

## Specialist High Skills Major

### Contextualized Learning Activity

Contact Information	
<b>Board</b>	Waterloo Catholic District School Board
<b>Development date</b>	July 2009
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<b>Specialist High Skills Major</b>	Hospitality and Tourism
<b>Course code and course title</b>	BOG4E Business Leadership: Becoming a Manager
<b>Name of contextualized learning activity/activities</b>	Management of a Restaurant
<b>Brief description of contextualized learning activity/activities</b>	In this CLA, students will learn about types and forms of business ownership. Organizational structure and social responsibility will also be taught. All of this knowledge will be put together to analyze the real life application of it on restaurants. A guest speaker, a local restaurateur, will come and speak to the class to help them understand, challenges, set backs, needs, etc... of running a restaurant. All of the knowledge will then be put to task in a project where students (in pairs) select a local business to research. This final project will have students write a business report, as well as prepare a PowerPoint Presentation.
<b>Duration</b>	10 hours

## Specialist High Skills Major

<b>Overall expectations</b>	<p>RMV.01: demonstrate an understanding of the role of a manager in an organization;</p> <p>RMV.04: demonstrate the use of appropriate communication techniques for business managers.</p>
<b>Specific expectations</b>	<ul style="list-style-type: none"> <li>— describe the levels and types (e.g., general, functional, line, staff) of managers found in an organization;</li> <li>— explain the need for ethical and socially responsible behaviour in business management;</li> <li>— use appropriate techniques when making group and individual presentations;</li> <li>— demonstrate the ability to use information technology and other tools that help managers improve productivity and profitability (e.g., word processing, desktop publishing, e-mail, electronic research tools, spreadsheets);</li> <li>— Use proper business vocabulary in oral and written communication.</li> </ul>
<b>Catholic graduate expectations (if applicable)</b>	<p>-applies effective communication, decision-making, problem-solving, time and resource management skills;</p> <p>-works effectively as an interdependent team member;</p>
<b>Essential Skills and work habits</b>	<p><b><u>Essential Skills</u></b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Writing</li> <li><input checked="" type="checkbox"/> Document Use</li> <li><input checked="" type="checkbox"/> Computer Use</li> <li><input checked="" type="checkbox"/> Oral Communication</li> </ul> <p><b><u>Thinking Skills</u></b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Job Task Planning and Organizing</li> <li><input checked="" type="checkbox"/> Finding Information</li> </ul> <p><b><u>Work habits</u></b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teamwork</li> <li><input checked="" type="checkbox"/> Reliability</li> <li><input checked="" type="checkbox"/> Organization</li> <li><input checked="" type="checkbox"/> Working Independently</li> <li><input checked="" type="checkbox"/> Initiative</li> </ul>

## Instructional/Assessment Strategies

### Teacher's notes

- Teacher should look ahead to book a guest speaker
- A computer lab will be needed to prepare report and presentation. The day of presentations the teacher will need to ensure that they have a projector.
- At the beginning of the lessons tell students that they will need to start thinking about a business that they, and their partner, can visit.
- Prior to discussing franchising (#2 below) with the class it is suggested that the teacher research costs and examples to share with students.

**Context** *(Note, as it is a workplace class, teachers are encouraged to use various creative modes to teach the content for this CLA, however notes are attached for teacher reference)*

1. Teach forms of business ownership - Appendix A provides teacher notes, and a self-directed student worksheet.
2. Discuss types of business – note directly related to restaurants is attached as Appendix B. .
3. Discuss the concept of how to organize a business. Discuss various type of business to demonstrate different business have different structures. Appendix C has a sample restaurant organizational structure.
4. Contact [www.bus-edpartnership.org](http://www.bus-edpartnership.org) to get a restaurant manager to come in and discuss owning/running a restaurant. (refer to the assignment for more specific information for the guest speaker to discuss)
5. Think/pair/share. Discuss the concept of social responsibility with students and have them think/pair share examples in the real world of responsible and irresponsible companies. Appendix D has a definition and some examples if students need some discussion prior to coming up with their own examples.
6. Discuss PowerPoint tips (Appendix E) with students and handout the Restaurant Management Project (Appendix F)

### Strategies

Students will engage in a variety of instructional strategies throughout the activities in this Contextualized Learning Activity component. Teacher can provide instruction in various forms (discussions, handouts, PowerPoint, guest speaker), in order to accommodate various learning strategies. In addition to this students will work in both small groups and individually on activities.

### Assessment and Evaluation of Student Achievement

As you plan, please keep the following important considerations in mind:

<i>How will we know students are learning?</i>	<i>How will we know students have learned?</i>
1. Class discussions	Diagnostic assessment
2. Forms of Ownership Worksheet	Formative assessment
3. Think/Pair/Share	Diagnostic assessment
4. Guest Speaker (Q & A)	Diagnostic assessment
5. Final Culminating Project	Summative assessment
<b>Assessment tools</b> <ul style="list-style-type: none"><li>• rubrics</li><li>• worksheets</li></ul>	

### Accommodations

As with all instruction, teacher should make accommodations based on individual student needs in consultation with the students IEP and OSR.

### List of Attachments

[Appendix A](#) – Forms of Business Ownership

[Appendix B](#) – Who Owns the Restaurants

[Appendix C](#) – Organizational Structure

[Appendix D](#) – Social Responsibility

[Appendix E](#) - PowerPoint Tips

[Appendix F](#) – Restaurant Management Assignment

Attachment: Article on Verses Restaurant

### **Forms of Business Ownership**

1. **Sole Proprietorship**: A business with one owner

**Advantages:**

- Low start up costs: easy and inexpensive to create
- All profits go the owner
- Freedom of operation: Make all the decisions, independent work, don't have to divulge any information to competitors, decisions made quicker
- Ease of Dissolution: When you want to cease operations you simply shut down
- Few government regulations: main regulation involves using a name other than your own, but that is about it

**Disadvantages:**

- Unlimited liability: you are held personally responsible for all of the debt of your business. Could lose your house, car, etc...
- Difficulty raising capital
- Limited resources: running your own business means running all functional areas which you may not be knowledgeable in

2. **Partnership**: A business run by 2 or more individuals.

- a. General: all partners are held liable for business debts
- b. Limited: some general partners, but also some partners who are only liable for a limited amount of debt

**Advantages:**

- Ease of formation
- Low start up costs – often only a small registration fee
- Additional capital and talent – bigger pool of funds and knowledge
- Limited liability: Some partnerships have unlimited liability (often accountants, lawyers)
- Limited government regulation

**Disadvantages:**

- Unlimited liability
- Divided authority: conflict among partners
- Lack on continuity: depending on the partnership agreement if one partner wants out or dies the business will cease to exist
- Difficulty finding suitable partners: tough to find entrepreneurs with right combination of capital, talent and complete character traits.

3. **Corporation**: Legal entity that exists separately from their owners (shareholders) and is run by a board of directors

Two types of corporations

- i. Public corporations: Those that sell shares to the public to raise money
- ii. Private corporations: They have a limited number of shareholders (< 50)

## Appendix A

### **Advantages:**

- Limited Liability: Shareholders are only liable for their investment in the business, they are not responsible for other debts incurred by the business
- Ease of raising capital
- Continuous existence
- Specialized management

### **Disadvantages:**

- Expensive to organize: costs to incorporate and legal fees
- Government restrictions: required to maintain precise records and file certain documents
- Lack of privacy: required to provide shareholder with an annual reports containing information that might be advantageous to the competition
- Double taxation: Profits taxed twice – as corporation profits and shareholder income

## Types of Business Ownership

There are thousands of different businesses found in Canada that take many forms and shapes. But regardless of their purpose, the form of ownership is limited to 4 main types - sole proprietorship, partnership, corporation, and cooperatives.

Using the Internet, complete the following chart in order to become familiar with the various forms of business ownership available in Canada.

### TIPS:

Be creative in your search!! If you know an example from your own experience, use it!! If not, be creative in your search:

Examples:

1. To find the advantages and disadvantages of a "Sole Proprietorship", I simply entered "Sole Proprietorship advantages disadvantages" into Google's search engine and I was able to find numerous sites to find my information.
2. If you need help in finding examples of these businesses in the Kitchener area, use the same strategy as above – simply type "Kitchener Sole Proprietor examples" and your results will be numerous.

Type of Business Ownership	Description	Advantages	Disadvantages	Size (small, midsize, large)	3 Examples in the Kitchener / Waterloo Community
Sole Proprietorship	An unincorporated business owned by a single individual, or proprietor	<ul style="list-style-type: none"> <li>• Easy to start/establish (e.g. low start-up costs)</li> <li>• Control the entire business/decisions</li> <li>• Keep all the profits</li> <li>• Make decisions quickly</li> <li>• Pay few taxes (e.g. tax advantages to small businesses)</li> <li>• Greatest freedom from regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Have full responsibility of the business</li> <li>• Unlimited liability – full liability for all the debts</li> <li>• May be difficult to raise capital</li> <li>• Lack of continuity – (e.g. if owner dies, business dies)</li> </ul>	Small in scale	<ol style="list-style-type: none"> <li>1. Dollarama</li> <li>2. Techtown Dentistry</li> <li>3. Palmer Roofing</li> </ol>
Partnership					
Corporation					
Co-operative					

## WHO OWNS THE RESTAURANTS?

### Individual Ownership

- Family owned or owned by one large corporation
- Chief benefits – owner has complete control of policies and procedures and gets to keep all profits from the property
- Owner assumes all the risk

### Corporate or Chain Ownership

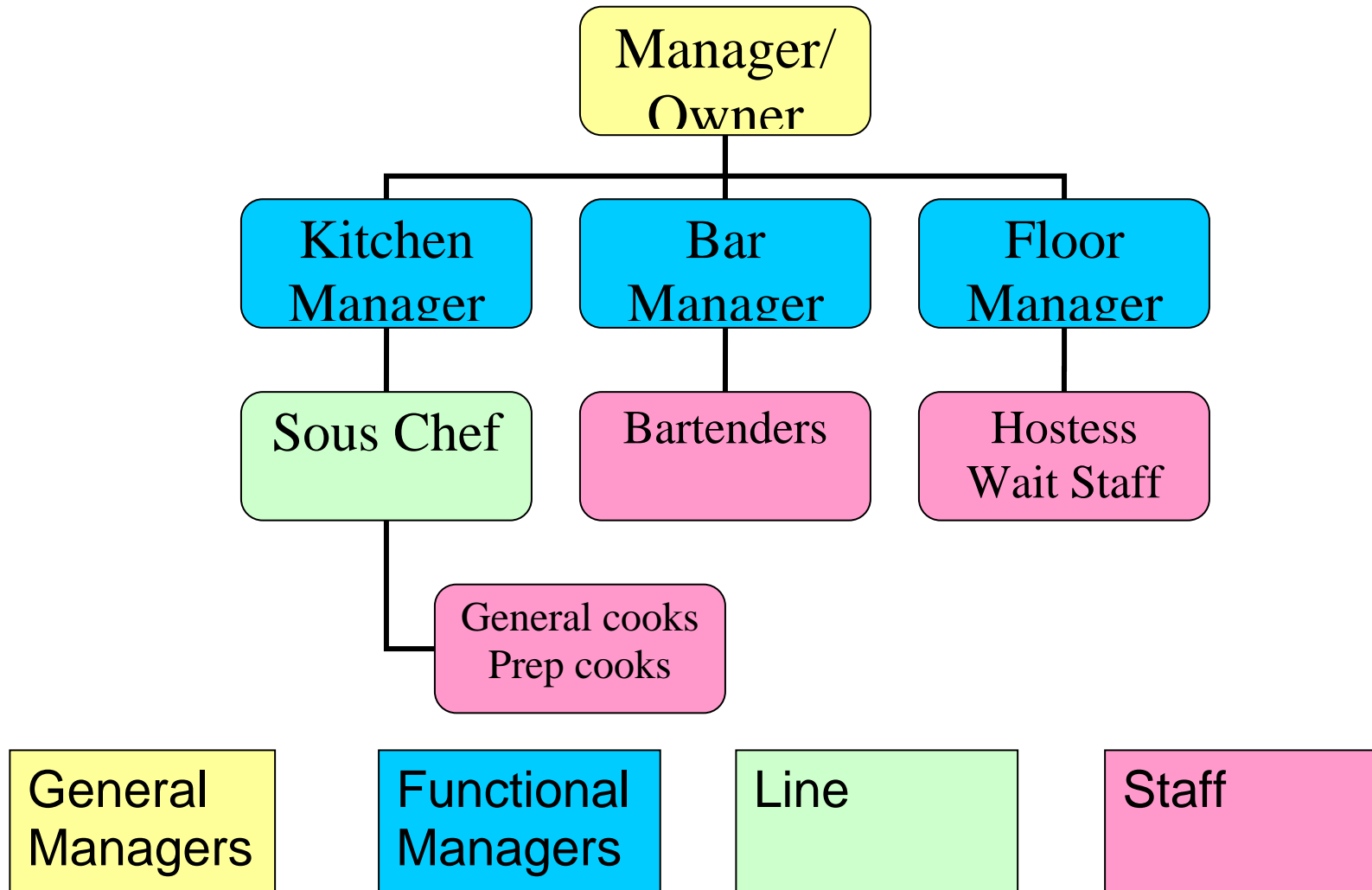
- Chain owns the building and staffs it with its own employees – Corporate owned
- All the benefits of Individual ownership
- Expansion is limited to the amount of \$\$ available
- **Example: The Keg.** In Canada, the metropolitan areas of Toronto, Vancouver, Montreal, Calgary and Edmonton are designated as corporately owned and operated. All other Canadian markets are current or potential franchise markets. Following this same philosophy, we have opened corporate locations in American metropolitan areas and will evaluate other areas as potential franchise markets. We are continuing to evaluate other U.S. markets for both corporate and franchise opportunities.

### Franchise

- Restaurant owner contracts with an established chain to operate the property under the chain's name (i.e. McDonald's, Shoeless Joe's, etc.)
- Owner- franchisee pays an initial fee, monthly franchise fee of between 3 and 6 % of gross sales, abides by management policies of the chain
- Chain – franchisor provides assistance in staff selection and training, marketing, sales and advertising, central reservations, recognizable image of chain's name
- **MOST COMMON FORM OF OWNERSHIP** – way to expand without substantial capital investment
- *As a group discuss different examples and what is required*



## Sample Organizational Structure



## **Social Responsibility**

The principle that companies should contribute to the welfare of society and not be solely devoted to maximizing profits.

Socially responsible companies can act in a number of ways to benefit society. For example, companies can give money to the arts, fund academic scholarships, support community-building initiatives, and so on. They can also commit to not pollute or to reduce the pollution they put out, to not build weapons, and so forth.

- Dictionary.com

Examples of socially responsible companies:

- HBC – conserving energy, becoming ‘green’
- Tim Horton’s – Timbit Hockey/camps
- RIM – funding for parks/schools/hospitals/academic research
- Starbucks – uses fair trade coffee

Socially irresponsibility

- Tim Horton’s – drive thru gas emissions
- Wal-Mart – are they giving employees/communities enough?
- Nestle - Baby food scandal, bottled water
- Tobacco companies – hiding the true effects of cigarettes for decades



## PowerPoint Rules to Live By!

- Content is the **most** important part of your presentation
  - Give your slides a title - keep 'like' topics together.
  - Too much text makes the slide unreadable. Keep it simple!
- Once you know what you are saying, then you can format it keeping the following in mind:
  - Use contrast: light on dark or dark on light.
  - Font should be consistent and at least a size 28.
  - Numbers in tables are both hard to see and to understand. Get creative - i.e. pie charts, graphs, etc...
  - Backgrounds should never distract from the presentation. Keep them consistent.
  - Animation effects can be interesting when used in moderation. Too much animation/transitions is distracting.
  - **Proof read everything - it doesn't automatically spell check for you**
- When presenting **DO NOT** read your slides, use slides as prompts for yourself

## Restaurant Management Project

### Task 1

In pairs, choose a local restaurant that you are interested in and prepare a business report.

Your report should include the following subheadings:

- Form of business ownership (partnership, sole proprietorship, etc.)
- Type of business (franchise)
- Classification of restaurant (roadhouse, family, etc...)
- Description of menu (pub grub vs. fine dining)
- Location
- Layout of the restaurant (photos are acceptable)
- Number of employees and positions (front and back of house)
- Organizational chart of employees – describe levels and types of managers
- Social contributions
- Photos of the business establishment
- Owners/Manager and Chef's role in the business

### Task 2

Prepare a 10 minute PowerPoint presentation to inform the class about the business. Your PowerPoint should not be longer than 12 slides.

Rubric	Level 1 50-59% Limited	Level 2 60-69% Some	Level 3 70-79% Considerable	Level 4 80-100% Excellent
Knowledge and understanding <ul style="list-style-type: none"> <li>Demonstrates an understanding of: role of a manager in an organization, how a business operates</li> </ul>				
Thinking and Inquiry <ul style="list-style-type: none"> <li>Uses critical and creative thinking skills in selecting relevant information for the business profile</li> </ul>				
Communication <ul style="list-style-type: none"> <li>Use proper business vocabulary in oral and written communication</li> <li>Use appropriate techniques when making group presentation</li> </ul>				
Application <ul style="list-style-type: none"> <li>Able to create an effective PowerPoint presentation</li> <li>Makes connections between course content and project</li> </ul>				