____	RESULT:	
Permanent code: _____	PASS	FAIL
Date of examination: _____	<input type="checkbox"/>	<input type="checkbox"/>
Examiner's signature: _____		

PARTICIPATION COMPONENTS	RESULT YES NO
PHASE 1: INFORMATION ON THE TRAINING PROGRAM	
1 PERCEPTION OF THE TRAINING PROGRAM	
1.1 Express their views on the training program:	<input type="checkbox"/> <input type="checkbox"/>
- express their views on the training program at a group or individual meeting with the teacher-entrepreneur	
PHASE 3: EVALUATION OF THEIR POTENTIAL AND PERSONAL GOALS	
2 ENTREPRENEURIAL PROFILE	
2.1 Draw up their entrepreneurial profile	<input type="checkbox"/> <input type="checkbox"/>
3 REQUIREMENTS OF ENTREPRENEURSHIP	
3.1 Explain how their profile and business proposal relate to the requirements of entrepreneurship:	
- present three requirements for embarking on a career as an entrepreneur	<input type="checkbox"/> <input type="checkbox"/>

PARTICIPATION COMPONENTS		RESULT YES NO				
4	IDENTIFICATION OF THEIR STRENGTHS AND WEAKNESSES					
4.1	Explain how they plan to use their strengths and overcome their weaknesses: <table style="float: right; margin-left: 20px;"> <tr> <td></td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> </tr> </table> <ul style="list-style-type: none"> - present at least two strengths or assets that will facilitate their work as an entrepreneur □ □ - present at least two weaknesses or obstacles to overcome □ □ - explain how they plan to achieve this □ □ 		Yes	No	□	□
	Yes	No				
PHASE 4: EVALUATION AND CONFIRMATION OF THEIR COMMITMENT TO THE TRAINING PROCESS AND THEIR GOAL TO BECOME ENTREPRENEURS						
5	OBJECTIVES OF THE BUSINESS					
5.1	Present their initial business proposal	□	□			
5.2	Draft the mission statement for the business	□	□			
6	DECISION TO PURSUE OR ABANDON THE TRAINING PROGRAM AND BUSINESS PROPOSAL					
6.1	Discuss with the teacher-entrepreneur why they wish to pursue or abandon the training program and their business proposal	□	□			
Pass/fail conditions: five YESes out of a possible seven, and a YES for components 2.1, 5.1, 5.2 and 6.1						

Comments: _____

ANALYSIS AND PLANNING TABLES
STARTING A BUSINESS (5764)

946 462 – COMPUTER TOOLS (Module 2)				Duration: 30 hours			
Statement of the competency: <i>To research and process information</i>							
COMPETENCY		LEARNING			EVALUATION		
Ph*	Learning Focuses	Guidelines	Activities (References)	Evaluation Indicators and Criteria	W_I	W_C	St
<i>RESEARCH AND PROCESS INFORMATION (Block 1)</i>							
1	Situate this competency with respect to the occupation and the training program.	Justification of the relevance of this competency for an entrepreneur Establishment of links between this competency and the other competencies in the program (grid) Identification of the prior learning useful for developing this competency Course outline					
1	Explain the role of computing in a business.	Advantages of computer systems Applications of main software programs					
<i>A. SELECT AND CONSULT REFERENCE SOURCES (Block 2)</i>				<i>Duration: 15%</i>			
2	A.1 Describe the current environment in the telecommunications field.	Network Vocabulary related to telecommunications					
2	A.2 Distinguish the basic functions of communications software.	Establishing communication Sending or receiving information Storing or printing information Ending the communication					

* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)
A,B,C...: elements of the competency (specifications of the first-level objective)
W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process; PT: product; T: theory)

ANALYSIS AND PLANNING TABLES
STARTING A BUSINESS (5764)

946 462 – COMPUTER TOOLS (Module 2)				Duration: 30 hours			
Statement of the competency: <i>To research and process information</i>							
COMPETENCY		LEARNING			EVALUATION		
Ph*	Learning Focuses	Guidelines	Activities (References)	Evaluation Indicators and Criteria	W_I	W_C	St
2	A.3 Distinguish different types of private and public databases.	Examples: - private databases (Barreau du Québec) - public databases (Office de la langue française, Commission des normes du travail, Commission de la santé et de la sécurité du travail, etc.)		Variety of sources selected.			
2	A.4 List the advantages and assess the costs of using databases.	Private: restricted access, constant upgrades, access and communications costs Public: unrestricted access, constant upgrades, low user costs					
2	A.5 Use search engines.	Function of a search engine Main search engines (Yahoo, AltaVista, Toile du Québec, etc.) Characteristics of each Techniques for using search engines (headings, selection, etc.)					
2	A.6 Recognize a hypertext link.	Formatting					
2	A.7 Navigate using hypertext links.	Operating procedure Links, intranet, Internet, etc.					
2	A.8 Define extensions.	.com, .ca, .qc.ca, .net, .org, etc.					
3	A Select and consult reference sources.			1 Use of reference sources 1.1 Selection of appropriate sources for the search	5	5	PS

* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)

A,B,C...: elements of the competency (specifications of the first-level objective)

W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process; PT: product; T: theory)

ANALYSIS AND PLANNING TABLES
STARTING A BUSINESS (5764)

946 462 – COMPUTER TOOLS (Module 2)				Duration: 30 hours			
Statement of the competency: <i>To research and process information</i>							
COMPETENCY		LEARNING		EVALUATION			
Ph*	Learning Focuses	Guidelines	Activities (References)	Evaluation Indicators and Criteria	W _I	W _C	St
				2 Internet search 2.1 Effective navigation using hypertext links 2.2 Effective use of Internet search engines and criteria	25	10	PS
						15	PT or PS
B. EXTRACT INFORMATION (Block 3)				Duration: 10%			
2	B.1 Import files.	Navigation software File transfer protocol (FTP) software Software appropriate to the format (PDF, Acrobat Reader, etc.)					
2	B.2 Manage information.	Moving around in directories Deletion of files Use and organization of bookmarks or favourites (adding, deleting, grouping together)					
2	B.3 Extract information.	Relationships with the elements of the search Retrieval of attachments		Accurate interpretation of information Relevance of information extracted			
2	B.4 Print the search results.	Choice of information Additional notes Copyrights (physical and intellectual property)		Methodical note-taking Compliance with copyrights			

* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)

A,B,C...: elements of the competency (specifications of the first-level objective)

W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process; PT: product; T: theory)

ANALYSIS AND PLANNING TABLES
STARTING A BUSINESS (5764)

946 462 – COMPUTER TOOLS (Module 2)					Duration: 30 hours		
Statement of the competency: <i>To research and process information</i>							
COMPETENCY		LEARNING			EVALUATION		
Ph*	Learning Focuses	Guidelines	Activities (References)	Evaluation Indicators and Criteria	W_I	W_C	St
3	B Extract information.			3 Address management 3.1 Appropriate organization of Web site addresses 4 Information management 4.1 Files imported correctly 4.2 Correct setting of printing parameters	10	10	PT
					20	10	PT
						10	PT
						10	PT
C. USE THE FILE MANAGER OF THE OPERATING SYSTEM (Block 4)					Duration: 15%		
2	C.1 Distinguish the parts of the microcomputer and its peripherals.	Role of the control unit Terminology					
2	C.2 Explain the purposes of the mouse, keyboard and menu.	Operation Configuration					
2	C.3 Distinguish the types of software.	Operating software Application software					
2	C.4 Create file names.	Definition of a file Choice of meaningful names		Efficient location of files and folders			
2	C.5 Distinguish the methods of configuring printers.	Characteristics of configurations Effects of the printer on the operation		Proper printing of data			
2	C.6 Make backup copies.	Files or data saved on diskette or hard drive Different ways of making backups Restoring files					
2	C.7 End a work session.	Procedure for quitting the program					

* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)
 A,B,C...: elements of the competency (specifications of the first-level objective)
 W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process; PT: product; T: theory)

ANALYSIS AND PLANNING TABLES
STARTING A BUSINESS (5764)

946 462 – COMPUTER TOOLS (Module 2)					Duration: 30 hours		
Statement of the competency: <i>To research and process information</i>							
COMPETENCY		LEARNING			EVALUATION		
Ph*	Learning Focuses	Guidelines	Activities (References)	Evaluation Indicators and Criteria	W_I	W_C	St
3	C Use the file manager of the operating system.			5 Use of operating system 5.1 Proper use of windows, mouse and toolbar 5.2 Folders and files created properly 5.3 Logical names given to folders and files 5.4 Data saved properly	30	5 10 5 10	PS PS PS PS
<i>D. USE THE BASIC FUNCTIONS OF A WORD-PROCESSING PROGRAM (Block 5)</i>					<i>Duration: 25%</i>		
2	D.1 Describe the characteristics of a word-processing program.	Multiple uses (data entry, tables, images, sorting, etc.)					
2	D.2 Describe how these programs work.	Ways of choosing functions Ways of moving around in the different menus Ways of accessing the help file					
2	D.3 Distinguish the different fonts, font sizes and characters.	Types of fonts Choice of font size Appearance of characters Choice based on work being done					
2	D.4 Format texts.	Page Line		Appropriate choice of format			
2	D.5 Use windows and the toolbar.	Ref: C.2					

* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)
 A,B,C...: elements of the competency (specifications of the first-level objective)
 W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process; PT: product; T: theory)

ANALYSIS AND PLANNING TABLES
STARTING A BUSINESS (5764)

946 462 – COMPUTER TOOLS (Module 2)						Duration: 30 hours				
Statement of the competency: <i>To research and process information</i>										
COMPETENCY			LEARNING			EVALUATION				
Ph*	Learning Focuses		Guidelines	Activities (References)		Evaluation Indicators and Criteria		W_I	W_C	St
3	D	Use the basic functions of a word-processing program.				6 Use of a word processor	5			
						6.1 Proper use of windows and toolbar		5		PS
<i>E. USE THE BASIC FUNCTIONS OF A SPREADSHEET PROGRAM (Block 6)</i>									<i>Duration: 15%</i>	
2	E.1	Describe the impact of a spreadsheet program on the operation of a business.	Traditional data analysis methods Advantages of a spreadsheet program							
2	E.2	Describe the characteristics of a spreadsheet program.	Concepts of cells, rows and columns							
2	E.3	List the possible uses of a spreadsheet program.	Production of reports Simple accounting							
2	E.4	Describe how a spreadsheet program works.	How to call up functions Ways of moving around Use of the function keys							
2	E.5	Do simple calculations using the functions.	Examples related to the business			Proper use of simple formulas				
2	E.6	Format and print data.	Formatting (fonts, style, boldfacing and shading effects, etc.) Setting of printing parameters			Appropriate selection of printing parameters				
3	E	Use the basic functions of a spreadsheet program.				7 Use of a spreadsheet program	5			
						7.1 Proper use of cells		5		PS

* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)
A,B,C...: elements of the competency (specifications of the first-level objective)
W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process; PT: product; T: theory)

ANALYSIS AND PLANNING TABLES
STARTING A BUSINESS (5764)

946 462 – COMPUTER TOOLS (Module 2)				Duration: 30 hours			
Statement of the competency: <i>To research and process information</i>							
COMPETENCY		LEARNING			EVALUATION		
Ph*	Learning Focuses	Guidelines	Activities (References)	Evaluation Indicators and Criteria	W _I	W _C	St
RESEARCH AND PROCESS INFORMATION (Block 7) <i>Duration: 20%</i>							
3	Research and process information.			Effective use of sources of information Correct use of terminology Correct use of operating system Effective management of files and folders Demonstration of autonomy and initiative Observance of work ethics			
RESEARCH AND PROCESS INFORMATION (Block 8)							
4	RESEARCH AND PROCESS INFORMATION.			Referral to all of the preceding criteria for formative evaluation Referral to the preceding weighted criteria for evaluation for the purpose of certification of studies			
RESEARCH AND PROCESS INFORMATION (Block 9)							
5	RESEARCH AND PROCESS INFORMATION.						

* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)
A,B,C...: elements of the competency (specifications of the first-level objective)
W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process; PT: product; T: theory)

STARTING A BUSINESS (5764)

946 462 – COMPUTER TOOLS (Module 2)

INFORMATION ON THE EVALUATION

1 INFORMATION AND INSTRUCTIONS

The purpose of this examination is to evaluate the candidates' ability to research and process information. The examiner may evaluate candidates either several at a same time or individually, and will determine the most appropriate time for the evaluation.

2 EXAMINATION PROCEDURE

The evaluation may be done through direct observation or using printouts of the requested assignment.

Task 1: Research and process information on the Internet

Referring to instructions, the candidates must:

- select sources appropriate to the search (criterion 1.1)
- navigate on the Internet (criteria 2.1 and 2.2)
- create a bookmark or favourite and place it in the appropriate folder (criterion 3.1)
- import and print documents (criteria 4.1 and 4.2)

Task 2: Use the file manager of the operating system

The candidates must demonstrate their ability to use the basic functions of the operating system (criteria 5.1 to 5.4).

Task 3: Use a word processor

The candidates must demonstrate their ability to use the basic functions of a word-processing program (criterion 6.1).

Task 4: Use a spreadsheet program

The candidates must demonstrate their ability to use the basic functions of a spreadsheet program (criterion 7.1).

3 MATERIALS

The following is required for the evaluation:

- microcomputer
- Internet access
- word-processing and spreadsheet software

4 SPECIAL INSTRUCTIONS

The evaluation may be done at any time during the training.

The evaluation may be done in steps and does not need to be related to the business plan.

The evaluator can refer candidates to Web sites such as *Lancement d'une entreprise sur l'Inforoutefpt*, *Statistics Canada*, *Industrie et Commerce*, *Compusearch*, *Bell Canada*, etc. to allow them to practise or for evaluation purposes.

EVALUATION FORM

STARTING A BUSINESS	Program code:	5764
2 – Computer Tools	Module code:	946 462
Candidate's name: _____		
School: _____	RESULT:	
Permanent code: _____	PASS	FAIL
Date of examination: _____	<input type="checkbox"/>	<input type="checkbox"/>
Examiner's signature: _____		

OBSERVATION		RESULT
	YES NO	
1	USE OF REFERENCE SOURCES	
1.1	Selection of appropriate sources for the search	0 or 5
	<input type="checkbox"/> <input type="checkbox"/>	
2	INTERNET SEARCH	
2.1	Effective navigation using hypertext links:	
	- object of the search found	0 or 10
	<input type="checkbox"/> <input type="checkbox"/>	
2.2	Effective use of Internet search engines and criteria:	
	- appropriate keywords	
	- use of search operators	0 or 15
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3	ADDRESS MANAGEMENT	
3.1	Appropriate organization of Web site addresses:	
	- creation of a bookmark or favourite	
	- selection of appropriate folder	0 or 10
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
4	INFORMATION MANAGEMENT	
4.1	Files imported correctly	0 or 10
	<input type="checkbox"/> <input type="checkbox"/>	
4.2	Correct setting of printing parameters	0 or 10
	<input type="checkbox"/> <input type="checkbox"/>	

OBSERVATION		RESULT	
	YES NO		
5	USE OF OPERATING SYSTEM		
5.1	Proper use of windows, mouse and toolbar	<input type="checkbox"/> <input type="checkbox"/>	0 or 5
5.2	Files and folders created properly	<input type="checkbox"/> <input type="checkbox"/>	0 or 10
5.3	Logical names given to files and folders	<input type="checkbox"/> <input type="checkbox"/>	0 or 5
5.4	Data saved properly	<input type="checkbox"/> <input type="checkbox"/>	0 or 10
6	USE OF A WORD PROCESSOR		
6.1	Proper use of windows and toolbar	<input type="checkbox"/> <input type="checkbox"/>	0 or 5
7	USE OF A SPREADSHEET PROGRAM		
7.1	Proper use of cells	<input type="checkbox"/> <input type="checkbox"/>	0 or 5
		Total:	/100
Minimum performance standard: 70 points			

Comments: _____

ANALYSIS AND PLANNING TABLES
STARTING A BUSINESS (5764)

946 472 – THE BUSINESS PLAN OUTLINE (Module 3)				Duration: 30 hours			
Statement of the competency: <i>To prepare a business plan outline</i>							
COMPETENCY		LEARNING			EVALUATION		
Ph*	Learning Focuses	Guidelines	Activities (References)	Evaluation Indicators and Criteria	W_I	W_C	St
<i>DEVELOP THEIR BUSINESS PLAN OUTLINE (Block 1)</i>							
<i>Duration: 5%</i>							
1	Situate this competency with respect to the occupation and the training program.	Justification of the relevance of this competency for an entrepreneur Establishment of links between this competency and the other competencies in the program (grid) Identification of the prior learning useful for developing this competency Course outline					
<i>A. DEFINE THE BUSINESS PLAN (Block 2)</i>							
<i>Duration: 20%</i>							
2	A.1 Understand the importance of a business plan.	Importance of the business plan for: - preparing activities - obtaining financing - evaluating the performance of the business once it is operational		Proper understanding of the role of a business plan			
2	A.2 Distinguish each section of the business plan.	Table of contents: - business proposal - sponsors of the business proposal - definition of market - marketing plan - operating plan - human resources plan - financial resources plan		Complete list of the sections of a business plan Accurate identification of presentation standards			
2	A.3 Be aware of the importance of presentation standards.	Favourable reception Greater receptiveness					

* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)

A,B,C...: elements of the competency (specifications of the first-level objective)

W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process; PT: product; T: theory)

ANALYSIS AND PLANNING TABLES
STARTING A BUSINESS (5764)

946 472 – THE BUSINESS PLAN OUTLINE (Module 3)							Duration: 30 hours		
Statement of the competency: <i>To prepare a business plan outline</i>									
COMPETENCY			LEARNING				EVALUATION		
Ph*	Learning Focuses		Guidelines	Activities (References)		Evaluation Indicators and Criteria	W_I	W_C	St
2	A.4	Become aware of the importance of using computer technology.	Research Models Standards, etc.						
3	A Define the business plan.								
<i>B. DETERMINE THE CHARACTERISTICS OF A BUSINESS PLAN (Block 3)</i>							<i>Duration: 30%</i>		
2	B.1	Compare various models of business plans.	Service company Manufacturing business Retail business, etc.						
2	B.2	Use different sources of information and telecommunications tools.	Grid, questionnaire, database, statistics, Internet			Appropriate use of information Proper use of research tools Relevant information gathered using a typical plan			
2	B.3	Choose the appropriate model for their business proposal.	Types of businesses Legal forms			Appropriate use of various business plans Appropriate choice of model			
3	B Determine the characteristics of a business plan.								
<i>C. DEVELOP A BUSINESS PLAN OUTLINE (Block 4)</i>							<i>Duration: 45%</i>		
2	C.1	Determine the sections and the information needed for the detailed presentation of their business plan.	Presentation: - cover page - letter of introduction - table of contents Sections Appendices or support documents: - prototype - audio-visual documents, etc.						

* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)
A,B,C...: elements of the competency (specifications of the first-level objective)
W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process; PT: product; T: theory)

ANALYSIS AND PLANNING TABLES
STARTING A BUSINESS (5764)

946 472 – THE BUSINESS PLAN OUTLINE (Module 3)				Duration: 30 hours			
Statement of the competency: <i>To prepare a business plan outline</i>							
COMPETENCY		LEARNING		EVALUATION			
Ph*	Learning Focuses	Guidelines	Activities (References)	Evaluation Indicators and Criteria	W_I	W_C	St
2	C.2 Lay out the elements according to visual presentation standards and using appropriate terminology.	Organization of useful information					
2	C.3 Develop the appropriate framework for the model.	Manual or automated production (Ref: 2 D.1)		Proper use of model Observance of presentation standards			
3	C Develop a business plan outline.			1 Business plan outline 1.1 Inclusion of all the sections 1.2 Layout in conformity with visual presentation standards 1.3 Use of proper terminology	70	30 20 20	PT
PREPARE A BUSINESS PLAN OUTLINE (Block 5)							
3	Prepare a business plan outline.			2 Characteristics of the business proposal 2.1 Compliance with the characteristics of the business proposal Compliance with the principles of the business plan	30	30	PT
PREPARE A BUSINESS PLAN OUTLINE (Block 6)							
4	Prepare a business plan outline.			Referral to all of the preceding criteria for formative evaluation Referral to the preceding weighted criteria for evaluation for the purpose of certification of studies			

* Ph: acquisition phase (1-exploration; 2-basic learning; 3-practice; 4-transfer; 5-enrichment)

A,B,C...: elements of the competency (specifications of the first-level objective)

W_I: relative weighting of indicators; W_C: relative weighting of criteria; St: evaluation strategies (PS: process; PT: product; T: theory)

STARTING A BUSINESS (5764)

946 472 – THE BUSINESS PLAN OUTLINE (Module 3)

INFORMATION ON THE EVALUATION

1 INFORMATION AND INSTRUCTIONS

The purpose of this examination is to evaluate the candidates' ability to prepare a business plan outline.

2 EXAMINATION PROCEDURE

Candidates must prepare their business plan outlines while complying with visual presentation standards and using the proper terminology.

The business plan outline can be handed in at any time during the module.

3 MATERIALS

The following are required for the evaluation:

- appropriate sources of information
- a computer workstation
- telecommunications tools

4 SPECIAL INSTRUCTIONS

Candidates may present a document produced either by hand or by computer.

EVALUATION FORM

STARTING A BUSINESS	Program code:	5764
3 – The Business Plan Outline	Module code:	946 472
Candidate's name: _____		
School: _____	RESULT:	
Permanent code: _____	PASS	FAIL
Date of examination: _____	<input type="checkbox"/>	<input type="checkbox"/>
Examiner's signature: _____		

OBSERVATION		RESULT
	YES NO	
1	BUSINESS PLAN OUTLINE	
1.1	Inclusion of all the sections:	
	- choice in accordance with business plan	<input type="checkbox"/> <input type="checkbox"/> 0 or 30
1.2	Layout in conformity with visual presentation standards:	
	- organization in accordance with business plan	<input type="checkbox"/> <input type="checkbox"/> 0 or 20
1.3	Use of proper terminology	<input type="checkbox"/> <input type="checkbox"/> 0 or 20
2	CHARACTERISTICS OF THE BUSINESS PROPOSAL	
2.1	Compliance with the characteristics of the business proposal:	
	- choice made in accordance with the business proposal	<input type="checkbox"/> <input type="checkbox"/> 0 or 30
Total:		/100
Minimum performance standard: 80 points		

Comments: _____

ANALYSIS AND PLANNING TABLES
STARTING A BUSINESS (5764)

946 487 – MARKETING AND SALES (Module 4)			Duration: 105 hours			
Statement of the competency: <i>To determine market analysis, marketing and sales strategies</i>						
COMPETENCY		LEARNING		EVALUATION		
Learning Focuses		Guidelines	Activities (References)	Participation Indicators and Criteria	W_I	W_C
<i>PHASE 1: INFORMATION ON MARKET RESEARCH, AND THE MARKETING AND SALES PLAN (Block 1)</i>					<i>Duration: 30%</i>	
1.1	Situating this competency with respect to the training program as a whole.	Reason for the competency Course outline Links with the other modules				
1.2	Define the concept of market.	Identification of market: - as a place: Jean-Talon Market - as a type of consumer: the market of vocational training students - as a class of product: the automobile market				
1.3	Define the concept of potential market.	Estimate of the number of potential customers Estimate of the sales potential based on the demand				
1.4	Describe the different types of markets.	Types of markets: - consumer market - distribution market - manufacturing market - local, regional, provincial, national and international				
1.5	Explain the principles associated with market segmentation.	Usefulness of market segmentation Conditions for effective segmentation Limitations of market segmentation Main segmentation bases				

* W_I: relative weighting of indicators; W_C: relative weighting of criteria

ANALYSIS AND PLANNING TABLES
STARTING A BUSINESS (5764)

946 487 – MARKETING AND SALES (Module 4)			Duration: 105 hours			
Statement of the competency: <i>To determine market analysis, marketing and sales strategies</i>						
COMPETENCY		LEARNING		EVALUATION		
Learning Focuses		Guidelines	Activities (References)	Participation Indicators and Criteria	W _I	W _C
1.6	Identify the indices used to evaluate market trends.	Characteristics of the demand Volume of and changes in demand Types of customers Potential market Political and legal environment Economic context Characteristics of the supply Concentration or number of competitors				
1.7	Describe the nature and purpose of market research.	Group of consumers Potential market Description of the competition, etc.				
1.8	Define their area of activity.	Service sector Retail business, etc.				
1.9	Define the environment for a project.	Location Business environment, etc.		1 Information gathered 1.1 Present, in writing or orally, information to be included in their market research.	10	5
1.10	Distinguish the different strategies used to meet customers' needs.	Personalized service After-sales service In-home service, etc.				
1.11	Examine mass and direct communication.	Advertising Personal contact, etc.				
1.12	Define the concept of sales.	Sales: customer service Field Rules of professional conduct				

* W_I: relative weighting of indicators; W_C: relative weighting of criteria

ANALYSIS AND PLANNING TABLES
STARTING A BUSINESS (5764)

946 487 – MARKETING AND SALES (Module 4)			Duration: 105 hours			
Statement of the competency: <i>To determine market analysis, marketing and sales strategies</i>						
COMPETENCY		LEARNING		EVALUATION		
Learning Focuses		Guidelines	Activities (References)	Participation Indicators and Criteria	W _I	W _C
1.13	Distinguish the methods of selling.	Direct Indirect Telemarketing E-commerce, etc.				
1.14	Distinguish the steps in the selling process.	Greeting Determining needs Presenting the product or service Concluding the sales After-sales service				
1.15	Understand the importance of observing the rules of professional conduct.	Toward customers and toward competitors				
1.16	Become aware of observing the principles of providing quality service.			1.2 Present, in writing or orally, the information to be included in their marketing and sales plan.		5
PHASE 2: CONSIDERATION OF THE IMPACT OF THE MARKET RESEARCH AND THE MARKETING AND SALES PLAN ON THE BUSINESS PLAN (Block 2)						
<i>Duration: 35%</i>						
2.1	Show concern for sharing the methodology of their market research with the teacher-entrepreneur.			2 Outline 2.1 Present the outline of their market research.	20	10
2.2	Evaluate the marketing strategies most appropriate for the quantitative and qualitative objectives of their business proposal.	Marketing plan Determination of prices Choice of location for the establishment Choice of promotional activities, etc.				

* W_I: relative weighting of indicators; W_C: relative weighting of criteria

ANALYSIS AND PLANNING TABLES
STARTING A BUSINESS (5764)

946 487 – MARKETING AND SALES (Module 4)			Duration: 105 hours			
Statement of the competency: <i>To determine market analysis, marketing and sales strategies</i>						
COMPETENCY		LEARNING		EVALUATION		
Learning Focuses		Guidelines	Activities (References)	Participation Indicators and Criteria	W _I	W _C
2.3	Select, from among the different media and promotional tools, those that best meet the needs of their business proposal.	Written advertising (special advertising features, posters, etc.) Promotion Public relations (business network or others) Media, press conference, open house, etc.		2.2 Plan and comment on their communication plan.		10
2.4	Determine the customer approach to use for their product or service.	Good knowledge of their product Good knowledge of the customer's need, etc.		Compare various sales approaches.		
2.5	Understand the importance of developing a marketing and sales plan.	Planning versus execution Impact on expenses, etc.				
2.6	Understand the importance of information accessible on the Internet.	Public site Private site				
PHASE 3: APPLICATION OF TECHNIQUES FOR DESIGNING MARKET RESEARCH AND A MARKETING AND SALES PLAN (Block 3)				Duration: 35%		
3.1	Define their area of activity.			3 Preparation of the business plan	70	
3.2	Define the environment for their project.	Location, competition, products, etc.		3.1 Complete the section of the business plan relating to their business idea.		10
3.3	Target their customer base and their potential market.	Sector Age Products, etc.				
3.4	Identify competitors and their competitive advantage.					

* W_I: relative weighting of indicators; W_C: relative weighting of criteria

ANALYSIS AND PLANNING TABLES
STARTING A BUSINESS (5764)

946 487 – MARKETING AND SALES (Module 4)			Duration: 105 hours			
Statement of the competency: <i>To determine market analysis, marketing and sales strategies</i>						
COMPETENCY		LEARNING		EVALUATION		
Learning Focuses		Guidelines	Activities (References)	Participation Indicators and Criteria	W _I	W _C
3.5	Estimate their sales and evaluate their market share.			3.2 Complete the section of the business plan relating to their market research.		20
3.6	Establish the positioning of their product or service.					
3.7	Formulate the marketing strategies most appropriate to the specific objectives of each of the segments identified.	Product Prices Distribution Location, etc.				
3.8	Estimate the budget for the marketing and sales plan.	Short-, medium- and long-term		3.3 Complete the section of the business plan relating to their marketing plan.		40
3.9	Estimate the budget needed for communications.	Direct Mass, etc.				
3.10	Draw up a schedule for their promotional and advertising activities.	Short-, medium- and long-term				
3.11	Create the sales strategies most appropriate to the specific objectives of each of the segments identified.	Product Prices Distribution Location, etc.				

* W_I: relative weighting of indicators; W_C: relative weighting of criteria

STARTING A BUSINESS (5764)

946 487 – MARKETING AND SALES (Module 4)

INFORMATION ON THE EVALUATION

Evaluation of the candidates' participation will be based on information gathered at certain times during the learning activities. However, a final decision on a criterion should be made only at the end of the corresponding phase in the learning situation.

The evaluation should not focus on the accuracy of the information, but on whether the students produced their business plan.

The teacher will decide on the order of the learning activities.

PHASE 1: INFORMATION ON MARKET RESEARCH, AND THE MARKETING AND SALES PLAN

1 INFORMATION GATHERED

- 1.1 Present, in writing or orally, the information to be included in their market research
- 1.2 Present, in writing or orally, the information to be included in their marketing and sales plan

PHASE 2: CONSIDERATION OF THE IMPACT OF THE MARKET RESEARCH AND THE MARKETING AND SALES PLAN ON THE BUSINESS PLAN

2 OUTLINE

- 2.1 Present the outline of their market research

At a meeting with the teacher-entrepreneur, the candidates present the outline of their market research, and specify the content of their market research and how they plan to conduct it.

- 2.2 Plan and comment on their communication plan

At a meeting with the teacher-entrepreneur, the candidates present the media and promotional tools they selected for their proposal and comment on their choices.

PHASE 3: APPLICATION OF TECHNIQUES FOR DESIGNING MARKET RESEARCH AND A MARKETING AND SALES PLAN

3 PREPARATION OF THE BUSINESS PLAN

- 3.1 Complete the section of the business plan relating to their business idea (see Module 1)
- 3.2 Complete the section of the business plan relating to their market research
- 3.3 Complete the section of the business plan relating to their marketing plan

The candidates write the sections of their business plan in accordance with the standards of presentation and content (see Module 3).

Their business proposals should contain the definition of market as well as the marketing plan.

PARTICIPATION EVALUATION FORM

STARTING A BUSINESS	Program code:	5764
4 – Marketing and Sales	Module code:	946 487
Candidate's name: _____		
School: _____	RESULT:	
Permanent code: _____	PASS	FAIL
Date of examination: _____	<input type="checkbox"/>	<input type="checkbox"/>
Examiner's signature: _____		

PARTICIPATION COMPONENTS	RESULT	
	YES	NO
PHASE 1: INFORMATION ON MARKET RESEARCH, AND THE MARKETING AND SALES PLAN		
1 INFORMATION GATHERED		
1.1 Present, in writing or orally, the information to be included in their market research pertaining to:	Yes	No
- the product or service	<input type="checkbox"/>	<input type="checkbox"/>
- the area of activity	<input type="checkbox"/>	<input type="checkbox"/>
- the target customers and the potential market	<input type="checkbox"/>	<input type="checkbox"/>
- the competition	<input type="checkbox"/>	<input type="checkbox"/>
- the estimate of sales and market share	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Present, in writing or orally, the information to be included in their marketing and sales plan pertaining to:		
- strategies (products, prices, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
- promotional and advertising tools	<input type="checkbox"/>	<input type="checkbox"/>
- the communication plan	<input type="checkbox"/>	<input type="checkbox"/>
- the image of their business	<input type="checkbox"/>	<input type="checkbox"/>
- the marketing budget	<input type="checkbox"/>	<input type="checkbox"/>
PHASE 2: CONSIDERATION OF THE IMPACT OF THE MARKET RESEARCH AND THE MARKETING AND SALES PLAN ON THE BUSINESS PLAN		
2 OUTLINE		
2.1 Present the outline of their market research:		
- present the outline of the market research at a meeting with the teacher-entrepreneur	<input type="checkbox"/>	<input type="checkbox"/>

PARTICIPATION COMPONENTS		RESULT																															
		YES	NO																														
2.2	Plan and comment on their communication plan: <ul style="list-style-type: none"> - present the promotional means to be used for the business proposal - comment on the choices made 	<input type="checkbox"/>	<input type="checkbox"/>																														
PHASE 3: APPLICATION OF TECHNIQUES FOR DESIGNING MARKET RESEARCH AND A MARKETING AND SALES PLAN																																	
3 PREPARATION OF THE BUSINESS PLAN																																	
3.1	Complete the section of the business plan relating to their business proposal: <table style="width: 100%; border: none;"> <tr> <td></td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> <td></td> <td></td> </tr> <tr> <td>- description of proposal</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td></td> <td></td> </tr> <tr> <td>- mission of the business</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td></td> <td></td> </tr> <tr> <td>- objectives of the business</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td></td> <td></td> </tr> <tr> <td>- deliverables time line</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td></td> <td></td> </tr> <tr> <td>- legal form of the business</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center; vertical-align: middle;"><input type="checkbox"/></td> <td style="text-align: center; vertical-align: middle;"><input type="checkbox"/></td> </tr> </table>		Yes	No			- description of proposal	<input type="checkbox"/>	<input type="checkbox"/>			- mission of the business	<input type="checkbox"/>	<input type="checkbox"/>			- objectives of the business	<input type="checkbox"/>	<input type="checkbox"/>			- deliverables time line	<input type="checkbox"/>	<input type="checkbox"/>			- legal form of the business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	Yes	No																															
- description of proposal	<input type="checkbox"/>	<input type="checkbox"/>																															
- mission of the business	<input type="checkbox"/>	<input type="checkbox"/>																															
- objectives of the business	<input type="checkbox"/>	<input type="checkbox"/>																															
- deliverables time line	<input type="checkbox"/>	<input type="checkbox"/>																															
- legal form of the business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																													
3.2	Complete the section of the business plan relating to their market research: <ul style="list-style-type: none"> - area of activity - target customers and potential market - competition - estimate of sales and market share 			<input type="checkbox"/>	<input type="checkbox"/>																												
3.3	Complete the section of the business plan relating to their marketing plan: <ul style="list-style-type: none"> - products and services strategy - pricing strategy - distribution and location strategy - advertising and promotion - other strategies 			<input type="checkbox"/>	<input type="checkbox"/>																												
Pass/fail conditions: five YESes out of a possible seven, and a YES for components 3.1, 3.2 and 3.3																																	

Comments: _____

ANALYSIS AND PLANNING TABLES
STARTING A BUSINESS (5764)

946 494 – PLANNING RESOURCES (Module 5)		Duration: 60 hours				
Statement of the competency: <i>To determine the human, material and physical resources needed to start and run a business</i>						
COMPETENCY		LEARNING		EVALUATION		
Learning Focuses		Guidelines	Activities (References)	Participation Indicators and Criteria	W _I	W _C
PHASE 1: IDENTIFICATION OF PRINCIPLES BEHIND THE PLANNING OF HUMAN, MATERIAL AND PHYSICAL RESOURCES (Block 1)					Duration: 30%	
1.1	Situate this competency with respect to the training program as a whole.	Reason for the competency Course outline Links with the other modules				
1.2	Define “human resources.”	Personnel Relations		Participate in information sessions.		
1.3	Describe the hiring process.	Preparations Procedure				
1.4	Understand the importance of adapting their recruiting and interviewing techniques to the type of business.	Advertising Place of recruitment Type of interview				
1.5	Distinguish “laws” from “regulations.”					
1.6	Know the laws pertaining to the business and personnel.	Start-up and operation Income tax, GST, QST CSST Labour standards Employment insurance, etc.				
1.7	Learn about the role of bodies governing labour standards.	Roles Types of information Types of assistance, etc.				
1.8	List the elements to be included in a job description.	Key tasks Related tasks				

* W_I: relative weighting of indicators; W_C: relative weighting of criteria

ANALYSIS AND PLANNING TABLES
STARTING A BUSINESS (5764)

946 494 – PLANNING RESOURCES (Module 5)			Duration: 60 hours			
Statement of the competency: <i>To determine the human, material and physical resources needed to start and run a business</i>						
COMPETENCY		LEARNING		EVALUATION		
Learning Focuses		Guidelines	Activities (References)	Participation Indicators and Criteria	W _I	W _C
1.9	Understand the importance of planning their human resources needs.	Short-, medium- and long-term				
1.10	Describe the different forms of remuneration.	Hourly rate Weekly pay Commission, etc.		1 Information gathered	20	
1.11	Show concern for the rules of professional conduct, equity and moral responsibility.	Establishment of compensation policies Establishment of promotion policies		1.1 Present, in writing or orally, the information to be included in their human resources plan.		10
1.12	Distinguish the different types of insurance and coverage.	Professional Group Civil liability Property, etc.				
1.13	Define “material and physical resources.”	Location Equipment Inventory Supplies, etc.				
1.14	Describe the role and the attitudes of the manager.	Administration Personnel management Accounting Qualities, etc.		Identify the attitudes and behaviours conducive to good management.		
1.15	Understand the importance of planning their material and physical resources.	Short-, medium- and long-term		1.2 Present, in writing or orally, the information to be included in their material and physical resources plan.		10

* W_I: relative weighting of indicators; W_C: relative weighting of criteria

ANALYSIS AND PLANNING TABLES
STARTING A BUSINESS (5764)

946 494 – PLANNING RESOURCES (Module 5)		Duration: 60 hours				
Statement of the competency: <i>To determine the human, material and physical resources needed to start and run a business</i>						
COMPETENCY		LEARNING		EVALUATION		
Learning Focuses		Guidelines	Activities (References)	Participation Indicators and Criteria	W_I	W_C
1.16 Learn about the different operations necessary for starting a business.						
PHASE 2: CONSIDERATION OF THE IMPACT OF AN OPERATING PLAN ON A BUSINESS PLAN (Block 2)					Duration: 30%	
2.1 Show concern for discussing their choices of human, material and physical resources with the teacher-entrepreneur.		Oral presentation Written presentation Exchange of ideas, etc.		2 Planning of human and material resources 2.1 Discuss their outline with the teacher-entrepreneur.	15	15
2.2 Understand the advantages of properly managing human, material and physical resources.		Costs Management Time, etc.		3 Self-assessment of managerial skills 3.1 Assess their managerial skills.	10	10
2.3 Distinguish the role of manager from the role of business sponsor.		See Module 1.				
2.4 Understand the importance of using traditional and electronic methods and tools for effective management.		Agenda Electronic manager, etc.				
PHASE 3: APPLICATION OF TECHNIQUES FOR DEVELOPING AN OPERATING PLAN FOR HUMAN, MATERIAL AND PHYSICAL RESOURCES (Block 3)					Duration: 40%	
3.1 Choose the components necessary for starting up their business.						
3.2 Define the process of starting up the business.						
3.3 Estimate the costs of human, material and physical resources necessary for operating the business.		Short-, medium and long-term				
3.4 Identify the type or types of insurance and coverage they need to protect their business property and employees.		Group insurance Business insurance, etc.				

* W_I: relative weighting of indicators; W_C: relative weighting of criteria

ANALYSIS AND PLANNING TABLES
STARTING A BUSINESS (5764)

946 494 – PLANNING RESOURCES (Module 5)			Duration: 60 hours			
Statement of the competency: <i>To determine the human, material and physical resources needed to start and run a business</i>						
COMPETENCY		LEARNING		EVALUATION		
Learning Focuses		Guidelines	Activities (References)	Participation Indicators and Criteria	W_I	W_C
3.5	Choose the tools used for controlling operations effectively.	Inventory systems Production management Human resources management, etc.		4 Preparation of the business plan 4.1 Complete the section of the business plan relating to the sponsor. 4.2 Complete the section of the business plan relating to human resources. 4.3 Complete the section of the business plan relating to material and physical resources.	55	15 20 20

* W_I: relative weighting of indicators; W_C: relative weighting of criteria

STARTING A BUSINESS (5764)

946 494 – PLANNING RESOURCES (Module 5)

INFORMATION ON THE EVALUATION

Evaluation of the candidates' participation will be based on information gathered at certain times during the learning activities. However, a final decision on one of the criteria should be made only at the end of the corresponding phase in the learning situation.

The evaluation should not focus on the accuracy of the information, but on whether the candidates went to the trouble of collecting a sufficient amount of relevant information.

The teacher-entrepreneur will decide on the order of the learning activities.

PHASE 1: IDENTIFICATION OF PRINCIPLES BEHIND THE PLANNING OF HUMAN, MATERIAL AND PHYSICAL RESOURCES

1 INFORMATION GATHERED

1.1 Present, in writing or orally, the information to be included in their human resources plan

It is important to clearly specify the type of information the candidates must gather.

The candidates are expected to gather relevant information on human resources.

1.2 Present, in writing or orally, the information to be included in their material and physical resources plan

It is important to clearly specify the type of information the candidates must gather.

The candidates are expected to gather relevant information on material and physical resources.

PHASE 2: CONSIDERATION OF THE IMPACT OF AN OPERATING PLAN ON A BUSINESS PLAN

2 PLANNING OF HUMAN AND MATERIAL RESOURCES

2.1 Discuss their outlines with the teacher-entrepreneur

The candidates are expected to discuss their outlines with the teacher-entrepreneur.

3 SELF-ASSESSMENT OF MANAGERIAL SKILLS

3.1 Assess their managerial skills

The candidates are expected to identify their strengths and their weaknesses as managers and to present their self-assessments in writing or orally.

The evaluation must not be based on the quality of the report or explanations, but on the importance of their managerial qualities for running their businesses.

PHASE 3: APPLICATION OF TECHNIQUES FOR DEVELOPING AN OPERATING PLAN FOR HUMAN, MATERIAL AND PHYSICAL RESOURCES

4 PREPARATION OF THE BUSINESS PLAN

4.1 Complete the section of the business plan relating to the sponsor

4.2 Complete the section of the business plan relating to human resources

4.3 Complete the section of the business plan relating to material and physical resources

Candidates must write the sections of their business plan in accordance with the standards of presentation and content (see Module 3).

Their business proposals should contain an appropriate human, material and physical resources plan.

PARTICIPATION EVALUATION FORM

STARTING A BUSINESS	Program code: 5764
5 – Planning Resources	Module code: 946 494
Candidate's name: _____	
School: _____	RESULT:
Permanent code: _____	PASS FAIL
Date of examination: _____	<input type="checkbox"/> <input type="checkbox"/>
Examiner's signature: _____	

PARTICIPATION COMPONENTS	RESULT YES NO
PHASE 1: IDENTIFICATION OF PRINCIPLES BEHIND THE PLANNING OF HUMAN, MATERIAL AND PHYSICAL RESOURCES	
1 INFORMATION GATHERED	
1.1 Present, in writing or orally, the information to be included in their human resources plan pertaining to: <ul style="list-style-type: none"> - the management team - labour - external resources - training 	<input type="checkbox"/> <input type="checkbox"/>
1.2 Present, in writing or orally, the information to be included in their material and physical resources plan pertaining to: <ul style="list-style-type: none"> - the start-up process - production, sales and service capacities - procurement - fixed assets - the business development plan 	<input type="checkbox"/> <input type="checkbox"/>
PHASE 2: CONSIDERATION OF THE IMPACT OF AN OPERATING PLAN ON A BUSINESS PLAN	
2 PLANNING OF HUMAN AND MATERIAL RESOURCES	
2.1 Discuss their outline with the teacher-entrepreneur: <ul style="list-style-type: none"> - meet with the teacher-entrepreneur to discuss their outline of human and material resources 	<input type="checkbox"/> <input type="checkbox"/>

PARTICIPATION COMPONENTS		RESULT	
		YES	NO
3	SELF-ASSESSMENT OF MANAGERIAL SKILLS		
3.1	Assess their managerial skills relating to:	Yes	No
	- planning	<input type="checkbox"/>	<input type="checkbox"/>
	- organization	<input type="checkbox"/>	<input type="checkbox"/>
	- administration	<input type="checkbox"/>	<input type="checkbox"/>
	- control	<input type="checkbox"/>	<input type="checkbox"/>
	PHASE 3: APPLICATION OF TECHNIQUES FOR DEVELOPING AN OPERATING PLAN FOR HUMAN, MATERIAL AND PHYSICAL RESOURCES		
4	PREPARATION OF THE BUSINESS PLAN		
4.1	Complete the section of the business plan relating to the sponsor	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Complete the section of the business plan relating to human resources:	<input type="checkbox"/>	<input type="checkbox"/>
	- the management team		
	- labour		
	- external resources		
	- training		
4.3	Complete the section of the business plan relating to material and physical resources:	<input type="checkbox"/>	<input type="checkbox"/>
	- the start-up process		
	- production, sales and service capacities		
	- procurement		
	- fixed assets		
	- the business development plan		
Pass/fail conditions: five YESes out of a possible seven, and a YES for components 2.1, 4.1, 4.2 and 4.3			

Comments: _____

ANALYSIS AND PLANNING TABLES
STARTING A BUSINESS (5764)

946 505 – THE FINANCIAL PLAN (Module 6)			Duration: 75 hours			
Statement of the competency: <i>To organize and process the information needed to secure business financing</i>						
COMPETENCY		LEARNING		EVALUATION		
Learning Focuses		Guidelines	Activities (References)	Participation Indicators and Criteria	W _I	W _C
PHASE 1: INTRODUCTION TO GENERAL FINANCIAL MANAGEMENT PRINCIPLES (Block 1)					Duration: 20%	
1.1	Situate this competency with respect to the training program as a whole.	Reason for the competency Course outline Links with the other modules				
1.2	Distinguish “statement of operations” and “bank statement.”					
1.3	List the items that can appear on a bank statement.	Debit items Cheques, loans, interest, pre-authorized payments, etc. Credit items Payments, interest, deposits				
1.4	Show concern for entering the information with attention to detail.	Legibility of writing Accuracy of information		Become familiar with various aspects of accounting in a small business (journalization, bank reconciliation).		
1.5	Define “projected financial statement.”	Financial records Pro forma invoices Financial projections				
1.6	Determine the items to be included in an application for financing.	Description Cost Investment, etc.				
1.7	Learn about the requirements and expectations associated with an application for financing.	Submission of documents Entrepreneurial profile Investments and guarantees, etc. Summary of the proposal		1 Information gathered 1.1 Present the criteria taken into account when applying for financing.	10	10

* W_I: relative weighting of indicators; W_C: relative weighting of criteria

ANALYSIS AND PLANNING TABLES
STARTING A BUSINESS (5764)

946 505 – THE FINANCIAL PLAN (Module 6)			Duration: 75 hours			
Statement of the competency: <i>To organize and process the information needed to secure business financing</i>						
COMPETENCY		LEARNING		EVALUATION		
Learning Focuses		Guidelines	Activities (References)	Participation Indicators and Criteria	W _I	W _C
1.8	Learn about the sources, types and forms of financing.	Financial institution Organizations Lender Line of credit Loans Program, etc.		Consult the sources of information available.		
PHASE 2: INTRODUCTION TO BASIC ACCOUNTING CONCEPTS (Block 2)			Duration: 45%			
2.1	Distinguish the different inventory systems.	Continuous Periodical Manual Automated				
2.2	Understand the importance of using an inventory system.					
2.3	Define “accounting cycle.”	Steps in recording transactions				
2.4	Distinguish the steps in the accounting process.	Supporting documents Making a journal entry Posting to the general ledger Balance sheet Income statement, etc.		2 Familiarity with accounting documents 2.1 Identify the accounting documents necessary for recording and checking business transactions.	10	10
2.5	Interpret the vocabulary related to using accounting software.	Distinction between vocabularies used in accounting and computing				

* W_I: relative weighting of indicators; W_C: relative weighting of criteria

ANALYSIS AND PLANNING TABLES
STARTING A BUSINESS (5764)

946 505 – THE FINANCIAL PLAN (Module 6)			Duration: 75 hours			
Statement of the competency: <i>To organize and process the information needed to secure business financing</i>						
COMPETENCY		LEARNING		EVALUATION		
Learning Focuses		Guidelines	Activities (References)	Participation Indicators and Criteria	W _I	W _C
2.6	Describe how menus work.	Ways of calling up modules Menu hierarchy Ways of moving around in the menus Function keys				
2.7	Explain the relationships between information in the inventory and transactions with customers.	Effect of transactions on the information related to items entered in the inventory				
2.8	Enter information in accounting software.	Loading the software and access to the menu Modifications		Become familiar with automated accounting tools.		
PHASE 3: PREPARATION OF AN APPLICATION FOR FINANCING INCLUDING PROJECTED FINANCIAL STATEMENTS (Block 3)					Duration: 35%	
3.1	Collect the information used to establish financial projections.	Projections				
3.2	Define and determine the break-even point.					
3.3	Define and interpret the key ratios.					
3.4	Determine the financial information to include in the financial resources plan.	Cost of starting up Sources of financing and costs Cash budget, etc.		3 Projected financial statements 3.1 Prepare their projected financial statements. 3.2 Present a financial analysis.	40	30 10
3.5	Choose the sources, types and forms of financing appropriate to the proposal and their needs.					

* W_I: relative weighting of indicators; W_C: relative weighting of criteria

ANALYSIS AND PLANNING TABLES
STARTING A BUSINESS (5764)

946 505 – THE FINANCIAL PLAN (Module 6)			Duration: 75 hours			
Statement of the competency: <i>To organize and process the information needed to secure business financing</i>						
COMPETENCY		LEARNING		EVALUATION		
Learning Focuses		Guidelines	Activities (References)	Participation Indicators and Criteria	W_I	W_C
3.6	Choose a sponsor suited to their needs.	Services Rates Terms and conditions		4 The financial plan 4.1 Discuss their application for financing with the teacher-entrepreneur. 4.2 Complete the section of the business plan relating to the financial plan.	40	10 30
3.7	Assess the importance of acquiring the skills needed to negotiate the financing of a business.	Confidence in themselves and their business proposal Ability to sell themselves and their ideas In-depth knowledge of their proposal Negotiating methods, etc.		Evaluate the behaviours and attitudes that need to be developed in order to negotiate financing.		

* W_I: relative weighting of indicators; W_C: relative weighting of criteria

STARTING A BUSINESS (5764)

946 505 – THE FINANCIAL PLAN (Module 6)

INFORMATION ON THE EVALUATION

Evaluation of the candidates' participation will be based on information gathered at certain times during the learning activities. However, a final decision on a criterion should be made only at the end of the corresponding phase in the learning situation.

The evaluation should not focus on the accuracy of the information, but on whether the candidates produced appropriate assignments.

The teacher will decide on the order of the learning activities.

PHASE 1: INTRODUCTION TO GENERAL FINANCIAL MANAGEMENT PRINCIPLES

1 INFORMATION GATHERED

1.1 Present the criteria taken into account when applying for financing

It is important to clearly indicate the type of information the candidates must gather.

The candidates are expected to gather relevant information on the criteria taken into account when applying for financing and to meet with the teacher-entrepreneur to discuss their research and explain how it relates to their business proposal.

The information gathered should provide a basic overview of the topics covered, but not a complete, rigorously accurate description of the situation.

PHASE 2: INTRODUCTION TO BASIC ACCOUNTING CONCEPTS

2 FAMILIARITY WITH ACCOUNTING DOCUMENTS

2.1 Identify the accounting documents necessary for recording and checking their business transactions

The candidates present a list of the accounting documents they need for their business and discuss them with the teacher-entrepreneur.

PHASE 3: PREPARATION OF AN APPLICATION FOR FINANCING INCLUDING PROJECTED FINANCIAL STATEMENTS

3 PROJECTED FINANCIAL STATEMENTS

3.1 Prepare their projected financial statements

It is important to clearly specify the type of information the candidates must gather.

The candidates must decide what financial information to include in the financial resources plan.

3.2 Present a financial analysis

Candidates are expected to present, in writing or orally, an analysis of their financial information. This analysis may be done by the candidate or by another person.

4 THE FINANCIAL PLAN

4.1 Discuss their application for financing with the teacher-entrepreneur

At a meeting with the teacher-entrepreneur, the candidates outline the steps in their application for financing.

The teacher-entrepreneur must remain neutral, provide assistance, and ensure that the candidates have properly understood all the elements involved in an application for financing.

4.2 Complete the section of the business plan relating to the financial plan

Candidates must write this section of the business plan in accordance with the standards of presentation and content.

Their business proposals should contain a financial plan.

PARTICIPATION EVALUATION FORM

STARTING A BUSINESS	Program code:	5764
6 – The Financial Plan	Module code:	946 505
Candidate's name: _____		
School: _____	RESULT:	
Permanent code: _____	PASS	FAIL
Date of examination: _____	<input type="checkbox"/>	<input type="checkbox"/>
Examiner's signature: _____		

PARTICIPATION COMPONENTS	RESULT	
	YES	NO
PHASE 1: INTRODUCTION TO GENERAL FINANCIAL MANAGEMENT PRINCIPLES		
1 INFORMATION GATHERED		
1.1 Present the criteria taken into account when applying for financing:	Yes	No
- entrepreneurial profile	<input type="checkbox"/>	<input type="checkbox"/>
- presentation of documents	<input type="checkbox"/>	<input type="checkbox"/>
- investments and guarantees	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
PHASE 2: INTRODUCTION TO BASIC ACCOUNTING CONCEPTS		
2 FAMILIARITY WITH ACCOUNTING DOCUMENTS		
2.1 Identify the accounting documents necessary for recording and checking business transactions	<input type="checkbox"/>	<input type="checkbox"/>
PHASE 3: PREPARATION OF AN APPLICATION FOR FINANCING INCLUDING PROJECTED FINANCIAL STATEMENTS		
3 PROJECTED FINANCIAL STATEMENTS		
3.1 Prepare their projected financial statements:		
- cash budgets	<input type="checkbox"/>	<input type="checkbox"/>
- cost and financing	<input type="checkbox"/>	<input type="checkbox"/>
- projected income statements	<input type="checkbox"/>	<input type="checkbox"/>
- projected balance sheets	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

PARTICIPATION COMPONENTS		RESULT	
		YES	NO
3.2	Present a financial analysis	<input type="checkbox"/>	<input type="checkbox"/>
4 THE FINANCIAL PLAN			
4.1	Discuss their application for financing with the teacher-entrepreneur	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Complete the section of the business plan relating to the financial plan:		
		Yes	No
	- cash budget, year 1	<input type="checkbox"/>	<input type="checkbox"/>
	- cash budget, year 2	<input type="checkbox"/>	<input type="checkbox"/>
	- costs and financing, year 1	<input type="checkbox"/>	<input type="checkbox"/>
	- projected income statements	<input type="checkbox"/>	<input type="checkbox"/>
	- projected balance sheets	<input type="checkbox"/>	<input type="checkbox"/>
	- break-even point	<input type="checkbox"/>	<input type="checkbox"/>
	- financial ratios	<input type="checkbox"/>	<input type="checkbox"/>
Pass/fail conditions: four YESes out of a possible six, and a YES for components 3.1 and 4.2			

Comments: _____
