Grade 9 Futures in Business (15G)

A Course for Independent Study
GRADE 9 FUTURES IN BUSINESS (15G)

A Course for Independent Study
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**Acknowledgements**

Manitoba Education gratefully acknowledges the contributions of the following individuals in the development of *Grade 9 Futures in Business (15G): A Course for Independent Study.*

<table>
<thead>
<tr>
<th>Role</th>
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<tr>
<td><strong>Course Writer</strong></td>
<td>Nicole Belanger</td>
<td>Dakota Collegiate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Louis Riel School Division</td>
</tr>
<tr>
<td><strong>Content Reviewer</strong></td>
<td>Angela Baraniuk</td>
<td>Dakota Collegiate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Louis Riel School Division</td>
</tr>
<tr>
<td><strong>Manitoba Education</strong></td>
<td>Carole Bilyk</td>
<td>Development Unit</td>
</tr>
<tr>
<td>School Programs Division</td>
<td>Coordinator</td>
<td>Instruction, Curriculum and Assessment Branch</td>
</tr>
<tr>
<td><strong>Staff</strong></td>
<td>Louise Boissonneault</td>
<td>Document Production Services Unit</td>
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<td>Coordinator</td>
<td>Educational Resources Branch</td>
</tr>
<tr>
<td></td>
<td>Kamal Dhillon</td>
<td>Development Unit</td>
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<tr>
<td></td>
<td>Instructional Design Assistant</td>
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</tr>
<tr>
<td></td>
<td>Lynn Harrison</td>
<td>Document Production Services Unit</td>
</tr>
<tr>
<td></td>
<td>Desktop Publisher</td>
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</tr>
<tr>
<td></td>
<td>Gilles Landry</td>
<td>Development Unit</td>
</tr>
<tr>
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<td>Project Manager</td>
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</tr>
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<td></td>
<td>Susan Lee</td>
<td>Distance Learning Unit</td>
</tr>
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<tr>
<td></td>
<td>Dan Lemieux</td>
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<tr>
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<tr>
<td></td>
<td>Susan Letkemann</td>
<td>Document Production Services Unit</td>
</tr>
<tr>
<td></td>
<td>Publications Editor</td>
<td>Educational Resources Branch</td>
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<td></td>
<td>Tom Prins</td>
<td>Learning Support and Technology Unit</td>
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Grade 9 Futures in Business (15G)

Introduction
**INTRODUCTION**

**What Will You Learn in This Course?**

Welcome to the Grade 9 Futures in Business course. In this half-credit course, you will be introduced to the world of business. You will learn about owning and operating a business, the factors that business owners need to consider to be successful, and how businesses contribute to the community. You will also learn how to manage money and how to record finances properly.

This Introduction highlights what you will learn in this course, describes how the course is organized, outlines the work you will be required to do and the resources you will need to do it, and explains who can help you if you have difficulty with any aspect of the course. It also explains how and when to submit your coursework to your tutor/marker for assessment.

**How Is This Course Organized?**

The Grade 9 Futures in Business course is divided into the following three modules:

- Module 1: Business Basics
- Module 2: The Functions of Business
- Module 3: Honing Your Financial Skills

Each module contains lessons that focus on specific aspects of business and finance. In most lessons, you will read a few pages, and then complete one or more learning activities. This is an effective way for you to learn about business and finance because it gives you a chance to apply your knowledge to practical business situations. You will also complete three assignments, one at the end of each module.

The Appendix that follows the three modules in this course consists of A Quick Guide to Employment Standards. You will need to refer to this information in Module 2, Lesson 2, when you complete Learning Activity 2.2: Manitoba’s Labour Standards.

The Glossary at the end of the course provides definitions for an alphabetical list of the terms identified by the key word icon throughout the course. You can use the Glossary to review terms used in the course.
What Resources Will You Need for This Course?

To complete this course, it would be helpful if you had access to
- a calculator
- a computer with Internet access.
  (If you do not have Internet access, you will still be able to complete the course, but you will need to find different ways of accessing information.)
- a photocopier so that you can photocopy your completed assignments before submitting them to your tutor/marker

If you do not have access to one or more of these resources, contact your tutor/marker.

Who Can Help You with This Course?

There are two people who can help you be successful in this course: your tutor/marker and your learning partner.

Your Tutor/Marker

Tutor/markers are experienced teachers who tutor independent study students and mark assignments and examinations. When you are having difficulty with something in this course, contact your tutor/marker, who is there to help you. Feel free to contact your tutor/marker at any time during this course. Your tutor/marker’s name and contact information were sent to you with this course. If you are not sure how to contact your tutor/marker, telephone the Independent Study Option office at 1-800-465-9915.

Your Learning Partner

A learning partner is **someone you choose** who will help you learn. It may be someone who knows something about business, but it doesn't have to be. A learning partner could be someone else who is taking this course, a teacher, a parent or guardian, a sibling, a friend, or anybody else who can help you. Most importantly, a learning partner should be someone with whom you feel comfortable and who will support you as you work through this course.

Your learning partner can help you keep on schedule with coursework, check your work, read the course with you, look at your learning activities and respond to them, and make sense of assignments. You may even study for your final examination with your learning partner.
How Will You Know How Well You Are Learning?

You will know how well you are learning in this course by how well you complete the learning activities, the assignments, and the final examination.

Learning Activities

The learning activities in this course will help you to review and practise what you have learned in the lessons. You will not submit the completed learning activities to your tutor/marker. Instead, you will complete the learning activities and check your answers yourself, using the Learning Activity Answer Key found at the end of each module.

Make sure you complete the learning activities. Doing so will not only help you to practise what you have learned, but will also prepare you to complete your assignments and the final examination successfully.

Assignments

Each module in this course contains an assignment that you will complete and mail or email to your tutor/marker for assessment. All the assignments are worth a total of 75% of your final mark for this course.

You can answer all the assignment questions either by writing your responses on the sheets provided in the course, and submitting them by mail, or by typing your answers using a word-processing program, and submitting them by email. If you choose to type your responses, you must also type the assignment questions so that your tutor/marker knows which question you are answering. To get the best mark possible, refer to the number of marks each question is worth.

Final Examination

The course contains a final examination, which you will write after completing Module 3, the final module in this course. The final examination will be based on Modules 1, 2, and 3 of the course. You will write the final examination under supervision. It is worth 25% of your final mark for this course.
To write your final examination, you need to make the following arrangements:

- **If you are attending school**, ask your school’s Independent Study Option (ISO) school facilitator to add your name to the ISO examination eligibility list. Do this at least **three weeks prior** to the next scheduled examination week.

- **If you are not attending school**, check the **Examination Request Form** for options available to you. The form was mailed to you with this course. Three weeks before you are ready to write the examination, fill in the Examination Request Form and mail or fax it to
  
  ISO Registration
  555 Main Street
  Winkler MB R6W 1C4
  Fax: 1-204-325-1719
  Toll-Free: 1-800-465-9915

You will need to bring a calculator to the examination session.

**How Much Time Will You Need for This Course?**

Learning through independent study has several advantages over learning in the classroom. You are in charge of how you learn and you can choose how quickly you will complete the course. You don't have to wait for your teacher or classmates, and you can work as quickly as you want to. You can also complete as many lessons at a time as you want to. Read the next few pages to get an idea of how to pace your work in this course.

You will need to spend a minimum of 55 hours on this half-credit course. That means you will need to spend at least 90 minutes daily in a semester. Look at the following two charts and decide which chart best describes the time of year when you want to begin and complete this course.
Chart A: Semester 1

If you start this course in September and need to complete it by the end of January, you can follow the timeline suggested below.

<table>
<thead>
<tr>
<th>Module</th>
<th>Completion Date</th>
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<tbody>
<tr>
<td>Module 1</td>
<td>End of September</td>
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<tr>
<td>Module 2</td>
<td>End of October</td>
</tr>
<tr>
<td>Module 3 and Final Examination</td>
<td>Mid-December</td>
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Chart B: Semester 2

If you start this course in January and need to complete it by June, you can follow the timeline suggested below.

<table>
<thead>
<tr>
<th>Module</th>
<th>Completion Date</th>
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<tbody>
<tr>
<td>Module 1</td>
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<td>Module 2</td>
<td>End of March</td>
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<tr>
<td>Module 3 and Final Examination</td>
<td>Mid-May</td>
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Do not wait until the last minute to complete your work, since your tutor/marker may not be available to mark it immediately. Remember, it may take over a week for your work to travel through the mail, so make sure you leave enough time for that. It may also take a few weeks for your tutor/marker to assess your work and return it to you or to send the marks to your school.

If you need this course to graduate this school year, remember to schedule and complete your final examination by June 1.
When Will You Submit Your Completed Assignments?

When to Submit Assignments

You will mail or email your completed assignments to your tutor/marker for assessment. Each time you submit something, you must include the applicable Cover Sheet, which you will find at the end of this Introduction.

The following chart shows what assignments you will be submitting to your tutor/marker.

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<th>Module</th>
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<td>Module 3</td>
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How to Submit Assignments

In this course, you have the choice of either mailing or emailing your assignments.

- Each time you **mail** something, you must include the print version of the applicable Cover Sheet (found at the end of this Introduction).
- Each time you **email** something, you must include the electronic version of the applicable Cover Sheet. You can either download the Cover Sheet at [www.edu.gov.mb.ca/k12/dl/downloads/index.html](http://www.edu.gov.mb.ca/k12/dl/downloads/index.html) or you can scan the Cover Sheet located at the end of this Introduction.

Complete the information at the top of the Cover Sheet before mailing or emailing it along with your assignment(s).

Mailing Your Assignments

If you choose to mail your completed assignments, please photocopy all the materials first so that you will have a copy of your work in case your package goes missing. You will need to place the applicable module Cover Sheet and assignment(s) in an envelope, and address it to

ISO Tutor/Marker  
555 Main Street  
Winkler MB  R6W 1C4

Your tutor/marker will mark your work and return it to you by mail.
Emailing Your Assignments

If you choose to email your completed assignments, make sure you have saved electronic copies before you send them. That way, you can refer to your assignments when you discuss them with your tutor/marker. Also, if the original assignments are lost, you will be able to resubmit them.

To email your completed assignments, you will first need to do one of the following:

- **If you are attending school**, please ask your ISO school facilitator (the person who signed your ISO Registration/Admission Form) for permission to email your assignments and to determine your school’s procedure for emailing assignments. Contact your tutor/marker to confirm that the course material can be marked electronically.

- **If you are not attending school**, please obtain permission directly from your tutor/marker to submit your assignments electronically. Also, please confirm that the course material can be marked electronically.

Saving and Submitting Your Assignments

1. Save your work as described below.

   **File Names**
   When saving your work, identify the assignment number(s) in the file name (e.g., Assignment 1.1.doc).

   **File Types**
   Save your work in the following file types (as applicable):
   
   - **Written work**: Microsoft Word files (doc) or RTF files
   - **Scanned work**: PDF files (save multiple pages on one file)

   The Independent Study Option office cannot access
   
   - file extensions other than those listed above
   - cloud servers for file storage/sharing (e.g., SkyDrive)

   **File Size**
   
   - The total size of attached files per email must not exceed 5 MB.
   - If files are larger than 5 MB, you must submit them as compressed files. If you are not familiar with this process, please go online to <www.wikihow.com> to learn how to compress files with your operating system.
2. Use the following format to compose your email.

To: distance.learning@gov.mb.ca
cc: [Your ISO school facilitator’s email address if you attend school]
Subject: [Your Name] Grade 9 Futures in Business
Attachment(s): Module 1 Cover Sheet, and Assignment 1.1.doc
Message: Module 1 Cover Sheet, and Assignment 1.1
Tutor/marker: ____________________________________
School: _________________________________________

The subject line of your email must clearly indicate your name and the course name. The assignment number(s) must be identified in the file names and in the body of the email message, as shown in the sample provided.

3. Attach your files to the email.

4. Email your assignments to <distance.learning@gov.mb.ca>. Do not email your assignments directly to your tutor/marker. Emails sent directly to the tutor/marker will be returned unread.

Your tutor/marker will mark your work and return it to you by email.

The Independent Study Option office does not provide technical support for hardware-related issues. If troubleshooting is required, consult a professional computer technician.
What Are the Guide Graphics For?

Guide graphics appear in the margins of the course to identify and guide you in specific tasks. Each graphic has a specific purpose, as described below.

**Assignment:** Complete an assignment. You will mail or email your completed assignments to your tutor/marker for assessment.

![Assignment graphic]

**Examination preparation:** This content may be found on the final examination. So make sure you learn it well.

![Examination graphic]

**Internet:** If you have access to the Internet, you can use it to get more information. Internet access is optional for this course.

![Internet graphic]

**Key word:** A new important term is being explained; the term is listed and defined in the Glossary.

![Key word graphic]

**Learning activity:** Complete this learning activity to help you review or practise what you have learned and to prepare for your assignments and the final examination. You will not submit the completed learning activities to your tutor/marker. Instead, you will compare your responses to those provided in the Learning Activity Answer Key found at the end of each module.

![Learning activity graphic]

**Learning partner:** Ask your learning partner to help you with this task.

![Learning partner graphic]

**Mail or email:** It is now time to mail or email your completed assignment(s) to your tutor/marker for assessment.

![Mail or email graphic]

**Note:** Take note of and remember this important information or reminder.

![Note graphic]

**Telephone:** Call your tutor/marker.

![Telephone graphic]

**Remember:** If you have questions or need help at any point during this course, contact your tutor/marker or ask your learning partner for help.
GRADE 9 FUTURES IN BUSINESS (15G)

Module 1
Business Basics
Module 1: Business Basics

Introduction

Module 1 of the Grade 9 Futures in Business course is an introduction to business. It consists of the following six lessons:

- Lesson 1: Introduction to Business
- Lesson 2: Forms of Business Ownership
- Lesson 3: The Business Environment
- Lesson 4: An Introduction to Economics
- Lesson 5: Business Ethics
- Lesson 6: The Global Marketplace

In Lesson 1, you will learn some new terms that will help you with the course content. When starting a business, it is important to decide whether you want to do everything on your own or whether you want to have other people help you, so Lesson 2 will discuss the different types of business ownership. In Lesson 3, you will learn about what businesses are responsible for, as well as the parts of the economy that affect business. In Lesson 4, you will learn about economics—the basic rules that apply to why people buy items and how businesses make money from those items. Lesson 5 will be an introduction to ethics and some of the ethical situations business owners are forced to deal with. Lesson 6, the final lesson in this module, looks at the global marketplace. Our world has expanded, and doing business with other countries is the norm for many organizations.

Each lesson includes one or more learning activities. Keep in mind that the learning activities are designed to help you complete your assignments and study for the final examination. For this reason, you are encouraged to complete all learning activities. You can check your responses against those provided in the Learning Activity Answer Key found at the end of this module.

At the end of Module 1, you will complete an assignment, which you will send to your tutor/marker for assessment. Instructions on how to submit your assignment are explained at the end of this module, as well as in the course Introduction.

If you have difficulty with the course material, you can seek help from your learning partner or from your tutor/marker.
Lesson 1: Introduction to Business

Lesson Focus

By the end of this lesson, you will be able to do the following:

- Define the term business.
- Explain the difference between a need and a want.
- Explain the difference between goods and services.
- Explain how market needs and wants create business opportunities.
- Identify the difference between for-profit and not-for-profit businesses.
- Identify the difference between small, medium, and large businesses.
- Recognize how Grade 9 Futures in Business relates to other Senior Years Business Education and Marketing Education courses.
- Develop an awareness of the available business education programs.

Introduction

This lesson will introduce you to the basic concept of business and business opportunities.

Products versus Services

A business has to sell a product or offer a service in exchange for pay. A business is any organization that offers a product or a service to customers to meet either a need or a want.

To understand this definition, you need to know the difference between a product and a service.

- A product is a physical item that can be touched (e.g., a book, a table, an apple). A product sold in business includes the item’s name, packaging, labelling, and so on.

- A service is an action that is done for someone (e.g., washing a car, cutting hair). In the business context, a service is done in exchange for pay.
Keep in mind that you can purchase services that are not for you. This could be done in the form of purchasing a gift card or donating to charities, as charities are still considered businesses, which will be discussed later in this lesson.

You will now apply the terms you have just learned to your everyday life by completing a learning activity.

Once you have finished a learning activity in this course, check your responses against those provided in the Learning Activity Answer Key found at the end of the applicable module. You will not send any learning activities to your tutor/marker—they are not assignments.

Learning Activity 1.1

Products versus Services

To help you understand the difference between products and services, you will now complete Learning Activity 1.1. If you have difficulty with this learning activity, ask your learning partner for help or contact your tutor/marker.

1. Think about five of the purchases that you or some members of your family have made recently. Were they products or services? List the five purchases and indicate whether they are products or services.

Needs and Wants

When we buy products or services, we are meeting either needs or wants.

- **Needs**: When we talk about needs, we are talking about items (e.g., water, food, shelter) and feelings (e.g., love, friendship) that help us to survive—without them we could not live. The things we need are essential for survival.

- **Wants**: When looking at items we want, we realize they are often things we can live without. It may be fun to have the newest cell phone, video game console, or name-brand hoodie, but in reality, we could certainly get by without these things. The things we want can make life better, but are not essential for survival.
Example of a Need

Many businesses have become successful because they have met the needs and wants of their customers. For example, food products meet our basic need to eat in order to survive. There are many different kinds of foods, some of which are essential for a healthy diet and some of which are not. According to *Eating Well with Canada’s Food Guide* (Health Canada), the most important components of our diets are vegetables and fruit, grain products, milk and alternatives, and meat and alternatives. The food industry is one of the most profitable sectors of the business market. Grocery stores, restaurants, cafés, cafeterias, and weight-loss and nutrition programs are all examples of businesses that take advantage of our need to eat.

*Website*

For more information about healthy food choices, refer to the following website:


Example of a Want

MP3 players were developed for people who wanted a convenient way of carrying around their music. Before these players became available, people used portable CD players. In the late 1990s and early 2000s, downloading files became a popular way to get music. Because of this, more and more people were listening to MP3 files on their computers, which meant there was a “want” to play these files on a portable system. The first MP3 player was made available in 1996 by a company named Audio Highway. It wasn’t until 2001 that Apple came out with the famous iPod, the first portable digital audio player that dominated the market.

*Website*

For more information, refer to the following website:

Learning Activity 1.2

Needs versus Wants

To help you further understand the difference between needs and wants, you will now complete Learning Activity 1.2. If you have difficulty with this learning activity, ask your learning partner for help or contact your tutor/ marker.

1. Think about five of the items you have recently purchased. List the five items and indicate whether they are needs or wants.

2. Think about the adults you live with. What have they purchased recently? Write down the five purchases and then decide whether they are needs or wants.

3. Do you see a difference in the types of items you buy and the types adults buy? If so, what is the difference? What do you think is the reason for this difference?

Profit versus Non-profit

Some organizations that do not make a profit, such as charities, daycare centres, schools, religious institutions, and hospitals, are also considered businesses. This is hard for many people to understand because they associate profit with business, and the point of charities is not to make a profit. To make a profit means that the business’s revenues are exceeding its expenses; simply put, it means that the business is making money. If you look back at the definition of a business, you will notice that it does not include the word profit. It just mentions that a business provides a product or a service to customers to meet their needs or wants.

Charities often provide a service. For example, they conduct scientific research that benefits many people, they offer programs to help people cope with their unfortunate circumstances, or they raise awareness so that more people can safeguard themselves against a disease or some other catastrophe. These services can definitely be considered needs for a community. So, charities fall under the definition of a business. Their goal may be to provide services to their customers, rather than to make a profit. Charities also offer benefits in the form of tax breaks to those who make donations. When
you make a donation to a charity, you can claim that donation in your tax
statements so that you pay the government less in taxes.

Organizations whose goal is to make money are considered for profit
businesses. Organizations whose goal is not to make a profit but to make
enough money to offer their services are called non-profit (or not-for-profit)
businesses. Remember that while not all charities run like a business, many
charities do operate like a business, with employees, budgets, and goals.

Business Size: Small, Medium, and Large

Businesses can be of various sizes. Business size can vary in terms of number
of employees and volume of annual sales. Usually, the size of a business is
based on the number of employees it has: small businesses have fewer than
100 employees, medium-sized businesses have up to 500 employees, and
large businesses have more than 500 employees.

Small businesses are often local companies, such as stores, coffee shops,
salons, and restaurants. For example, Frantic Films is a Winnipeg-based
company that has fewer than 100 employees but has a very good reputation
for doing 2-D and 3-D effects for film (<www.franticfilms.com/>). Kivalliq
Air is an airline that offers transportation to remote northern areas of Canada
(<www.kivalliqair.com/>). The airline is also considered a small business.
Businesses that build products, such as DeFehr Furniture (<www.defehr.
com/>) and Palliser Furniture Upholstery Ltd. (<www.palliser.com/>), often
start as small businesses and then grow in size.

Medium-sized businesses can include retail stores, manufacturing businesses
(manufacturers are the ones who build a product), or businesses whose job
is to extract natural resources, such as gold, nickel, and oil, from the earth.
Many media and advertising companies in Manitoba have grown into
medium-sized businesses. Aboriginal Peoples Television Network (APTN),
for example, has 130 employees, of whom more than 75% are Aboriginal
(<www.aptn.ca/>).

Large businesses are usually the “big” companies we all know about. They
could be restaurants, such as McDonald’s and Applebee’s, they could be
stores, such as the Gap and American Eagle Outfitters, or they could be big
oil companies, such as Esso Imperial Oil and Petro-Canada. You may be
saying, “Wait a minute, McDonald’s has only about 20 people working at
each restaurant.” That may be correct, but the whole McDonald’s corporation
includes all the locations around the world and includes all the people who
work behind the scenes: the accountants, the marketers, and the CEOs (those
are the big bosses, the chief executive officers).
Classifications of Businesses

To help you further understand how businesses are categorized, you will now complete Learning Activity 1.3. If you have difficulty with this learning activity, ask your learning partner for help or contact your tutor/marker.

1. You have just learned that businesses can be classified in various ways. The first classification is profit versus non-profit. Remember, profit means that the business is gaining money when interacting with its customers. Complete the table below by stating whether the business is for profit or non-profit (not-for-profit). An example is provided.

<table>
<thead>
<tr>
<th>Business</th>
<th>Profit or Non-profit?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canadian Cancer Society</td>
<td>Non-profit</td>
</tr>
<tr>
<td>Canadian Ford Motor Company</td>
<td></td>
</tr>
<tr>
<td>Canadian Red Cross</td>
<td></td>
</tr>
<tr>
<td>Giselle’s, the Spa Specialist</td>
<td></td>
</tr>
<tr>
<td>Home Hardware</td>
<td></td>
</tr>
<tr>
<td>Kids Help Phone</td>
<td></td>
</tr>
<tr>
<td>McDonald’s</td>
<td></td>
</tr>
<tr>
<td>Monsanto</td>
<td></td>
</tr>
<tr>
<td>Winnipeg Humane Society</td>
<td></td>
</tr>
</tbody>
</table>

2. Another way to classify businesses is by their size. Think of businesses, both for profit and non-profit, that are located in your community. Identify two small businesses, two medium-sized businesses, and two large businesses. If you have to go outside your community for examples, that’s fine.
Future Business Education Courses

Learning about business is interesting for people who think they may want to run their own business; however, it is also useful for everyone else. We all deal with businesses over the course of our lives: we buy from businesses, we work for businesses, and we invest in businesses. Our personal life is constantly affected by the business world. Taking courses that help you develop your understanding of how businesses work will benefit you at home and at work.

High School Business Courses

Taking Grade 9 Futures in Business is a great start to your education regarding the business world. This course will help you with many of the other business-related courses during your high school studies, such as Start Your Own Business, Retailing, Relations in Business, Seminar in Business, Economics, Promotions, Marketing, Management, Accounting, Visions and Ventures, and Law.

Grade 9 Futures in Business provides a foundation that will assist you in continuing with other business-related courses. All the major sections in this course are also components of many of the other courses you can take in your education career. You may take some of the courses at school and some through the independent study option (ISO).

Website

For more information about ISO courses, visit the following website:

Post-Secondary Business Education

If you are interested in business as a possible career choice, you should keep in mind some programs you can take after high school. You can get a Bachelor of Commerce through the Faculty of Management at the University of Manitoba (or the Asper School of Business). The University of Winnipeg offers a Bachelor of Business Administration. Red River College offers many business-related programs, such as Business Administration, Business Information Technology, Commerce Industry Sales and Marketing, and many more. Many private colleges offer business programs as well. Ask the guidance counsellor or the student services staff at your school for other ideas.
Lesson Summary

In this lesson, you learned what businesses are and how they benefit their customers by providing either services or products, or both. Businesses decide which services and products they want to offer based on what they think the community needs and wants. You learned the difference between for-profit businesses and non-profit businesses, as well as how to identify businesses of different sizes, based on their number of employees. If this material sparks your interest, you can take many courses at the high school, college, and university levels that can lead to a possible career choice in business.