



E B I T

N E W S L E T T E R

## President's Message

Dear colleagues,

Another semester has gone by and most of us are preparing to start new classes. I am so excited about this semester because I get to take on a new adventure: "Current Topics: First Nations, Inuit, and Metis Studies." I volunteered to teach this new course at my school, and I have been having a great time learning about so many interesting issues.

EBIT is also undergoing some changes as of recently. Two of our executive members have announced that they will be stepping down at the end of the school year. We are hoping that some of you will come out to our next meeting to see if the executive is a place you feel you can be a part of.

We have also recently had the opportunity to meet with a member of the MTS Provincial Executive. We were able to bring up our concerns regarding lack of curriculum renewal for the business theory courses. I am pleased to announce that our concerns are going to be put into the next report to the Minister of Education. We are very happy that MTS is trying to help with this endeavor.

In February, EBIT is going to be unveiling a networking ning for all teachers interested in connecting with colleagues across the province. If anyone is interested in being a part of this social

network for a particular course, please send an email to Angela Baraniuk at [abaraniuk@shaw.ca](mailto:abaraniuk@shaw.ca).

EBIT is also going to host a Q&A for teacher candidates and new teachers to learn from veteran teachers. If you are a veteran teacher who is interested in this evening, please send me an email at [ebitmb@gmail.com](mailto:ebitmb@gmail.com).

As you can see, EBIT is trying very hard to support business and technology teachers. If you have any suggestions or comments, don't hesitate to be in touch. We are here for you. Good luck with your new semester!

Best wishes,  
Nicole Belanger  
President

### IN THIS ISSUE

Running Their Own Businesses: Part 2	2
Brand Preference Experiment	3
Cause and Effect Worksheet	4
Management 40S Assignment	5
Investment Competition	6
COSL Conference	7
EBIT Executive	8

# Running Their Own Businesses: Part 2

By Nicole Belanger

At the end of last year, I wrote a top ten list of what to do and what not to do with regard to letting your students run their own businesses at school. This was a tongue in cheek list meant to make people laugh. This year I thought I should mention some of the more serious things to consider.

The way I work this activity into my Futures in Business/Start Your Own Business course is as a final project. Instead of writing an exam, the students plan their own one-week venture and write up the business plan.

I spend the majority of the semester teaching various business concepts: accounting, finance, marketing, ethics, etc. With four to five weeks left in the semester, the students start planning their projects. We choose the week that is usually the second last full week before exams. The students make their own groups. I do this so that students are not “stuck” with others who may not do any work – they choose who to work with, so all consequences fall back on that decision. I often have a chat with the class about choosing the right group members and not basing the decision on friendships. As you can imagine, the students with high marks choose well, and everyone else chooses based on friendships.

The groups decide what they are going to sell. I always encourage ideas other than food, but let’s face it – food is the easiest to make and the easiest to sell. The students have to decide on a name and write up a description of their product and how their product meets the needs or wants of the school population. I have students do a cost analysis and give them a chance to change their product/service if they feel they won’t make a profit. I have found in the past that students often have a lot of sales but don’t make much profit as they don’t know how to shop properly and price their products properly. This year, in an attempt to combat this problem, I took the students to a local grocery store and gave them a price comparison activity to do. I found that most groups learned from this and did “smart” shopping compared to last year.

Once the students have a good idea of their product (I do encourage service ideas, but few choose this



idea) and the price they will sell it at, they start marketing. It seems that every year I add another aspect to their marketing plan. This year the students had to design a logo and come up with a slogan. They then had to make posters, write up a morning announcement and decide on the best two days for their announcement to be read. They also had to script, storyboard, film, and edit their own commercial and create their own websites. I sent the websites out to all staff so that they knew what the students were selling. My plan was to make the commercials available to everyone on the network, but most groups didn’t finish in time to make this feasible.

One thing that I will add for next year is the requirement to have proper signage at their tables. My students set up in the cafeteria at lunch for an entire week. What many staff pointed out this semester was that they often didn’t know students were selling items because they just looked like a group sitting around eating lunch. I am also going to add “salesmanship” to the rubric. Many of the groups would let their friends sit at their table which made them look very unprofessional.

This year was the first year I made the students completely responsible for all monetary calculations. Every day at lunch they had a tally sheet where they recorded the number of sales they made. During the next class they would add up all their cash and compare their cash on hand with the sales they made. Every day the students would calculate their over/under amounts. At the end of the week they



transferred these amounts to an income statement. Students were required to keep receipts for everything they bought and were encouraged to give them to me for safe keeping. When they were working on their income statements they used the receipts to complete the expenses section.

At the end, I used their ending cash to pay back any receipts and then divided the profit equally amongst

the group. If the group did not make enough money to pay back all receipts, I calculatee each person's contribution on a percentage basis and then paid them back based on those percentages. For example, in a group of three, if student A bought 50% of the expenses and the other two bought 25% each, I divided the cash up so that student A got 50% of the cash and the other two only got 25% of the cash. The last part of their mark is based on a self-evaluation, peer-evaluation, continuous journaling, and of course, my observations on how productive each member was.

I highly recommend doing something similar with your business classes. I find that the students have a lot of fun and certainly show that they have met the outcomes of the course. I do not base their mark on how much money they make, so students don't have to worry about that. The mark is completely based on their planning of the business and how hard they work during the selling week. The week itself tends to be stressful for the first day or two, but once the students are used to the routine, the rest of the week is much easier.

## Brand Preference Experiment

*By Susana Hawryshko*

- In groups of three, you will set up a brand preference experiment for a product of your choice.
- Your experiment requires that you use at least three different brands for the same product. For example, if you are testing "regular flavour" potato chips, then you can use Lay's, Old Dutch, and Co-op Gold.
- When conducting your experiment, make sure that the subject of your experiment does not know which brands are in the testing pool. The subject of your experiment needs to choose the product they prefer. Make sure to record which product the individual preferred. You will tally up these results later.
- Even after the experiment is done, do not reveal which brands you were testing. (You don't want the experiment to become flawed as the test subject might share the information with others.)
- You must conduct the experiment with at least 25 people within the same age group. For example, you may choose grade 9/10 students, grade 11/12 students, or adults.
- You will later present your findings to the class in a short presentation.



# Cause and Effect Worksheet

*By Angela Baraniuk*

## Question #1:

Did you achieve your personal best on this assignment? (Please circle) YES NO

## Question #2:

Identify the choices you made that helped you achieve your personal best. In the space beside, describe the effect of these choices.

Choice (Cause)	Effect

## Question #3:

Identify the choices you made that prevented you from achieving your personal best. In the space beside, describe the effects of these choices.

Choice (Cause)	Effect

## My Plan of Action:

Develop a plan of action for the next activity. What choices or actions will you take in order to achieve your personal best? Identify the expected outcome or effect of each choice.

Choice (Cause)	Desired Effect

# Management 40S Assignment

By Susana Hawryshko

## FORMULATING STRATEGY ASSIGNMENT

All strategic management begins with the development of the strategic plan or formulating strategy. Formulating strategy is developing the grand- and business-level strategies to be used by the company.

The first part of the formulation phase is to obtain a clear understanding of the current position of the company. This includes identifying the mission, identifying past and present strategies, diagnosing the company's past and present performance, and setting objectives for the company's operation. (Business Management textbook, pp. 237-242)

### Your Task:

1. Select one of the following companies.

Adidas	Apple	Microsoft
Aeropostale	Costco	Heinz
Lululemon	Wal-Mart	Hershey
Starbucks	General Motors	Campbell
Coca-Cola	Xerox	Wendy's
Kellogg	Gap	Nestle
Best Buy	Kraft	Dell

2. Visit the company's web site. Become familiar with the company by reading as much as you can about them on their web site.
  3. What is the mission statement for this company?
  4. Go to Wiki Invest ([www.wikiinvest.com/stock](http://www.wikiinvest.com/stock)), search for your company, and provide the following information, **in your own words**.
    - a. Company Overview
    - b. Trends and Forces
    - c. Competitors
  5. Perform a SWOT analysis for the company. Based on your research, what are the company's strengths, weaknesses, opportunities, and threats? List at least three for each area and provide as much detail as possible.
  6. If you were the manager for this company, what three goals would you set and why?
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**Elevator Pitch**  
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**1st Place:**  
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**2nd Place:**  
**Digital Cameras**

**3rd Place:**  
**iPods**

**Competition is open to all students  
regardless of area of studies**



**Early Bird Application Deadline is Feb 25, 2011**



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# Manitoba



## "Who and What Shapes our Identity?" COSL Conference - Special Youth Event

**Wednesday, February 15, 2012**

**6:30 to 8:30 PM**

**Canad Inns Polo Park, Winnipeg**

"Have you ever walked down the hall and felt like people were laughing at you? Have you ever felt self conscious about the food that you bring for lunch, the way you speak or the clothes that you're wearing? Have you ever felt like you are the only one in your classroom that doesn't understand what the teacher is talking about?

We all have moments where we feel like we don't fit into our families, our friendship circles, our schools. Moving to a new neighborhood and school, or just changing schools can be really hard.

This forum will explore the stories of young people in Manitoba schools, their struggles to belong and the celebration of their successes."

Young people are not just the leaders of tomorrow, they are already the leaders of today in their schools, their communities and their social circles. Join us as we uncover what some of the common challenges facing students can be and how some young people overcome these obstacles in big and small ways to discover the leader in them.

Schools can register to send students and staff to Canad Inns Polo Park. The registration fee is \$50.00 per school regardless of the number attending (complete attached Registration Form). The intended audience is Middle and Senior Years students. Transportation is the responsibility of the school.

### **Program**

Welcome and Performance – **FRESH IE**  
Student Panel led by CJOB's Richard Cloutier  
Student Performance  
Talk Time (Questions and Discussion)  
Wrap Up and Performance – **FRESH IE**



**The goal of this event is to support students as they explore the following big ideas:**

- What are some of the challenges that young people face in schools?
- How can schools better support students as they develop their identities?
- What can youth do to support themselves?

**Space is limited – Register Now – Registration Deadline: February 10th**

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