

Slide 1

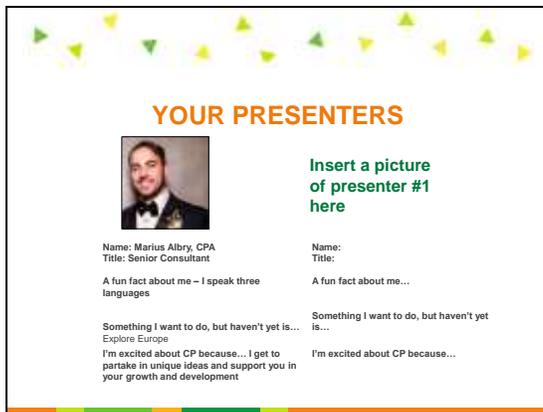


Slide 2



[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

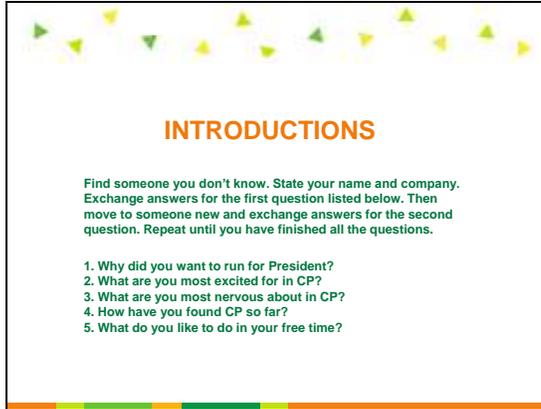
Phones – there is a lot of important material we are about to cover. Please don't use your phones unless we ask you to or you are using it to take notes

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)

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[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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[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, kudos 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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Category	Score
Oversee depts.	24
Motivate	11
Lead meetings	20
Business Plan	7
Deadlines	17
Opportunities	5
Record Keeping	14
Other	2

[15 min]

- **Oversee all departments and the complete operation of the company**

Collaborate and communicate with the team to implement the Company's vision, mission, and overall direction. Lead, guide, direct, and evaluate the work of other department leaders. You are the main point of contact for all departments. You will also evaluate the success of the company and monitor all company activities.

Work weekly with the VPs to:

- - review company operations and records
- - resolve personnel, production, and marketing problems
- - make sure all reports are filed with JA on time and according to local policy
- - coordinate all liquidation procedures and appoint a Final Report editor

- **Lead and attend all Company Program meetings**

You are responsible for leading all Company Program meetings. Therefore you must have an agenda outlined for each meeting with what needs to be accomplished. You are also responsible for getting department updates at each meeting. Ask your advisors if you aren't sure what you need to include in your agenda. It is expected that you are at all CP meetings. If you absolutely have to miss a meeting you should have someone else in place to run the meeting for that week. Therefore, you will need to provide that person with an agenda and fill them in on anything they will need to know. Also let your advisors know in advance if you do have to miss a meeting and that they are alright with

having someone else running the meeting that week.

- **Meeting Deadlines**

You are responsible for submitting all documents and requirements to JA on time. That means you must ensure that deadlines are met, but that doesn't necessarily mean that you must do everything on your own. You can decide to assign tasks to other members of your group, but ultimately you are responsible if this isn't completed.

- **Record Keeping**

Even though other departments are responsible for the inputting of data into the record keeping tool, you are responsible for ensuring these are up to date and accurate. This will help you plan and keep your team on track.

- **Motivate**

Be the driving force and motivator to all team members. Work with HR to ensure your team is engaged. Keep a positive attitude even when times are tough. Since you are the leader of the group, everyone will mimic your behavior.

- **Provide leadership in the development of a Business Plan**

Even though you will have help from all departments on the business plan, you are the one that is overall responsible for the business plan and all submissions.

- **Opportunities**

Maintaining awareness of both the external and internal competitive landscape, opportunities for expansion, customers, markets, new industry developments and standards

- **Other**

There are many situations that will arise during Company Program that you as the leader of the team will have to problem solve. Remember to lean on your advisors whenever you need help.

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TASK	LEADER	DEADLINE	RESULTS	STATUS
Complete financial report by 10/31/2019	John Doe	10/31/2019	100% complete	Complete

[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.

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

JA Canada
 Company Program
 Record-Keeping
 President

[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
- You can use other programs or methods of keeping track of your finances 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!

-At the end of the program if your team makes over \$500 in profit, you will need to pay JA 10% in sales taxes, and if your team makes less than \$500 in profits you do not need to pay sales taxes.

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[15 mins]

Ask students why they think we need leaders?

Ask the students: What makes a good leader? Is it to just tell others what to do? The actions of a leader matter as much as his or her words. The value of a leader extends beyond just giving direction. Talk about how a leader does much more than just manage tasks. Leaders influence through relationships, created with clear planning, connection, and communication.

In small groups have students draw on paper an exaggerated cartoon of what a leader looks like. For example, if the students think a leader should be a good listener, they can draw big ears on the person and label that feature. After students have done so, have groups share what they think a leader is by explaining their drawing and features.

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[4 mins]

3:40 minutes

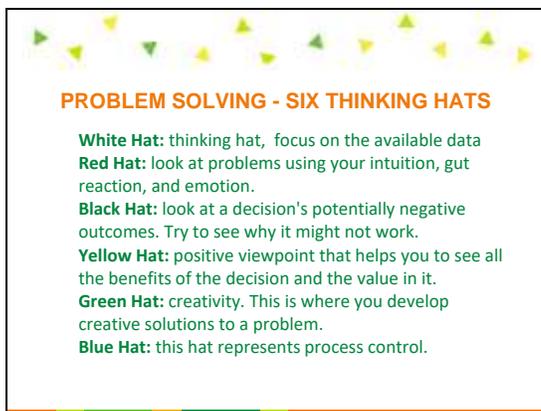
Please play this video and stop it at the 3:40 mark.

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[5 mins]

Slide 14



[5 mins]

Ask students to refer to the handout that summarizes the 6 thinking hats. An overview is on this slide.

White Hat: with this thinking hat, you focus on the available data. Look at the information that you have, analyze past trends, and see what you can learn from it. Look for gaps in your knowledge, and try to either fill them or take account of them.

Red Hat: "wearing" the Red Hat, you look at problems using your intuition, gut reaction, and emotion. Also, think how others could react emotionally. Try to

understand the responses of people who do not fully know your reasoning.

Black Hat: using Black Hat thinking, look at a decision's potentially negative outcomes. Look at it cautiously and defensively. Try to see why it might not work. This is important because it highlights the weak points in a plan. It allows you to eliminate them, alter them, or prepare contingency plans to counter them.

Black Hat thinking helps to make your plans "tougher" and more resilient. It can also help you to spot fatal flaws and risks before you embark on a course of action. It's one of the real benefits of this model, as many successful people get so used to thinking positively that they often cannot see problems in advance. This leaves them under-prepared for difficulties.

Yellow Hat: this hat helps you to think positively. It is the optimistic viewpoint that helps you to see all the benefits of the decision and the value in it. Yellow Hat thinking helps you to keep going when everything looks gloomy and difficult.

Green Hat: the Green Hat represents creativity. This is where you develop creative solutions to a problem. It is a freewheeling way of thinking, in which there is little criticism of ideas. (You can explore a range of creativity tools to help you.)

Blue Hat: this hat represents process control. It's the hat worn by people chairing meetings, for example. When facing difficulties because ideas are running dry, they may direct activity into Green Hat thinking. When contingency plans are needed, they will ask for Black Hat thinking.

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PROBLEM SOLVING - SIX THINKING HATS

Using the six thinking hats, think through this problem:

Your team is divided on what product should be created in the program. Half of the team wants to create an upscale drawstring bag and the other half wants to create Toronto themed toques.

How should you proceed?



[30 mins]

Divide the room into small groups (5-6). Then ask them to think of the problem on the screen from the different coloured hats and write down their thoughts.

First ask students to focus on the White hat for 5 mins.

After 3 mins, ask them to switch to the red hat for 1 min.

Then ask them to switch to the black hat for 3 mins.

Then ask them to switch to the yellow hat for 3 mins.

Then ask them to switch to the green hat for 8 mins.

(we will exclude the blue hat for this activity).

Afterwards, go through each hat colour and ask students to share what they discussed.

Then as a whole group ask students how this helped them make decisions.

Overall, this process allows emotion and skepticism to be brought into what might normally be a purely rational process, and it opens up the opportunity for creativity within decision making.

Resource Reference:

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[8 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.

[5 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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[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:

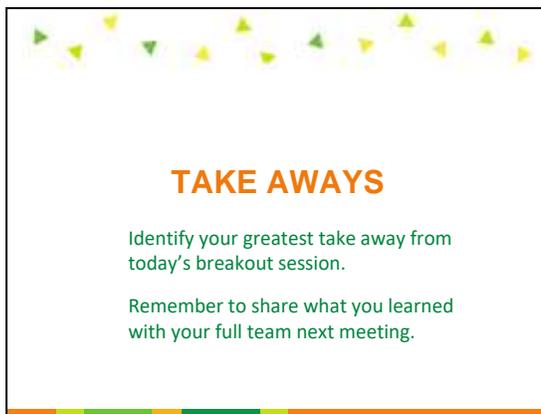
Think of ways to make your company more profitable

Don't be afraid to delegate

Factor in unexpected costs

Be honest, fair and realistic about your team's income vs. expenses

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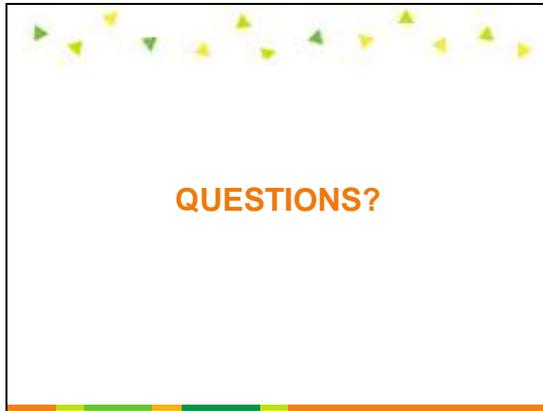


[5 mins]

Ask students for their key take aways from the session.

They can also tweet their learnings to @JACO_CP

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[5 mins]

Slide 20



[1 min]