



Grade 11
TTJ3E Transportation
(Workplace Destination)

Unit 1, Activity 1,2,3:
**Managing a Transportation Service
Venture**



*This Activity Resource Management Document (ARMdoc)
was produced by the Ontario Council for Technological Education (OC TE)
to supplement the Ministry of Education's Grade 11 Course Profiles.
It may be used in its entirety, in part, or adapted.*

Activity Resource Management Document



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(Safety sheets to be inserted from separate Safety Resource Pack (SRP))

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TTJ3E Transportation Technology

UNIT 1, ACTIVITY 1,2,3

Managing a Transportation Service Venture

Unit Description: Facility Management

Time: 10 hours

Unit Description

Students investigate several aspects of setting up, organizing, and operating a small business in the field of transportation. Students research a suitable location, physical layout, and operational procedures, i.e., work order forms. These forms and procedures are utilised while completing other activities in the course. The values of care of the environment, safety of self and others, and responsible and moral use of resources will be emphasised in this unit.

Activity Resource Management Doc (ARMdoc) Contents

Teacher Resource Pack (TRP)	Pre-planning Notes, Expectations by Category, Activity Deliverables, Instructional Aid Sheets, Terminology List, Career Information
Student Project Brief (SPB)	Project Brief, Assessment/Evaluation Checklists and Rubrics, Activity Log
Safety Resource Pack (SRP)	Safety Information (list of pages to be inserted from the separate Safety Resource Pack)

This Activity Resource Document (ARMdoc) was produced to supplement the Ontario Ministry of Education's Grade 11 Course Profiles. These profiles can be found at:

<http://www.curriculum.org/occ/profiles/profiles.htm>

ARMdocs for several Technological Education profiles can be found at:

<http://www.octe.on.ca>

The Technological Education policy documents can be found at:

<http://www.edu.gov.on.ca/eng/document/curricul/seccurric.html>

Pre-activity Planning Notes

The purpose of this unit from the profile is to introduce students to the concepts involved in operating a business and to consider the business, financial and customer service aspect of the transportation service industry. These three sequential activities from Unit 1 are intended as an introduction to the course, though it can also be used as an activity running concurrently in a group rotation, or even as a compliment to the culminating task at the close of the course. The activity time line represents in-school working time for the students, though more time can be allocated to enhance independent work.

There are three activities indicated for Unit 1 in the Grade 11 TTJ3EB Transportation Technology profile:

1. Facility location, layout, and set-up
2. Business management
3. Facility maintenance and daily operations

These activities are combined in this ARMdoc as a way to introduce students to the concept of developing and running a transportation related business. Possible businesses include:

- Service garage
- Auto body garage
- Parts store
- Lube centre
- Accessories or custom parts store
- Bus, train or airport depot
- Trucking company
- Bicycle, motorcycle or recreational vehicle shop
- Small engine repair shop
- Marina

Teachers should decide beforehand on the scope of businesses they wish students to explore, and then collect sample forms and invoices used by those businesses.

The business approach to this activity is used as a simple example of the professional business venture focus important to the service industry. The activities should strongly emphasize career opportunities and client communications, (see the unit expectations below, combined from the three activities). (See also the HRDC NOC database and career information indicated in Resources and in the Career Section below). Business and accounting principles should be incorporated throughout the activities, for example, in examining parts bills, dealing with concepts of cost, both wholesale and retail, profitability, economies of scale or determining the appropriate wages commanded by workers in different sectors of the industry.

Teachers should collect sample work order forms, invoices, bills, and other documentation used in garages or other transportation related businesses. (Particular attention should be paid to legislative requirements, such as waste disposal forms, employment forms, WHMIS and WSIB forms, trades related documentation). Students will be developing their own documentation as part of the activity. The ability to understand the components of a work order, and the possession of written and numeric

skills to fill it in correctly are essential. Key to the challenge is the demonstration of quality in the presentation materials.

If time and scheduling permits, prearrange for a communication class to videotape the demonstration of the business ventures. Consider inviting industry and/or school administration to view the demonstrations.

Teachers should consider using this set of activities as a framework for conducting their shops throughout the year. By applying business concepts and customer service elements in all their work, students will have an appreciation of their potential role and career opportunities in the transportation service industry.

Expectations by Category (from Course Profile)**Knowledge**

- SP1.03** describe the individual roles of members of an effective cooperative team and explain how team members function within these roles
- ICV.03** identify the legislation that applies to the transportation technology sector;
- ICV.04** describe the career opportunities available in the transportation sector on graduation from high school;
- ICV.05** describe and evaluate the employability skills required to be successful in the workplace.

Inquiry

- TFV.01** apply the design process to develop solutions, products, processes, or services in response to challenges or problems in transportation technology;
- SPV.02** apply the technological principles of input, process, and output in troubleshooting vehicle systems;
- SP1.01** use brainstorming techniques to help determine the best solution to a transportation-related challenge;
- SP2.03** systematically troubleshoot basic service problems on vehicles by organizing the variables into the following categories: input, process, and output
- SP2.04** access and apply information from manuals, software databases, on-line information, and computerized diagnostic tools when troubleshooting and repairing components.

Communication

- SP1.02** model and communicate product ideas, materials, and specifications;
- SP3.02** conduct an accurate cost analysis of a repair or service and communicate the results of the analysis to a customer;
- SP3.03** produce oral, written, and word-processed reports of repairs or services.
- SP4.03** use appropriate technical language in technical reports and presentations.

Application

- SP2.01** use effectively, store safely, and maintain in good working order measurement, hand, power, machine, and pneumatic tools and equipment required for basic service tasks;
- SP2.02** operate a variety of heating, cutting, and welding equipment for basic service tasks;
- ICV.01** explain the environmental impact of materials and procedures used when servicing, repairing, and recycling vehicles;
- IC1.01** explain the importance of the proper disposal of waste products;
- IC1.02** explain the benefits of using environmentally friendly products in the repair and service of vehicles.

**Assessment/Evaluation**

Students will be assessed and evaluated on the following deliverables. See the Student Project Brief for assessment/evaluation instruments.

	Deliverable	Notes	Suggested Time (hr)
1	Project Proposal	Individual	1
2	Report	Individual/Team	4
3	Preparing Work Area	Team	2
4	Demonstration of Skills	Team	2
5	Time Log	Individual (for discussion)	-

Please note that the student evaluation is centered around the Business Venture Report and presentation (including customer service simulation). Teachers should ensure that each individual in a team environment contributes to the project. Individual timesheets or logs attached to the report helps ensure that each student has contributions that can be assessed and evaluated.

Terminology List

This list contains suggested basic business terms as they apply to this subject and activity set. Teachers and/or students should add terms related to the business area they are investigating. Teachers may elect to give the task of defining the terms as an enrichment exercise.

Activity 1

Business Venture	starting a new business, usually involving establishing a business plan and obtaining funding to buy or lease space and equipment
Start-Up	a new business venture, starting from scratch
Regulated trade	skilled occupation that is defined either under the TQAA (Trades Qualification and Apprenticeship Act) or ACA (Apprenticeship Certification Act) (i.e. plumber, electrician, auto service technician).
Non-Regulated trade	skilled occupation that is not defined under the TQAA or ACA, (i.e. computer technician or floor covering installer)
Apprentice	one who is involved in on-the-job-training in a trade or skilled occupation career
Journeyman	a certified tradesperson who has completed an apprenticeship and written an examination
Entrepreneur	a person who takes financial risks to start a business venture
Distributor	a business that supplies materials to retailers
Wholesale	the cost of an item that a retailer pays
Retail	what the retailer (seller) charges customers for a product or service
Sub-contract	a contractor is one who performs a service through a written contract, a sub-contractor is one who is hired by the contractor to perform a task as part of the original contract
O.E.M.	Original Equipment Manufacturer
Aftermarket	the sales and service for customizing vehicles

Work Order	the form for outlining the work to be performed on a vehicle, signed by the owner to give permission to the service provider
Invoice	the bill outlining the costs of the work performed
Time-Sheet	a form that details the time taken to perform duties

Activity 2

Legislation	the laws governing actions put into place by the elected government
By-Law	local laws that govern actions of the public
WHMIS	Workplace Hazards Materials Identification System
IAPA	Industrial Accident Prevention Association
Liability	the responsibility taken on by an individual or business in the performance of their duties
Safety Standards	accepted minimal practices related to safety
ISO Standards	Internal Standards Organization: the international body that sets standards in a wide variety of situations and practices

Activity 3

Promotion	advertising done to interest people in your services or products
Loss-leader	something sold under costs to attract people to a business, hopefully to sell them other services or products for profits
Customer Satisfaction Index	a comparison rating for perceived satisfaction by customers for a service

Reference Resources

Print

Any manual or repair text will describe the basic service procedures required for specific industry areas

Websites

Canadian Automotive Repair & Service (CARS)

<http://www.cars-council.ca/>

A non-profit agency for career information in the automotive industry. Classroom resources are available by contacting CARS.

International Automotive Technician's Network (IATN)

<http://www.iatn.net/>

Use their shop finder to locate IATN's in your town

Human Resources Development Canada: National Occupational Classification Database-

<http://www.hrdc-drhc.gc.ca/noc>

HRDC NOC Search Engine-

<http://www.worklogic.com:81/noc/Query.htm?lang=e>

The above sites describe the duties, employment skills, and required schooling for most job classifications. Use key words like automotive, marine, autobody etc. to narrow the search to specific industries.

Canadian Career Consortium

<http://www.careerccc.org/>

the place for career information, including guidelines for students and teachers, both online (web and PDF) and available to order in print. From HRDC.

Ontario Ministry of Labour: Occupational Health and Safety

<http://www.gov.on.ca/LAB/ohs/ohse.htm>

Contains list and links of documents related to occupational health and safety issues, alerts to hazards and the Health and Safety Act.

Workplace Safety and Insurance Board

<http://www.wsib.on.ca/wsib/wsibsite.nsf/public/homepage>

Young Worker Awareness Program

<http://www.yworker.com/>

Information on rights and responsibilities of employers and employees

Canadian Centre for Occupational Health and Safety

http://www.ccohs.ca/oshanswers/legisl/intro_whmis.html

Information on WHMIS and associated legislation

Other

Promotional brochures from dealers and other businesses

Business correspondence and customer forms from local businesses

Visits to local operations should yield materials to use in the classroom

OEM Repair manuals, service manuals, repair software will all be valuable in helping students determine troubleshooting procedures

Magazines such as Car and Driver, Road and Track, Motor Trend or others related to business ventures

Resource Note:

The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

ARMdocs make reference to the use of specific texts, magazines, films, videos, and websites. Teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. Teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

Lesson Plans

Activity 1-Establishing a Business Focus and Plan (approx. 4-5 hours)

- 1.1 Introduce students to the types of transportation businesses they may explore. Explain that the students will be establishing a business venture to learn how a typical operation works. Initiate discussions on the possibilities for employment in the transportation sector by having students list the kinds of careers they think is required in particular operations. Use sample advertisements for existing business, employment postings and business directories. Also discuss the concept of input, process and output procedures in processing customers or vehicles. Discuss timeline of the upcoming activity and what will be expected.
- 1.2 Students are asked to select a business venture to emulate (alternatively, the teacher selects a business for them). Students are placed in groups and asked to design and develop a business modeled after the selected business. The group develops and hands in a Project Proposal outlining their proposed venture and roles each member will play.
- 1.3 Introduce examples of supporting documentation (work orders, ordering forms, invoices, waste disposal forms, safety reports etc) that is used in the type of ventures you wish students to explore. If the shop uses a particular task sheet, discuss how it could be modified to emphasise the student's venture. Students modify or extend these basic forms to best fit their project design.
- 1.4 Students list the essential forms required for the venture and determine the design of the forms by hand sketching. Upon approval from the teacher, students then refine the designs, (and produce them by computer if possible given the time and resources).
- 1.5 Students prepare a short description of their business, describing the forms required, and including their newly designed forms. Students must incorporate terminology from the list above in their business operation plan. Students must also describe the roles each team member will be playing in this business venture (i.e. owner, service manager, sales manager, parts person), and how they will interact to make the business prosper. Reports may also incorporate a sketch or drawing showing the layout of their proposed facility. Teachers must take note of expectations: reports must include an indication of the handling of waste from operations, employment skill requirements, etc. See the Evaluation Checklist in the Student Project Brief, (which should be given to students beforehand).
- 1.6 Provide student feed-back and approval for continuation of activity into Activity 2. The report is due at the end of presentations.

Activity 2-Setting Up Shop (approx. 4 hours)

- 2.1 Assist the students in selecting an appropriate work area and tooling to be customized for their venture. (Note: there most likely be overlap among groups...determine a schedule of presentations and have each group work together to set up for each other's presentation.
- 2.2 Discuss the safety requirements in terms of area and operation or activity. Follow the Safety Passport guidelines for the shop, and update any students if required.
- 2.3 Each group is to demonstrate a typical service of a customer need. Allow the students to practice or develop the skill necessary for a smooth and safe presentation. Consider creating partnerships with complimentary groups, such as interior and exterior detailing, or a parts wholesaler simulation to supply an oil-change service (if separate businesses were previously allocated).

Activity 3-The Grand Opening (approx. 1-2 hour)

- 3.1 If time permits, share the demonstration of the projects with the school and/or community. Use video or still photography to highlight student efforts. Look for school newspaper opportunities.
- 3.2 Using a schedule, trade fair or "carousel", have the students demonstrate their ventures. This involves servicing a customer request. Students must demonstrate a cost estimate and communicate this to the potential customer.
- 3.3 Review the evaluation for this project with the students. A teacher checklist is included in this package below. Materials developed by the students should be retained as a business orientation for use in future activities.
- 3.4 Copy or collect materials that would contribute to an exemplar set, and encourage students to recognise the skills and knowledge developed that may be highlighted on a resume or job application.



SAMPLE FORMS

VEHICLE REPAIR PERMISSION FORM

Notes:

- *Vehicles must be covered by valid insurance policy (public liability and property damage)*
- *While the utmost care will be taken with your vehicle, the registered owner assumes all responsibility for damage to vehicles*
- *All work will be performed by students under the supervision of a qualified teacher (Licensed Automotive Service Technician)*
- *All parts are to be purchased by instructor, unless pre-arranged (We do NOT install used parts)*
- *All parts must be paid in advance (or within 3 days of the repair as per pre-arrangement)*
- *Cheques only are accepted*
- *All vehicles must be roadworthy before leaving premises*

I agree to the conditions noted above and hereby sign below:

Signature (registered owner) _____ **Date:** _____

PLEASE PRINT THE FOLLOWING INFORMATION

Name:
Address:
Phone:
Drivers License (registered owner):
Insurance Policy # and expiry date:
Insurance Company:
Vehicle Make:
Year:
Colour:
Vehicle Licence:
Serial Number:
Notes (please identify existing vehicle condition and work to be performed):
Signature of Instructor: _____ Date: _____



Sample Work Order Form

School:
Transportation Technology
 Service Centre

Customer No.	Advisor	Service Date	Invoice Date	Invoice No.
Customer Name/Address	Odometer		Colour	
	Vehicle Make and Model			
	Serial No.			
Res. Phone	Customer Signature			

Service Details		Costs	
		Parts Cost	
		Taxes	
		Shop Cost	
		Total	
Instructor Signature/Date			
Customer Signature/Date			

Career Information

TTJ3E Transportation Technology

UNIT 1, ACTIVITY 1,2,3

Managing a Transportation Service Venture

Career Information Sites:

Human Resources Development Canada: National Occupational Classification Database-

<http://www.hrdc-drhc.gc.ca/noc>

HRDC NOC Search Engine-

<http://www.worklogic.com:81/noc/Query.htm?lang=e>

Ontario Prospects: geared to young people and students

<http://www.edu.gov.on.ca/eng/general/elemsec/job/prospect/eng/index.html>

Job Futures 2000: what's hot, what's not

<http://www.hrdc-drhc.gc.ca/JobFutures>

Job Profiles: real people profile their jobs

<http://www.jobprofiles.org/index.htm>

Canada WorkInfoNet: national and regional market info

<http://www.workinfolnet.ca>

The following activity related careers are described in the Human Resources Development Canada (HRDC) National Occupational Classification (NOC) database. Use the search engine link above to learn the main duties performed by practitioners of each trade, the education requirements for the position, and related occupations.

(for automotive service ventures, see HRDC NOC for other areas:)

7322 Motor Vehicle Body Repairers

7321 Motor Vehicle Mechanics, Technicians and Mechanical Repairers

9221 Supervisors, Motor Vehicle Assembling

7321 Motor Vehicle Mechanics, Technicians and Mechanical Repairers

9482 Motor Vehicle Assemblers, Inspectors and Testers

Student Project Brief

TTJ3E Transportation Technology

UNIT 1, ACTIVITY 1,2,3

Managing a Transportation Service Venture

Contents:

1. Project Brief Handout
2. Vehicle Challenge Scenario Handout
3. Report Format
4. Business Report Form
5. Business Evaluation Checklist
6. Evaluation Rubric
7. Activity Log

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Student Project Brief

Title:	Managing a Transportation Service Venture		
Activity:	Demonstrate a Transportation Service Operation	Course:	TTJ3E Transportation Technology (Workplace)
Time Req'd:	10 hours	Date:	

RATIONALE

The transportation industry is a multi-billion dollar enterprise. As a consumer or a wage earner, almost everyone will experience the need for some type of transportation related retail or service, or be dependant on it for employment (i.e. service garages, dealerships, emergency response, commuting, recreation, shipping). All transportation systems are depended on vehicles, the support services and infrastructure.

No matter what you intend to do for a career, it is important to investigate some of the planning and organization that allows these operations to run, this activity will help you be a better informed consumer of transportation services.

THE ASSIGNMENT

You will research, select, and present your ideas for a small-scale service or supply operation.

KEY CONCEPTS: You will:

1. understand the operations of a select transportation industry business.
2. develop forms and documents for use in the transportation service industry
3. Identify and demonstrate solutions to customer requirements, material and labour costs, safety and liability issues, and some technical operations relating to your chosen venture.
4. understand the role of waste management and recycling in a transportation related operation
5. Review and implement specific and general safety guidelines

TOOLS AND MATERIALS

Computers and associated equipment for word processing, spreadsheet/database development, drawing, modeling and presentation.

Presentation materials if required for service scenario.

Appropriate tools and equipment as required for service operation.

General shop maintenance and cleaning supplies for preparing and demonstrating your venture.

NOTES

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EVALUATION				
No.	Deliverable	Time Limit (hours)	% Weight	Notes
1	Research and Venture Proposal	1-2	10	Research and choose your project
2	Report of Venture and Supporting Documents	4-5	40	(see required format)
3	Prepare Working Area	1-2	20	
4	Demonstration of Operation	1-2	30	Customer request and cost estimate
	TOTALS	10	100%	

NOTES

All forms, venture operation documentation and logs to be saved for presentation and assessment
 Marks based on effort, initiative, creativity, quality of work and documentation of work accomplished
 See your facilitator for approvals at all stages

PROJECT PROCEDURE	
Step	Procedure
1	Situation Analysis (Individual) (approximately 1-2 periods) Initiate log of hours, Read project scenario, Research Industry possibilities, Analyse current and possible skill-set, Develop list of venture challenges, List possible steps to operate service. Hand in Venture Proposal
2	Developing Forms and Documents (Individual or Partner)(2-4 periods) Discuss and brainstorm service challenge and possible solutions, Develop sketches and layouts of possible solutions, Choose appropriate documents for final development and continue, Identify skills and safety requirements for operation, Identify work area set-up challenges, Record all work in log, Retain materials for report, Seek teacher approval for continuation.
3	Implementation and Practice (Individual or Partner) (approximately 3 periods) Determine member responsibilities and assign a Project Manager if required., Set up Service Scenario or Venture working area, Develop or practice skills required, Complete Safety training as required, Record work in individual log, Prepare for Demonstration
4	Service or Venture Demonstration(Individual or Partner) (2periods) Operate Venture, Implement forms and documents developed for providing or tracking service, Consult with “customer” to create venture “feedback” or customer response, Complete report, including Venture review, Final tear down and clean up of work area, Complete work log, Hand in report

Venture Challenge Scenario

You are to develop a small service operation or venture to serve an element of the transportation industry. This might range from parts supplying to a practical service. A location and work area for this venture must be organized within our facilities, as well as the necessary forms for running the operation. All appropriate safety guidelines must be followed, and any practical operations should be tested and executed proficiently. The venture must close in a manner that allows for feedback, and all materials, equipment and location modifications must be returned to the normal shop layout upon conclusion.

Activity Key

RESEARCH

SET UP SHOP

OPEN FOR BUSINESS

Venture Considerations

Does this Venture:

- Have a market? Competition?
- Any special skills or equipment requirements?
- An environmental issue?
- Special Safety concern?

Should this Venture have:

- Some promotional materials?
- An Employee Checklist?
- An Inventory Sheet?
- A Customer Profile?
- A Warranty?
- An Invoice?
- Help Wanted Advertisement?
- An accident report?
- An Apprentice Skills Profile?
- A business Loan Application
- A To-Do list?
- A shop layout map?
- Expansion plans?
- A customer survey?

Deliverables

We require the following:

- Venture Proposal: detailing your individual research into the industry, business's service providers and skills and training requirements (1 complete page)
- From there, we will be assembling partners to:
 - organize a work area, prepare supporting documents and practice the skills specific to your venture,
 - demonstrate your venture using a customer or presentation,
 - review your venture through a pre-determined checklist or customer satisfaction survey
- Your venture is evaluated through the completed Report and demonstration as described in the criteria in the following rubric and checklist. The Report must include all your individual time sheets outlining your contributions to the business venture.

Suggested Report Format

1. Title Page

The title page is used to grab the attention of the reader. As such, it should contain some form of illustration that appeals to the reader. It should also contain the name of the report, the name(s) of the persons that produced the report, for whom the report has been prepared and the date of production. The sample included in the package is a start point for the students.

2. Venture Name and Description

The venture name and description describes the business “venture”. This statement is very brief, and may be the mock name of a business if descriptive enough, or a short declaration of the service being presented (approximately one or two sentences).

3. Venture Details

This section outlines the set of factors that influenced the choice and design of the venture, such as working conditions, customers, qualifications, suppliers, etc. It may be in bullet form, but as much detail as known should be here.

4. Business Description

This should be a simplified, but in-depth account of where this venture would lead. It should include a simplified business plan showing what costs would be faced along with the revenue, a timeline and a final goal. The sentences in each paragraph should be kept short and to the point. Simple charts may be effective in showing examples of costs by hour, week month and year. A simplified start up cost may be determined by examining the minimum requirements in terms of real equipment, space and personnel. That should be followed by the expected operating cost. This business description has two objectives: a) to develop an awareness of the complexities of offering a full scale service, and b) serve as a planner for what is required to execute the small-scale demonstration. This is the bulk of Activity 1, but should be added to as changes occur.

5. Materials and Equipment

List all the materials and equipment to be used in the demonstration, and if possible, the full scale venture. Refer to the Safety Passport if necessary for both familiar and new equipment, and note it in this section of the report.

6. Work Orders, Order Forms, etc.

Include all supporting documents that were used in the operation of the venture. These should include a work order form, cost estimate form, a vehicle repair permission form, or others as appropriate.

7. References

This is a simple list of all reference materials that students used in order to complete the project, including books, articles, advertisements, and Internet sources.

8. Log Sheet

Track the hours by specific part of the activity (research, developing forms, practising skills etc). Students should note extra time or efforts if beyond the allotted time.

Business Report

Student Group and Business Roles

Insert Photo or Logo Here

Venture Name

Venture Description

Venture Details

(location, why this service is needed, why here, why now, who needs the service, what qualifications of personnel are required, who do we need to work with, i.e. suppliers)

Business Description

(goals, projected costs, equipment considerations, personnel needs, hourly rates charged, safety and environmental considerations)

Work Area Layout

Insert Floorplan Here

Materials and Equipment

(what equipment and materials are required)

References

(what are your sources of information used)

Attach Individual Log Sheets and Business Forms

Business Venture Evaluation Checklist

TASK	YES	Requires remedial work
Played an active role in developing project		
Demonstrates appropriate research, problem solving, skills acquisition and safety awareness of the activity		
Explained their role in the business venture		
Described safety issues related to business		
Described waste disposal and recycling related to business		
Prepared customer related forms such as work orders		
Prepared the report/presentation materials explaining the business		
Described safety and employment legislation (i.e. WHMIS/WSIB)		
Described career opportunities in related field		
Described employability skills required for related careers		
Described the input/process/output troubleshooting model as applied to customer work at the business		
Demonstrated an accurate analysis of a customer based need		
Conducted an accurate cost analysis of customer need		
Used technical terminology accurately		
Safely and cleanly sets up a sample business area and related tools		

Business Venture Evaluation Rubric

Criteria	Level 1 (50 – 59%)	Level 2 (60 – 69%)	Level 3 (70 – 79%)	Level 4 (80 – 100%)
Knowledge/ Understanding SP1.03 ICV.03 ICV.04 ICV.05	- describes his/her role in the activity in limited fashion -describes some legislation affecting the business - demonstrates limited knowledge of careers, employability and schooling requirements	- adequately describes his/her role in relation to others in the activity - adequately describes the legislation affecting the business - describes careers in industry and some employability and schooling requirements	-describes the roles of all team members in the activity in detail - describes in detail the legislation affecting the business - describe careers in the industry and identifies employability skills and graduation requirements	- relates the team members roles in the activity to industry - describes and quotes in detail the legislation affecting the business and industry - describes possible career paths for individual team members, noting graduation requirements and employability skills
Thinking/ Inquiry TFV.01 SPV.02 SP1.01 SP2.03 SP2.04	- demonstrates a limited systematic business design procedure and input, process, output troubleshooting procedure	- demonstrates an adequate systematic business design procedure and input, process, output troubleshooting procedure	- effectively applies a systematic business design procedure and input, process, output troubleshooting procedure	- effectively and creatively applies and documents a systematic business design procedure and input, process, output troubleshooting procedure

Criteria	Level 1 (50 – 59%)	Level 2 (60 – 69%)	Level 3 (70 – 79%)	Level 4 (80 – 100%)
Communication SP1.02 SP3.02 SP3.03 SP4.03	- report demonstrates a limited use of technical terminology - presentation demonstrates limited knowledge of business practice - conducting and communicating a cost analysis is limited in scope	- report is adequately written and formatted and demonstrates an accurate use of technical terminology - presentation demonstrates adequate knowledge of business practice - conducts and communicates a cost analysis with minimal mistakes	- report is well written and formatted and demonstrates a proficient and accurate use of technical terminology - presentation demonstrates thorough knowledge of business practice - conducts and communicates an accurate cost analysis	- report is well written and professionally formatted and demonstrates a proficient and accurate use of technical terminology - presentation demonstrates thorough knowledge of business practice, business planning and considerations - conducts and communicates an accurate and thorough cost analysis
Application SP2.01 SP2.02 ICV.01 IC1.01 IC1.02	- requires constant supervision to set up and maintain a clean and adequate layout - operates and performs service tasks safely with supervision - explains environmental and waste disposal issues in limited fashion	- sets up and maintains a clean and adequate layout - operates and performs service tasks safely - adequately explains environmental and waste disposal issues	- sets up and maintains a clean and effective layout - operates and performs service tasks safely - effectively explains environmental and waste disposal issues	- sets up and maintains a very clean and effective layout - operates and performs service tasks safely and professionally - effectively explains environmental and waste disposal issues, including provincial legislation

Safety Resource Pack

TTJ3E Transportation Technology

UNIT 1, ACTIVITY 1,2,3

Managing a Transportation Service Venture

Contents:

1. Safety Data Sheets:
 - a. General transportation shop safety
 - b. any sheets required for type of operation: i.e.: welding, machining, brake repair)
2. Safety Passport
3. Safety Test if applicable

NOTE:

All personnel in a shop environment must be wearing approved safety eyewear at all times.

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INSERT THE FOLLOWING SHEETS FROM THE SAFETY RESOURCE PACK:

1. Safety Data Sheets:
 - a. General transportation shop safety
 - b. any sheets required for type of operation: i.e.: welding, machining, brake repair)
2. Safety Passport
3. Safety Test if applicable