

Starting a Business

Training Sector

1

Administration,
Commerce and
Computer Technology

Reach for
your **Dreams**

Québec 



Vocational Training Program

5764

Starting a Business

Training Sector

1

Administration,
Commerce and
Computer Technology

Formation professionnelle et technique
et formation continue

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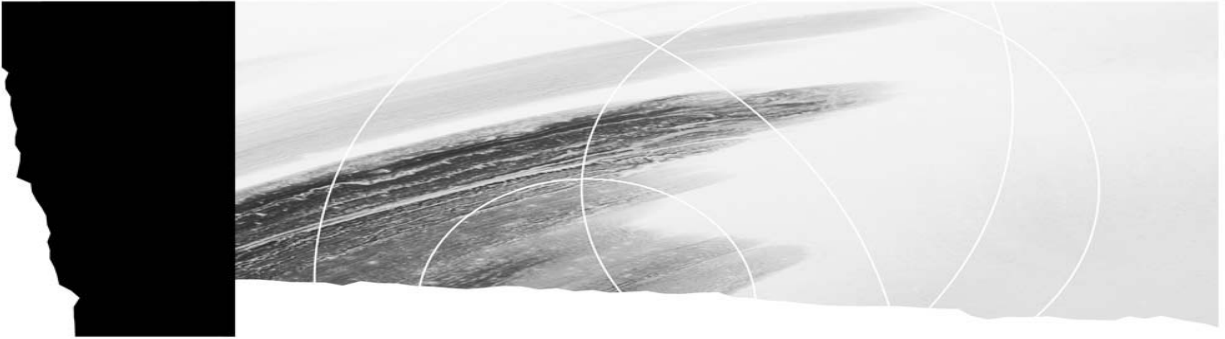
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Starting a Business

Year of approval: 2003

Certification:	Attestation of Vocational Specialization
Number of credits:	22
Number of modules:	6
Total duration:	330 hours

There are no admission requirements for this program of study.

Introduction to the Program

The vocational training curriculum, from which this program of study derives, is the responsibility of both the Ministère de l'Éducation, which develops programs and their teaching guides, and the educational institutions, which implement the programs and the evaluation process. The objectives of this program are compulsory.

Programs of study provide teachers with a frame of reference for planning teaching activities. They define the scope of teaching strategies by identifying the broad educational orientations to be favoured and the objectives to be attained. By successfully completing a program, students acquire not only the entry-level competencies required by the workplace in order to practise a trade or occupation, but also learning that provides students with a certain degree of versatility.

The duration of the program is 330 hours, which includes 240 hours spent on the specific competencies required to practise the trade and 90 hours on general, work-related competencies. The program of study is divided into 6 modules, which vary in length from 30 to 105 hours. The total hours allocated to the program include time devoted to evaluation for certification purposes and to remedial work.

Title of Module	Code	Module	Hours	Credits
The Business Proposal and the Training Process	946 452	1	30	2
Computer Tools	946 462	2	30	2
The Business Plan Outline	946 472	3	30	2
Marketing and Sales	946 487	4	105	7
Planning Resources	946 494	5	60	4
The Financial Plan	946 505	6	75	5

Glossary

Program

A vocational training program is a coherent set of competencies to be acquired. It is formulated in terms of objectives and divided up into modules for administrative purposes. It describes the learning expected of students in accordance with a given performance level. Published as an official pedagogical document, the program leads to the recognition of training qualifying students to practise a trade or occupation.

Competency

A competency is the ability to act successfully and evolve in order to adequately perform work-related tasks or activities, based on an organized body of knowledge and skills from a variety of fields, perceptions, attitudes, etc.

Objectives

Objectives refer to the operational aspect of a competency to be acquired. They are expressed in terms of specific requirements and serve as the practical basis for teaching, learning and evaluation. Objectives are either behavioural or situational.

Objectives also provide indicators for learning related to acquiring a competency. These indicators are grouped according to elements of the competency (in the case of behavioural objectives), and according to phases of the learning context (in the case of situational objectives).

1. Behavioural Objective

A behavioural objective is a relatively closed objective that describes the actions and results expected of the student. Behavioural objectives consist of the following components:

- The *statement of the competency*, which is the result of the job analysis, the general goals of the program and other determinants.
- The *elements of the competency*, which describe essential elements that are necessary in order to understand the competency and are expressed in terms of specific behaviours. They refer to the major steps involved in performing a task or the main components of the competency.
- The *achievement context*, which corresponds to the situation in which the competency is exercised at entry-level on the job market. The achievement context does not specify the context for learning or evaluation.
- The *performance criteria*, which are given for each element and define the requirements by which to judge the attainment of the competency. Those not associated with a specific element may refer to several elements or to the competency as a whole, in which case they correspond to the requirements for performing a task or activity and indicate the expected level of performance or the overall quality of a product or service.

Evaluation is based on expected results.

2. Situational Objective

A situational objective is a relatively open-ended objective that outlines the major phases of a learning situation in which a student is placed. It allows for output and results to vary from one student to another. Situational objectives consist of the following components:

- The *statement of the competency*, which is the result of the job analysis, the general goals of the program and other determinants.
- The *elements of the competency*, which outline the essential aspects of the competency and ensure a better understanding of the expected outcome.
- The *learning context*, which provides a broad outline of the learning situation designed to help the students develop the required competency. It is normally divided into three phases of learning:
 - information
 - participation
 - synthesis
- The *instructional guidelines*, which provide guidelines and means to ensure that learning takes place and that the context in which it occurs is always the same. These guidelines may include general principles or specific procedures.
- The *participation criteria*, which describe requirements the students must fulfill when participating in the learning activities. They focus on how the students take part in the activities rather than on the results obtained. Participation criteria are normally provided for each phase of the learning context.

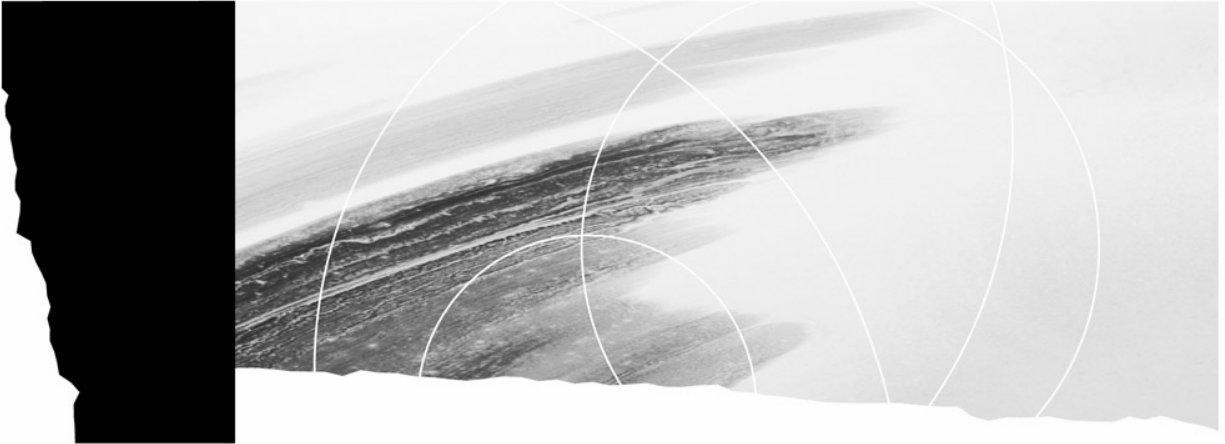
Evaluation is based on the student's participation in the activities suggested in the learning context.

Module

A module is a component of the program of study comprising a compulsory objective.

Credit

A credit is a unit used for expressing quantitatively the value of the modules in a program of study. One credit corresponds to 15 hours of training. Students must accumulate a set number of credits to obtain a diploma or attestation.



Part I

**Program Goals and General
Objectives**

**Program Competencies and
Grid of Competencies**

Harmonization

Program Goals and General Objective

The *Starting a Business* program prepares students to practise the occupation of entrepreneur.

The program goals of the *Starting a Business* program are based on the general goals of vocational training, with special consideration given to the work situation. These goals are:

- To help students develop effectiveness in the practice of an occupation, that is:
 - to teach students the steps involved in starting a business
 - to teach students how to prepare and present a business proposal
 - to teach students how to use computer tools
 - to help students adopt attitudes associated with work ethics and a sense of responsibility
 - to instill in students a concern for effective communication
- To help students integrate into the work force, that is:
 - to help students assess their potential as entrepreneurs
 - to familiarize students with the working context of entrepreneurs
 - to familiarize students with their rights and responsibilities as entrepreneurs
- To foster students' personal development and acquisition of occupational knowledge, skills, perceptions and attitudes, that is:
 - to help students develop initiative, creativity, autonomy, the desire to succeed and a sense of responsibility
 - to help students adopt positive attitudes when faced with uncertainty
 - to help students increase their ability to learn, make enquiries, seek advice and gather information

The following are the general objectives of the *Starting a Business* program. The corresponding statements of competency accompany each objective.

- To help students acquire the competencies required to successfully integrate into the place of training and the business world, that is:
 - to determine their suitability for their business proposal and the training process
- To help students acquire the competencies required to follow procedures necessary for starting and running a business, that is:
 - to research and process information
 - to prepare a business plan outline
- To help students acquire the competencies required to plan business activities, that is:
 - to determine market analysis, marketing and sales strategies
 - to determine the human, material and physical resources needed to start and run a business
 - to organize and process the information needed to secure business financing

Program Competencies and Grid of Competencies

List of Competencies

- Determine their suitability for their business proposal and the training process
- Research and process information
- Prepare a business plan outline
- Determine market analysis, marketing and sales strategies
- Determine the human, material and physical resources needed to start and run a business
- Organize and process the information needed to secure business financing

Grid of Competencies

The grid of competencies shows the relationship between general competencies, which correspond to work-related activities, and specific competencies, which are required to practise the particular trade, as well as the major steps in the work process.

The general competencies appear on the horizontal axis and the specific competencies, on the vertical axis. The symbol (\triangle) indicates a correlation between a specific competency and a step in the work process. The symbol (\circ) indicates a correlation between a general and a specific competency. Shaded symbols indicate that these relationships have been taken into account in the formulation of objectives related to specific competencies.

The logic used in constructing the grid influences the course sequence. Generally speaking, this sequence follows a logical progression in terms of the complexity of the learning involved and the development of the students' autonomy. The vertical axis presents the specific competencies in the order in which they should be acquired. The modules on the horizontal axis should be taught in relation to those on the vertical axis. This means that some modules are prerequisite to others, while other modules are taught concurrently.

GRID OF COMPETENCIES										
SPECIFIC COMPETENCIES	Competency Number	Type of Objective	Duration (in hours)	GENERAL COMPETENCIES			WORK PROCESS			
				Determine their suitability for their business proposal and the training process	Research and process information	Prepare a business plan outline	Do research	Organize information	Write documents	Make decisions
STARTING A BUSINESS										
Competency Number				1	2	3				
Type of Objective				S	B	B				
Duration (in hours)				30	30	30				
Determine market analysis, marketing and sales strategies	4	S	105	O	●	●	▲	▲	▲	▲
Determine the human, material and physical resources needed to start and run a business	5	S	60	O	●	●	▲	▲	▲	▲
Organize and process the information needed to secure business financing	6	S	75	O	●	●	▲	▲	▲	▲

Harmonization

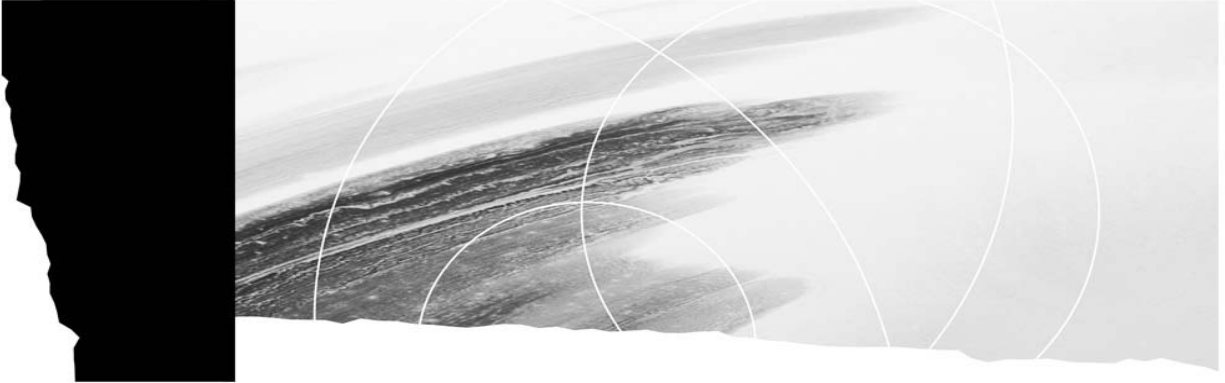
The Ministère de l'Éducation harmonizes its vocational and technical programs by establishing similarities and continuity between secondary- and college-level programs within a particular sector or between sectors, in order to avoid overlap in program offerings, recognize prior learning and facilitate the students' progress.

Harmonization establishes consistency between training programs and is especially important in ensuring that the tasks of a trade or occupation are clearly identified and described. Harmonization makes it possible to identify tasks requiring competencies that are common to more than one program. Even if there are no common competencies, training programs are still harmonized.

Harmonization is said to be “inter-level” when it focuses on training programs at different levels, “intra-level” when it focuses on programs within the same educational level, and “inter-sector” when carried out between programs in various sectors.

An important aspect of harmonization is that it allows the common features of competencies to be identified and updated as needed. Common competencies are those that are shared by more than one program; once acquired in one program, they can be recognized as having been acquired in another. Competencies with exactly the same statement and elements are said to be identical. Common competencies that are not identical but have enough similarities to be of equal value are said to be equivalent.

The *Starting a Business* program does not share any competencies with other programs at this time.



Part II

Objectives

Module 1 Duration: 30 hours

Situational Objective

Statement of the Competency

To determine their suitability for their business proposal and the training process.

Elements of the Competency

- Understand the training program.
- Define their entrepreneurial profile.
- Identify the characteristics of entrepreneurs and career requirements.
- Assess their career choice with respect to their needs and expectations.
- Define their business proposal.

Learning Context

Information Phase: The Training Program and Entrepreneurship

- Becoming familiar with the program's goals, objectives and educational aims.
- Understanding the relationship between the modules of the program.
- Learning about the training process and the conditions for evaluation.
- Learning about the profile of entrepreneurs and the requirements of their occupation.
- Learning about the different types of entrepreneurship.
- Learning about the various legal identities of businesses.

Participation Phase: Evaluation of Their Potential and Their Personal Goals in Terms of Entrepreneurship

- Drawing up a list of their professional, personal, social and family accomplishments.
- Defining their priorities and the objectives they wish to attain in their professional, personal, social and family life.
- Identify the strengths that will help them in their work as entrepreneurs and the weaknesses they will need to overcome.

Synthesis Phase: Evaluation and Confirmation of Their Commitment to the Training Process and Their Goal to Become Entrepreneurs

- Comparing their profile with the requirements of the training and of starting a business.
- Explaining why they wish to pursue or abandon their training.
- Establishing the principles and orientations of their business proposal.
- Assessing their business proposal and their entrepreneurial profile.

Instructional Guidelines

- Prepare all relevant reference materials.
- Provide students with the tools they will need to draw up their profile as entrepreneurs.
- Promote contact between the students and resource persons who show entrepreneurial spirit.
- Ensure the cooperation of resource people who can help students carry out their business proposals (entrepreneurs, mentors).
- Provide students with the means to assess and develop their creativity.
- Organize discussions to help students exchange ideas about their approach.
- Respect the students' choices and the confidentiality of their ideas.
- Provide information sources for exploration and research.

Participation Criteria

Information Phase

- Participate in the presentation on the training program.
- Gather information provided by the teacher-entrepreneur concerning program conditions.
- Express their views on the training program.
- Gather information on what is required of entrepreneurs or being self-employed.
- Express their views on being entrepreneurs.

Participation Phase

- Present a list of their professional, personal, social and family accomplishments, as well as their current and long-term goals.
- Draw up their entrepreneurial profile and understand how it relates to what is required of entrepreneurs.
- Explain how they plan to use their strengths and overcome their weaknesses.

Synthesis Phase

- Discuss with a teacher-entrepreneur why they wish to pursue or abandon the training program.
- Confirm their commitment to the training program.
- Present the features of their business proposal.
- Determine the mission statement and the objectives of their business.

Module 2 Duration: 30 hours

Behavioural Objective

Statement of the Competency

To research and process information.

Achievement Context

- Given needs commonly encountered when starting a business
- Given various information sources such as manuals, guides, the Internet (e.g. <www.infoentrepreneurs.org>), public databases, etc.
- Using:
 - a word-processing program
 - a spreadsheet program

Elements of the Competency

Performance Criteria

1. Select and consult reference sources.

- Selection of appropriate reference sources
- Variety of sources selected
- Efficient searching using hypertext links
- Efficient use of Internet search engines and criteria

2. Extract information.

- Accurate interpretation of information
- Relevance of information extracted
- Correct procedure for importing files
- Correct setting of printing parameters
- Methodical note-taking
- Observance of copyrights

3. Use the file manager of the operating system.

- Appropriate use of windows, mouse and toolbar
- Logical creating and naming of files and folders
- Efficient location of files and folders
- Accurate recording of data
- Proper printing of data

4. Use the basic functions of a word-processing program.

- Accurate identification of page layouts
- Appropriate choice of formats
- Proper use of windows and toolbar

5. Use the basic functions of a spreadsheet program.

- Proper use of simple formulas
- Proper use of cells
- Appropriate selection of printing feature

For the competency as a whole

- Efficient use of information sources
- Correct use of terminology
- Proper use of operating system
- Efficient management of files and folders
- Demonstration of autonomy and initiative
- Observance of work ethics

Module 3 Duration: 30 hours

Behavioural Objective

Statement of the Competency

To prepare a business plan outline.

Achievement Context

- Given information sources
- Using research tools

Elements of the Competency

Performance Criteria

1. Define the business plan.

- Correct understanding of the role of a business plan
- Complete list of the sections of a business plan
- Accurate identification of presentation standards

2. Determine the characteristics of a business plan.

- Relevant information gathered using a typical plan
- Appropriate use of various business plans
- Appropriate choice of model

3. Develop a business plan outline.

- Proper use of model
- Observance of presentation standards

For the competency as a whole

- Appropriate use of information
- Proper use of research tools
- Conformity with the characteristics of the business proposal
- Observance of principles for writing business plans

Module 4 Duration: 105 hours

Situational Objective

Statement of the Competency

To determine market analysis, marketing and sales strategies.

Elements of the Competency

- Be familiar with the information contained in a marketing and sales plan.
- Understand the importance of a carefully designed marketing and sales plan.
- Apply techniques for developing a marketing and sales plan.

Learning Context

Information Phase: Market Research, and the Marketing and Sales Plan

- Learning about the information contained in market research.
- Learning about the components of a marketing plan.
- Learning about various media and promotional tools.
- Learning about the modes and steps in the sales process.

Participation Phase: Consideration of the Impact of the Market Research and the Marketing and Sales Plan on the Business Plan

- Discussing with the teacher-entrepreneur the methodology for their market research.
- Identifying the media and the promotional tools to use in their communication plan.
- Understanding the importance of developing a marketing and sales plan.
- Comparing various sales approaches.

Synthesis Phase: Application of Techniques for Conducting Market Research and Designing a Marketing and Sales Plan

- Conducting market research.
- Identifying the information contained in a marketing and sales plan.
- Identifying the marketing strategies most relevant to their objectives.
- Planning their sales strategy.
- Estimating the budget needed for their marketing and sales plan.

Instructional Guidelines

- Encourage students to participate in discussions and to express their opinions.
- Provide appropriate reference materials (e.g. print, electronic, video or other format).
- Help students understand the advantages of sharing their experiences with one another.
- Provide students with the support they need to communicate with various resource persons (e.g. advertising, marketing, sales, communications).
- Give students the opportunity to present their proposals.
- Encourage students to use communication techniques.
- Provide students with the basic framework for their market research, marketing plan and communication plan.

Participation Criteria

Information Phase

- Gather the information to include in their market research.
- Gather the information to include in the marketing and sales plan.

Participation Phase

- Present the outline of their market research.
- Comment on their communication plan.
- Compare various sales approaches.

Synthesis Phase

- Complete the section of the business plan relating to their business idea.
- Complete the section of the business plan relating to their market research.
- Complete the section of the business plan relating to their marketing plan.
- Complete the section of the business plan relating to their communication plan.
- Complete the section of the business plan relating to their sales strategy.

Module 5 Duration: 60 hours

Situational Objective

Statement of the Competency

To determine the human, material and physical resources needed to start and run a business.

Elements of the Competency

- Understand the principles behind the planning of human, material and physical resources.
- Understand the importance of determining their needs in terms of human, material and physical resources.
- Apply techniques for developing an operating plan for human, material and physical resources.

Learning Context

Information Phase: Identification of Principles Behind the Planning of Human, Material and Physical Resources

- Learning about concepts related to human, material and physical resources.
- Learning about techniques for planning human, material and physical resources.
- Determining their needs in terms of human, material and physical resources.
- Learning about the role and qualities of a good manager and their impact on a business.
- Learning about the legal issues and legislation involved in starting and running a business.

Participation Phase: Consideration of the Impact of an Operating Plan on a Business Plan

- Understanding the importance of applying management principles.
- Thinking about their ability to adopt sound management practices compatible with their business.
- Discussing with the teacher-entrepreneur the choices to consider in planning human, material and physical resources.

Synthesis Phase: Application of Techniques for Developing an Operating Plan for Human, Material and Physical Resources

- Identifying the laws and regulations involved in starting and running a business.
- Choosing the elements to be retained in planning the human, material and physical resources needed to start and run their business.
- Using information on business law.

Instructional Guidelines

- Provide reference material that is appropriate, up-to-date, and in accordance with current legislation (e.g. print, electronic, video or other format).
- Provide support and supervision that promotes discussion.
- Provide the basic framework for presenting information at various stages in the planning of operations.
- Ensure the cooperation of resource people who can help students carry out their business proposals.
- Help students carry out their proposals for resource planning.

Participation Criteria

Information Phase

- Participate in information sessions.
- Gather the information to be included in the operating plan for human, material and physical resources.
- Identify the attitudes and behaviours conducive to good management.

Participation Phase

- Consult the teacher-entrepreneur and begin planning their human, material and physical resources.
- Assess their qualities as managers.

Synthesis Phase

- Complete the section of the business plan relating to sponsors.
- Complete the section of the business plan relating to human resources.
- Complete the section of the business plan relating to material and physical resources.

Module 6 Duration: 75 hours

Situational Objective

Statement of the Competency

To organize and process the information needed to secure business financing.

Elements of the Competency

- Be aware of the role of accounting in managing in a business.
- Learn about the accounting concepts relevant to starting and running a business.
- Develop a proposal for obtaining financing.

Learning Context

Information Phase: Introduction to General Financial Management Principles

- Learning about transactions relating to banking.
- Learning about projected financial statements.
- Becoming familiar with the content of an application for financing.
- Learning about the criteria considered when applying for financing.

Participation Phase: Introduction to Basic Accounting Concepts

- Learning about the processing of commercial transactions.
- Learning how to use accounting software.

Synthesis Phase: Preparation of an Application for Financing Including Projected Financial Statements

- Making basic assumptions about financial projections.
- Identifying the financial data to include in their financial plan.
- Making financial projections.
- Determining the negotiating skills needed to secure financing.

Instructional Guidelines

- Provide information sources for exploration and research.
- Use a concrete approach by providing examples readily understood by all students.
- Establish a relationship between sales techniques and negotiating business financing.
- Organize meetings with resource-persons from financial institutions.
- Provide the necessary software.

Participation Criteria

Information Phase

- Become familiar with various accounting aspects for small businesses (e.g. journalization, bank reconciliation).
- Consult the information sources available.

Participation Phase

- Become familiar with the accounting documents needed to record and check business transactions.
- Become familiar with computerized accounting tools.

Synthesis Phase

- Prepare projected financial statements.
- Present to the teacher-entrepreneur their application for business financing.
- Complete the section of the business plan relating to the financial plan.
- Determine the behaviours and attitudes conducive to negotiation.

