

Slide 1

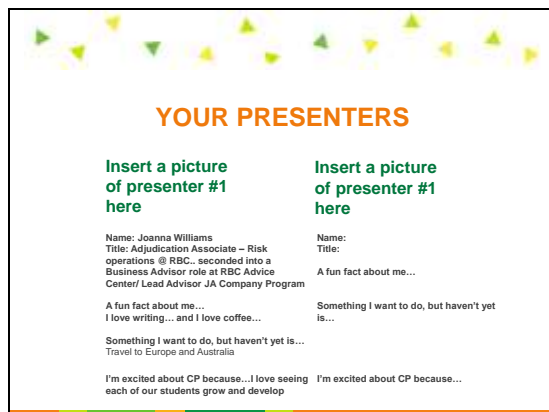


Slide 2



[1 min]

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

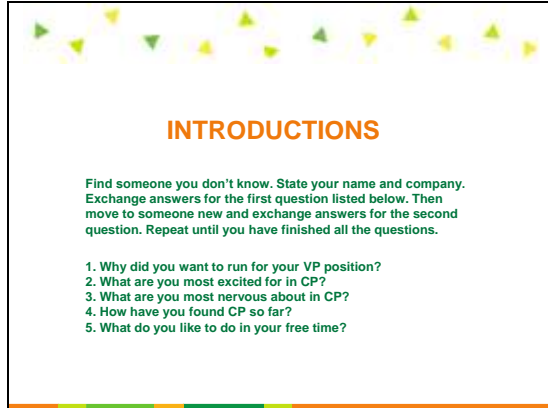
Phones – there is a lot of important material we are about to cover. Please don't use your phones unless we ask you to or you are using it to take notes

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)

Slide 5



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 position?
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!*)

Slide 6

STAND UP IF...

[3 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!

Slide 7



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).

Slide 8

Round 1

FAMILY FEUD XXX

Attendance	24	Incentives	11
Compensation	20	Celebrate	7
Meeting Mins.	17	Engagement	5
Goals	14	Appreciation	2

Navigation icons: Left, Right, Home, Back, Forward, Exit

[15 min]

- **Take meeting minutes and attendance at every meeting**

Ensure your attendance is up to date and that you are taking notes during the meetings. You can keep attendance in the record keeping tool or can find another means of doing so. Also create and maintain a phone/email list and work with IT for an effective means of online communication for your team.

Determine compensation for workers (usually \$0.50/meeting)

Keep track of your compensation using the worksheet in the Record Keeping Tool (found on the resource portal –

jacocompanyprogram.org under resources. Password: CPAchiever2018)

Edit and distribute meeting minutes via email each week

Send out a summary of these notes to your members each week along with tasks due and who is responsible for completing those tasks.

- **Meet with departments to ensure they are meeting their goals**

Sit with each department to see what they want to accomplish this year in Company Program and how you can help them do so. Note that this step might be done by your advisors. Please check in with them first before doing so.

- **Organize incentives for team members**

If your team members are struggling to complete tasks, create incentives for them and get them excited about the work they are doing. Perhaps you want to provide an incentive such as if you complete a task, your name is entered into a draw for a prize. Its also a good idea to talk with your team to see what motivates them and what they would like as an incentive.

- **Organize socials/celebrations for your team**

Don't forget to have fun with your team. Perhaps you want to plan a holiday party and end of year party. Maybe you want to celebrate birthdays. Also, ensure you have a good set of icebreakers and energizers to use at meetings in case the energy gets low/intense and you want to take a bit of a break.

- **Monitor team morale and participation and determine ways to increase as needed**

If your team morale and/or participation is low, try to get your team excited about what they are doing again. You can brainstorm ways to do this and also talk to your team about ways to do this too. Sometimes, the whole team just needs to rally together and talk

things out together. Sometimes the team need to take a fun break. The important thing is to stop to see what the root issue is.

- **Appreciation**

Look for ways you can show appreciation to team members when they go above and beyond. As well, think of ways you can show appreciation for your advising team and your CP sponsor throughout the year and at the end of the program.

Slide 9



MANAGING YOUR TEAM

Task	Assigned	Progress	Results	Status
Develop, review or edit logo	Who is currently in charge?	Done yet?	How is decision-making?	Completed? Pending? Ongoing? Delayed?



[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



RECORD KEEPING TOOL

Found in student resources at www.jacocompanyprogram.ca
 Password: CP2019, Password for spreadsheet: JA




[10 mins]

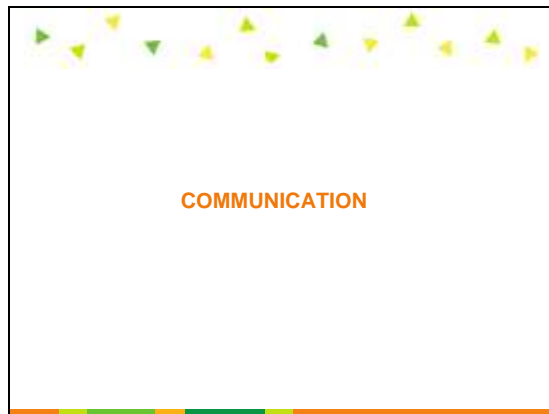
Watch the video on the Record Keeping Tool.

Some things to note with the students afterwards:

- This video will be on the resource portal to reference
- Each team must pay wages, but it can be as low as \$0.50 a meeting (contact JA if this is a concern)
- You can use other programs or methods of keeping track of attendance and wages, but ensure

you are tracking these fully. This is important! 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!

Slide
11



[15 mins]

It is important to have strong communication skills when working in HR. So let's test out your communication skills!

Pair up with someone in the room and sit back to back. Each person will need some paper.

One person is the "speaker" will think of a simple item to draw and will write the object on the paper – for example, a plant.

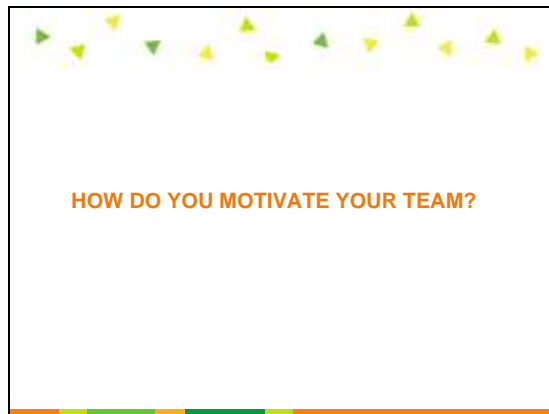
They will then describe what to draw to the other person (the "listener") without naming what the object is. The listener cannot ask any questions or communicate at all.

After you are done, you will switch roles and repeat the activity.

After the activity, ask the students how their communication skills were. Was it difficult to describe what to draw? Did the picture turn out exactly how they imagined? Were the drawers ever confused or frustrated?

Therefore, it is important to fully communicate to each other.

Slide
12



[10 mins]

Watch the video here on motivating your team

<https://www.youtube.com/watch?v=H9LSopkLbpw>

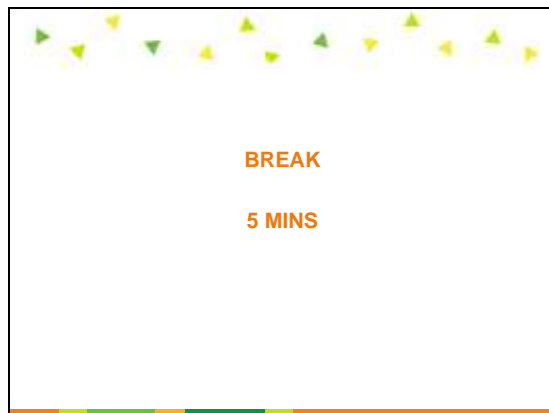
Then go over the steps that were covered:

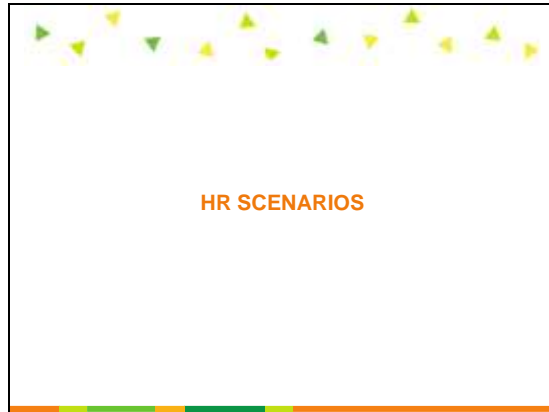
- Develop a Team Contract – in CP this is the Employee Handbook. It is important for all team members to agree on a set of goals, responsibilities and norms. Ensure this handbook is filled out and everyone signs off on it. As well, be sure to include what will happen to a members share money if they decide to drop out of the program. Do they get their money back or do they forfeit it? Do they still get share money at the end?
- Meetings – Because of the way CP is set up, you are always able to have short frequent meetings, but you can break up your meetings into smaller chunks. Therefore it is good to take lots of breaks, do icebreakers or energizers, and remember to not spend too long

on one particular item. As well, you can have touchpoints throughout the week in-between your meetings.

- Stand and Deliver – each meeting ensure that each department stands and recaps what they accomplished throughout the week or throughout the meeting. Ensure that this isn't the same person each week.
- Create a line of sight – visualize the goals and tasks of the team so they can see what they have accomplished and what else needs to be completed before reaching their final goal. For example, perhaps you want to create a road map (digital or physical) and a car moves along the road depending on what gets accomplished. Or maybe you want to highlight every time a big task gets accomplished in a fun way.

Slide
13





[15 mins]

Have the student pair up. You will give them a scenario and they will need to role play what they would do. One person will be the VP HR and one will be the other team member.

After a few minutes of role play, have a group discussion about what the VP HR did well. Then switch to the second scenario and have the students reverse roles. Then discuss as a group again.

Scenario #1 - An exec comes up to you (VP HR) to let you know that the non-exec is not listening to them and not pulling their weight. He/She has already confronted the non-exec and nothing has improved. He/She wants to kick the non-exec out of the company. What do you do? Role play the scenario talking with non-exec. What else might you do in this scenario to solve the problem?

Scenario #2 - Members are not excited about the product/service that was chosen at the start of the year and show a clear lack of passion for the Company during meetings. That being said they are always on time and attentive during the meetings – however have contributed very little over the course of the program. How do you solve this issue? Role play with an unhappy team member.

Now repeat the same thing one more time with a different partner:

Scenario #3 - Despite multiple team building activities there are students in the company who still refuse to leave their “Cliques” – this has proven to be an issue when the company is making decisions. There are 2 students in particular who constantly convince the others in their ‘clique’ to make decisions according to what they believe. What do you do?

Scenario #4 - One team is doing really well compared to all the rest of the companies and were just featured in the Globe & Mail. Your team is pretty discouraged that they will never reach that level. How do you boost morale?

Scenario #5 - A friend asks you to change the attendance list so that it shows they have attended 80% of the CP meetings, even though they only attended 75%. They want you to change it so they can apply for a CP award.

When taking up some of the answers, please stress the importance of ethics.

Guidelines for Ethical Decision-Making

Ethical decisions can be made by contrasting good character traits with self-awareness questions.

Good Character Traits in Ethical Decision-Making:

1. Trustworthiness. People learn to believe in and admire us if we have such qualities as
 - a. honesty in communication and conduct.
 - b. integrity – we keep our word.

c. reliability – we are consistent and dependable.

d. loyalty to certain people or organizations.

2. Respect. We do unto others as we would have them do unto us.

3. Responsibility. We are accountable for what we do and who we are.

4. Fairness. We follow a balanced standard of justice without reference to our own biases or interests.

5. Caring. We have concern for the welfare of others.

6. Citizenship. We follow the law and do more than our “fair share” to make society work

When employees are faced with ethical dilemmas, they should ask themselves the following questions:

- Is your action illegal or unethical?
- Are you being fair and honest?
- Would you be embarrassed or unwilling to tell your family, friends, or coworkers?
- Will you sleep soundly tonight?
- Would you want to see it reported on the front page of a newspaper?
- Could someone's life, health, or safety be endangered by your action?
- Does the intended action appear inappropriate

Slide
15



[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.

Slide
16



[15 mins]

JA Alumni will spend 10 minutes talking about their CP experience and their roles in the department. They will also talk about some tips they have for students moving forward. Afterwards they can do a Q&A. Students can direct questions at the alumni or the CP experts in the room.

Some that you can mention are:

Be assertive when you need to,
can't be nice all the time

Don't get emotionally invested and
don't take things personally

Don't jump to conclusions

Be observant - Discourage cliques
(move seating each meeting)

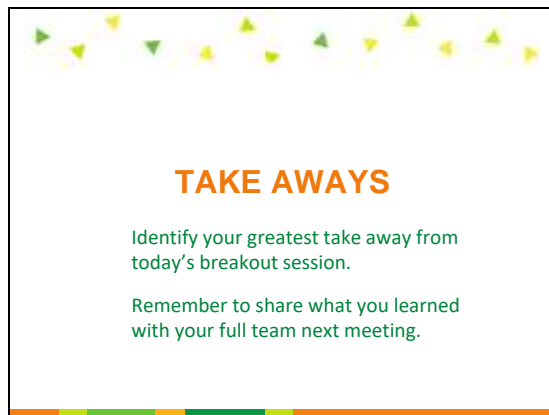
Team up with the president to
handle difficult situations

Ask your advisor for help in tricky
situations

Have individual meeting with every
person at the beginning finding out

strengths, what they want to get involved in, goals
Giving out frequent but well deserved rewards
Work with sales to come up with sales incentives
Set up social / outside of meeting activities that are non-company related

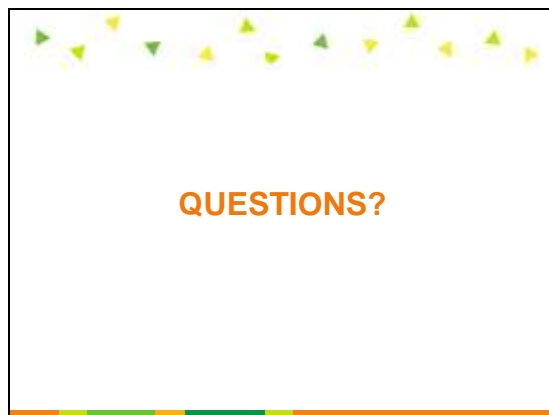
Slide
17



[5 mins]


Ask students for their key take aways from the session.
They can also tweet their learnings to @JACO_CP

Slide
18




[5 mins]

Slide
19



UP NEXT

Lunch
CP Teams A-L Upstairs (Dining Hall)
CP Teams M-Z Downstairs (Bow Middle)
Back to the Main Lecture Hall at 1:15



[1 min]