

Creating a Business Plan-Lesson 10: Who Do You Want to Work for You?

SUBMITTED BY: WGYP Summer Educator

SUBJECT(S): Entrepreneurship

GRADE LEVEL(S): 9, 10, 11, 12

≡ OVERVIEW:

In this lesson of the unit Creating a Business Plan, students will write job descriptions for the types of positions they need to fill within their businesses.

≡ NBEA STANDARD(S):

- Entrepreneurship, IX. Business Plans
- Entrepreneurship, VI. Management

≡ WHARTON GLOBAL YOUTH PROGRAM ARTICLE:

- [“A Maker Develops the Business Plan for His Latest ‘Eye-pad’ Innovation”](#)

NBEA Standard(s):

- Develop a management plan for an entrepreneurial venture.
- Develop a business plan.

Common Core Standard(s):

- CCR Standard for Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR Standard for Speaking & Listening: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Objectives/Purposes: In this lesson, students will create job descriptions. This lesson builds on the previous lesson “*What Is Your Managing Style?*” In this lesson, students will take the organizational structure they developed in their business group and create different job descriptions. Before writing the descriptions, they will review and analyze job descriptions.

Other Resources/Materials:

- Poster or newsprint of students organizational structure from previous class
- Job Description (20-30) – teacher must find these online ahead of time and print

Activity:

1. Do Now: Refer back to the organizational structure you created with your business group. Which of these jobs might you be interested in applying for? Why? What makes you qualified? (5 min)
2. In business groups, students will have time to finish up their organizational structures. (5 min)
3. As a group they also need to pick one of the jobs. Using a poster board or newsprint and markers, the group needs to brainstorm qualifications and description for that job. Teacher can draw a model of what each group’s poster should look like. (10 min)

Job Title: _____	
What qualifications should someone have when applying for this job? (job qualification)	What are some of the things this person will have to do in this job? (job description)

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4. As the class comes together, one person from each group can go around and share the job, qualification and descriptions they came up with. (10 min)

5. Teacher will pass out some examples of job descriptions of real jobs. In groups students should read the descriptions and try to answer the following questions which will be shared as a class later: (5 – 10 min)

- a. What does the description tell you about the job?
- b. What does the description tell you about the requirements?
- c. What does the description tell you about the company?
- d. What does the description tell you about the type of person they are looking for?
- e. What did you find surprising?

6. As a class, come back together and go over the questions. As a class, answer the question, what do all these job descriptions have in common? How are they different? (10 min)

7. Remainder of the time students will work in business groups and develop a job description for the job they selected. They can also continue to work on other job descriptions if they have time. (5 – 10 min)

Practice Outside of the Classroom:

At home, students can select another job from their organizational chart and write a job description. They can also work on creating a résumé for themselves.

What Worked and What I Would Do Differently:

This lesson could be connected to résumé writing. Before class the teacher must prepare some job descriptions. These can be found online. Suggest that each group would get to see two-to-three job descriptions. They should all be different. Try to find job descriptions that are relevant to the students' neighborhoods.

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