

The Academy Culture Project

Subject Area: Customer Service, English **Grade Level:** 11th **Date:** 8/4/2014

Abstract Lesson Overview

- The students will be put in groups to research what corporate culture is and what makes it so important to the success of a business. They will then develop an outline of how to implement a new culture into JCBA.

Instructional Materials Needed

- The book *The Fred Factor*
- *Principles of Management* - Ch 8 Digital
<http://catalog.flatworldknowledge.com/bookhub/reader/11627?cid=#fwk-127512-ch08>
- Computers
- Internet access

Instructional Materials Provided

- Presentations – Fred Factor discussions, Outline of what corporate culture is, examples of corporate culture, various articles on corporate culture.
- Grading Rubric

Expected Student Outcomes

- The students will be able to explain what corporate culture is
- The students will be able to describe why corporate culture is important to a company
- The students will be able to explain how culture affects customer service

Student Deliverables

- Daily quizzes on their reading of *The Fred Factor*
- Each student will write an essay describing what corporate culture and how it can be implemented into the JCBA Academy.
- Each group will create a poem to describe the New JCBA culture that they have created.
- Each group will present their a poem and their outline for a New JCBA culture

Cost of Lesson: Each copy of *The Fred Factor* is \$5

Duration of Lesson: 12 Days

Culminating Activity and/or Assessment

- The Students will present their Culture outlines and poems in front of the entire academy to be judged and voted on by the academy students.

Enrichment Suggestions

- This will turn into a continuous follow up project every year to be opened up to the whole academy for changes.

Additional Resources

- <http://goo.gl/5nG7X4>

CTE Pathway Standards

- Business and Finance - Knowledge and Performance Anchor Standards

2.0 Communications

- 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

4.0 Technology

- 4.1 Use electronic reference materials to gather information and produce products and services.
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.

5.0 Problem Solving and Critical Thinking

- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

7.0 Responsibility and Flexibility

- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.

8.0 Ethics and Legal Responsibilities

- 8.5 Analyze organizational culture and practices within the workplace environment.

9.0 Leadership and Teamwork

- 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.
- 9.7 Participate in interactive teamwork to solve real Business and Finance sector issues and problems.

A. Business Management Pathway

- A1.2 Analyze management theories and their application within the business environment.
- A3.2 Describe management's role in demonstrating leadership, motivating employees, resolving conflict, addressing stress, and recognizing formal and informal employee groups.
- Include a bulleted list of CTE Pathway Standards by number with an abbreviated description of the standard (<http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>)

Lesson Plan Relevance to Externship

- The positive corporate culture at the business I did my externship at was so amazing I actually changed my topic. My academy, like a business needs to have a positive culture. My externship allowed me to witness firsthand how positive culture truly affects everyone within the business and is directly linked to positive customer service gains even in the hardest of times. I believe if we can have the students create a consistent culture throughout our academy they will have the buy-in to make our academy amazing!

Description of Activities

- ❑ **Activity Day One: Introduction to corporate culture (possible presentation). Talk about what JCBA already does to create culture. Then an introduction to the Fred Factor book. Homework – read pages 3-16 in TFF.**
- ❑ **Activity Day Two: Quiz on TFF followed by class discussion. Show the class examples of how companies create a positive culture. Students will research the importance of corporate culture online using an outline. Homework – read pages 33-49 in TFF.**
- ❑ **Activity Day Three: Quiz on TFF followed by class discussion. Class discussion on the prior days research, student lead. Students will be given an outline by which to write an essay on why corporate culture is important and how can we develop a better culture within our academy. Homework – read pages 50-61 in TFF.**
- ❑ **Activity Day Four: Quiz on TFF followed by class discussion. Check in on outline creation and the students will start to form their rough drafts. Homework – read pages 62-75 in TFF.**
- ❑ **Activity Day Five: Quiz on TFF followed by class discussion. Students will finish their rough drafts.**
- ❑ **Activity Day Six: Students will do peer reviews of their essays then they will revise and turn them in. Homework – read pages 76-85 in TFF.**
- ❑ **Activity Day Seven: Quiz on TFF followed by class discussion. Students will read examples of poems used to encourage positive culture. The students will be broken up in to pairs to begin to crate their own poems. Homework – read pages 86-98 in TFF.**
- ❑ **Activity Day Eight: Quiz on TFF followed by class discussion. Students will present their poems to another group and make changes as necessary. Homework – read pages 99-106 in TFF.**
- ❑ **Activity Day Nine: Final Quiz and discussion on TFF. Students will develop an outline of what they envision what changes that the academy needs to make to develop a better culture.**

- ❑ **Activity Day Ten: The students will finish the work on their outlines and begin to create cultural propaganda for their presentations.**

- ❑ **Activity Day Eleven: Students will finish their propaganda and print it out. They will practice their presentations.**

- ❑ **Activity Day Twelve: The students will present to the judges.**

Grading Rubric					
Student Deliverables	1 Exceeds Expectations	2 Meets Expectations	3 Approaches Expectations	4 Fails to meet Expectations	
Vision: Develop a vision statement for the academy	Vision statement that was well developed with an outlook of the academy for the present and future.	Students have a clear and concise vision statement of what they expect the academy to look like.	The vision statement gives a good idea of what the academy should look like.	Did not create a vision statement that focused on reality.	
Goals: Create goals for the academy	The goals that were created show great thought and address more than just improving the academy.	Goals are a clear and realistic expectation that can be attained within the academy setting.	Goals are unrealistic but still relate to the vision.	Goals are unclear and have nothing to do with the overall vision created.	
Poem: Create a poem in Dr. Suess style that represents the goals and vision for the academy.	The poem is written in true Suess form while still eloquently delivering the goals and vision of the group.	The Poem is Suess form and represents the goals and vision set by the team.	The poem does not use the Suess format but represents the vision and goals of the team.	Poem does not use Suess format nor does it relate to the vision or goals of the group.	
Presentation: Presents the ideas that the team developed.	Presentation is well rehearsed and has a great use of visual aids.	Presentation addresses the audience and does not depend on written items to present their ideas.	Students focused more on their visual aids and not the audience.	Students did not address the audience, clearly was not rehearsed.	