

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**CICE COURSE OUTLINE**

**COURSE TITLE:** Natural Resource Entrepreneurship

**CODE NO. :** NRT 226

**SEMESTER:** 4

**MODIFIED CODE:** NRT0226

**PROGRAM:** Forestry Technician, Fish And Wildlife Technician

**AUTHOR:** Mark Harvey

**MODIFIED BY:** Velma Simon, Learning Specialist, CICE Program

**DATE:** DEC 05

**PREVIOUS OUTLINE DATED:** JAN 05

**APPROVED:**

\_\_\_\_\_  
**DEAN**

\_\_\_\_\_  
**DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** NONE

**HOURS/WEEK:** 3

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## **I. COURSE DESCRIPTION:**

The private sector plays an increasingly important role in the field of natural resources providing technicians with a host of potential career opportunities. In this course, students will explore the realm of natural resource business through class presentations, projects, guest speakers and group exercises. Projects that will be completed are a contract bid proposal, a small business plan, job description, job posting, cash flow forecast and payroll calculations.

This course will help prepare graduates to start and operate a small natural resource business and to work with natural resource contracts. Emphasis will be placed on contract procurement, contracting and small business legislation, employee relations and negotiating skills

## **III. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist, will demonstrate the ability to:

1. Identify and describe the role small business and contracting play in the natural resource component of the Canadian economy.

### Potential Elements of the Performance:

List those responsibilities held by government and those held by the private sector in the Ontario natural resource sector

- Identify at least 20 different natural resource business opportunities in Ontario
- List by name 8 local ( District of Algoma) small businesses in the natural resource sector

This will constitute 10% of the course grade.

2. Create a simple small business plan for an approved natural resource business idea.

### Potential Elements of the Performance:

Define types of business registration under Ontario Law

- describe the process needed to name and register a small business in Ontario
- list and describe a minimum of 6 components of a small business plan

- Complete a cash flow forecast sheet
- Write a small business plan using an approved small business plan idea. Plan must be related to students course of study if in a specialized program
- Research to find realistic prices when developing the financial section of the small business plan.
- list a minimum of 5 sources of start up funding for small business
- list a minimum of 5 criteria that funding agencies may consider when determining eligibility for funding

This will constitute 25% of the course grade.

3. Demonstrate a basic knowledge of legislation related to natural resource small business and contracting.

Potential Elements of the Performance:

- Identify key elements of the Employment Standards Act, Occupational Health & Safety Act, the Forest Fire Prevention Act, the Worker's Compensation Act, the Health Protection Act Camps in Unorganized Territories, the Construction Lien Act.

This will constitute 10% of the course grade

- 4 Demonstrate a basic understanding of the hiring process.

Potential Elements of the Performance:

- list the key components of the hiring process
- write a job posting for a specified natural resource job
- write 5 interview questions from 5 specified interview question groupings
- list 5 short comings of the job interview process
- list 7 forms of discrimination that are common to the job interviewing process

This will constitute 10% of the course grade.

## 5. Demonstrate basic Negotiating Skills

Potential Elements of the Performance:

- List 7 conditions in small business and contracting where negotiations may be required
- Define and describe range negotiations
- Conduct a power bridge analysis given a defined set of negotiating parameters
- List and describe 8 strategies and associated tactics used in negotiations
- List 10 non-verbal forms of communication found at the negotiating table and indicate the meaning of each.

This will constitute 15% of the course grade.

## 6. Develop a natural resource contract proposal from a tender document or request for proposal.

Potential Elements of the Performance:

- list a minimum of 15 components of a standard natural resource contract
- list advantages and disadvantages of contracting Vs in-house
- list natural resource tasks that are commonly completed through a contract
- costing out a contract bid price
- use the internet to research contract opportunities including MERX
- list and describe contract securities and holdbacks
- differentiate between a contract and a purchase order
- list types of contracts , i.e. one term service Vs multi –year research
- write specifications for a natural resource contract

This will constitute 30% of the course grade.

**III. TOPICS:**

Business opportunities in natural resources

Types of business registration and legislation relevant to  
to small businesses in natural resources

Components of a small business plan and preparing a natural  
resource small business plan

The Contracting business in Natural Resources

RFPS Writing and presenting a Natural Resource Contract proposal

Small business financial transaction records

The hiring process , postings and interviews

Negotiating Skills

**IV EVALUATION PROCESS**

|  |     |     |
|--|-----|-----|
| Small Business Plan                      |     | 20% |
| 8 Assignments @ 5%                       |     | 40% |
| ESA                                      |     |     |
| Cash Flow Excel                          |     |     |
| Cash Flow Written                        |     |     |
| Depreciation                             |     |     |
| Payroll                                  |     |     |
| Balance Sheet                            |     |     |
| Job Posting                              |     |     |
| Job Interview Questions                  |     |     |
| Natural Resource Contract Proposal Total |     | 20% |
| Panel Evaluation                         | 5%  |     |
| Oral Presentation                        | 5%  |     |
| Written Submission                       | 10% |     |
| Test                                     |     | 20% |

**V. EVALUATION PROCESS/GRADING SYSTEM:**

The following semester grades will be assigned to students in postsecondary courses:

| <u>Grade</u> | <u>Definition</u>  | <u>Grade Point Equivalent</u> |
|--------------|--|-------------------------------|
| A+           | 90 – 100%  | 4.00                          |
| A            | 80 – 89%   | 4.00                          |
| B            | 70 – 79%   | 3.00                          |
| C            | 60 – 69%   | 2.00                          |
| D            | 50 – 59%   | 1.00                          |
| F (Fail)     | 49% and below  | 0.00                          |
| S            | Satisfactory achievement in field /clinical placement or non-graded subject area.  |                               |
| CR (Credit)  | Credit for diploma requirements has been awarded.  |                               |
| U            | Unsatisfactory achievement in field/clinical placement or non-graded subject area.   |                               |
| X            | A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course. |                               |
| NR           | Grade not reported to Registrar's office.  |                               |
| W            | Student has withdrawn from the course without academic penalty.  |                               |

**VI. SPECIAL NOTES:**Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions

Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

In addition to completing the academic course requirements students must be present in class for **80% of the scheduled class time** to receive D grade or higher.

Assignments that are submitted after the due date time specified by the professor may not be accepted or may be down graded at the discretion of the professor.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the instructor. Credit for prior learning will be given upon successful completion of the following:

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

**CICE Modifications:****Preparation and Participation**

1. An Integrative Educational Assistant will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

**A. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**B. Tests will be written in CICE office with assistance from an Integrative Educational Assistant.*****The Integrative Educational Assistant may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**C. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Integrative Educational Assistant may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**D. Evaluation:**

Is reflective of modified learning outcomes.