

Construction - BOG4E

"Scheduling "

Contextualized Learning Activity

Contact Information	
Board	Waterloo Catholic District School Board
Development date	August 22, 2011
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SHSM sector	Construction
Course code and course title	BOG4E - Managing a Small Business
Name of CLA	Scheduling Within The Construction Industry
Brief description of CLA	Students will apply critical and creative thinking techniques for a complete understanding of the process and importance of scheduling within the Construction field. Students will use their knowledge and experience to create a schedule for their team in order to ensure that the required work and tasks are completed in an optimal manner.
Key Search Terms (Do not use SHSM, CLA, Course Code or Sector)	Scheduling, Management
Duration	This CLA will take approximately 6 hours to complete.
Overall expectations	REV.02 · assess the role that problem solving and creativity play in the success of an entrepreneurial venture;

Specific expectations	RE2.02 – apply the problem-solving model to specific situations; OMV.04 · demonstrate the use of appropriate communication techniques for business activity.
Catholic graduate expectations	CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;
Essential Skills and work habits	<p style="text-align: center;">Essential Skills</p> <ul style="list-style-type: none"> ✓ Reading Text ✓ Writing ✓ Document Use ✓ Computer Use ✓ Oral Communication ✓ Scheduling ✓ Numeracy ✓ Job Task Planning and Organizing ✓ Decision Making ✓ Problem Solving ✓ Finding Information <p style="text-align: center;">Work Habits</p> <ul style="list-style-type: none"> ✓ Teamwork ✓ Reliability ✓ Organization ✓ Working Independently ✓ Initiative ✓ Entrepreneurship

Instructional/Assessment Strategies

Students should have previous knowledge of basic business concepts in order to effectively create a schedule that meets both the business and employees' needs. The lecture notes are in MS PowerPoint format and require a computer and projector for presentation. The student note templates are in MS Word format, and include "fields," which are to be filled in by the student as they listen to the presentation. Similarly, if the students do not have access to a computer, the notes can easily be printed out and completed as a pen/paper task. The students will also have the choice of utilizing the computer to create their schedule (an MS Excel Template) or they can simply create their schedule by pen / paper. That being the case, it would be ideal for the teacher to book a computer lab for these activities to provide the students an option on their strategy.

Context

In order to be successful in the Construction sector, a business owner / manager must be able to create a schedule that meets the needs of both the business and their employees. In creating a schedule, one must understand the variables involved - the tasks that must be accomplished, the skillsets of their employees, the number of hours each part time / full time employee requires, the dynamics of which employees work better together, times that employees are unavailable, etc., and do so in the most equitable and optimal manner for both parties. In completing this CLA, Construction students will learn ways to both organize and strategize all of these variables in a manner that best serves both the business and employees.

Strategies

- Introduce the concept of "scheduling". Use a "Think / Pair / Share" strategy to have the students explore and discuss different areas where a schedule would exist as well as its purpose. As the students are sharing, list their responses on the board as a starting point for the activities. Some simple examples could include:
 - Where:
 - School (i.e. - bus schedule, class schedule, etc.)
 - Part Time Job
 - Extra Curricular Activities (i.e. - sports team, club meetings)
 - Why:
 - Creates organization
 - Optimizes our time
 - Ensures that the right people are in the right place at the right time
- Present the "01 Scheduling" MS PowerPoint. Students will follow the presentation by completing the "01 Scheduling Note Template" as the lecture is presented. Use the examples provided in the "Think / Pair / Share" activity to highlight the material.
- Teacher will use the "02 Scheduling Template" to provide the students with a strategy and tool in order to formatively assess student knowledge of scheduling through the "02 Scheduling Assignment". Teacher should circulate class to provide support/guidance. The teacher should collect work to ensure student understanding and provide feedback (i.e. - Full Time / Part Time employees receive appropriate hours, all shifts are covered, employee "times available" do not conflict with assigned shifts, etc.)
- After assessing and returning formative "02 Scheduling Assignment" with constructive feedback, the teacher should walk the class through the process of organizing and strategizing the same assignment. Although there is no "one way" of creating a schedule, it will allow the students the opportunity to walk through the process of creating a schedule and the possible issues that could arise.
- Teacher will use "03 Scheduling Summative" to formally assess student understanding. This assignment builds upon the formative assignment by introducing more variables that must be taken into consideration in creating the final schedule. Teachers should encourage the students to use their formative feedback to inform and support their efforts during the summative assessment.

Note: The teacher may want to change the dates on both the formative and summative assignments to make the scheduling "more timely" relative to the dates the students are working in.
- During the formative process, the teacher should attempt to bring in a guest speaker from a local business to discuss their scheduling strategies and the challenges a business leader / manager face in attempting to create a schedule that serves both the employees and business. For teachers in the Waterloo Region, speakers can be booked through the Speaker's Bureau (<http://www.bus-edpartnership.org>). For other regions, contact your board for similar organizations.

Assessment and Evaluation of Student Achievement

Strategies/Tasks

Purpose

1. Class discussion

Diagnostic Assessment

2. Scheduling lecture/note/assignment

Formative Assessment

3. Scheduling formative assignment

Formative Assessment

4. Scheduling summative assignment

Summative Assessment

Differentiation

Differentiation will be based on:

Readiness X

Learner Profile X

Interest X

Differentiation will take place through:

Content X

Process X

Product X

Learning Environment X

Resources

Authentic workplace materials

- computer
- projector
- overhead screen
- BrightLink projector

Human resources

- guest speaker

Software

- MS Word
- MS PowerPoint
- MS Excel

Websites

- www.bus-edpartnership.org

Accommodations

As with all instruction, teacher should make accommodations based upon individual student needs. Teachers should address exceptional students' Individual Educational Plans (IEPs) and consult with the appropriate support staff. This will allow the teacher to effectively implement prescribed accommodations/modifications based upon the student and their exceptionality.

List of Attachments

- 01 Scheduling.ppt
- 01 Scheduling Note Template.doc
- 02 Scheduling Assignment.doc
- 02 Scheduling Template.xls
- 03 Scheduling Summative.doc