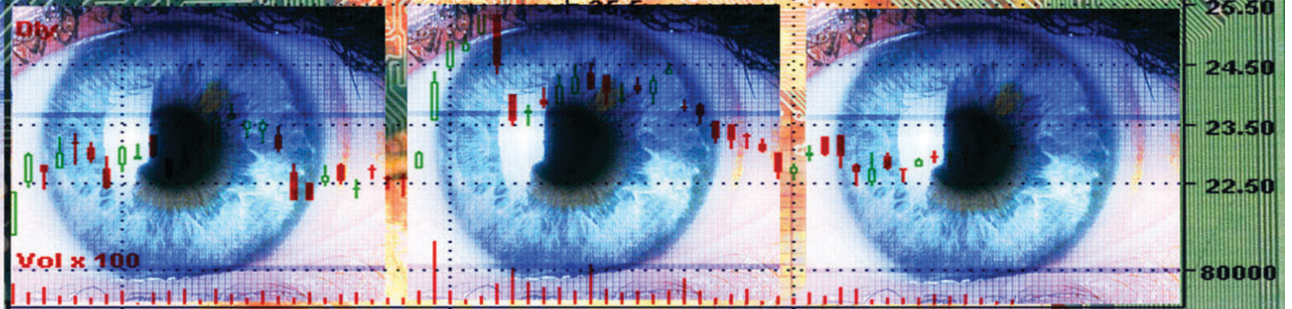




JA Turks
and Caicos

A Member of JA Worldwide



JA Company Program[®]

Company

Guide for Volunteers and Teachers

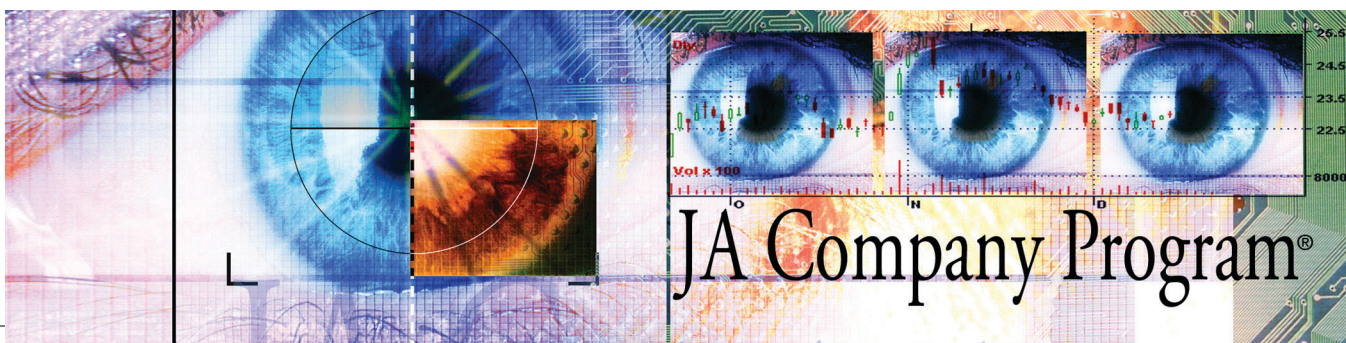


Junior Achievement uses hands-on experiences to help young people understand the economics of life. In partnership with businesses and educators, JA brings the real world to students, opening their minds to their potential.

Program Overview

JA Company Program encompasses business, economics, and entrepreneurship curriculum for students in grades 9 through 12. The program emphasizes business content, while providing a strong focus on mathematics, reading, and writing skills. The *JA Company Program* experience enhances students' classroom curriculum. Students are encouraged to use innovative thinking to learn business skills that support positive attitudes as they explore and enhance their career aspirations.

Through a variety of hands-on activities and technological supplements designed to support varied learning styles, students develop a better understanding of the relationship between what they learn at school and their successful participation in a worldwide economy.



Volunteer Conduct Standards

Junior Achievement staff shall convey these standards in writing to all volunteers prior to their first visit to the classroom. Staff shall review these standards verbally, as well, with volunteers teaching for the first time.

Junior Achievement (JA) serves youths. JA volunteers teach valuable lessons in their program delivery and especially in their conduct with students. Adult misconduct with or in the presence of youths carries serious consequences. Because Junior Achievement cares that its volunteers have healthy, appropriate relationships with the youths they serve, it has established the following standards.

- Young people look to adults for examples of appropriate behavior. JA volunteers must use appropriate language and model honorable behavior, such as respect, integrity, honesty, and excellence. Profanity or sexualized language or jokes are inappropriate when working with students, regardless whether it occurs face-to-face, over the Internet, or by any other means. JA strictly forbids violating any state law regarding interactions with youths; for example, providing them alcohol or legal or illegal drugs, or coaxing them into illicit relationships over the Internet or otherwise.
- Volunteers must take particular care when touching youths. Most adults understand the difference between appropriate physical contact such as a handshake or pat on the back, and contact that is sexual or disrespectful. Volunteers also must be cognizant of how any physical contact may be perceived.
- Interactions with students must both be appropriate and appear appropriate. It is expected that volunteers' interactions with students are at all times appropriate and professional, and are strictly related to the role of business mentor. It is unacceptable to seek or engage in one-to-one meetings with students at any time.
- Volunteers are responsible for the quality of interactions. Students often find it difficult to state discomfort or objections. Volunteers must be especially sensitive to physical and verbal cues that youths provide.

The aforementioned standards do not represent a comprehensive list. Other actions not included could result in suspension or dismissal as a volunteer. Junior Achievement takes all complaints of misconduct seriously. Credible allegations of misconduct will be promptly reported to the appropriate authorities. During any such investigation, the JA volunteer will not perform services as a JA volunteer. If an investigation determines misconduct occurred, it will result in the immediate and permanent dismissal as a JA volunteer. Any JA staff member or volunteer who reasonably suspects misconduct must report these suspicions immediately to the appropriate JA staff person with their JA Area.

Junior Achievement volunteers are required to sign a Volunteer Conduct Standards Form. If you have not done so, please contact your local JA office before presenting your first session.



Creating Expectations

- Arrive early, but don't interrupt if an activity is in progress.
- Wear appropriate attire; look like an "expert."
- Greet students in a friendly but professional manner. Smile, shake hands, and maintain eye contact.
- Guide student behavior by providing an inviting environment, treating each young person with respect, and meeting her or his needs.
- Introduce yourself to students.
- Be yourself. Talk about your early aspirations and your current job.
- At the beginning of a meeting, state the behavior you expect from students (for example, raising their hands before speaking). Reinforce this by recognizing examples of good behavior.
- Determine what students already know about a concept or topic. What knowledge and experiences do they bring to the meetings?

Teaching Strategies

- Tailor your presentation to meet the students' needs. Avoid any use of gender, racial, or ethnic stereotypes.
- Seek advice to determine the best way to work with students with special needs, those who have limited English-language skills, or those who have difficulty reading.
- Limit lectures to no more than 10 minutes; lectures usually are the least effective of all teaching strategies.
- Review main points or key terms. Keep terms posted as reminders for students.
- After calling on a student, wait at least 5 seconds for an answer. Use as many open-ended questions as possible. Such as, "Can you think of an example of . . . ?"
- Don't answer your own questions, and avoid criticizing or rejecting wrong answers from students.
- When particular skills are required, such as mathematical calculations, demonstrate the process before asking students to solve a problem.
- Check for comprehension by asking relevant questions.

Managing the Students

- Give general directions before organizing students into groups.
- Save time by using the same groups for each meeting, when possible. (Sometimes, it becomes necessary to change group membership.)
- Circulate among groups to answer questions and keep students on task.
- Encourage students to help one another.
- Distinguish between active learning and disruptive behavior. A quiet group isn't necessarily productive, nor is a talkative group necessarily disruptive. Rigorous discussions or active simulations often are noisy indicators that students are learning.

Introducing Meetings

Tell students that you are a JA volunteer. Explain that JA volunteers help students learn why business and entrepreneurship are important to their lives and communities. Let students know you are excited to be sharing this program with them.

If possible, tell students about a positive after-school experience you had as a high school student.

Share with students one or more of the program goals. Describe the program you will present and tell them you will visit 12 times.

Talk to students about your interests, hobbies, and volunteer experiences. Keep in mind that you are presenting a program on business and entrepreneurial skills. You may choose to mention situations and guidelines that have helped you apply these skills in your life.

Classroom or Alternative Setting

If you deliver this program in a classroom or alternative setting, talk to the classroom teacher or JA staff member about program differences, such as class length, available equipment, and number of students.



Meeting One

Overview

Students work together to establish an effective and efficient team environment, while outlining specific leadership roles for the future company. Students create values and standards for the company and explore its vision, mission, and goals.

Meeting Objectives

Students will:

- Determine how fundamental leadership principles create an effective company environment.
- Identify the company's departmental structure and associated leadership roles.
- Discuss the company's values.
- Consider a company name.
- Discuss the company's Capitalization Plan.

Concepts

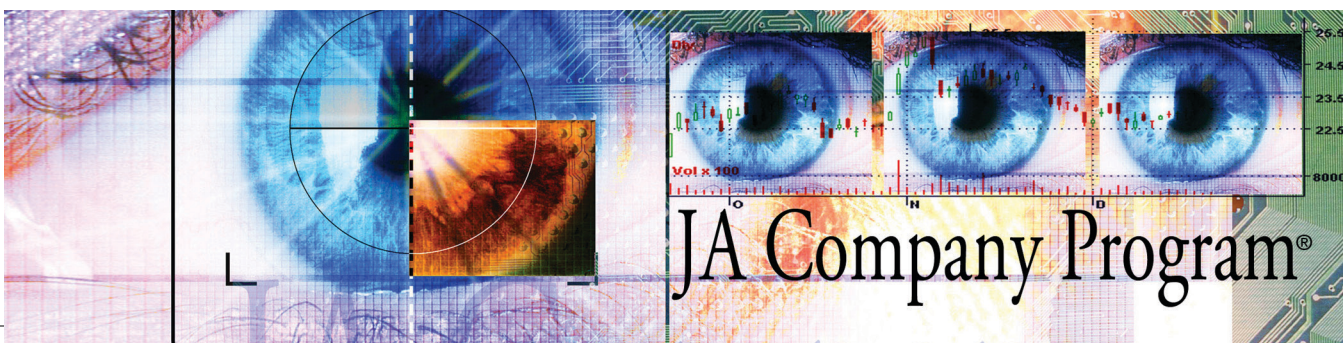
Leadership
Values
Vision
Mission

Skills

Oral and written communication
Working in groups
Gathering and organizing information

Teaching Tips

Definitions of Key Terms (indicated in bold type) and related vocabulary can be found in the Glossary. Explain to students that the first four meetings are designed to give them an understanding of business principles before they begin the production process.



Icebreaker Activities

Train Wreck

- Ask students to place their chairs in a circle facing each other and be seated.
- Select one student to stand in the center of the circle without a chair. This person states a fact about herself or himself. The fact can relate to the student's work experience, favorite color, or number of siblings, for example.
- Anyone seated who shares the same fact must take a different seat (except the chair on either side).
- The student who is unable to find a seat now must stand in the middle and state a personal fact. The game continues until the volunteer calls time.

M&M's Game

- Prior to the meeting, purchase a large bag of M&M's.
- Have all students sit in a circle. Pass the candy around the circle, and ask each student to take five pieces. Ask students not to eat the candy.
- Once everyone has candy, ask each to relate one personal fact for each piece of candy.

Four Corners

- Draw a square on the board. In the center of the square, write "Name." In each corner, write a category that students provide (for example, number of siblings, favorite job, origin of their name, favorite ice cream, favorite product to purchase, or why they are participating in the *JA Company Program*).
- Give each student a sheet of blank paper or an index card. Ask students to write their name in the center and answer each of the fact questions, writing the answer in the appropriate corner.
- Allow about 5 minutes. Ask students to introduce themselves by answering the Four Corners questions—or pair students, have them discuss their answers, and then stand and introduce each other. Collect the information to learn more about the students.

Leadership

Emphasize that by working as a team students will start, run, and eventually liquidate a JA company. Reinforce the concept that in a company there are many different types of leaders. Each department head is vital to the success of the company.

Ask students to consider teams that they are familiar with or that they have been members of (athletic, work-related, school project, club, etc). Who leads these teams? Is it always the same person? Does the leadership role change? Why or why not?

Icebreaker Activity Time

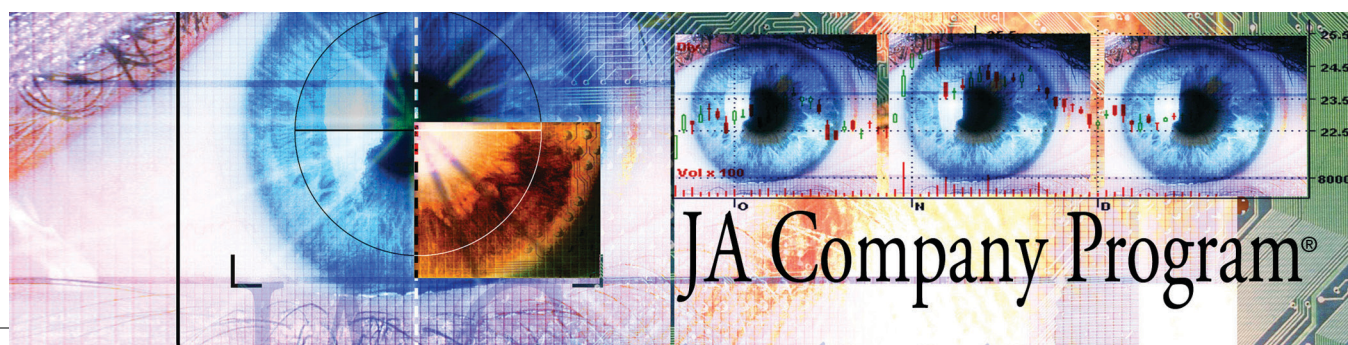
10-15 minutes for each.

Teaching Tip

An alternative version of this game has the M&M's color-coded by fact type. (For example, for every green M&M, ask students to describe something about their family; for every yellow M&M, describe a past work experience.)

Leadership Activity Time

5-15 minutes per activity.



Consider using one of the following leadership activities to enhance student learning.

Leadership Activities

Following this activity, conduct a brief discussion on the experience. Focus on the realization that leadership manifests itself in many different ways and styles.

Human Knot

- Have students stand side by side in a circle. Ask them to reach across the circle and hold hands with two other people.
- Once students have a firm grip on one another's hands, ask them to undo the knot.
- Consider a second round where some people are not allowed to speak or someone is blindfolded.
- Discuss what worked, what didn't, who was more vocal, and who was listened to most. If someone couldn't speak or was blindfolded, ask him or her about the experience.

Name Tags

- Prior to the meeting, purchase large mailing labels or blank stickers. Write the name of a well-known leader (for example, George Washington) on each sticker.
- Place a sticker on each student's back. Make sure she or he does not see the name, but allow others to read it so they can provide clues in the form of answers.
- Explain that each student must figure out the name on the label attached to his or her back. Allow students to move around the room to ask one "yes or no" question to each classmate. (After one round, they can ask additional questions.)
- Once a student correctly identifies the leader's name, ask the student to remove the sticker and place it on the front of his or her clothing.
- When all students have identified the leader on their sticker, ask them what information they discovered about him or her.
- Be sure to guide the discussion to emphasize that there are many different types of leaders.

Introduce students to the three myths of leadership. Write the following statements on the board:

- Leaders are born.
- Leaders have a title or rank.
- Leaders are loud and outwardly dynamic.

Teaching Tip

Human Knot:

Students cannot hold the hands of the person on either side of them. Students must hold the hands of two other people.

Teaching Tip

Name tags: Possible questions students can ask include: "Am I alive?" "Am I a woman?" "Am I a political figure?"

Concepts

Bylaws
Board of directors
Capital
Dividend
Liquidation
Parliamentary
procedure
Profit

Skills

Analyzing and
interpreting information
Critical reading
Working in groups

Meeting Two

Overview

Working as a company, students conduct officer elections and learn about each department's specific responsibilities during the Operation and Liquidation phases.

Meeting Objectives

Students will:

- Classify the components of a Business Opportunity.
- Identify department responsibilities.
- Approve the company Charter Application and Bylaws.
- Initiate a Company Capitalization plan.

Meeting Three

Overview

The company enters the Context phase of the program. During this phase, students use tools such as market surveys and cost-benefit analysis to determine potential products for their target market.

Meeting Objectives

Students will:

- Conduct market research to isolate a target market.
- Develop a market survey.
- Analyze product options.
- Generate questions about each department's Business Plan.

Concepts

Market research
Cost-benefit analysis

Skills

Product analysis
Interpretation of information



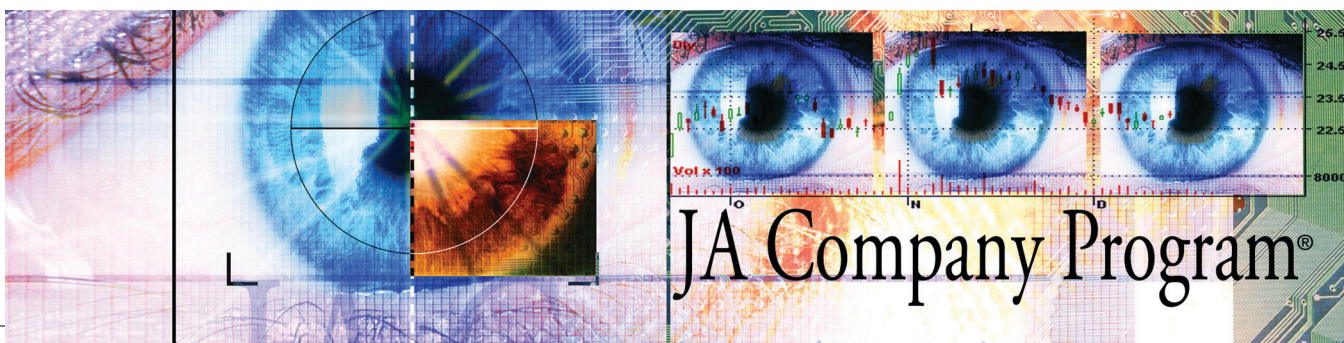
Teaching Tip

Stress that before production can begin, students must obtain official approval of their product selection through the timely submission of the Product Approval Application

Non-Approved Product List

Official JA Company List of Non-Approved Products and Services:

- Children's pajamas
- Babysitting services
- Window washing
- House-sitting services
- Carnivals/circuses/amusement rides
- Pet grooming/sitting
- Horse, donkey, bull rides
- Any homemade food item, including but not limited to baked goods, sauces, honey, candy, soups, salads, sandwiches
- Growing and selling of fruits or vegetables
- Meat/poultry/seafood/fish products, even if purchased from a wholesaler and pre-packaged
- Dairy products, even if purchased from a wholesaler and prepackaged, including ice cream and milk shakes
- Candle making
- Clothing manufacturing for children under the age of 10
- Swimming lessons
- Manufacturing and/or selling fireworks
- Painting—houses, fences, or numbers on curbs
- Snow/ice removal or ice melt products
- Lawn or house services
- Manufacturing of toys/games/stuffed animals
- Fire starters
- Lamps
- Safety or first aid kits
- Cosmetics of any kind, including lip balm
- Soaps or lotions manufactured by JA students
- Rice bags used as heating pads
- Vitamins, medicines, nutritional supplements
- Any product that may cause bodily injury or property damage



Concepts

Cost-benefit analysis
Product evaluation

Skills

Working in groups
Gathering and
organizing information
Synthesizing and
evaluating data

Meeting Four

Overview

The company enters the Deal phase of the program. During this phase, students select the top two or three product options for cost-benefit analysis.

Meeting Objectives

Students will:

- Complete the Product Evaluation Form.
- Create sales goals for the company and individuals.
- Finalize and submit department Business Plans.
- Select a JA company product.

Concept

Parliamentary procedure

Skills

Working in groups
Oral and written communication
Public speaking
Synthesizing and evaluating information

Teaching Tip

Ideally, a member of the JA Area Office Board will make the official presentation of the company Charter.

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Meeting Five

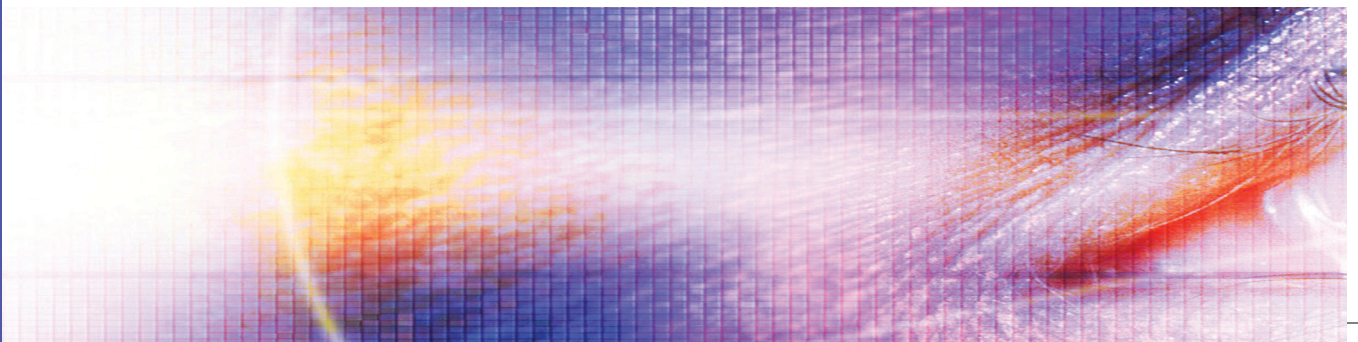
Overview

The company enters the Business Opportunity phase of the program. Students host a board of directors meeting to approve the company's Business Plan, review implementation strategies, and accept the company Charter.

Meeting Objectives

Students will:

- Initiate the organization and/or production of the product.
- Maintain accurate, organized department records of all transactions.



Skills

Oral and written
communication
Making observations
Listening

Meeting Six

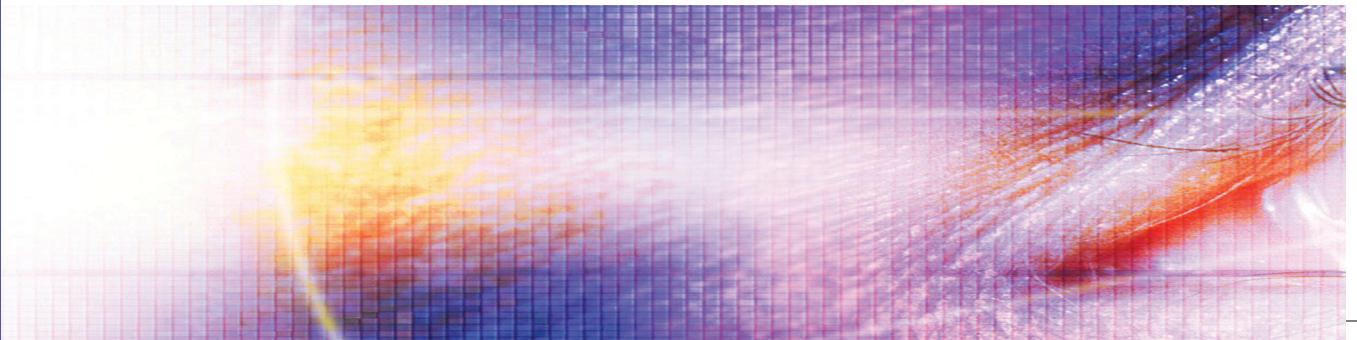
Overview

Materials needed for product production are ordered, and the company Business Plan is implemented. Students may take part in an Extended Learning Opportunity.

Meeting Objectives

Students will:

- Initiate purchasing materials for production.
- Prepare records needed for company operations.
- Identify the Sales Order Forms and the product sales process.



Meeting Seven

Overview

Students continue to operate the company.

Meeting Objectives

Students will:

- Refine and implement all aspects of the company Business Plan.
- Prepare to sell the product to the defined target market.
- Continue production.
- Maintain accurate, organized records of all transactions.

Concepts

Production
Sales

Skills

Working in groups
Oral and written
communication
Making observations



Meeting Eight

Overview

Students continue to produce and sell their product. They learn about specific sales techniques that will help them reach their sales goals.

Meeting Objectives

Students will:

- Identify effective sales techniques and strategies.
- Recognize ineffective production strategies and adjust accordingly.

Concepts

Production
Sales tactics

Skills

Oral and written
communication
Brainstorming
Working in groups
Public speaking



Meeting Nine

Overview

Students hold department meetings to share best practices and propose changes to current company operations.

Meeting Objectives

Students will:

- Continue sales and production of product.
- Refine departmental strategies.

Concepts

Production
Group assessment

Skills

Synthesizing and
evaluating information
Making observations
Working in groups

Teaching Tip

If company members are idle, consider using some of the Extended Learning Opportunities. Now is a great time for company members to do a short stint of community service or go on a college tour.



Concepts

Production
Liquidation

Skills

Evaluating and
synthesizing
information
Interpreting production
inventory
Working in groups

Meeting Ten

Overview

Students begin to finalize production, assess excess inventory, and prepare for the board of directors liquidation meeting.

Meeting Objectives

Students will:

- Identify and evaluate production and inventory needs for the final product sales.
- Begin to prepare all liquidation forms and records needed for the Annual Report.

Concepts

Production
Liquidation

Skills

Individual and company
reflection and
evaluation
Interpreting information
Self-assessment

Meeting Eleven

Overview

Students explore Next Steps and learn how to apply what they have learned as a company to personal entrepreneurial pursuits.

Meeting Objectives

Students will:

- Explore the JA Student Center and JA Career Assessment tools.
- Create a Personal Action Plan.
- Complete all Liquidation Reports.
- Compile the Annual Report.

Concepts

Liquidation
Parliamentary
procedure

Skills

Individual and company
reflection
Synthesizing and
evaluating information
Group and self-
assessment

Teaching Tip

Students may need
some time to finish
last-minute items
before the final board
meeting. Adjust the
schedule accordingly.

Meeting Twelve

Overview

Students will conduct the final board of directors liquidation meeting and approve the Annual Report.

Meeting Objectives

Students will:

- Distribute stockholder dividends.
- Celebrate their company's success.

Preparation

Ensure that the Production Department has copies of the Annual Report available.

Glossary

Accounts payable: The money a company owes its suppliers.

Accounts receivable: The money owed to a company by its debtors.

Annual report: A report containing a summary of the company's operations and pertinent financial information.

Assets: Anything owned that has value.

Balance sheet: A financial statement summarizing the firm's assets, liabilities, and net worth.

Best practices: Activities or procedures that are more efficient and effective than others.

Board of directors: The governing body of a corporation elected by shareholders to make policy decisions and appoint officers to run the company.

Book value: The amount of dividend that will be distributed to stockholders after all company bills, taxes, wages and salaries, charity donations, bonuses, and JA Area Office invoices have been paid.

Break-even point: The level of output at which total revenue equals total costs.

Business plan: A document that details a company's mission and goals, management, marketing, and finances.

Bylaws: A set of rules adopted by an organization to govern its members and regulate its affairs.

Capital: Money, goods, equipment, or land used to produce other goods or services; money used to start or expand a business. In accounting it is the business equity or net worth, which equals total assets minus total liabilities.

Capital goods: The machinery, tools, and equipment used in production.

Capitalization: The sum of the various securities issued by a corporation, including bonds, stocks, and surplus.

Charter: A government document creating a business and defining its rights and limitations.

Contract: A legally enforceable agreement between two or more persons.

Corporation: A business managed on behalf of its owners/stockholders; a legal entity created by governmental charter to carry on approved activities.

Cost of goods sold: An accounting term for the combined costs of material, labor, factory overhead, and other direct expenses involved in producing goods for sale. It does not include costs of selling or general management.

Credit: In accounting, a bookkeeping entry constituting an addition to an income, net worth, liability account, or a deduction from an expense net or asset account. Each credit entry has a corresponding debit entry.

Debit: In accounting, a bookkeeping entry constituting an addition to an expense or asset account, liability account, or a deduction from an expense net or asset account. Each debit has a corresponding credit entry.

Demand: The quantities of a product or service that people are willing and able to buy at various possible prices at a particular time and place.

Depreciation: A decrease in value of property due to wear or obsolescence. A decrease in the amount of goods or services that a given sum of money can buy.

Dividends: Payments to stockholders from a company's earnings.

Double-entry bookkeeping: A standard business practice that requires that each transaction be entered twice—once in the debit column of the record and once in the credit column. Double-entry bookkeeping helps prevent mistakes and track errors.

Entrepreneur: An innovator; one who recognizes opportunities and organizes resources to take advantage of them.

Expenses: Something that causes spending; money spent or needed for doing a job or running a business.

Fixed costs: The business expenses that remain the same, regardless of the number of products produced or services provided. Wages, rent, marketing expenses, and equipment are examples of fixed costs.

Franchise: A license to operate an individually owned business as if it was part of a large chain.

Gross profit: The difference between sales and the cost of goods sold.

Income: Money received in the form of wages, salary, rent, or interest. A gain or continuing benefit usually measured in money received from capital or labor.

Income statement: A summary of a firm's revenue, costs, and taxes over a period of time.

Income tax: A tax on a person's or a company's income.

Lease: A transfer of property use for a period of time in return for a rental payment. A lease is a binding contract.

Liability: Any claim on or debt of a business or individual; what a business owes.

Liquidation: The payment of all obligations and the conversion of assets into cash for apportionment among business owners.

Loss: In accounting, any excess of costs over income. Loss is the opposite of profit.

Management: Group of managers; the act of controlling or directing.

Market value: The current or prevailing price of a product as indicated by current market quotations.



Marketing: The business activities that take place between production and the purchase of the product.

Net profit: The profit left after expenses.

Net worth: Capital; the difference between assets and liabilities.

Opportunity cost: The next best alternative given up when making a choice.

Parliamentary procedure: The standard rules a company president must observe while conducting meetings.

Partnership: A business owned by two or more people.

Par value: Face or nominal value; the value imprinted on the stock certificate.

Productivity: A measure of output per unit of input, or output per worker per hour.

Profit: That which remains after the costs of the business have been met.

Proxy: A written authorization transferring voting rights to another at a stockholder meeting.

Salary: Money paid to an employee for work done, usually given bi-monthly at an annual rate, regardless of hours worked.

Share: A portion of interest in a business, usually referred to as a share of stock.

Sole proprietorship: A business owned by one person.

Stock: Shares in the ownership of a corporation.

Stockholder: Owner of stock in a corporation.

Supply: The amount sellers will offer for sale at different possible prices at a particular time.

Variable costs: Those costs that can increase or decrease as output expands or contracts.

Wage: Money paid to an employee for work done, usually given on an hourly, daily, or on a piecework basis.



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