

Slide 1



Slide 2



Slide 3



[5 mins]

Share a little bit about your background.

Then ask the students what they are hoping to get out of the session (take a couple answers).



[5 mins]

Bathrooms – bathrooms are down the hall (also near the main lecture hall). If you need to go, please excuse yourself, no need to raise your hand

Phones – there is a lot of important material we are about to cover. Please don't use your phones unless we ask you to or you are using it to take notes

Getting your attention – if I need to get your attention I'll simply raise my hand. If you notice me raising my hand, I ask that you immediately stop what you're doing and help me in getting the rest of the room's attention by also raising your hand until we have complete silence again!

Activity Instructions - I also ask that you wait for instructions before moving. Oftentimes, I'll first tell you the instructions. Listen first. I will then say "go", and only then do I ask for you to move and get started.

When answering questions - We all want to get to know each other! If your hand is called on, first start by introducing your name and the program you are from (ie. RBC – downtown on Tuesdays)

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INTRODUCTIONS

Find someone you don't know. State your name and company. Exchange answers for the first question listed below. Then move to someone new and exchange answers for the second question. Repeat until you have finished all the questions.

1. Why did you want to run for your VP role?
2. What are you most excited for in CP?
3. What are you most nervous about in CP?
4. How have you found CP so far?
5. What do you like to do in your free time?

[8 min – including instructions]

We've introduced ourselves! Now it's your turn!

Tell students to: Find someone they don't know. State their name and company and then exchange answers for the first question listed on the slide. Then move to someone new and exchange answers for the second question. Repeat until they have finished all the questions.

You will have 8 minutes to complete this activity. Students can exchange contact info if they would like (*You never know when it might be helpful! These are people doing the same role as you. Build your network now!*)

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STAND UP IF...

[5 min – including instructions]

One last activity to get a gage of the room.

First, First stand up if you are from...

York
Toronto
Halton
Durham
Peel

Stand up if you are in:

Grade 9
Grade 10
Grade 11
Grade 12

Close your eyes. Stand up if...
Have you taken or are you currently taking a business course?

Open your eyes

Wow! Look at that. For those of you taking a business course, this is a great extension and application of what you're learning. For those of you who haven't, koodos to you for trying something new! To all, this is an amazing opportunity you've decided to participate in.

Okay sit down!

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On the next slide, students will play a family feud type game to guess what they think their main tasks and responsibilities are in their role. First you can click on the show question button, then click on the hide question button and have students take turns guessing the responsibilities. After each task that is guessed, expand on that task a little bit more before moving to the next one (tasks are outlined on the next slide).

If you want to make it into a game...

Split the room in half. On the next slide the students will be presented with a question. Have the teams take turns having someone from each side provide an answer to the question. If they answer

incorrectly the other team can steal the points!

After each answer that is correct, stop to talk with the students more about that responsibility (as referenced in the notes).

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| Round 1 | | XXX | |
|---------------|----|-----------|----|
| Manufacturing | 24 | Safety | 11 |
| Quality | 20 | Negotiate | 7 |
| Budget | 17 | Inventory | 5 |
| Logistics | 14 | Train | 2 |

[15 min]

- **Manufacturing**
Manage employees and operation of the company's manufacturing, whether in-house (themselves) or sub-contracted (to a company that specializes in their product). This includes leading the prototyping for your product.
- **Quality Assurance**
Ensure manufacturing capabilities meet or exceed all industry and customer requirements for cost, quality and responsiveness. Direct all production control, production process development, quality systems, purchasing, and shipping/receiving activities. Develop a system for monitoring product quality. Is your product made well so that it won't fall apart after a couple uses? Is it safe to use? Does it look like it is professionally made?
- **Budget**
Develop and manage budgeting and budget execution with a focus on product costs and

margins. If you are ordering from overseas, be sure to remember to account for duties on top of taxes.

- **Logistics**

Work closely with the President and other VPs on manufacturing plans, goals, and future product innovations. Develop a production plan, including estimate production costs, production schedules and setting production goals

- **Safety**

Establish a safety program and supervise all members in the production process. Also ensure your product is safe to use by customers.

- **Negotiate**

If appropriate, find contractors/manufacturers and negotiate prices and deadlines. This will help save on costs!

- **Inventory**

Initiate purchase orders and maintain an adequate supply of all materials needed for production. Maintain production records and monitor supplies of raw materials. Be sure to TRACK YOUR INVENTORY. You can do so with the record keeping tool.

- **Training**

Co-ordinate production training with your team if applicable.

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[5 min]

Let students know they can organize their tasks similar to the table on this slide to stay organized.

Then have students write down a task they are responsible for and have them complete the chart. They can do this on paper, laptop or their phone.

Slide 10



[5 mins]

Watch the video on the Record Keeping Tool.

Some things to note with the students afterwards:

- This video will be on the resource portal to reference

To help you keep on track you must update your records weekly. A good tip is to put it in your calendar (or set an alarm) as a re-occurring deadline so that you don't forget!

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[5 mins]

Ask participants:

What is a supply chain?

The supply chain is the process or sequence used to produce and distribute a product. Many people think of the supply chain as a network between a business and its suppliers. The primary goal of a supply chain is to satisfy customer needs.

A high level example of a supply chain is on the slide.

Do you think everyone in a company knows how to do all the jobs in the supply chain? All employees should understand the supply chain. The more that everyone understands how their work fits into the whole process, the better that process will work. Clear communication and training is key.

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[3 mins]

Product development has five main stages. These are; market research, concept development, photo typing, design and development, and launching, are the common process concerned in production. The first stage, market research involves collecting data from surveys and other types of factual studies. Concept development is the next step which is related with research extractions, in this phase the initial project is adjusted to fit realistic market needs. Photo typing is the process whereby other form of a

particular device is developing. The design and development give a new design to the product, its appearance and quality. The final step includes creating a marketing plan to improve possible sales.

Resource reference:

<https://slidebazaar.com/items/product-development-process-diagram/>

Slide 13



[5 mins]

Show the short I Love Lucy video <https://www.youtube.com/watch?v=8NPzLBSBzPI&feature=youtu.be>

Then ask the students: Why is quality important? How can you ensure quality (but also efficiency) in your production?

Another important reason to think about quality control is to keep both employees and customers safe.

A messy work environment is a great example. What could happen if your employees work in a very messy setting? What might happen to employees? What would the effect be on the quality of the product?

Often, when people are unable to find what they need or when things are left sitting out, valuable time is lost for producing the product. Sometimes, this can even cause accidents for employees or create unsafe products for consumers.

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NEGOTIATION

Target point - the point at which a negotiator would like to conclude negotiations. It is his/her optimistic goal for a specific issue.

Resistance or Reservation point - the point beyond which a negotiator is unwilling to settle is here. On the demand side, it is the highest price that a buyer is willing to pay; on the supply side, it is the lowest price at which a seller is willing to sell a good or service.

Bargaining zone or range - the spread between the two parties resistance points.



[5 mins]

Introduce the topic of negotiation. How will you get a store owner to sell your product? How do you determine a good price from your supplier?

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NEGOTIATION STYLES

Competitive Style: To try to gain all there is to gain

Accommodative Style: To be willing to yield all there is to yield

Compromising Style: To try to split the difference or find an intermediate point according to some principle

Collaborative Style: To try to find the maximum possible gain for both parties – by exploring the interests of all the parties – and often by enlarging the pie



[5 mins]

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YOUR TURN

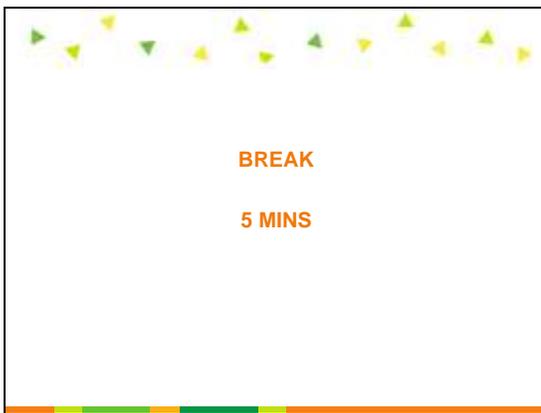
One partner will be the producer and one will be the buyer. The buyer wants to make a product for \$10/unit and the producer (seller) says it will be \$15/unit.

You also want the production to be completed by Dec. 1st and your source says it won't be completed until December 20th. Negotiate a price and a completion date.

[5 mins]

Have students get into pairs. One partner will be the producer and one will be the buyer. The buyer wants to make a product for \$10/unit and the producer (seller) says it will be \$15/unit. You also want the production to be completed by Dec. 1st and your source says it won't be completed until December 20th. Negotiate a price and a time line.

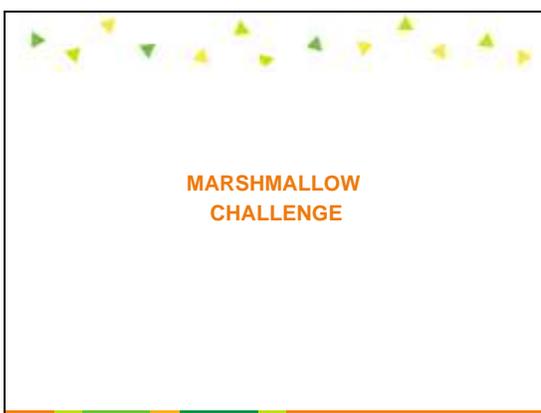
Slide 17

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BREAK

5 MINS

Slide 18

The slide features a decorative border at the top with a row of small, colorful triangles (yellow, green, orange) and a matching border at the bottom. The text is centered on a white background.

**MARSHMALLOW
CHALLENGE**

[20 Mins]

Have students divide into teams of no more than 5. It is important that there isn't more than 5 students in one group.

Each team needs 1 yard of tape, 1 yard of string, 20 pieces of spaghetti (uncooked, of course), and one marshmallow. There will also be a set of scissors.

Read the following instructions to all teams at the same time. Each team has 18 minutes to build the tallest, free-standing

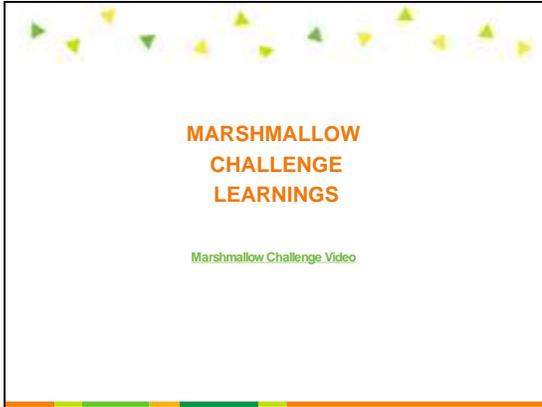
structure using the materials supplied to each group. The marshmallow must be attached to the top of the structure you build. After 18 minutes, I will measure the height of each structure that remains standing with the marshmallow on top. The winner is the team whose free-standing structure is the tallest.

Answer any questions the teams may have and give the groups a 30 second warning. After 30 seconds, start the activity and stand back. Keep watch on the teams to ensure they are following the rules of the game. Remind them that the marshmallow must be on the top of the structure, and that the structure itself must be free-standing when the activity concludes. Let them know how much time has passed until 18 minutes is up.

At the end of 18 minutes, measure those structures created within the rules and that are still standing.

After declaring the winner (assuming there is a structure that remains standing after the marshmallow has been attached), show the participants the YouTube video clip of The Marshmallow Challenge (see next slide).

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[15 mins]

Watch the YouTube video clip of The Marshmallow Challenge (link on slide) -

https://www.ted.com/talks/tom_wujec_build_a_tower_build_a_team#t-386579

Follow-up questions to ask of the group to facilitate discussion and further learning:

Was there a leader on your team? Who decided who the leader would be?

If you had no leader, do you think having designated someone a leader would have helped?

If you had a leader, how did he/she do? Of the leadership practices we have learned so far, which did your leader use?

How helpful was everyone on your team in challenging the process of building the tallest structure? Did anyone appear to be an expert?

Did any team members tune out of the activity — out of frustration with other members or for some other reason? What could you have done to keep all members of the group fully engaged?

Did you feel everyone's ideas were well received during the activity?

How did you feel as the time limit was approaching? Did pressure increase? If yes, was that helpful or not?

In retrospect, what could you have done better to enhance your ability to Challenge the Process?

Slide 20



[10 mins]

Go over examples of pitfalls

[1 min]

Ask students to write a pitfall they're most personally worried about or vulnerable to on a piece of paper

Advise them to crumple it up and throw it somewhere in the room.

[8 mins]

Take some time going through some of the pitfall and answer a few based on your own CP experience. The alumni in the room can help with this as well.

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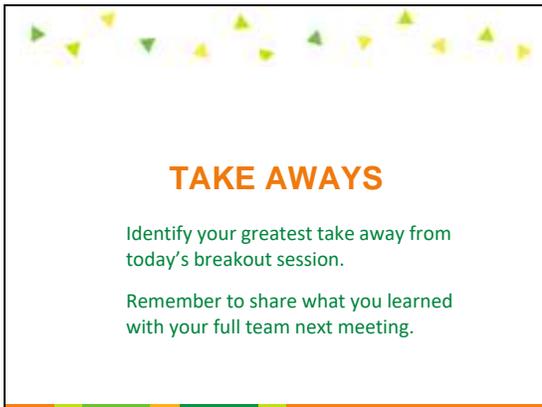


[10 mins]

Discuss some tips for students moving forward in their role. Afterwards you can open it up to a Q&A.

Some that you can mention are:
Research the supplier's background, their reputation, try and contact a consumer of their that have used them before
Have back up suppliers
Be aware of your bottlenecks (what process is slowing you down most)
Weigh your choices of local vs. foreign
Don't be afraid to negotiate, and research reasonable prices and what you want to pay
Learn to delegate task, you don't have to do it all yourself
Work with marketing to create practical and brand consistent packaging

Slide 22



[5 mins]

Ask students for their key take aways from the session.

They can also tweet their learnings to @JACO_CP

Slide 23



[5 mins]

Slide 24



[1 min]