

# PHASE 1: INSPIRE

## Detailed Instructions

### Week 1

#### Overview

The first meeting will set the tone for the rest of the program. Keep the energy high as you get to know the group and ensure that everyone is aware of what lies ahead. Group members will be introduced to the concept of ideation as they begin to brainstorm product and service ideas. This Phase will allow students to get to know each other and establish expectations about the program.

#### Objectives

- Get to know each other, including strengths and motivations.
- Establish expectations and excite students about the program learning opportunity.
- Collaboratively develop group working norms.
- Consider a variety of possible products, services, and business models.
- Learn about the roles available within the Company.

#### Mentor Preparation

- Ensure your location has access to computer/laptop, projector (or screen) and speakers. If this is not available, check with your Program Manager for directions.
- Review detailed instructions to become familiar with materials/activities.
- Review videos and materials in advance.
- Familiarize yourself with the attendance procedure.
- Prepare items needed for **Bag of Junk** brainstorming activity.
- Prepare photocopies of the **Product and Service Research Assignment**.
- Review **Selection Process** and decide on which process you will use for the Student Elections.



## Agenda

1. Attendance (5 min)
2. Introductions (15 min)
3. Ice-breakers (30 min)
4. Administration and housekeeping (15 min)
5. Overview of Company Program (10 min)
6. Overview of achievements of other students (10 min) **OPTIONAL**
7. Introduce Executive Roles (15 min)
8. Getting to know yourself and Student Goal Sheet (20 min)
9. Brainstorming and Pitching Activity (60 min)
10. Product and Service Research Assignment (15 min) --- may be moved to Week 2
11. Questions and wrap-up (5 min)

## Activities

1. **Attendance (5 min) SLIDE 3**
  - Lead Advisors will have access to your most current student list online. Please ensure that you take attendance each week using the Attendance Tracker in the Record Keeping Tool.
  - Please confirm that the contact information listed is accurate including their most current email address. If any information defers from what is provided, please notify JA.
  - If there are students that are present at your meeting that are not on the list provided to you, they are not registered to your program. For liability purposes, we cannot allow students that are not registered into a program to participate. This poses a risk to not only JA Central Ontario but to the sponsor/host. The decision to enroll a student into a program must be made at the JA level, not the Advisor level. Please advise the student that they are not listed in your location and to contact JA to enroll into a program. They can email [companyprogram@jacentralontario.org](mailto:companyprogram@jacentralontario.org) with their request.
2. **Introductions (15 min) SLIDE 3**
  - You may have a mix of new and returning students to the program. Be sure to try and make everyone feel welcome in the first session.
  - Some students will sign up to *JA Company Program* with friends they have made previously. There is a risk that cliques can form at the first meeting. You should do

all that you can to bring the group together as a whole.

- Facilitate introductions while sitting in a circle. Allow everyone to introduce themselves (name, grade, and school, new or returning to JA). Don't forget to have all mentors also introduce themselves. If possible, share why you are a volunteer with JA.

### 3. Ice-breakers (30 min) **SLIDE 4**

- In the first meeting, refer to the **Team Builders and Ice Breakers** document and select an icebreaker from the "Getting to Know Each Other" list.

### 4. Administration and housekeeping (15 min) **SLIDE 5 & 6**

- Please see **Housekeeping Checklist** for recommended items to cover
- Students will have received a Welcome Package from JA which outlines the policies and procedures for the program. We recommend you review this and go over your expectations as volunteers regarding their attendance and behavior and what the process/consequences will be if they do not follow
- Review the **Student Resource Portal** The portal is located on the Company Program website: [www.jacompanyprogram.ca/resources](http://www.jacompanyprogram.ca/resources). Students have their own section separate from the advisor portal.
- The Student Resource Portal will become an important tool for students over the program. Encourage them to go online and reference the portal often. They will be able to access important information and documents about the program.
- Let students know that they are required to complete the online **Parent and Media Consent Form** by the end of the week.
- Review any housekeeping rules for your location (washrooms, use of space, cleaning up, etc.).

### 5. Overview of Company Program (10 min) **SLIDES 7 - 12**

**\*You do not need to spend a lot of time here but do go over some of the milestones and timeline of the program as well as your role as the Advisor and their role as students.**

- This is the chance for you to give a broad introduction to the overall experience of *JA Company Program*. Briefly go through the major milestones and timeline of the program.
- *JA Company Program* is a life changing, hands-on experience that creates an exciting entrepreneurial venture through collaboration.
- Optional group discussion questions:
  - How many of you have thought about being entrepreneurs?
  - Who inspires you to succeed?
  - As a Company, how do you think you will define success?
- *JA Company Program* is a business, not a club!
- JA volunteer roles: mentor, provide guidance and help keep students on task



- Students are expected to:
  - Show up each week (80% attendance is required to stay in the program)
  - Participate actively
  - Contribute to the best of your ability
  - Be mindful of ethics as related to JA Company Program
  - Take it seriously
  - Act responsibly
  - Have fun
  - Be creative

## 6. Overview of the achievements of other students (10 min) **OPTIONAL** SLIDES 13 - 28

\*\*\*This section is optional. You may have students who are already familiar with the program. If you identify any returning students, please have them speak briefly about why they are doing the program again and its impact on their life. This should help with getting students to return the second week.

- View the **Program Features and Benefits** presentation. This presentation will allow for you to share the opportunities available to students in Company Program (i.e. mentors, awards, local events, Success Summit, etc.), the success of former participants and the scope of the JA global community. The notes for the presentation are below, and can also be found in the presentation itself.
- Program Benefits slides:
  - a. Networking: There are networking opportunities throughout the program.
  - b. Awards and Scholarship: Through JA Canada students will receive information about various awards and scholarships.
  - c. Success Summit and Global Opportunities: JA Canada annual Success Summit is an opportunity for students to connect with business and academia experts to develop new perspectives and ideas, form relationships with mentors and build skills to use throughout life. More details will be available from JA about this opportunity.
- Product Inspiration slides:
  - a. Tea-Shirts from JA Central Ontario Company Infinitea (Great social media campaigns including the “tea”-shirt of the day.
  - b. Plastato- students from this Jamaican JA Company figured out the chemistry it took to turn potatoes into plastic and then used that plastic to create jewellery.
  - c. California based JA Company - Interactive APP available through both Apple and Google Play stores. Designed for a school to track all internal and external events/news for students.
  - d. Hardwire - A JA Manitoba company that made keychains out of old computer motherboards
  - e. Cards Reincarnate - Hand made and designed greeting cards with detachable

seed paper that you can plant and grow into wildflowers to 'grow the relationship between giver and receiver'.

- Success Story slides:
  - a. Mark Cuban- Owner of the Dallas Mavericks
  - b. Donna Shalala- President of the University of Miami and Former Secretary of Health when Bill Clinton was President of the US.
  - c. Bruce Poon Tip- Founder of G Adventures
  - d. Nicholas Kee- JA Jamaica Alumni (founding member of Plastato) now pursuing 3 different ventures with partnerships made across the Americas.
  - e. Promo-Bands- A JA Company still in operation today, original student company based in Newmarket, Ontario. Sold \$20,000 in \$2 bracelets the summer after Company Program.
  - f. Commando- A JA UK Company that had their product featured in Vogue magazine after David Beckham was seen wearing it.
- If there are returning participants, this would be a great time for them to share their JA story.

## 7. Introduce Executive Roles (15 min) **SLIDES 29 & 30**

- **Let students know that Elections for the executive roles will take place in Week 3 (November 11-13)**
- Explain that everyone will have a role within the company and be an important member of the team regardless of their role. Some students may choose to nominate themselves for a management role and choose to take on a leadership role.
- Let them know that there are 8 executive roles they can nominate themselves for:
  - President
  - VP Finance
  - VP Marketing
  - VP Sales
  - VP HR
  - VP Production
  - VP Technology
  - VP Corporate Social Responsibility (optional)

**\*Students elected to these 8 executive positions must be available to attend a mandatory Student Management Training on Saturday, November 30<sup>th</sup> at BMO Institute for Learning**

- Direct students to review the core roles and responsibilities within the company using the [Executive Team Role Descriptions](#) before next week's meeting
- Let students know which selection process your Advising team has chosen to elect the executive team (review the [Selection Process](#) document for both options).



**8. Getting to know yourself and Student Goal Sheet (20 min) SLIDE 31**

- Provide students with the **Getting to know yourself** handout and briefly explain the activity with an example. Ask students to complete it for your next meeting.
- Setting goals is an important part of learning and growing both personally and professionally. To get the most out of their Company Program experience, students will need to reflect on what they want to achieve over the 18-week program.
- Review the **Student Goal Sheet** with your students and ask them to complete the sheet for your next meeting. Let students know that as Advisors you will review their goals throughout the year and will support them to stay on track to achieve these goals.

**9. Critical Brainstorming Activities (60 min) SLIDES 32 - 42**

- This is now the time for students to start critical brainstorming. The key thing is to ensure everyone defers judgement of ideas while in the initial process.
- Emphasis that constructive criticism should be respectful and positive, and that it can lead to better ideas overall.
- There are many approaches that this process can take. You may want to focus on ideas to solve a customer need that is of particular interest to the group, or products and services that would apply to an appealing business model. Or perhaps this is simply a “free for all” to discover what the group with gravitate toward.
- Once students understand the idea of critical brainstorming, follow the instructions for the **Critical Brainstorming, Bag of Junk and Pitching Activity**.
- Debrief the activity with students using the questions provided.
- Students can consider the following points when making their product selection:
  - a. It is important that everyone stands behind their product or service since each member of the company will be responsible for promoting it and selling it.
  - b. Some students start *JA Company Program* with ideas for the businesses they want to create. Make sure students understand that a company must agree on a product or service, and some ideas will not be chosen. This doesn't mean they are bad ideas; they may simply have to wait for another time. Finding the right business idea is really important to the success of the student company.
  - c. It is important to think carefully about their market, consider the steps needed to produce a product and research where they will get the source materials for production.

- d. Let participants know that in a few weeks, they will get to pitch their idea to the group. This was their first practice at pitching.

Optional Videos for Students:

- Brainstorming
- The “Itch”
- Where Good Ideas Come From

They can view these videos on the Student Resource Portal.

## 10. Product or Service Research Assignment (15 min)

**SLIDES 43 – 46 + open the Product or Service Research Assignment document**

\*\*\*You may want to introduce the worksheet so that students are aware that they must complete this sheet for any product/service ideas they want to pitch. It may also be a good idea to review the Product or Service Guidelines with them before they begin brainstorming ideas. If you do not have time in this session, you can review the assignment more in depth in the following week.

- Let students know that they must continue to brainstorm ideas at home and more time will be allotted to this next week.
- Review the [Product or Service Research Assignment](#) document with the group.
- The [Product or Service Research Worksheet](#) will help them work through the viability of some of their ideas. They should spend time at home completing this prior to the next session. Students should select only one idea to explore in detail. They may choose to work individually or in groups. However, each student is encouraged to research one idea.
- Many students will be eager to understand how their product idea will be considered and selected. This is a good time to direct students to review the [Product and Service Guidelines](#).
- Be sure to establish the expectation that the [Product or Service Research Worksheet](#) must be completed if a student wants to be eligible to pitch their idea. Remind students of the importance of ethics when researching suppliers. Also, if the product can have a positive impact through using recycled goods that would be of value to the JA Company. This worksheet is designed to be a simple way to structure a “Pitch Deck” (slideshow) if students choose to prepare visuals for their pitch.

## 11. Questions and Wrap-Up (5 min) **SLIDES 47 - 49**

- Create an opening for students to ask any questions about the



- meeting prior to wrapping up.
- Remind students to complete their parent consent form by end of the week, review Executive Roles and to complete their goal sheets for the next meeting.
  - Let students know that next week you will continue brainstorming and research. They will also have the opportunity to nominate themselves for the executive roles.
  - Direct students to the Resource Portal, so they can complete a 2-minute Assessment: [What's Your Leadership Style?](https://hbr.org/2015/06/assessment-whats-your-leadership-style) in advance of next session. (<https://hbr.org/2015/06/assessment-whats-your-leadership-style>)
  - Encourage students to access the Resource Portal to review some of what was covered in this meeting.
  - Remind participants that entrepreneurs can start businesses on their own or as part of a small group by combining individual strengths and sharing responsibilities. Today is the start of something great!

## Next Steps

### Students:

- Complete [Getting to know yourself](#), [Student Goal Sheet](#) and the [What's Your Leadership Style?](#) and be prepared to share the result at the next meeting
- Review [Executive Roles](#) and [Product and Service Guidelines](#) and continue brainstorming product/service ideas on their own

### Mentors:

- Provide updated attendance and contact records to share with JA
- Take a few moments to debrief about the first session with the team of Mentors
- Address any questions, concerns or feedback to your Program Manager



## Week 2

### Overview

During the second meeting, keep students engaged as they continue to examine attributes of a good product or service and prepare pitches. Students will build their team norms, examine the concept of Corporate Social Responsibility, understand the significance of the Company Code of Ethics to help in decision making, and learn about the roles available to them within the Management team.

### Mentor Preparation

- Review detailed instructions to become familiar with materials and activities
- Review videos and materials in advance on the Resource Portal
- Prepare for **Team Norms Activity**. Print and cut out coloured squares as per instructions

**Note:** All documents and videos referenced in the detailed instructions are available on the Resource Portal.

### Agenda

1. Attendance (5 min)
2. Ice-Breaker (15 min)
3. Defining Group Norms (30 min) ---- may need to be covered in 2 sessions
4. Product and Service Research Assignment (15 min) --- add to this week if not covered in Week 1
5. Student Innovation (15 min) ---- may need to be covered in 2 sessions
6. What is Business Ethics? (15 minutes) ---- may need to be covered in 2 sessions
7. Corporate Social Responsibility (15 minutes) --- may be moved to Week 4
8. Leadership style and roles (45 minutes)
9. Brainstorming continued (as time permits)
10. Importance of Prototyping (10 min) --- may be moved to Week 4
11. SMART Goals (15 minutes)
12. Questions and Wrap-up (5 min)

## Activities

### 1. Attendance (5 min) **SLIDE 3**

### 2. Ice-Breaker (15 min) **SLIDE 4**

- Refer to the [Team Builders and Ice Breakers](#) document and select an icebreaker from the “Getting to Know Each Other” list. You may have a few new students who did not attend Week 1 – be sure to give everyone a chance to introduce themselves!

### 3. Defining Group Norms (30 min) **SLIDES 5 – 33**

**\*\*There is a lot to cover in this section. Use your best judgement to see where your team is at in their understanding and decide whether you need to spend more or less time in this section. The JA Code of Ethics is new so it is recommended to go through that section in more detail. Depending on time, you may opt to forgo the Team Norms Activity and or cover some items later on at your next sessions.**

- Whether you are a member of a sports team, group preparing a classroom project, or an employee on a team in the workplace, every team goes through the same 5 stages.
- Explain to the members of the Company, that forming, storming, norming, performing and adjourning are the nature of any team journey. Refer to the “What is Norming!” slide deck. Once the team gets to the norming stage the team will have worked its way to collective expectations that members will share.
- A norm is an informal guideline about what is considered normal social behavior in a particular group.
- Explain the importance of deferring to the Code of Ethics as a guide when in the storming stage. Refer to the “JA Company Code of Ethics” resource to explain the importance of how a Code of Ethics can help develop norms. Explain the importance of effective teams having commonly shared norms and values. Also remind students that group development is a dynamic process, especially in developing team norms. Referring to the Test of Disclosure outlined in the JA Company Code of Ethics can be a quick way of settling disagreements.
- Provide an example from your work environment that shows how a norm works.



If you can't think of an example, use this one:

*"In my workplace, people stop for lunch any time between about 11 and 2. But, if we were working in another place, we would be very surprised to discover that everyone stops precisely on the dot of 12 noon for lunch, whether they are ready to eat lunch or not."*

- Since operating a company requires a lot of team work, it is important to establish team norms. Look over the **Whose Norms are These?** document on the JA Resource Portal to provide sample norms from large companies. These may serve as examples as they create their own team norms. Facilitate the **Team Norms Activity** then complete the **Building Your Team Norms** discussion.
- At the end of the discussion, students should select a small list of the best norms that the entire group seems willing to support. Explain that all norms evolve a little over time; however, it is better to begin with some commonly held understandings about how the group will interact together. Give an example to guide their ideas. i.e. All members of the Company will use the Test of Disclosure as part of decision making. Record the shared norms for everyone to review and endorse.
- This is a good opportunity to introduce the terms unanimous, consensus and stalemate.
  - a. *Unanimous*: Everyone is in complete agreement.
  - b. *Consensus*: May not be the first preference of individuals in a group but it is a decision to which everyone can give their consent. Good consensus process relies heavily on problem-solving, questioning, empathy, and self-sacrifice.
  - c. *Stalemate*: An even draw in terms of those in favour and those opposed. Further discussion is required to move forward.
  - a. *Test of Disclosure*: "How would we feel if everyone knew about the decision we are making?"
- Record the shared norms for everyone to review and endorse.
- Explain that once the leadership team has been selected, each member of the company will be asked to sign a Code of Ethics.

**4. Product and Service Research Assignment (15 min) – See Week 1 Instructions if this was not covered in Week 1**

**SLIDES 34 - 42**

**5. Student Innovation (15 min) SLIDES 43 - 57**

- In this activity, you will help students clarify the difference between innovation and invention. Discuss the two words asking the students to offer examples of



what they would consider innovation versus invention. The **Innovation or Invention** video can be used to spark the conversation. Look up the definitions if necessary.

- A series of photographs have been collected to showcase previous products and JA student companies. Show the **Product Inspiration** document to the group discussing the strengths and weaknesses of each one based on first impressions and limited information. How would the group classify each example – innovation or invention? Consider the following discussion questions:
  - a. Why are these innovations?
  - b. What problems were the Achievers trying to solve?
  - c. Do you think these products fill a need in the market?
  - d. Are these filling a customer “want” or a “need”?
  - e. What are some things that customers want?
  - f. And what do they need?
  - g. How would you know the difference?

## 6. Corporate Social Responsibility and the Triple Bottom Line (30 min)

### SLIDES 58 - 60

--- may be moved to Week 4 (after elections) – but you may want to explain to students what CSR is if that is one of the roles you will be electing

- Corporate Social Responsibility (CSR) is a voluntary approach that business takes to meet or exceed shareholder expectations. It considers economic, social, environmental, and smart growth and mobility implications in the decision-making process. It is a departure from making business decisions based solely on the financial bottom-line.
- Review the **Corporate Social Responsibility** document on the JA Resource Portal
- Even though it is early in the process, it is important for students to begin to think about if their company will have a CSR component. Ask the students:
  - a. How can your JA Company engage in CSR?
  - b. How are the three P’s going to impact your business?
  - c. How is the Code of Ethics going to impact your business?
- Emphasize that a CSR strategy is not just about donating a portion of profits to charity!

**Remind the students that their company cannot operate as a non-profit. They must be a for-profit company. If there is time, review what a social enterprise is and how CSR plays a role in forming the foundation of a social enterprise.**



**7. Leadership style and roles (45 min) SLIDES 61 - 63**

- Explain that everyone will have a role within the company and be an important member of the team. Some students may choose to nominate themselves for a management role and choose to take on a leadership role.
- Present one or two of the suggested videos to start a discussion on the different styles of leadership:
  - First Follower: <https://www.youtube.com/watch?v=fW8amMCVAJQ>
  - Steve Jobs - Tips for Management: <https://www.youtube.com/watch?v=f60dhe14ARg>
  - The Science of Happiness: <https://www.youtube.com/watch?v=lkMHZ7mchVo>
- Review the core roles and responsibilities within the company using the **Executive Team Role Descriptions**.
- It is up to the team to choose how many roles are actually needed for their company (dependent on size, interest, etc.). The organizational charts are examples only – roles can be shared or combined.
- Note: Check with your local Charter about JA Awards as some of the Management roles may be associated with awards.

*Essential roles:*

1. President
2. VP Finance
3. VP Marketing
4. VP Sales
5. VP HR
6. VP Production
7. VP Technology

*Optional roles:*

8. VP Corporate Social Responsibility

**IMPORTANT NOTE:** We will be inviting the students elected to the 8 Executive Roles listed above to **Student Management Training on Saturday, November 30<sup>th</sup>** – this is a mandatory full day training for students. **Only one student for each category will be invited – please refrain from electing co-executives in any of these categories.**

**Decide on a Selection Process:** Read through the **Selection Process** document to review both options for team selection. Let the students know what process you will be following. **Consider limiting the number of roles students can nominate themselves for to a maximum of two.**



## 7. Brainstorming continued (as time permits) **SLIDE 64**

*\*If you are running low on time, you can skip brainstorming and let students know that more time will be allotted following the elections.*

- Allot time for students to continue working on the **Product or Service Research Assignment**.
- Spend time with groups or individuals discussing their ideas to get a sense of what might be presented during pitches.
- Remind students about the expectations of their pitch.
- Discuss the selection process with students and review the **Pitch Evaluation Criteria** the group will use. Be sure to answer all questions students have and highlight that this is a very important decision for the company to be successful.

## 8. Importance of Prototyping (10 minutes) **SLIDES 65 - 68**

*--- may be moved to Week 4 (after elections)*

- As students are working through ideas, review with them the importance of preparing a prototype. A prototype is defined as:

*an initial or preliminary version from which your product is developed to provide insight into the functionality of your design and inform changes needed.*

- The biggest benefit of prototyping is that it prevents important factors from being overlooked and it stops you making any assumptions that could be revealed as inaccurate later on in the process.
- Prototyping is important for several reasons:

### a) Evaluate and Test Your Idea

Ideas and drawings of a design can sometimes be a far cry from the real world in which the product will be used. By creating a prototype, it is possible to sit down with a preliminary version of the product vision and determine what works and what does not. Often glaring omissions emerge that, initially, weren't obvious.

### b) Clarifying Production Details

By prototyping before production begins, it is possible to take a glimpse at the production process and see if any steps can be changed, combined or even removed. This streamlines production and minimizes production costs. An idea without a prototype is just a theoretical concept. Prototypes often greatly enhance product pitches.

### c) Selling Your Idea

It is also far easier to sell to potential customers when they can hold a prototype during your pitch. It can be difficult to get commitment with only a vague concept.



- Students can create prototypes using materials around their house/school or purchase low cost materials or using online technology if available.

**9. SMART Goals (15 min) SLIDES 69 - 70**

- View the **SMART Goals** video.
- Explain that as a Company, students will eventually create goals together. For now, ask them to apply the concept they have learned to what they want to get out of this program.
  - Ask students if they have completed the Getting to know yourself and Student Goal Sheet from last week and if they would like to share theirs with the group
  - If there are any new students this week, direct them to complete this for next week
  - Collect all the Student Goal Sheets and review them with your advising team. If you have time, you may want to sit down with each individual student to review their goal sheet over the next few weeks and encourage them and to share how you will support them in reaching their goals.

**10. Questions and Wrap-up (5 min) SLIDES 71 - 73**

- Create an opening for students to ask any questions about the meeting prior to wrapping up.

## Next Steps

*Students:*

- If they have nominated themselves for an Executive Role, they should prepare for their presentation/interview next week
- Continue brainstorming products/services

*Mentors:*

- Gather any outstanding forms and attendance record to share with the local JA Charter office.
- Collect and review Student Goal Sheets
- Prepare of Student Elections in Week 3