

Explo at Yale

Course Curriculum Map

14 class meetings per session

90 minutes per class

Course: Business Management

Instructor: Nick McMullen

PCA: Mario Laul

Day	Essential Question(s)	Objectives	Activities	Assessment
Day 1 Monday Week 1	What is business management?	SWBAT: Identify their coworkers and boss by name. SWBAT: Work as a company unit and come to compromises. SWBAT: Sort through information and make inferences about the best business structure for our company. SWBAT: Extrapolate their vision of our business in order to create a	-Meet students in the quad and walk them to the classroom (10 mins) -Welcome students into the classroom with a handshake and a smile. After they all enter I will welcome them to a startup business that I (the owner) have created. <i>"I brought you all here today because you are some of the brightest young minds in the business world and I need your help running this business. Your efficient running of this operation may just earn you a partnership in the company. We will determine roles for each of you within the company a little later."</i> (2-3 mins) - Networking: First, we will sit in a circle together as a class. Each student is to introduce themselves to the person on their left (this requires students to interact with 2 different people, giving information to the person on their right and listening to the person on the left). This introduction should, first and foremost, include a handshake and a name. Students should discover where their partner is from, what their favorite subject is, and how that subject or skill could be useful in business management. Students will have approximately 4-5 minutes to talk and get to know the person sitting to their left and give information to the	-Teacher will observe students shaking hands and hear names being said while they introduce themselves in the circle. -See and hear students ponder and suggest options for an appropriate company name while each group narrows their options down to 2 possible names. -See students analyzing the information provided

Copyright Information: Please note that all curriculum materials created in preparation for your employment with Exploration School, Inc. and/or during the period of employment with us are the exclusive property of Exploration Summer Programs.

		company name and slogan.	<p>person on their right. We will then go around the circle and have everybody introduce the person sitting to their left. I (teacher) will participate in the circle as well. After this activity is finished, students will move their chairs back to their original locations and I will give them 3 minutes to mingle and get to know as many of their classmates as they can. Every interaction must be prefaced with a handshake. This is good practice for students to become comfortable with giving firm, professional handshakes. Students will finish mingling and introducing themselves and I will ask who thinks they could name the most students in the room. The student who can name the highest number of their classmates receives a pencil as a prize. (I can bring colorful pencils with me to class) (15 mins)</p> <p>-I will briefly explain what our production company is and what it does. Our company has two facets: we plan and execute events within the Explo community and also sell products that are in demand in the community. <i>“As the owner, I will need as much creative advice and ideas from you as possible. The number one requirement as an employee in this company is to take pride and ownership in this company as if it were your own.”</i> (2-3 mins)</p> <p>-Name the company: <i>“I have not named the company yet. This is because I want you to put your bright minds together and uncover the perfect name for us. Think about and discuss the image you want our company to have. Quality? Creativity? Prestige? Affordable? Some questions I might ask to lead students that claim to be done quickly beyond the surface include: How does location affect how you might name our company? Who might want our business and how does the name you created appeal to that demographic? What might fit the Explo community best? This will be your first look into what it is like to work as a team with your coworkers.”</i> I will assign groups of 4 by counting for this activity (1's will gather together, 2's, etc.) They may use their devices to do any research they would like. Once the executives (each student will be called an “executive,” not a</p>	<p>and discussing benefits of each business type while deciding which structure is best for our company. Hear students’ proposals and justifications, including benefits that a certain structure would bring to our company, how a certain structure fits our company or does not (ex: A sole-proprietorship would not be a good structure for our business because we are an event management company that needs room for growth and is too small to be considered a sole-proprietorship).</p> <p>-Hear student discussion about our company name and brand and what it means to them. Hear slogan suggestions and hear negotiations about which slogans will be</p>
--	--	--------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

			<p>student, in order to better simulate a business-like atmosphere in the classroom) come up with and submit to me at least 2 potential names per group, , I will write all of them down and we will have a vote to determine the name. Before the vote, groups should discuss and come to a consensus of which name they believe is the best fit for our company. Once groups decide on this, each group will assign a spokesperson to stand up, identify their name of choice, and give a convincing justification. We will then vote as a class individually, with the name receiving the most votes becoming our company name. (30 mins)</p> <p>-Type of company: The next step is to decide how the company will be structured. I have an idea of what I want (LLC), but I will provide handouts to students summarizing each central business structure. This should avoid the confusion of the students researching and discovering complex structures on their own and also remove the possibility of smartphone abuse. Students will pair up and discuss these business types. After 2-3 minutes to discuss in pairs, I will prompt each pair to find another pair to discuss with and share their thoughts for 2-3 minutes more. This should lead to four groups of 4, which will then each come to a consensus about which structure is best for our business given the information they have. Each group will select a different spokesperson who has not held that role yet and that spokesperson will announce the group's choice and explain why. This justification should include the benefits for our company operating under this structure and how this structure specifically fits our type of business. If all four groups choose the same structure, the activity will be finished. If not all four groups are on the same page, justifications will serve as a mode of persuasion and I will have groups discuss and reconsider for 2-3 minutes. If any groups decide to change their opinion, we may come to group consensus. If not, I will clarify the benefits of each business structure mentioned by the groups and a popular vote will be the determining factor. (10-15 mins)</p>	voted on.
--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------

			<p>-Catchphrase: Show some brief examples of the most successful catchphrases and ask the executives to consider what characteristics each have. The next phase in the branding process after creating a name is deciding what slogan the public should associate with the company. Show executives a few quick examples and then send them off to construct the perfect slogan for our company. I will quickly assign partners for this activity to ensure every student is participating and meeting new people. Partners do not have to discuss on their own. They may ask questions of other groups as well. Each pair should come up with a catchphrase. I will check in with groups and circulate around the room. There should be lots of discussion among coworkers. As I notice discussion about catchphrases and slogans slowing down, I will have each pair come up to the whiteboard and write their slogan. Each pair must read out their slogan for the whole class to hear. I will then have students put their heads down and we will vote on each slogan. Encourage students to not vote based on their bias toward their slogan, but vote for the slogan that would reflect best on our company. The slogan with the most votes becomes our company slogan. (30 mins)</p>	
<p>Day 2 Tuesday Week 1</p>	<p>What is business management?</p>	<p>SWBAT: Describe business vocabulary terms to classmates.</p> <p>SWBAT: Articulate the leadership or personality style that best suits them.</p> <p>SWBAT: Discuss and relate their personality style to business</p>	<p>-Review the information covered and created yesterday. Ask a student for a summary of yesterday (creating company logo, slogan, identifying type of business). If we were to lump together all of the tasks we did yesterday into one category, what might we call it (business report!)? Have students turn to a partner and discuss what other elements might be in a business plan given what they know now. Ask for some suggestions from pairs and write them up on the whiteboard. Finish the activity by clearly outlining what the elements of a business plan are (executive summary, description of business, plan to make a profit, market description, etc.). (5 mins)</p> <p>-Business vocabulary game: Randomly divide the group into two sections. Have two chairs at the front of the room facing away from the white board. I will write a business vocabulary word on</p>	<p>-Observe students inferring what style fits them best by making a decision on where to stand in the room and see if that opinion changes after taking the personality compass quiz.</p> <p>-Hear students describing the provided business vocabulary to</p>

		<p>management by connecting their strengths to their knowledge of business management.</p>	<p>the whiteboard. One person from each team will come sit in the “hot seats” and their coworkers must attempt to describe the word without saying it (just like the game Taboo). The first person in the hot seat to say the word scores a point for their team. After everybody on each team has been in the hot seat, teams will have the opportunity for a single bonus round in which they may nominate a single person to be in the hotseat. The teams must collectively decide on how many points to wager (up to the total points they have). This creates an exciting atmosphere to end the game on and again simulates a pressure atmosphere, just as would be encountered in business many times. This activity is also a wonderful way to evaluate the initial business knowledge of students as we move forward (20 mins)</p> <p>-Personality compass activity: <i>“Every good executive must be aware of their leadership style and, maybe more importantly, the styles of their coworkers. This helps facilitate clear communication channels between colleagues, such as you all.”</i> Each wall in the room will be North, South, East, or West. North -> Natural leader, goal-oriented, fast-paced, task-oriented. South -> Natural team player, process-centered, deliberate, good listener. East -> Natural planner, quality-centered, analytical, organized. West -> Natural risk-taker, idea-centered, creative, innovative. First, each executive will stand in the location that they think fits them best and observe the people around them. Next, they will return to their desks and I will explain the purpose of the worksheet and what exactly needs to be done. The students will then quickly but thoughtfully fill out this worksheet and go to the part of the room that corresponds to the result of their worksheet. We will then go around the room and each student will name a job (specifically in marketing or advertising) that they believe fits well into their personality. Ask students to reflect and respond as to why they think these jobs fit them well. Explain to executives that leadership skills and strengths are not black and white, everybody is different and has a different skillset. Have everybody stand in the location that they believe</p>	<p>classmates in a competitive setting while trying to get their teammate who is not looking at the vocabulary word to identify the word.</p> <p>-Hear students thoughtfully engaging in conversation about their leadership skills and connecting their strengths and passions to the possible contributions they can make as managers. .</p>
--	--	--------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

			<p>best fits them on the personality compass based on their worksheet and knowledge of themselves (hopefully this forms a circle) and explain that the compass is a 360 tool and everybody has their place on it. I will collect each personality worksheet from the executives. I will assign positions (Marketing Manager, Art Director, Campaign Coordinator, Design Specialist, Data Analyst, Production Supervisor) in the company to each student based on the results of this activity. (Roles are fluid and students can and will be able to try out different roles within the business. Titles are just to give students more pride and ownership in the process.) (20 mins)</p> <p>-Discussion 1 : I will divide the class into three groups (one group of 6 and two groups of 5) and provide the facilitator with the following questions to discuss within groups. What does management mean to you? I will explain ECDM guidelines to the students and we will discuss what being a manager of a business means to each student. I will provide questions for the moderators like: How do your leadership/personality qualities fit into the role of a manager? What might some responsibilities of a business manager be? Are there different levels of management in a business? Can you give examples? After small group discussion begins to die down, I will have us come back together as a group and ask for a couple of comments or thoughts from others that they believe are important to share with the entire group. (35 mins)</p> <p>-Debrief the discussion, including guiding the summarizers and mappers through recounting the discussion to the class, and reset classroom to original state. (10 mins)</p> <p>-Finish class with an announcement that I will be splitting the company up into two divisions, each with the same roles. This is in order to facilitate better discussion and competition throughout the business planning and implementation process. They will not exclusively be in those divisions, but they will only be able to</p>	
--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

			compete within those divisions. I will come to class tomorrow with divisions and job titles for each student.	
Day 3 Wednesday Week 1	What is business management?	<p>SWBAT: Highlight their strengths and weaknesses while performing under pressure.</p> <p>SWBAT: Identify questions that will help in identifying different market segments and help structure market research questions.</p> <p>SWBAT: Analyze and compile collected (in class) market data into a coherent report.</p> <p>SWBAT: Draw conclusions and give recommendations based on market information collected earlier in class.</p>	<p>Warm-up: I will assign groups of 4. Each group must discuss their accomplishments and personal strengths and come up with a pitch to convince me that their group is ready to take over the company in which every member contributes equally. They should highlight their contributions thus far and be confident. This is a good reflection activity as well as a confidence builder. (15 mins)</p> <p>-Begin the business planning process. Executives should start thinking about how they want this business to work. Ask executives what they think a business plan looks like. There are many parts to a business plan and we will not cover all of them. However, I will go over each part of a business plan with the students briefly: executive summary, detailed description of the business, concrete plan to make a profit (this will help attract investors if it is impressive), market summary and analysis, prediction of market share, the 4 P's, SWOT analysis, costs, and company goals. We have already covered naming our company, selecting a structure, and producing a slogan. Now we must assess our market. Have executives brainstorm questions and information that might be good to determine how we want to position our product. They should write down their question(s) on a piece of paper and when I say "go" toss them across the room. Executives will pick up a different piece of paper and will each read aloud the question. After each question has been read aloud, ask students what information could be added to give more detail. Some good questions to mention if they don't come up with them are: Who are we targeting? What is their age? Is there a specific gender that we can target with a product? Specific personality? Where can we best sell our product? How can we support our company image with our product? These guiding questions will help executives understand what kind of information we need to conduct market research. (15 mins)</p>	<p>-Hear the pitches that students give in groups summarizing strengths, weaknesses, and contributions to the company. These pitches should include actual contributions to the class, but can also have more subjective information like strengths of the group members, balance of leadership style,</p> <p>-See students tabulating data and writing down findings. Listen to reports and strategies based on the data and ensure all key parts are present. Key parts include description of the market demographics and relevant products to the target market.</p>

			<p>-I will present the two divisions of the company as well as give each executive their job title. I will answer any questions about job titles and clarify that these are not rigid roles and that I am flexible when considering duties. (5 mins)</p> <p>-Each division (small groups determined by personality activity that will compete intermittently throughout the course) should be sitting on their own half of the classroom now and we will talk about market segmentation. I will show a variety of advertisements (magazine, billboard, television) to the executives and each division must convene and decide which market segment the ad is targeting. This is a competition and the winning division will get to choose which role they want to occupy first in the next activity. (10 mins)</p> <p>-Conduct general market research within the workplace: In order to practice and understand how collecting market and consumer data works, half of the executives will serve as market researchers and half will serve as consumers. The researchers will have 10 minutes to collect as much data as they can based on the questions and concepts we just discussed (I will have the most important questions written on the board, and then consumers and researchers will switch roles. (25 mins)</p> <p>-Return to seats and analyze the market data that has been collected. Students should come up with a summary of their data collected individually (3 mins) and then find a partner to compare/combine data with. Then that pair will find another pair and repeat the process. We will repeat the process until there are two groups of 8 students. They will come together to determine the findings of their data and summarize them to the class and me. We will then compare the data collected and compiled by both groups via discussion. Determine general statistics about the market in the class. Open-ended question: What do you notice about the market in this room? Could there be any flaws in</p>	<p>-The students will respond to my request for a summary of their data collection. Required parts to their summary include: time of planned data collection, location, demographics (aka: students only), and a target number of data points to keep students on track and not overworking themselves in the collection process.</p>
--	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

			<p>your data? (20 mins)</p> <p>-HW: Read up about the recent water crisis in Flint, MI.</p>	
<p>Day 4 Thursday Week 1</p>	<p>What is business management?</p>	<p>SWBAT: Differentiate between good and bad business ethics.</p> <p>SWBAT: Compile market data and give a status report.</p> <p>SWBAT: Develop an effective and reasonable budget plan while making strategic decisions on a restricted budget..</p>	<p>-Resource allocation tactics. One of the most important aspects of business management is allocating resources. There are different ways to allocate resources and each method favors a different population. I will create a worksheet similar to this handout and explain how it works. Students are to get into groups of 4 and I will assign 2 “people” from the worksheet to each. They must discuss why a certain allocation method might work better for each of the two people they are assigned. Once they come to consensus, a group spokesperson will come up to the whiteboard, where I will have the worksheet drawn out in a similar fashion, and identify the allocation method that would most benefit their assigned people. We will debrief the activity by having another person from each group explain their choices. These explanations should include connections to the person, profession of the person, and the allocation process they deemed most beneficial.(20 mins)</p> <p>-The government requires effective management just as any business does. Ask for a student or two to share their reactions and thoughts on the Flint water crisis after reading. Split the class into groups of 4. I will give each small group a handout with discussion questions, including: How does this crisis relate to business management? What kinds of impacts might this crisis have on industry in Flint? What is an instance in which an actual company made a similar mistake (looking for oil spills)? If you were in charge, would you have handled the situation differently? How so? Is there ever a time where it is ethical to not immediately report dangers to the public as a result of a business or operational mistake? Why or why not? (40 mins)</p> <p>-Budget planning activity: I will have a handout presented with a simple budget list for our company, divided into fixed costs and</p>	<p>-Hear students discussing the benefits and drawbacks of resource allocation method and how each person listed on the handout fits into these allocation methods.</p> <p>-Teacher will see students actively engaged in conversation relating the Flint water crisis to business management. Conversations should include and emphasize fast management response to crises, honesty of management to accept responsibility when a mistake is made, Students should point out that running a city is much like running a business because</p>

			<p>variable costs with a final maximum operating cost at the bottom of the sheet in bold. Ask students to define variable and fixed costs. Send students to their divisions, where they will discuss and debate which variable expenses are necessary and which can be cut. I will explain to students that certain choices (i.e. investing more of the budget into a certain part of the company could yield more income based on changes in the marketplace such as demand.) Another option for groups is to use deferred costs, meaning they can include certain items in their budget and agree to pay for them over an extended period of time so that their budget is still balanced. I will describe these things on the handout as well as detailing that there are rewards for successfully balancing the budget without deferred costs (better credit, increased trust of investors, increased budget in the future) but including more elements in a deferred cost budget may lead to even greater rewards. I will plan these rewards out before the activity and assign them based on choices made by companies for their budget. Some rewards might include a 10% budget increase, higher demand for a product and thus more sales and an increased budget, ect. There will also be some predefined consequences for investing heavily in something that fails, such as high levels of production. If the sales are low, you are left with excess product and must sell at a loss, thus budget decreases. Each division should have a scribe that takes notes to help with the compilation of their final budget proposal. Their proposed budget cannot exceed our maximum capacity. After divisions balance our budget, they should convene and decide how to propose their ideas to the rest of the group. Each proposal must include an explanation for each item that is to be cut and why they deemed it disposable as well as demonstrable participation from each member of the division in some form or fashion. After each proposal, I will describe the changes that occurred in the market that affect each teams budget. The team then with the higher budget after adjustments wins the game. This is a good decision-making activity and will show students some of the very difficult choices that come with being in</p>	<p>there are people to be managed, budgets to be balanced, schedules to accommodate, and people to please and keep safe.</p> <p>-See students working with a hypothetical operating budget for our company and hear them suggesting viable options for effectively and efficiently using that money.</p>
--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

			business management. (30 minutes)	
Day 5 Friday Week 1	What is business management?	<p>SWBAT: Reflect on their view of an ideal boss and connect their list of characteristics to themselves as workers and future bosses.</p> <p>SWBAT: Respond to inquiries about the status of our company and our operations and reflect on how they have grown as managers in this first week..</p> <p>SWBAT: Follow standard business/board meeting procedures and provide a summary of information requested to the group.</p>	<p>-Warmup: Have you ever heard somebody complain about their boss before? If you had a job at this moment and could create the perfect boss, what would they be like? Describe in detail their personality, their management style, their communication style, conflict resolution skills, how they would handle discipline, and their overall relationship with you. Students will do this activity individually, taking time to stop and think and reflect, and then write. I will slowly and gradually step through each question so students have sufficient time to think and write. Their writing and reflections should be detailed and thoughtful. After students write their descriptions, I will direct some larger questions to the whole class to reflect on themselves and what their thoughts on an ideal boss says about themselves. If you were in a management position, would you be willing to use some of the tactics that you mentioned earlier? Is this reasonable? Can you become a better boss by putting yourself in the shoes of the people you are managing? (15 mins)</p> <p>-Discussion 2: Business and personal reflection: I will divide the class into two groups of 8 each and assign roles based on the ECDM to each student in the groups. Some discussion questions for each group as they go: How is our business being run now? Is it being run efficiently? How have you grown as a business manager this week? What is one thing you have learned about interacting with and managing people? Why is this so important in business management? We will debrief the activity by having summarizers and mappers share the notes they took throughout the discussions. (40 mins)</p> <p>-Company evaluation: Board Meeting: I will print and distribute an agenda to all students. Certain students will have tasks assigned to them throughout the business meeting (leading a certain part of the meeting, giving an opinion in another section, etc.) Students will have 5 minutes to sit and consider and take notes</p>	<p>-See students thinking quietly and writing responses to the guiding questions that I ask them to reflect on.</p> <p>-Hear students discussing in small groups the state of our business, what can be improved, some ways they have grown as a person and a manager thus far, and how they view interacting with and managing people differently since the start of class.</p> <p>-See students using professional etiquette in a business meeting (including following along on an agenda, waiting until the appropriate time to ask questions, and giving summaries when we reach their place on the agenda.</p>

			<p>on how they want to use their slot on the agenda. Agenda items list example: report/summary on company logo, description of company slogan, report on product positioning (based on in class data), etc. I will use the agenda to briefly assign each student a small task to complete within the board meeting. We will briefly cover board meeting etiquette I will ask some follow-up questions to some presenters and those students that don't have a report or summary to give I will also ask questions of and they should give a well thought-out response, because they will have time as well to prepare, as I will have their questions listed and assigned on the agenda as well. Some questions would be: What products or services do we offer? What is our core philosophy? Given this information what is the general demographic that we are targeting as a company with our service? Consider the product that we are delivering. How will we cater our service to the specific population that we are working with? These are all questions that will help our company run more smoothly when it is time to roll out the product and make better business management decisions on where to focus our resources to best satisfy our customers. I will ask these questions to the whole group first and every student will write down a response to each question. After we go through every question, students will pair up and discuss their responses to the questions. What similarities arose that could be good talking points for our company when we start strategizing to bring the best product to our customers? (30 mins)</p>	
<p>Day 6 Monday Week 2</p>	<p>What elements and characteristics make a business successful?</p>	<p>SWBAT: Articulate what being a good manager means to them.</p> <p>SWBAT: Manage money and take risks in an attempt to maximize gains.</p>	<p>-Now we have an idea of what it takes to manage a business, and we will continue to do these managing tasks throughout the remainder of the course. But this week, we want to discover what it takes to go above and beyond as a business manager. How can you go above and beyond as an executive? Pair up with someone new. Each pair will give us a 30 second to 1 minute skit about going above and beyond as an executive in a business. Certain important themes include: maintaining a positive workplace, transparency and honesty, flexibility, accountability for</p>	<p>-Students will speak with a partner about what being a good manager means to them.</p> <p>-See students engaging with the market game, asking</p>

Copyright Information: Please note that all curriculum materials created in preparation for your employment with Exploration School, Inc. and/or during the period of employment with us are the exclusive property of Exploration Summer Programs.

		<p>SWBAT: Adjust their strategies based on drastic changes in the market.</p> <p>SWBAT: Identify price discrimination and think of an example in their own life.</p>	<p>yourself and employees, utilizing employees' strengths, leading by example, and maturity. I will assign a theme to each pair. 5 minutes to pair up and prep. (15 mins)</p> <p>-Money market game: Part of being a good executive is knowing where and how to invest money, but more importantly where to invest time, people, and resources. I want to see which of my executives is the best at investing what they are given, just like many business executives must do. A good investment just might give a company the capital it needs to take off and explode in the marketplace. Each executive has 500 Monopoly dollars to do whatever they want with. Executives can invest in a set predetermined number of companies. Their initial stock prices will be based upon the market close from the previous day. The companies are predetermined to control the size of the game (they will be written on the whiteboard). I will write a simple function in R that generates a new value for each stock at each market "opening" and "closing". Each executive has the opportunity to purchase or sell stock from me after they see the price changes of each open and close. They must give me their Monopoly dollars and I will write them a stock claim on a sticky note. Executives can also buy and trade from each other outside of the market (me). We will simulate 5 days worth of trading. Whoever comes out on top automatically becomes a shareholder in our actual company (I will have a stock certificate for our company printed out). (40 mins)</p> <p>-Money discussion: Winner shares strategy. Give a brief summary to coworkers about strategy. Questions to ask after summary: Did you invest diversely or exclusively? Did you move your money frequently or did you stick with your initial investments? Ask other coworkers their strategy as well. What worked? Where did you fall? Show executives my design for the market, explain floors and ceilings for each company's stock and the associated risk. Then ask the winner to relate this activity to managing a business? What commonalities and differences</p>	<p>questions about the process, and moving their money from place to place in speculation hoping to expand their profits.</p> <p>-Observe students that lose money immediately and see them change course to invest in possibly a safer, more secure option.</p> <p>-Hear students discussing within groups the relationship between investing money in a stock market simulation and investing in other elements of a business as a manager, such as manpower, business development/growth, and positive public image.</p> <p>-See students estimating prices of the two products. Students that</p>
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

			<p>exist? What in a business can you invest in that does not directly involve money and stock market speculation? Discuss the difference between shareholders, management, and the board of directors. (15 mins)</p> <p>-Brand image case study: I will have a handout prepared in which there are two different 25 lb packages of all-purpose flour: One from Gold Medal (\$14.59) and one from the Walmart generic brand Great Value (\$7.98). I will not list the price of either product on the handout. Students will have to consider the prices for themselves and when they are ready to guess a price for both brand, come up to the front of the class and write a guess on the whiteboard for each product. Ask a few students to explain why they priced these products the way they did. I will then reveal the actual prices. What makes people pay twice as much for the same amount of flour? Have students individually think of a similar product price disparity in their life and describe this situation on the handout (identify this as price discrimination) and ask them: Why can one brand charge more for the same product? Would you pay more to have a product with strong brand recognition? Does brand recognition make a business or brand more successful? What is an advantage to being the brand that charges half as much? (20 mins)</p>	<p>estimate prices with a significant difference are demonstrating knowledge of price discrimination.</p> <p>-Hear students give examples from price discrimination in their own lives and whether they pay more for brand recognition or prefer to save money. They should make connections to successful businesses building brand recognition while also recognizing the drawbacks of pricing a product too high.</p>
<p>Day 7 Tuesday Week 2</p>	<p>What elements and characteristics make a business successful?</p>	<p>SWBAT: Support their opinion of a policy with facts.</p> <p>SWBAT: Communicate professionally in a workplace setting with others they do not agree with.</p>	<p>-Business policy debate (Discussion 3): I have decided that a policy for our business is up for debate. The new policy that I am considering is a production-based salary model. Our company has a budget for payroll, one that is non negotiable. Right now, the payroll budget is distributed based on position and experience. Our new model is completely production-based. We will distribute our monthly payroll budget to employees proportionally to the number of ideas that they worked on or authored that was produced, published, and/or created profit for the company. Executives are to silently write down a 1 on a sheet of paper if they are to be on the affirmative side of the</p>	<p>-Students verbalize their opinion and justify with facts in a civil manner. The teacher should hear students basing their arguments in facts and giving evidence, including: even amazing ideas don't get published, so</p>

		<p>SWBAT: Model the workplace in a narrative by using critical thinking and connecting their workplace experience to objects in the classroom.</p>	<p>argument and a 2 if they are on the negative side. This is to avoid any choosing of sides based on friends choosing a certain side. If sides are extremely lopsided (fewer than 6 on one side), I will make necessary adjustments to ensure that both groups have enough members to fit the ECDM requirements. Each executive should have their own opinion on this policy matter. There will be two groups (affirmative and negative) and each will have 15 minutes to prepare their argument and the facts. The negative group should also counter with a different policy proposal and try to convince the affirmative side to accept their policy. The result of this debate will determine if I change the policy or not. (45 mins)</p> <p>-Debate debrief: The summarizers from each side (aff and neg) will first give their summary of the debate. The mappers will also share their maps and observations. Ask questions: What did you learn from this debate? Did your opinion change, even slightly, at any point in the debate? If so, why? How does this activity relate to effective business management in the upper tier and in lower-level management? (5 mins)</p> <p>-Team exercise: Challenge the entire workforce to a very open-minded and critical thinking activity. This activity is meant to get everybody to really think about the structure of our business, how we operate, what the relationships among coworkers are, and what good management practices are. Create a narrative or description of the aforementioned topics with any objects you can find in the room. I will give you nothing extra. Anything in this room is fair game, including anything that you brought. We will start in groups of 4. These groups will create their own narrative describing their experiences thus far in class and what the standing of our business is. Any object that they select to be part of their narrative should have some meaning behind it. After 10 minutes in the groups of 4, I will combine groups of four to make groups of 8. These groups will then combine their narrative and their objects to create an even more detailed narrative that has</p>	<p>somebody may be making contributions but not making any money; this creates a disparity of wealth within the company and may drive employees away to go to more stable jobs; this model creates a competitive environment and will spawn better ideas faster; this model is fair because it rewards those that are contributing to the company most.</p> <p>-Observe student body language and facial expressions; they should be open and interested to hear the other side of the argument.</p> <p>-Watch students engage their brains creatively by reflecting on our workplace and what it means to them given the objects around them.</p>
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

			<p>elements and experiences from all 8 members. After you all have a narrative, each executive should tell a part of it to me. Together, you all will complete the story of what brought us here today as a company. (35 mins)</p> <p>-Clean up and return all items back where they belong (5 mins)</p>	
<p>Day 8 Thursday Week 2</p>	<p>What elements and characteristics make a business successful?</p>	<p>SWBAT: Define a SWOT analysis.</p> <p>SWBAT: Apply the idea of SWOT analysis to themselves.</p> <p>SWBAT: Create a SWOT analysis based on market data.</p> <p>SWBAT: Invent solutions quickly to complex workplace scenarios.</p>	<p>-Self SWOT: Executives will conduct a self SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis. First, write SWOT on the whiteboard and draw a line splitting SW and OT: SW OT. I will provide a handout detailing the SWOT analysis, focusing mainly on the elements that make up the SWOT and the characteristics that are found in each of them (internal vs. external).After students have looked at this handout, have them turn to a partner and explain to each other why I separated these elements of SWOT. Have a couple of groups share their findings and opinions. I will fill in the gaps if they do not seem to recognize the focus on the internal factors for SW and the external factors for OT. They will then write down what they feel their strengths, weaknesses, opportunities, and threats are and share with a coworker. This is a good reflection activity as well as preparing executives for conducting an actual SWOT analysis. A strong SWOT analysis sets a business up for success in the market. (15 mins)</p> <p>-SWOT Competition: Executives are to get into their divisions, where they will review the market data that they collected earlier on in the class. Review the summary of the target market they had created as well. Competition: each group will line up at the front of the room and each executive pair at the front of each line will have to quickly list a strength, weakness, opportunity, threat for the target market the that the entire group came up with. The first person to respond walks over to the whiteboard and writes underneath whichever category they responded to. At the end of the game, we should have a completed SWOT analysis for our business and the winning team is the one that responded to</p>	<p>-Hear students define the acronym without help and if unable to, I will define it for them. See them write it down as well as hear them repeat it after me.</p> <p>-Students will write down each component of a SWOT analysis, first in self reflection.</p> <p>-Hear students quickly come up with an element of a SWOT analysis based on the market data that they have compiled for the company. The activity itself should lead to a completed SWOT analysis. Show students this.</p>

			<p>faster to the the categories. (30 mins)</p> <p>-Various business role plays. Have students pair up and have various slips of paper placed into a bag. Each slip of paper is a different role play on a different topic within business management. Some of these role plays we may not have covered in our business training, so executives should be able to improvise quickly. This is a great simulation of a business environment in which employees must be able to fix problems quickly when their boss requests it. I will have one pair draw their role play first and they will have 3 minutes to prepare. The next pair will draw their role play and begin preparing just as the first group is ready so that each group has the same amount of time to prepare. Those not role playing or preparing should take brief notes on each situation and be able to make connections to our workplace. (45 mins)</p>	<p>-See students producing quality and professional responses while in front of the class and utilizing skills covered previously.</p>
<p>Day 9 Friday Week 2</p>	<p>What elements and characteristics make a business successful?</p>	<p>SWBAT: Describe the purpose of customer service and a customer service mindset.</p> <p>SWBAT: Implement a customer service policy.</p> <p>SWBAT: Compose a business proposal (beginning phases).</p>	<p>-Customer Service: Each division should develop a customer service policy for our business. I, as owner, am unsure of how to handle several customer service situations and want to make sure that all of our employees are well trained, because return customers are what makes a business successful. Within each division, there should be two members working together on a customer service slogan, two more members working together on describing possible customer service dilemmas that may arise, two others working on developing appropriate employee responses to these problems (including a positive attitude, empathy, smiling, asking what they can do immediately to help the customer), and the last pair should be working on actions that management should take to ensure that employees respond appropriately (including offering for reimbursement, blanket power to all employees to correct a mistake without going to management, training employees in conflict management). Once finished, each pair within each division will present their ideas, starting with the slogan, then possible situations, next good employee responses, and finally actions that management can</p>	<p>-Students will volunteer to explain to me why customer is so important to our business. Hear them define the term and respond to my questions.</p> <p>-Observe students discussing different policies within their groups and hear their policy pitch. Insist on details.</p> <p>-See students researching ideas and writing down</p>

			<p>take to ensure this all happens. Divisions will discuss together which management elements they could combine to make the most effective customer service policy for the entire company and have a spokesperson give a summary of the hybrid policy. (30 mins)</p> <p>-Discussion 4: Competition: In an extremely competitive market, business must fight just to stay afloat. However, there are a few businesses that rise to the top of the market and stay there for many years. Split into two groups of 5 and one group of 6. Ask the following questions and after, have summarizers share what each group talked about so that everybody in class has the opportunity to hear what others talked about. What makes these businesses stand out from the competition? Depending on the type of business, what is needed to stay ahead of competitors? What characteristics might a manager have that makes his or her business better than the competition? Could successful businesses be built not solely on strength of sales, but also on the strength and loyalty of their employees? What does management have to do with this type of success? How might this type of success even outweigh sales numbers or public image? (30 mins)</p> <p>-Overview of final project: I have been so pleased with the work that you all have done that I have decided to give an initial investment to two of my employees to start their own business. You each will have the rest of this class to research and come up with an overview of a business (name, slogan, mission statement, product) that you would love to start and manage. Each executive will give a pitch to me and their coworkers on the work they have done. They may use any materials available. I will select two business plans to which I will give an initial investment. The executives that came up with the proposals that I chose will be the CEO's of their company. Given their business plans, the CEO's will have the opportunity to recruit the remaining executives to their startup company. CEO's should use any</p>	<p>lists of topics or products of interest. Writing and brainstorming are the most important part of this phase.</p>
--	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------

			<p>means possible to recruit and motivate their prospective employees. Once teams have formed (if teams are uneven, one CEO may have to do some extreme bargaining to even things out, or may decide they are happier with a smaller team, which is part of the fun!) they should decide roles amongst themselves, with the CEO taking a leadership role, not a dictatorship role. There should be those assigned to work on developing a logo as well as creating a slogan, a business philosophy, ect. I will provide very little structure at the beginning of the process to allow the teams to run free with these ideas. We will get started on this process today. Executives have the rest of the day to come up with ideas and start on a proposal. (30 minutes)</p>	
<p>Day 10 <i>Monday</i> Week 3</p>	<p>How does networking affect the longevity of a business?</p>	<p>SWBAT: Prove that a business plan is worthy of investors' attention.</p> <p>SWBAT: Distinguish between ethical and unethical hiring and recruiting practices.</p>	<p>-All executives will come in and immediately continue working on their business pitches. In the order of proposal completion, executives will give their pitch to their coworkers and me. Executives have the first 30 minutes today to put the finishing touches on their proposals. (30 mins)</p> <p>-Filler activity (if students finish business pitch material on Day 9): Students will watch this pitch from the show Shark Tank. I will provide students a handout before I play the clip asking some questions about the pitch. Was Vince convincing? Why or why not? Did he give a brand promise, slogan, or show a logo? How did these help or hurt him? What were some of the strong points in his presentation, or what impressed you? What parts made you cringe or had you not impressed? If you were a panel member on Shark Tank, would you have given Vince an offer? Students should be looking at the sheet, but not filling it out while the clip is playing. They will have 5 minutes to fill out the sheet thoroughly after the clip is over. We will then have a large group discussion where students will share their observations and critiques of Vince. Ask students to discuss (so that all classmates can hear) how they can learn from Vince to give a better business pitch. (30 mins)</p>	<p>-See students with completed business ideas written down on paper, maybe the use of a creative medium for persuasion.</p> <p>-Hear students pitch and notice the attempt to truly convince the audience and me that this is a business that I want to invest in.</p> <p>-Track students as they role play an HR situation that I have given them and ensure that there is a wide discrepancy</p>

			<p>-Executives will give their pitches consecutively so I am able to see all of them without any lag time. I will give students a handout with a checklist of criteria for a complete presentation and pitch. I will take notes and make a decision on which two proposals to support and also make sure to mention that there were many wonderful proposals, but in the interest of time and limited employees, I could only feasibly pick two. The employee recruiting will begin immediately on Tuesday. (30 mins)</p> <p>-Change gears and mindsets: HR Roleplays: I will create four groups of executives. Group 1 will role play an ethical employee hiring and recruiting situation. Group 2 will role play an unethical employee hiring and recruiting situation. Group 3 will role play an ethical conflict resolution in the workplace situation. Group 4 will show an unethical version of that same situation. This exercise is to prepare executives for the challenges and situations that may arise in the coming days. Groups will have 3 minutes to prepare and 3 minutes each to present their skit. The remaining time will be spent analyzing these situations and making connections to how they may apply to each of us throughout the rest of this week. (20 mins)</p> <p>-Finish class by watching this video about Google employees. Happy employees make a successful company! Those that are hiring, recruiting, and delegating tomorrow should remember that. (10 mins)</p> <p>-HW: CEOs: Think of ethical employee recruitment strategies to put into practice tomorrow.</p>	between the ethical and unethical skits.
Day 11 <i>Tuesday</i> Week 3	How does networking affect the longevity of a business?	SWBAT: Evaluate their standing in the work market and negotiate accordingly.	-Executives will enter and CEO's are to immediately begin recruitment. All are expected to mingle and other executives who are prospective employees are encouraged to bargain and see what they can get out of employment at a company. A worker who is in demand can likely get more in negotiations. When an executive decides to sign on with a company, they must place	-Notice those students that are not CEOs are confident and marketing their skills and what they can bring to the

		<p>SWBAT: Delegate tasks efficiently to maximize effort.</p> <p>SWBAT: Construct a business model.</p>	<p>their name on a sheet that the CEO has (a contract of sorts). After a name is on his or her sheet, the CEO may immediately start delegating tasks, including recruitment of other employees. This should serve as a good lesson in delegation for CEOs. The boss who delegates better and faster is more likely to have the stronger workforce. I will let the executives figure this out for themselves. (30 mins)</p> <p>-After recruitment and hiring is complete, groups should decide on roles, though they do not have to be rigid. The CEO has the final say unless I (the majority owner/investor) overrule. (10 mins)</p> <p>-Discussion 5: Reflection on the recruiting/hiring process. For this discussion, students will remain in their newlyfound companies. If there are not two groups of 8, I will adjust group numbers accordingly to ensure that discussion is level in both groups. This activity is appropriate because they just finished the hiring process and memories are still fresh in their minds. They will discuss the following: Did this process go as you envisioned it would? Why or why not? Did you feel empowered or disempowered in the process? Were you treated fairly? Justify your answer. How might this process we simulated here be similar or different to the recruiting and hiring process in the business world? Is this type of recruiting and hiring fair or ethical? Why or why not? (30 mins)</p> <p>-Once roles are assigned, the companies are free to begin building up their business however they see fit. This is a final test of sorts to see if the executives can recall and apply the methods that we used together to build up our very successful business. I will give guidance, but not specific advice. The executives have all of the necessary tools now to together build up a promising brand without much help from me. Groups should first solidify their product definition and purpose, This will allow them to begin putting together a description of the people they want to target most heavily. This description should include age, gender,</p>	<p>company.</p> <p>-See CEOs and others in a company request that tasks get done in a timely manner in order to maintain maximum efficiency.</p> <p>-Students will be in dialogue with each other about the most effective way to build their business or brand. See students writing notes and trying new and creative techniques.</p>
--	--	--------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

			location, income, and even race if applicable. Groups should run their target market summary by me as a checkpoint. They should next decide how they want to market their product (social media, television, newspaper, billboards, ect.). This should directly relate to the product and target market and the students should be able to make explicit connections between the three. Groups will then create a projected expense report, basically a list of things they expect to have to spend money on as they operate the business. They should run this by me as well when completed to ensure they do not have any important expenses missing. (20 mins)	
Day 12 Wednesday Week 3	How does networking affect the longevity of a business?	<p>SWBAT: Demonstrate empathy and professionalism when informing employees of bad news.</p> <p>SWBAT: Devise a convincing argument for their company being the best.</p> <p>SWBAT: Bargain for information and advice (make tradeoffs to advance the business).</p>	<p>-PR role play: Believe it or not, you are networking every time you interact with someone. That includes your employees. As a person in management, you may unfortunately have to deliver some bad news to some employees. Briefly discuss as a group good practices for being professional when delivering good or bad news to employees. Have students pair up. One student will be the boss and one will be the employee. The boss must inform the employee that they have been fired because of dishonesty. The boss will have 1 minute to deliver the bad news, then students will switch roles. When students switch roles, I will give a new situation: the boss is to inform the employee that they have been demoted to the lowest level in the company because of poor performance. Ask for one pair to come up and demonstrate to the class after both rounds of role plays. (10 mins)</p> <p>-Groups will then continue working. They may use any materials available to them and ask me questions. Students should think back to the Shark Tank video with Vince. As their work starts coming together and they are compiling and creating facts about their business, they should also think about the emotional appeal behind their business plan. What would make an investor want to invest their money in your company? What elements of your business make it “impossible” to fail? Think about questions I (the investor) may ask you as follow ups, just as the Shark Tank judges did. How will you respond confidently and back up your</p>	<p>-Hear students responding to questions about ethical behavior for delivering bad news to employees.</p> <p>-See students compiling and creating relevant facts about their business in order to create a convincing argument that their business stands out from the rest.</p> <p>-Hear and see students crossing the room and asking for advice and bargaining for something in return if giving advice. This should be very civil.</p>

			<p>response with facts? (30 mins)</p> <p>-Brain break: Story time! To give everybody's brain a slight break from the exhaustion of working on a business model, we are going to tell a story. This story should relate to good business management practices that we have discussed earlier, like customer service, budget balancing, and managing and allocating employee resources and efforts. I will start with a tale about a hotel executive who encountered an angry customer who did not get a wakeup call and missed his flight and leave the story hanging and we will go around the room and each person will add onto the story where it was left off by the previous person. The last person will complete the story and we will all have had a good laugh and be refreshed to continue working on building our businesses up. (10 mins)</p> <p>-Use the remaining time to continue creating materials for the businesses. If executives start to get stuck at this point on ideas or think that they are finished, I will give guidance by asking questions: What product will you sell? Who will you target? What is your logo? What is your slogan? Why is it catchy? What is your business model and philosophy? What makes your company stand out from others? Is there anything creative you can do in the workplace to make the environment more exciting or work friendly? This time, employees can cross lines and seek advice from the other company if they are willing to give any. Bargain for something in return. Students should check in with me once they have completed a company logo. This is an important part of the business and does not need to be on a large piece of paper, but must be. (40 mins)</p>	
<p>Day 13 <i>Thursday</i> Week 3</p>	<p>How does networking affect the longevity of a business?</p>	<p>SWBAT: Present their work in a creative way that involves the audience;</p>	<p>-Final group presentations: Each company will give a summary of their company and try to convince me to invest more money than my initial investment in their company and product. . I will make the criteria clear before presentations and groups will have 10 minutes to get their thoughts together before they present. I will</p>	<p>-Hear groups announce their company statistics and characteristics to the other</p>

Copyright Information: Please note that all curriculum materials created in preparation for your employment with Exploration School, Inc. and/or during the period of employment with us are the exclusive property of Exploration Summer Programs.

		<p>including possible demonstrations with volunteers from the audience, the use of technology (my laptop), ect.</p> <p>SWBAT: Interact with a classmate and create a “secret” handshake to be presented to the class.</p> <p>SWBAT: Acquire business and personal relationships.</p>	<p>also have a handout that students that are not presenting can evaluate their peer’s presentations on. What product are they selling? How are they selling it? Who are they targeting? What is their slogan and what makes it better from the rest? And any other details about their company. Each group presents this information to the other group and me. The group not presenting will rank the other group based on the criteria that their business must have, including a creative slogan and logo, a realistic mission statement, a feasible product or service that is being sold, a plan to market the product, and identification of who they want to sell the product to. After the group presents, the evaluating group will hand me the papers and I will return them to the group that was evaluated once each group has presented. I also may ask a follow up question or two and make a final decision about investing more money in the company or not. (30 mins)</p> <p>Individual reflection leading to group discussion. Students should take a few minutes to reflect back on the process of developing their business. Where were they strong? Where did they fall a little short? What would they have done differently if given the chance? How did they feel they were managed if they were not the head of the company? After students reflect and write on these questions, we will convene as a large group to discuss what it means to them to be a part of managing a business and making it run. Is it chaotic? Would you consider doing it in a higher-stakes situation with a large salary and reputations on the line? What have you taken away from you experience making a business operational? (15 mins)</p> <p>-Business management isn’t all seriousness! Some people develop their best connections through personal experiences with coworkers. People can bond over anything, especially something shared between two people that is unique to them. Students will do some (social) networking of their own. Students will find a partner that they haven’t worked with much yet during this class</p>	<p>company and see students analyze that business, focusing specifically on the weaknesses so their company can capitalize on them.</p> <p>-Observe students connect at a more personal level to someone they have not interacted with as much during the course. This should include eye contact and the discussion about what movements each partner likes and would be comfortable with including in their handshake.</p> <p>-Watch students shake hands and interact in a business professional manner, including a professional introduction with a name and eyecontact. This is</p>
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

			<p>and create a secret handshake. This handshake must contain at least three separate hand motions and a vocal element as well. Beyond these requirements, students can be creative as they like. There will be approximately 5 minutes of planning time and 10 minutes of presenting time. (15 mins)</p> <p>- Networking, even with perceived “enemies”, can lead to valuable connections down the road. Every person will mingle with their business associates and conduct an informational interview of sorts. They should ask about their role in their company, how they like it, what their personal life is like, where they are from, what they enjoy to do in their free time, and anything else relevant. Everybody should really take this time to get to know each other, connect, and enjoy their time together. However, this is not completely casual. Students should use their previous knowledge and experience with business etiquette during their networking with opponents. This requires a handshake and name introductions if this is the first time students are meeting today. You never know when these connections you’ve made here in this very building will be of help or comfort in the future, for you and your company, whether you continue in the business world or not. (20 minutes)</p> <p>-Conclude with reflections on what was learned in the networking process. Hear a few fun facts about some of our coworkers. Finish by emphasizing the importance of continuing to network no matter which direction life goes. (10 mins)</p>	<p>important even if the students know each other well now, because handshakes and introductions are important formalities in the business world when seeing each other for the first time in some time. Discussions can be about the business positions and responsibilities at first, but then should wander to other topics that are more personal and interesting to the students. This is networking at its finest: getting to know those around you well and expanding your circle.</p>
<p>Day 14 Friday Week 3</p>	<p>How does networking affect the longevity of a business?</p>	<p>-SWBAT: Define various vocabulary terms related to business management.</p> <p>-SWBAT: Communicate</p>	<p>-Every student will have an opportunity to reflect on their performance and the work that they have done in this class. I will also assign each student another student to “evaluate” their contributions to the group, their characteristics, and accomplishments in class. This reflection should be focused on positives and strengths, because the student will be advocating to their boss (another pre-assigned student) to give the other student a raise. After 5 minutes of reflection and writing time,</p>	<p>-Hear students describe a certain vocabulary word and watch as the students in the “hot seat” draw on their previous knowledge and experience to</p>

		<p>through different media and in different styles while still being clear.</p> <p>SWBAT: Verbalize their best moments, learning moments, fears, and hopes for the future, and a skill they took away from this class.</p>	<p>students will pair up with their assigned partner and make a convincing pitch. After no more than 2 minutes, I will have students switch roles and the student that was listening originally will now give their prepared pitch. (20 mins)</p> <p>-Discussion 6: We will wrap up with a group discussion and reflection dictated by the Explo discussion guidelines. We will break out into three groups (two of 5 and one of 6) with different members and I will ensure that students are in new roles for discussion. I am looking for students to open up and share some of their experiences at the program in general as well as in this class that changed their point of view on an issue or topic. Everybody will share a powerful Explo moment to start and I will then steer the discussion to lessons learned in this course, the new tools in the toolbox that each and every student has, and what they can do with this moving forward, especially if they are not planning on pursuing business. Share hopes and fears for the coming school year and really take time to reflect on the best moments that Explo has brought you. This will grow from small group discussion to a large-group discussion in which everybody can share something special they took away from the class with the entire group, so that everybody can share in each other's experiences and memories and lessons learned. (50 mins)</p> <p>-Clean up classroom and distribute all materials to students to take home if they so choose (10 mins)</p> <p>-Fill out course survey (10 mins)</p>	<p>answer. Each student will have a turn in the "hot seat."</p> <p>-See students communicate to their peers in the "hot seat" using nontraditional forms of communication if necessary such as gestures without speaking, acting, and drawing pictures, while still being clear and concise.</p> <p>-Listen as students describe their Explo experience, things that they learned, and a moment that changed them in some way. Let this conversation flow and really hear what is on the students' minds.</p>
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------