

Life is Good Business:

Understanding how Business Impacts Everyday Life

Veronica O'Neill

New Jersey City University

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Understanding how Business Impacts Everyday Life

“Life is Good Business: Understanding how Business Impacts Everyday Life” is an actual course in the Management Department at New Jersey City University (NJCU). It is part of the University’s General Education offerings, under the Social and Historical Perspectives mode of inquiry. This Tier 1 three-credit course is targeted to students who are early in their undergraduate education, primarily freshmen. It focuses on two of the University learning goals, Written Communication and Critical Thinking (NJCU, 2018). In the course, there are also other learning goals covered, such as mastery of the course materials, oral communication, and creative expression.

I have taught this course since it was introduced in the Fall 2017 semester. Prior to that time, I taught essentially the same course, “Introduction to Business”, outside the General Education program. The course is currently offered in a traditional format, and sometimes in an online format. The syllabus attached, in Appendix A, presents the material in a blended format, approximately 50% online and 50% in person. The syllabus was created on the standard template required by the School of Business.

I have taught “Introduction to Business” as a blended course, in my first semester as an educator. At the time, it was mostly reading, with an online bi-weekly quiz and discussion forum to assess the student’s understanding of the material. The “Fantasy Business” assignment has been a constant in all of the semesters I have taught this class. It gives the student an engaging way to apply all of the materials covered in the first half of the course to a successful business that they own ten years in the future. Many students have commented that this assignment was

valuable as they began to understand their own goals for the future, and determine if they wanted, or did not want, to start their own business. Class meetings were devoted to discussing the materials and explaining complicated concepts. I did not have access to any audio-visual equipment in my assigned classroom that semester.

In the intervening five years, many aspects of this course have changed. I rely on the audio-visual equipment in the classroom to help shape the session and help the students learn. Access to this equipment lets me bring current events in business into the course. We are also able to address topics such as the effectiveness of Super Bowl commercials, the amount of money spent on Halloween each year, and if stores should open on Thanksgiving. Many heated debates have been spawned by these activities. The world of business revolves around telling stories, about yourself, your business and your products. Students create simple websites in the course to help them learn to use technology to tell their stories.

I have added many short videos to the class sessions to illustrate various concepts. These are generally under three minutes and many are funny. They are helpful in breaking up large blocks of discussion. I also have introduced many game elements, generally played in groups in class. Working with different groups throughout the semester prepares the students for life in the business world, where projects are often assigned to teams. Students play for rewards, with the winners getting extra credit, or sometimes candy. The games also help students cope with the less interesting subject matter, such as employment legislation. Through the years, I have added many different game formats, so students are not bored by the same game repeated during the semester. Group activities reinforce the learning done at home during online weeks. A list of these videos and activities is presented in Appendix B.

The other major change is that the current course uses McGraw-Hill Connect as the assessment platform, which is required for all core courses in the Management Department. The platform aligns with our textbook and provides multimedia support materials. It also provides assessments with immediate feedback and targeted supplemental material to enhance student's understanding of the material. The instructor can customize the Connect assignment by choosing specific activities and assessments (McGraw-Hill, 2018).

One change that is specific to the General Education requirements is the inclusion of a Signature Assignment. This culminating assignment is designed to demonstrate mastery of the University Goals for the course, Written Communication and Critical Thinking. Students are given free choice of topics introduced in the course and have the ability to delve into their chosen topics. In past semesters, students have created full business plans for the business they hoped to start after graduation, in-depth analyses of major corporations, and biographies of successful leaders and managers. In addition to assigning a grade to this assignment, I am required to assess the student work against a General Education Program rubric. This second assessment has no bearing on the student grade, it is used to assess if the University is effectively meeting its goals (NJCU, 2018).

The specific assignments are revealed to the students as they encounter the material, as opposed to on the syllabus itself. The practical reason for this is that when I have published the assignments in advance, some of the students complete them in the first month and do nothing the rest of the semester. I recently had a student complete all of their Connect assignments during the two-week trial period offered by McGraw-Hill so they did not have to purchase access. To avoid this, the actual assignments are released two weeks before their due date. This project has

piqued my interest in offering this course in a blended format in the future. I hope I have the opportunity to do so in the coming semesters.

References

McGraw-Hill (2018). McGraw-Hill Connect. Retrieved from

[http://connect.mheducation.com/connect/login/index.htm?&BRANDING_VARIANT_K
EY=en_us_default_default&node=connect_app_27_200](http://connect.mheducation.com/connect/login/index.htm?&BRANDING_VARIANT_K
EY=en_us_default_default&node=connect_app_27_200)

New Jersey City University (2018). General Education. Retrieved from

<https://www.njcu.edu/department/general-education>

Appendix A

Course Syllabus

New Jersey City University
School of Business - Management Department
Syllabus MGMT 110 (BLENDED)

<u>PROFESSOR'S NAME:</u>	Veronica O'Neill
<u>COURSE TITLE:</u>	MGMT 110 Life is Good Business
<u>MEETING:</u>	Select Tuesdays, 1pm – 4pm (See grid for dates)
<u>SEMESTER:</u>	Fall 2018
<u>OFFICE HOURS:</u>	Tuesday after class or by appointment
<u>E-MAIL:</u>	voneill@njcu.edu
<u>ROOM:</u>	R 302 (See grid below for meeting dates)
<u>PHONE NUMBER:</u>	201-200-3353 (School of Business switchboard)

All correspondence must use the NJCU portal either njcu.edu email or BlackBoard. Do not use your personal email account.

REQUIRED TEXT & MATERIALS:

Nichols, W. G., McHugh, J. M. and McHugh, S. M. (2016). *Understanding Business* (11th ed.) New York, NY: McGraw-Hill Education.

Textbook is available at the Campus bookstore and at various retail outlets. Be sure your purchase includes Connect access. CONNECT is required for this course.

Course Description:

This course is an introduction to and overview of the world of business and how it impacts everyone's daily life. Students learn business concepts in a cultural and civic context enabling them to be better citizens, better consumers, and better able to chart their personal and professional careers.

Learning Objectives:**Discipline-specific (DS) Learning Goals**

At the end of this course, students will be able to

- DS1.** Identify concepts of business management and their relationship to everyday life events.
- DS2.** Define the social and historical causes of business practices and labor issues.
- DS3.** Calculate the impact of financial decisions in terms of cost and long-term consequences.
- DS4.** Recognize the ethical implications of business theories and practices in a global environment.
- DS5.** Analyze a professional or career situation for financial risks and opportunities.
- DS6.** Describe basic business law concepts and the issues that they address and the safeguards that they provide.
- DS7.** Apply standards of ethics to their personal business and career decisions.
- DS8.** Communicate facts and ideas clearly in a business or professional setting.
- DS9.** Determine whether social and/or political information impacting business practices is objective, accurate, and current.

University – wide Critical Thinking and Problem-Solving Outcomes (CTPS)

At the end of the course, students will be able to:

- CTPS1** Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less explored aspects of the topic.
- CTPS2** Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
- CTPS3** Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly
- CTPS4** Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
- CTPS5** Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).
- CTPS6** All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant sub-disciplines.
- CTPS7** Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.

University-wide Written Communication Outcomes (WC)

At the end of the course, students will be able to:

WC1 Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.

WC2 Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.

WC3 Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices.

WC4 Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing

WC5 Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.

Instructional Procedures

Instructional procedures will be designed to engage students in a participative inquiry into how business impacts their everyday life, with exercises to evaluate common professional, financial and career decisions. While there will be lectures on the key business theories and topics, emphasis will be on application of concepts to everyday life. Problem solving techniques for evaluating business-related information will be explained and practiced on case studies. Ethics in business transactions and in a global environment will be integrated into the course. Techniques used will include:

INSTRUCTIONAL PROCEDURE	RELATED TO WHICH LEARNING OBJECTIVES
Lectures & Interactive discussions	DS1, DS2, DS3, DS4, DS5, DS6, DS7, DS8, DS9, CTPS1, CTPS2, CTPS3, CTPS4, CTPS5, CTPS6, CTPS7, WC1, WC2, WC3, WC4, WC5
Written exercises	DS1, DS2, DS3, DS4, DS5, DS6, DS7, DS8, DS9, CTPS1, CTPS2, CTPS3, CTPS4, CTPS5, CTPS6, CTPS7, WC1, WC2, WC3, WC4, WC5

Application projects both in team and individual efforts	DS1, DS2, DS6, DS7, DS9, CTPS1, CTPS2, CTPS3, CTPS4, CTPS5, CTPS6, CTPS7
Oral Presentations	DS3, DS4, DS5, DS8, DS9
Signature Assignment	DS1, DS2, DS6, DS7, DS9, CTPS1, CTPS2, CTPS3, CTPS4, CTPS5, CTPS6, CTPS7, WC1, WC2, WC3, WC4, WC5

Need tech help?

Contact the Online Learning Department!

Hepburn Hall, Room 108

Phone: (201) 200-3449

Fax: (201) 200-3445

E-mail:online@njcu.edu

Assignments:

The course will be taught using lectures, classroom discussions, supplemented with readings, assignments and a final presentation.: discussion participation, case studies / alternative assignments and presentations.

CLASSROOM DISCUSSION

Each student is expected to actively participate in every discussion. Students should prepare in advance in order to contribute meaningfully to the discussion. Each student is expected to contribute a significant original response to each discussion, and respond to other's comments. Discussion questions for the week will be posted on the Blackboard course site.

The grading of your class participation will be based on the quality of your contribution. Some of the factors that determine effective participation are:

1. Is the participant willing to interact with other class members?
2. Are the points that are made relevant to the discussion? Are they linked to the comments of others?
3. Do the comments add to our understanding of the situation?

4. Does the participant distinguish among different kinds of data (i.e., facts, opinions, beliefs, concepts, etc.)?
5. Is there a willingness to test new ideas or are all comments safe (i.e., repetitions of case facts without analysis and conclusions)?

PLEASE NOTE: Three or more unexcused absences will result in a grade of F for the course.

WRITTEN ASSIGNMENTS

Written assignments will be assigned during the semester. Specific assignments are listed below and will be posted online. Each assignment will require students to apply concepts and tools presented in the chapter(s) covered.

Papers must be submitted by the deadline listed in the course. If a paper is submitted within 24 hours of the established deadline, a 2-point penalty will be assessed. Any submission more than 24 hours after the established deadline will not be graded, and a 0 will be recorded as the grade.

All assignments must be submitted with a cover page and should include the following information: name of assignment, student name, course title and assignment due date. All papers must be typed in MS Word, ***no other formats will be accepted***, and your paper will receive a 0 grade. They must be double-spaced using Times New Roman 12 pt. font, with one-inch margins all around. Do not plagiarize - cite the textbook or any other sources using APA format. Please include the following statement on all assignment cover pages -

CERTIFICATION OF AUTHORSHIP:

I certify that I am the author of this work and that any assistance I have received in its preparation is fully acknowledged and disclosed. I have also cited any sources from which I used data, ideas or words, directly quoted or paraphrased. This work was prepared by me specifically for this course.

CONNECT

Each week, an assignment from the Connect platform will be due no later than Sunday evening at 11:55pm. Assignments completed after the established deadline will not be graded, and a 0 will be recorded as the grade.

Course Outline: (See table below for assignments and due dates.)

Part 1: Business Trends: Cultivating a Business in Diverse, Global Environments

Chapter 1 Taking Risks and Making Profits within the Dynamic Business Environment

Chapter 2 Understanding Economics and How It Affects Business

Chapter 3 Doing Business in Global Markets

Chapter 4 Demanding Ethical and Socially Responsible Behavior

Part 2: Business Ownership: Starting a Small Business

Chapter 5 How to Form a Business

Chapter 6 Entrepreneurship and Starting a Small Business

Part 3: Business Management: Empowering Employees to Satisfy Customers

Chapter 7 Management and Leadership

Chapter 8 Structuring Organizations for Today's Challenges

Chapter 9 Production and Operations Management

Chapter 10 Motivating Employees

Part 4: Management of Human Resources: Motivating Employees to Produce Quality Goods and Services

Chapter 11 Human Resource Management: Finding and Keeping the Best Employees

Chapter 12 Dealing with Union and Employee–Management Issues

Part 5: Marketing: Developing and Implementing Customer-Oriented Marketing Plans

Chapter 13 Marketing: Helping Buyers Buy

Chapter 14 Developing and Pricing Goods and Services

Chapter 15 Distributing Products

Chapter 16 Using Effective Promotions

Part 6: Managing Financial Resources

Chapter 17 Understanding Accounting and Financial Information

Chapter 18 Financial Management

Chapter 19 Using Securities Markets for Financing and Investing Opportunities

Chapter 20 Money, Financial Institutions, and the Federal Reserve

Bonus Chapters

Bonus Chapter A Working Within the Legal Environment

Bonus Chapter B Using Technology to Manage Information

Bonus Chapter C Managing Risk

Bonus Chapter D Managing Personal Finances

Date	Topic / Readings	Assignments	Assessment	Learning Objectives
WEEK 1 Week ending 9/9	Chapter 1 Risk and Profit in Business	- Discussion	Connect	CTPS1, DS1
WEEK 2 ONLINE Week ending 9/16	Chapter 2 Economics	- Discussion	Connect	CTPS1, DS1
WEEK 3 Week ending 9/23	Chapter 3 Global Markets	- Discussion	Connect	CTPS1, CTPS2, CTPS3, CTPS4, CTPS5, CTPS6, CTPS7, DS1, DS4, DS9
WEEK 4 ONLINE Week ending 9/30	Chapter 4 Ethics Social Responsibility	- Discussion	Connect	CTPS1, CTPS2, DS2, DS4, DS7
WEEK 5	Chapters 5 and 6	- Discussion	Connect	DS3, DS5, DS6

Week ending 10/7	Starting a Business		Fantasy Company Assignment	
WEEK 6 ONLINE Week ending 10/14	Chapter 7 Management and Leadership	- Discussion	Connect	WC1, WC2, WC3, WC4, WC5, DS1, DS2
WEEK 7 Week ending 10/21	Chapter 8 Organization Structure	- Discussion Presentations	Connect	DS1, DS4, DS6, DS8
WEEK 8 ONLINE Week ending 10/28	Chapter 9 Operations Management	- Discussion	Connect	CTPS1, CTPS2, CTPS3, CTPS4, CTPS5, CTPS6, CTPS7, DS1, DS3
WEEK 9 Week ending 11/4	Chapter 10 Motivating Employees	- Discussion	Connect	WC1, WC2, WC3, WC4, WC5, DS1, DS7, DS8
WEEK 10 ONLINE Week ending 11/11	Chapters 11 and 12 HR – Recruiting and Legal	- Discussion	Connect	DS1, DS2, DS6

WEEK 11 Week ending 11/18	Chapter 13 Marketing	- Discussion	Connect	T1CTPS1, T1CTPS2, T1CTPS3, T1CTPS4, T1CTPS5, T1CTPS6, T1CTPS7, DS1, DS3, DS5
WEEK 12 ONLINE Week ending 11/25	Chapter 14 Pricing	- Discussion	Connect	DS3, DS5, DS8
WEEK 13 ONLINE Week ending 12/2	Chapters 15 and 16 Distribution Promotion	- Discussion	Connect	CTPS1, CTPS2, CTPS3, CTPS4, CTPS5, CTPS6, CTPS7, DS1, DS4, DS8, DS9
WEEK 14 Week ending 12/9	Chapter 17 Finance	- Discussion Presentations	Connect Signature Assignment	DS3, DS5
WEEK 15 Week ending 12/16		Presentations		CTPS1, CTPS2, CTPS3, CTPS4, CTPS5, CTPS6, CTPS7, WC1, WC2, WC3, WC4, WC5, DS1, DS2, DS3, DS4, DS5, DS6, DS7, DS8, DS9

Individual and group application projects and presentations will be assigned through the semester.

Additional information on Signature Assessment will be provided in class.

EVALUATION of STUDENTS:

Discussion Participation	10%
CONNECT	20%
In-class exercises and oral presentations	20%
Mid-term paper assignment	25%
Signature assessment	25%
	100%

Grading Scale: (Based on University Criteria)

Numerical grades are equivalent to:

93 - 100	A	(4.0)
90 - 92	A-	(3.7)
87 - 89	B+	(3.3)
83 - 86	B	(3.0)
80 - 82	B-	(2.7)
77 - 79	C+	(2.3)
73 - 76	C	(2.0)
70 - 72	C-	(1.7)
60 - 69	D	(1.0)
Below 60	F	(0.0)

Expectations of Students / Attendance Policy:

This is a traditional format course, which meets three hours per week for 15 weeks. Your presence and participation in this online course are crucial to be successful in this course.

I strongly urge you to review the assignments each week and be cognizant of the due dates for all quizzes, exams, assignments and discussions.

All students are expected to attend each session on campus. In the event that a true emergency prevents attendance, please e-mail me prior to class and we can discuss the situation. In the rare event that an excused absence is warranted, the credit received for participation will be that same

as if the student was present in the room, but did not participate in the discussion. There will be no more than one excused absence permitted per semester. If a student is absent, and is not excused, a 0 will be recorded for class participation for that session.

My role for this course is to make sure you achieve your goals and course objectives at the completion of the class. As a result, please contact me if you have any questions or concerns. Please do not wait until the end of the semester to do so. Please reach out to me as soon as you have any questions so that we can address your issues promptly.

PLEASE NOTE: Three or more unexcused absences will result in a grade of F for the course.

Academic Integrity:

An academic community of integrity advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research and service.

New Jersey City University (NJCU) is committed to nurturing the growth of intellectual reasoning, academic and professional values, individual ethics and social responsibility in its students. Academic integrity is central to this growth and is defined as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.

Academic integrity is the obligation of all members of the NJCU community: students, faculty and administration. Maintaining a high level of integrity is not a passive act. Academic dishonesty must be actively deterred; apathy or acquiescence in its presence is not a neutral act.

All members of the university academic community at NJCU have an obligation to be informed about:

What constitutes acts of academic dishonesty:

- The penalties imposed for acts of academic dishonesty and the consequences of these penalties.
- The process by which penalties are imposed.

The University maintains that all students are expected to embrace the highest standards of academic integrity in their course work. Any violation of such may be subject to a penalty based on the infraction that may include a reprimand, reduction in grade, failing grade, suspension or dismissal from the University.

Turnitin.com

Students agree that by taking this course all assignments are subject to submission for textual similarity review to Turnitin.com. Assignments submitted to turnitin.com will be included as

source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents.

The terms that apply to the University's use of the Turnitin.com services are described on the Turnitin.com web site. For further information about Turnitin, please visit:

<http://www.turnitin.com>.

Statement of Sensitivity:

Due to the nature of some of the course content some students may find some topics sensitive. All material in the curriculum is considered college health information. If a topic or material is sensitive to you, please feel free to speak to your professor.

Statement Regarding Civility:

Comments made, shared, and discussed in the classroom should demonstrate respect for fellow student colleagues. The instructor will not tolerate swearing and/or derogatory statements in the classroom environment. Everyone is entitled to his or her opinions. The Professor has the right to ask you to leave the classroom. It is up to you to contact the instructor to schedule an appointment to discuss such an incident prior to returning to the classroom.

PLEASE TURN OFF ALL CELL PHONES AND PAGERS PRIOR TO CLASS.

NO HEADPHONES PERMITTED IN CLASS AT ANY TIME.

Disability Students:

If there is any student in this class who has special needs because of learning disabilities, or other kinds of disabilities, please feel free to discuss your needs with me. For more information about the ADA and academic accommodations or adjustments, contact the Office of Specialized Services (OSS) at 201-200-3138

The schedule and procedures described in this course outline are subject to change depending on the needs of the class.

Note: Assignments, evaluation, policies and procedures, etc. can be adjusted by instructor.

Appendix B

Teaching Methods and Activities

Teaching Methods

Topic	Activity
Chapter 1 Risk and Profit in Business	Icebreaker Activity: Human Scavenger Hunt (Appendix C) Syllabus review
Chapter 2 Economics	Videos: Supply and Demand Indiana Jones
Chapter 3 Global Markets	Videos: Comparative Advantage Containerization Imports, Exports and Foreign Exchange Activity: International Money Fund Trade Game
Chapter 4 Ethics and Social Responsibility	Mission: Ethics (Group work in class researching a famous ethical issue and reporting out, approx. 20 minutes) (Appendix D) Videos: Ben & Jerry Greyston Bakery Hershey's
Chapters 5 and 6 Starting a Business	Videos: Finding the Right Business Structure Activity: Mission: Mission (Group work in class finding major corporation mission and posting it to a class Padlet, which is used for class discussion) (Appendix E) Assignment: Mid-term Paper Imagine yourself 10 years from now. You are a successful business owner. Describe the business and its structure, why you chose that structure, what the business does, where it is located, and who are your customers. 5 – 7 pages double-spaced.

<p>Chapter 7 Management and Leadership</p>	<p>Mission: Leadership (Group work in class choosing the top 10 qualities of a great leader, which are then combined in a word cloud for class discussion) (Appendix F)</p> <p>Activity: Captains of Industry (digital breakout to learn about five famous industrialists) (Appendix G)</p>
<p>Chapter 8 Organization Structure</p>	<p>Activity: Map out the organization structure at your job (or a company you know well)</p> <p>Videos: What is Organization Structure?</p>
<p>Chapter 9 Operations Management</p>	<p>Activity: Lemonade Stand Apple Emulator</p> <p>Tell Your Story: Create Your Own Website</p>
<p>Chapter 10 Motivating Employees</p>	<p>Videos: Mazlow's Heirarchy of Needs Herzberg's Hygiene Theory</p>
<p>Chapters 11 and 12 HR – Recruiting and Legal</p>	<p>Video: The Interview Tell Me About Yourself</p> <p>Activity: Mock Interviews – Tell Me About Yourself Kahoot! – Employment Legislation</p>
<p>Chapter 13 Marketing</p>	<p>Videos: Supermarket Psychology Top 10 Marketing Fails 10 Worst Product Flops Top 5 Product Launches</p> <p>Activity: Mission: Customer Service (students take on the role of secret shoppers at local stores/restaurants and use a score sheet to evaluate their experience. This information is then shared with the class) (Appendix H)</p>
<p>Chapter 14 Pricing</p>	<p>Activity: Pricing Scattergories</p>
<p>Chapters 15 and 16 Distribution and Promotion</p>	<p>Video: What are Distribution Channels?</p>

	<p>Signature Assessment: Pick any topic that intrigued you during this course. For example, a company, law, historical event, concept, leader. Tell this story in the medium of your choice: Paper (10 – 15) Business Plan PowerPoint (must include narration) Movie Website Presentations to the class will be scheduled the last 2 class meetings.</p>
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Appendix C

Human Scavenger Hunt

HUMAN SCAVENGER HUNT

We are going to spend a lot of time talking to each other this semester, and I thought it might be fun to get to know each other a bit!

Please find someone in this room who fits each of these descriptions. You can only use a person's name once!

Find someone who:	
was born in the same month as you	
has been to Walt Disney World	
was born in another country	
is wearing contact lenses	
plays a musical instrument	
has a varsity letter in a sport	
went down the shore at least once this summer	
has been to Washington DC	
read a novel this summer	
saw a movie in the past week	
has brothers and sisters	
ate breakfast today	
has green eyes	
Is not a Business major	
has a tattoo	
lives outside Hudson County	
lives in an NJCU dorm	
transferred from Hudson County Community	
took the Light Rail to campus today	

This activity is adapted from:

Oliver, P. V. and Weinswig, S. E. (1996) The human scavenger hunt: A unique classroom ice-breaker exercise. <http://files.eric.ed.gov/fulltext/ED403226.pdf>

Appendix D

Mission: Ethics

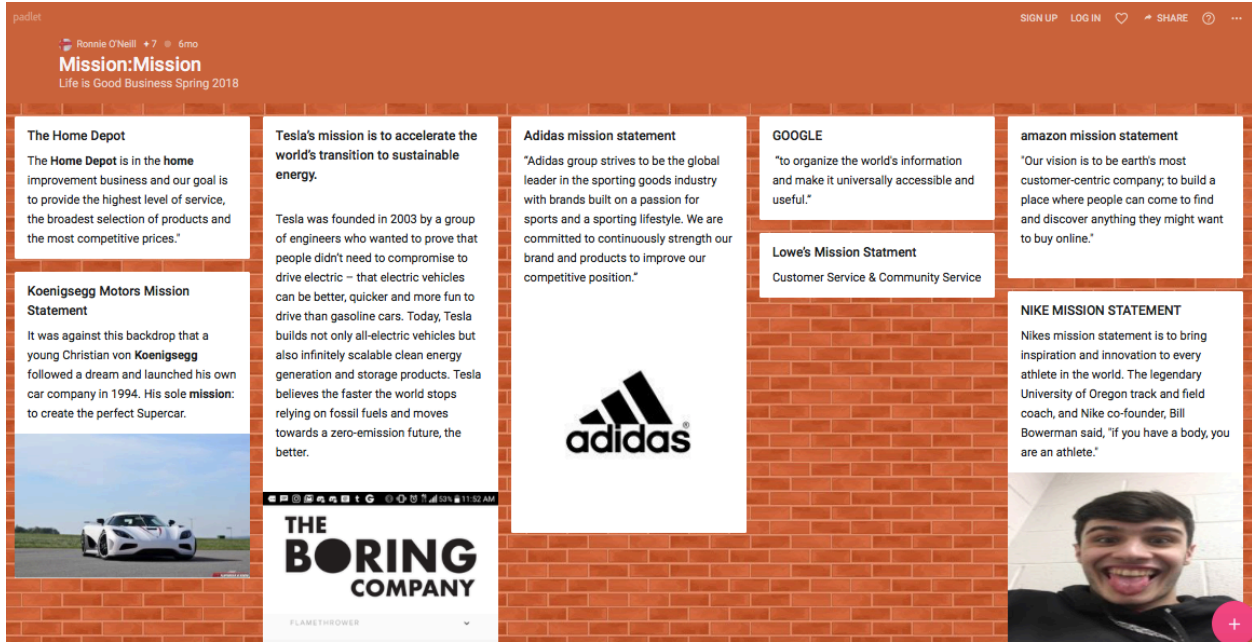
Groups are assigned an ethical dilemma to research on the spot and report out.

MISSION: ETHICS

- GENERAL MOTORS IGNITION SWITCH
- EPI-PEN
- DARAPRIM
- WELLS FARGO SCANDAL
- FORD PINTO
- SAMSUNG GALAXY NOTE 7

Appendix E
Mission: Mission

Sample Padlet of missions selected by pairs of students to start class discussion



Appendix G

Captains of Industry

Group Activity based on Breakout EDU Digital

Escape from the CAPTAINS OF INDUSTRY

You are walking down a deserted service road behind the theme park, when up ahead, you see a strange building. As you approach, you see a sign up above the door which says "Museum of the Captains of Industry." The door is unlocked, so you walk right in. It is dark inside, and you hear an ominous creak behind you as the door closes. You find a light switch on the left of the door and use this display. There is also a chat box, which tells you if you solve all five puzzles, the door will unlock. You have to hurry up so you don't get left behind by your friends. If you fail, you will have to spend the night in this cold, creepy old building.

Good luck, you are going to need it!

THOMAS EDISON **HILTON HERRERT**

HENRY FORD

ANDREW CARNEGIE **HILL HAYES**

TO THE LOCKS:

Please press this button once, and leave the lockbox open while you solve the puzzles.

This game created by Winston O'Neil, e-mail wosniel33@gmail.com

Inspired by James Sanders, Mark Hammond, and W2000u@DDE.LAMC and Justin Brockmeyer and Marc Venturini of BreakoutEDU.com/Breakout

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Appendix H

Mission: Customer Service

Sample Mystery Shopper Form to be used to assess a local business and discussed in class

Bank of America Mystery Shopper Audit Form

Instructions: In advance of performing this evaluation, please read through the form, as it will help you once you are ready to complete. You may also find it helpful to print a copy of the menu from the website or pick up a menu at the front of the café as part of your visit. You may wish to complete the survey once seated in the dining room, and we encourage you to make return trips into the café as needed. Look for successes as well as areas for improvement. Please score based on your overall experience that day, then note any necessary specifics, using names of individuals where applicable. For scores less than three (3), please provide detail in comment box. NOTE: print off the website menu for this café before going to café along with this secret shopper form

5 = excellent, 4 = very good, 3 = good, 2 = fair, 1 = poor

A rating of Excellent (5) is a score that should not be given out freely. This is a score that compares to outstanding or the "wow" factor. A rating of Poor (1) is a score that means the item falls far below the established standard. An example of a (1) would be that two or more food items are out at the serving line.

Name: _____ **Email Address:** _____
Date: _____ **Time:** _____ **Location:** _____

Customer Service	
	rate Explanation Here (2 & Under)
1) Manager visible and accessible to guests during peak service	5
2) Station employee greets guest upon arrival and thanks after service	5
3) Employees in neat, complete uniforms (<i>nametag, hat, uniform, etc</i>)	5
4) Employees are smiling and friendly with each guest	5
5) Employees have knowledge of the food served and can offer suggestions	5
Cleanliness	
	rate Explanation Here (2 & Under)
1) Café is generally clean and tidy	5
2) Evidence of staff attentiveness to cleanliness during service	5
3) Signage holders clean / undamaged	5
4) No cracks or chips in display vessels	5
Convenience & Presentation	
	rate Explanation Here (2 & Under)
1) Dressings/ Condiments are labelled stocked and readily available	5
2) All items on the menu are posted at each station	5
3) All posted items on the menu are available and have not run out	5
4) all food displays are well maintained throughout service	5
5) menu from website matches what is on offer	5
Food Quality & Variety	
	rate Explanation Here (2 & Under)
1) All food items were appetizing, attractive, and visually appealing	5
2) Food portions were served in appropriate, consistent quantities	5
3) Café appeared well stocked and merchandised	5
4) At least 1 special was promoted and available in the Café	5
5) The FLAVOR of the food met or exceeded my expectations	5
6) The VARIETY at the station met or exceeded my expectations	5
Speed of Service	
	rate Explanation Here (2 & Under)
1) Rate speed of service at station	5
2) Rate speed of service at cashier	5
3) Staff appear to be utilizing time effectively	5
Price/Value	
	rate Explanation Here (2 & Under)
1) Rate the overall VALUE you felt you received	5
2) Pricing was easily identifiable	5
3) Items are consistently priced	5
Overall Experience	
	rate Explanation Here (2 & Under)
1) Rate the overall quality of your FOOD	5
2) Rate the OVERALL VALUE you feel you experienced	5
3) Rate the OVERALL EXPERIENCE	5
Additional Comments:	145 total points scored 145 total points possible