



Preparation for Adults Through  
Training and Higher Education

**CUNY CareerPATH  
and  
CUNY Language Immersion Program  
Life, Liberty, and the Pursuit of Happiness:  
Entrepreneurship and Your American Dream**

**Cyndi Casey  
LaGuardia Community College**

**David Hellman  
CUNY Office of Academic Affairs**

**July 7, 2014**

[www.cuny.edu](http://www.cuny.edu)



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# **Life, Liberty and the Pursuit of Happiness: Entrepreneurship and Your American Dream**

## **CLIP CareerPATH Curriculum**



**Cyndi Casey, LaGuardia Community College  
David Hellman, CUNY Office of Academic Affairs**

Image: "Jackpot," 2005, oil on canvas, by Wayne Thiebaud

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# Life, Liberty and the Pursuit of Happiness: Entrepreneurship and Your American Dream

## Syllabus



*"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness."*

### THEME

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What do these immortal words of the Declaration of Independence mean to you?

To many people who live here, to many people who were born in other lands and who come here as immigrants, independence and liberty mean the freedom and opportunity to be your own boss—to start and run your own business—to be *an entrepreneur*.

Have you ever wanted to go into business for yourself, to be your own boss, to manage your own start-up? When you were a kid, did you ever sell lemonade on the street corner, or homemade empanadas, or sticky rice and mangoes to passersby? In your spare time, have you ever daydreamed of a get-rich-quick scheme? Have you ever tried to make it happen?

What does it take to run your own business? What skills? What attributes? What know-how? What resources? Do you have the skills, the attributes, the know-how and resources? Do you have the drive, the instincts, the initiative, the ingenuity, the determination, and all the rest? Do you have the business bug? Have you got the *entrepreneurial* gene? And if you do, do you think that going into business for yourself means that you will be free, that you will be independent, that you will be happy, that you will achieve the American Dream?

Whether or not you wish to go into business, as a college student, you will need to **take charge** of your own education—to become an entrepreneur and manager of your own learning. You will need to assess opportunities, assess your skills, and make decisions about your education and career choices. In this course, you will explore career choices and learn what it means to take charge.

What is your American dream? What do “life, liberty and the pursuit of happiness” mean to you? In this course, we will explore this, among many other, essential questions.

## UNITS

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“Life, Liberty and the Pursuit of Happiness: Entrepreneurship and *Your American Dream*” is divided into 3 units.

**Unit 1: Intro to Entrepreneurship?** The first unit is a two-week introduction to the concept of entrepreneurship. In this unit, you will meet, on the page and on the screen, the news-making, path-breaking entrepreneur, Tony Hsieh, the CEO of Zappos.com and author of our first book, *Delivering Happiness: A Path to Profits, Passion and Purpose*. In the first two chapters of the book, Tony Hsieh describes his formative experiences, in life and in business—how he got started on his path to success. In this introductory unit, you will consider your own formation—how you got here, to this class, and where you may wish to go in the future. You will also begin reading “Business Day,” the daily business section of *The New York Times*.

**Unit 2: The Zappos Way.** Not long after college, Tony Hsieh turned Zappos, a tiny internet start-up into a billion-dollar e-commerce megastore. How did he do it? What challenges did the company face and how did he and his partners address these challenges? What risks were involved and how did Tony Hsieh manage these risks? What roles do brand and company culture play in Zappos? What do you think are the

strengths and weaknesses, the pros and the cons of the Zappos culture? What can you learn from the Zappos experience? How can you apply this learning to your own education and life?

**Unit 3. Business Management and the “Transformative Power of Hospitality”:** Owning and operating your own restaurant is a quintessential entrepreneurial venture, for immigrants and non-immigrants alike. Many have succeeded. Many have failed. What does it take to make it happen? In this unit, you will read *Setting the Table: the Transformative Power of Hospitality in Business*, written by Danny Meyer, one of the most notable restaurateurs in New York City and indeed the United States. In his book, Danny Meyer presents principles and models of business management that apply not only to the huge and growing restaurant and hospitality industry, but to business at large. How can you apply the management principles that Danny Meyer describes in his book to your own educations and career paths? What do you want to do in your future? What do you want to major in? What career path do you want to take? In this unit, you will draw on things you have learned throughout the course to help you answer these questions.

## READING

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No matter what your major is, you will need to know about 40,000 words in order to read college texts fluently. How can you possibly learn so many words in English? By reading, every single day! If you’re not in the habit of reading much, it’s certainly time to change that.

To improve your ability to read in English, we’ll practice specific reading strategies, which are ways to take control of your own reading process. Strategies include reading with a purpose; using your imagination and your background knowledge; learning how to ask questions about what you are reading, using the context to figure out meanings; re-reading, and taking notes as you read. The more you read and think about how you read, the more you’ll improve your vocabulary and grammar, too. Reading carefully has an influence on all of your language skills, and it’s the most important thing you can do to prepare for college. Luckily for you, this course is built on compelling, relevant and challenging reading:

- *Delivering Happiness: The Path to Profits, Passion and Purpose*, by Tony Hsieh
- *Setting the Table: The Transforming Power of Hospitality in Business*, by Danny Meyer
- “Business Day” of *The New York Times*
- Short readings from the media related to the theme

## WRITING

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Like reading, writing is tremendously important for language learning as well as for success in college and beyond. It is **a process** that involves many thinking and language skills—a process that involves among other things: brainstorming, outlining, prioritizing, organizing ideas, making connections between information and ideas, selecting the most appropriate vocabulary and structures, **reviewing** (**re**-looking at) your work and then doing it again—**rewriting**—**revision**. In this course, you will learn about the process of writing and develop the skills you need to develop the content of your writing, to organize your ideas and to express yourself clearly on the page.

To learn to write well, you have to write a lot. That's why we will write a new **multiple-draft** essay every week in addition to shorter writings in class, including double-entry journals and memos. Responding to quotations from the reading in your double-entry journals will help you learn vocabulary and sharpen both your analytical thinking and writing skills. Memos require you to write clearly within a time limit, building both focus and speed. They also help you develop a professional tone and increase your awareness of the difference between spoken and written language. Unlike essays, memos are short and much more direct, and you usually won't be asked to revise them.

Writing may be hard at times but, like reading, it also improves with practice and attention. The more you read and the better you understand that writing is a process, the more your writing will improve. However, that's only true if you pay attention to the connection between what you read and what you write. It doesn't make sense for anyone to misspell a common word that they read all the time; if you have that kind of problem, this course will help you learn how to get better control of your writing. You will experiment with brainstorming techniques like free-writing, listing and outlining, as well as post-writing activities such as peer review and proof-reading. To be successful, you need to understand that it's normal to make mistakes and essential to learn from them. If you are afraid to share your writing with a classmate, you need to face that fear and share your writing anyway. As long as everyone respects and supports each other, writing with help from others can be an effective way to learn. It gives you new ideas and a different perspective.

You might think that it's best for the teacher to correct all your errors, but studies show that might not help you in the long term. Writing well means more than just correcting your grammar and spelling; it means you make your points clearly and you explain them with specific examples and interesting details. That's why we will respond to **what** you write about first (the content), and work on **how** you write about it (the grammar and spelling) in the second draft. Eventually, you'll learn how to respond to the content of your own writing and help your classmates with theirs.



## **SPEAKING AND LISTENING**

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It's your responsibility to speak English as much as possible, no matter how many people around you speak your native language. We will all gain cross-cultural understanding by interacting with each other in a language that we share, English. We'll also prepare for college in a city as international as New York by listening to a variety of accents in English in various video clips, documentaries and movies related to tourism and hospitality. To improve our pronunciation, we'll practice listening carefully to ourselves and others and paying attention to linking sounds, counting syllables and intonation. Oral presentations will give you a chance to get used to speaking in front of the class. Some of these will be spontaneous and informal, while others will require you to prepare in advance by doing research and memorizing your material. Whether you're acting out a scene from the books we're reading, imitating an actor or participating in a debate, you'll be integrating your language skills and building your confidence by trying out different voices.

## **ANALYTICAL THINKING**

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In addition to language skills, your success in college depends on your ability to think in an **analytical** way. Analytical thinking (often referred to as "critical thinking") means asking questions about information and ideas, comparing different perspectives, exploring beliefs and assumptions, and drawing conclusions by synthesizing information from different sources. Analytical thinking also involves learning how to solve problems effectively, concentrating and thinking positively. Thinking analytically is at the heart of college-level work, and of this course.

## **ASSESSMENT AND SELF-ASSESSMENT**

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Good learners are like entrepreneurs or leaders of their own learning. They *take charge* of their learning by asking questions, finding resources and seeking answers, organizing information and ideas, and—very importantly—reviewing their knowledge, assessing what they know and what they need to know. In this course, the teacher will use assess your learning based on your weekly reading and writing assignments and projects. In addition, you will become a leader of your own learning through regular self-assessment, identifying skills and strategies you use well and those that you need to develop.

## **COLLEGE KNOWLEDGE**

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Whether you've already studied at another university or you're the first person in your family to pursue a college degree, it can be confusing to start learning in a new system. The City University of New York is a public university with 24 colleges and schools, so your options might seem endless. If you're not sure what you really want to study,

you're not alone. Many college students start with one major and graduate with another; some programs allow for a dual major or a major in one subject and a minor in a different one. No matter what your major is, you are more likely to succeed in it if you take the time to learn about how the system works and begin making connections to people who can help you. You might start exploring student-run clubs for people with your major or other similar interests, or at least keep this in mind for later. It's important to know that the first year of college is often very difficult for students, and many do not do well for a variety of reasons. However, trouble in one semester does not mean that you will not succeed the next. The important point is believing that you belong in college and that you can do the work, because you are making the effort to develop your skills. Developing "college knowledge"—knowledge about going to college and the skills and attitudes you need to get your degree—helps a lot, because it lets you explore your beliefs, questions and concerns about college and it shows you how to find resources that can help. Successful students know that a support system means a lot. At CUNY, no matter how frustrating some experiences might be, there is always someone who can help you make progress. It's up to you to find that person and persevere to reach your goals.

## COMPUTER LAB

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The computer lab will be used to type and edit your writing, do research for projects and work on your listening skills. In the lab, you will watch online video clips related to the course content (see list below). You will also study the websites of the businesses that we read about, principally Zappos.com ([www.zappos.com](http://www.zappos.com)) and Danny Meyer's Union Square Hospitality Group: [www.ushgnyc.com](http://www.ushgnyc.com), as well as the websites of businesses and organizations you read about in *The New York Times*. In addition, you will use two government sites that are excellent resources for business:

- US Small Business Administration, <http://www.sba.gov/>
- New York State Small Business Development Center:  
<http://www.nyssbdc.org/>

## FILM AND VIDEO

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**Online Clips** (a partial list of some useful video resources):

- There are numerous interviews with Tony Hsieh available online. Here's a good example:  
<http://www.youtube.com/watch?v=oJIS3r4EfGU&NR=1&feature=endscreen>
- Tony Hsieh gave a characteristically irreverent but insightful graduation speech at FIT. Here is a link: <http://www.youtube.com/watch?v=TmLQtopuYel>

- Here is a link to an interview with Danny Meyer on “The Charlie Rose Show”:  
<http://www.charlierose.com/view/interview/12311>
- There are additional videos of business and other “game changers” available online. One is Amy Cuddy, a social psychologist and professor at Harvard Business School who describes herself as an “irrational and stubborn optimist.” Here is a link to a video about “power posing” and other ways to get a big effect from small changes: <http://www.youtube.com/watch?v=zmR2A9Tnlso>
- Here is a link to an entrepreneur profile of Ben & Jerry, the famous ice cream makers: <http://www.youtube.com/watch?v=CKCeTty9WI0>
- The Empire State Development Corp has run commercials on television to encourage people to start, grow or move small and big business to New York state. Its website has videos and other resources to help entrepreneurs, exporters and others in business. Here is a link: <http://www.thenewny.com/>
- Jeff Bezos of Amazon.com discusses customer service and learning from experience and errors in a video that Tony Hsieh recommended when Zappos joined Amazon in 2009. Here’s a link: [http://www.youtube.com/watch?v=-hxX\\_Q5CnaA](http://www.youtube.com/watch?v=-hxX_Q5CnaA)

## Films:

Over the years, many films have been made that are deal in various ways to business. Here are some recent ones and some classics:

### Dramas and Comedies:

1. Margin Call (2011)
2. The Social Network (2010)
3. The Pursuit of Happyness (2006)
4. The Devil Wears Prada (2006)
5. Working Girl (1988)
6. Wall Street (1987)
7. Death of a Salesman (1985)
8. It’s a Wonderful Life (1946)

### Documentaries (recent):

1. Something Ventured (2011)
2. Happy (2011)
3. Inside Job (2010)

4. Biography: Ben & Jerry (2007)
5. The Corporation (2003)

## PROJECTS

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Projects and trips help you connect what you learn about entrepreneurship and business to the city where you live. As you know, New York is a capital of world finance, business and is famous for its small business, too. Some of the homework assignments and projects in this course will help you explore the business worlds of New York City. Projects also help prepare you for college because they involve doing research and practicing your public speaking skills in a supportive environment. Teamwork, a quality that employers look for, is an essential part of projects, too. You'll have the chance to cooperate with each other making connections between *The New York Times* and your own New York experiences on projects including these:

- An industry profile of a small business in New York City
- Interviewing business owners
- Creating a business plan

## FIELD TRIPS

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Some possibilities:

- **The Mu\$eum of American Finance** has informative exhibits online as well as in the museum itself, at 48 Wall Street. According to its description on Twitter, MOAF is “the nation’s only independent public museum dedicated to celebrating the spirit of entrepreneurship and the democratic free market tradition.”  
<http://www.moaf.org/index>
- **The Tenement Museum** has two new permanent exhibitions called “**Shop Life**” about small businesses on the old Lower East Side. One “Shop Life” exhibition is of a 19<sup>th</sup> century, family-owned German tavern that was in the museum’s tenement. Another exhibition features artifacts and stories of three other small businesses that were located there—an odd lots auctioneer/merchandise, a kosher butcher and an undergarment wholesaler. The museum has also produced short video interviews with immigrant entrepreneurs in the neighborhood today. <http://www.tenement.org/>
- Students can do **neighborhood surveys of small businesses, and interviews of small business owners**. Use neighborhood websites and neighborhood papers in preparation. The focus can be on immigrant-run businesses.

- For the “**art of business**,” organize a field trip to an art museum of your choice and assign students to find and write about an image that in some way reflects any aspect or attitude about entrepreneurship or business (pro, neutral or con!). A comprehensive museum such as the Met will offer students more image possibilities, and pre-trip research on the website will be useful.
- The new **Museum of Mathematics** might be an interesting place to visit, considering how much numbers and calculations are part of the business world. Quantitative reasoning is gaining attention in CUNY as a way to link numeracy with analytical thinking, and MoMath may be a field trip to bring these topics to life. MoMath is at the northern tip of Madison Square Park, on E. 26<sup>th</sup> Street between 5<sup>th</sup> and Madison. <http://momath.org/>
- The New York Stock Exchange has an educational program. For more information: <http://www.nyx.com/who-we-are/corporate-responsibility/our-community/education-teacher-training>

## Key Questions

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In this course, we are going to read, think, discuss and write about entrepreneurship and business from many angles, many perspectives:

- a. a socio-cultural and economic angle**
- b. a business management angle**
- c. a college student angle**
- d. a language learner and linguistic angle**

Each of these angles has its own set of key questions. Here are a few of them:

### **A. Socio-cultural and Economic Questions**

- 1. What role do business and entrepreneurship play in American culture and the American identity?
- 2. What role does business play—big business and small—in New York City?
- 3. What responsibilities do businesses have toward their communities and to society?
- 4. Why have many immigrants throughout American history gone into business for themselves? What challenges have they faced?
- 5. What businesses have immigrants traditionally gone into and if this is changing, how might it be changing?
- 6. Who are some successful immigrant entrepreneurs and business leaders, locally and nationally, and what has led to their success?

### **B. Business Management Questions**

- 1. What skills, attributes and know-how does it take to be a successful manager?
- 2. What are: marketing and public relations, personnel, wholesale and retail sales, finance and accounting, IT, manufacturing, shipping and transportation, service and hospitality? Which of these business areas might be appropriate for your skills, interests, aptitudes and attributes?
- 3. What is a business plan? What are the elements of a good business plan?
- 4. What role does hospitality play in business and business management?
- 5. What role do communication skills play in business management?
- 6. What role does risk and risk management play in business and entrepreneurship?
- 7. What organizations—public and private—exist to help people start and run a business?

### C. Student Perspective Questions

1. What connections exist between managing a business and managing your education?
2. What communication skills that are helpful in business are also helpful in college?
3. What time management and study skills will help you achieve success in college?
4. What are your career goals and what college and career paths are there toward your goals?
5. How do you define success?
6. What does happiness mean to you?

### D. Language Learner and Linguistic Questions

1. What language and communication skills are essential to business?
2. What's a *cold call*? What's *crowdsourcing*? What's a *profit margin*? What's a *cost-benefit analysis*? What do these and many other business terms mean and how can you apply them in other fields?
3. What idioms are used in everyday English that come from business or have a business connection?
4. What language, critical thinking and knowledge do you need in order to digest "Business Day," the daily business section of "The New York Times"?
5. What are the characteristics of a good business presentation and what skills do you need to make one?

\*\*\*

Learning about business and entrepreneurship from all these angles will yield a very high return on your investment in the CLIP program. It will help you better manage the English language; it will increase your knowledge about CUNY, New York City and the world; it will help you become a better manager of your time and your educational investment; it will help you identify your college and career goals, and how to achieve them.





## Unit I: Intro to Entrepreneurship

# Week I

### Introductions:

- Find Someone Who...
- Find the Entrepreneur
- *What exactly is an entrepreneur?*
- Syllabus
- Visualizing Happiness
- *Happiness is...*
- Intro to *Delivering Happiness: The Path to Profits, Passion and Purpose* – Title and Covers
- What's Your American Dream (shoe)?
- Potato Chip Sentences
- Reading Is a Conversation!

### Key Questions:

- What is an entrepreneur? What is entrepreneurship?
- Who are some successful immigrant entrepreneurs and business leaders, locally and nationally?
- Why do you think have many immigrants throughout American history gone into business for themselves?
- How do you define success?
- What does happiness mean to you?
- What is your "American Dream"?
- What is a "formative" experience?
- What do business terms such as profit margin, crowdsourcing and arbitrage mean?
- What expectations do you have for yourself? What expectations do others have for you? How do you manage expectations?
- In what ways is reading like a dialogue or conversation?

## **Reading:**

### **“Delivering Happiness” Chapter 1: “In Search of Profits”**

- Sentence Work
- Agree/Disagree Statements
- Point of View
- Chunking the Text
- Hooking the Reader

### **“Business Day,” *The New York Times*:**

IMMIGRANT ENTREPRENEURSHIP: “Immigrants Play Key Role as City Entrepreneurs Study Finds,” New York/Region, City Room, 10.4.11

<http://cityroom.blogs.nytimes.com/2011/10/04/immigrants-play-key-role-as-city-entrepreneurs-study-finds/>

## **Writing:**

- **Essay I – Formative Experiences: My Own Path**

## Introductions: Find Someone Who

This is an exercise that will help you review some English grammar and get to know the other students in the class. First, write a question for each statement. Then, find two students in the class who can say “yes” to your question. Follow the example.

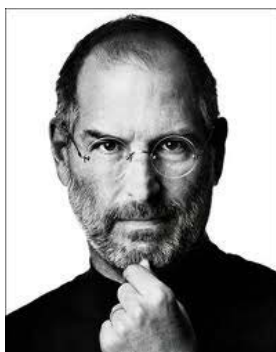
Find someone who ...	Write it as a question!	Find two students in our class!
... has been to the Metropolitan Museum of Art	Have you been to the Metropolitan Museum of Art?	Sasha and Gus have been to the Met.
... was in CLIP last semester		
... was not in CLIP last semester		
... is interested in making money		
... knows the meaning of happiness		
... knows how to budget his/her time and money		

... can name three different brands of shoes		
... shops online		
... reads "The New York Times" regularly		
... would like to be his/her own boss		
... knows what s/he wants to do in life		
... is an entrepreneur!		

## Introductions: Find the Entrepreneur

---

Who are these people and what are they known for? Which of them do you think are entrepreneurs?



## **Introductions: Who Are They?**

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Below are the names of the people on the previous page (in random order). Some of them you may recognize. Some you may not. What do you know about them? What questions do you have about them? Write your questions under each name.

**In the computer lab:** Search for answers to your questions. Try to match all the names with all the faces on the other side. What do you learn about these people that you didn't know before? Which are these people are immigrants or the children of immigrants?

- **Lidia Bastianich**
- **Tony Hsieh**
- **David Chang**
- **Mariela Dabbah**
- **Oprah Winfrey**
- **Eliceo Suarez**
- **Steve Jobs**
- **Mark Zuckerberg**

## **Introductions: *What exactly is an entrepreneur?***

---

- A. Let's start with pronunciation:** Do you find the word “entrepreneur” a little difficult to pronounce and/or to spell? How about “entrepreneurship,” which is even longer? If so, don't feel bad. Take these simple steps for dealing with tricky vocabulary:

Sound it out. Look at the letters, try to find syllables, and count them. Say the word out loud syllable by syllable:

**en – tre – pre – neur**

**en – tre – pre – neur – ship**

**B. Think about the meaning:**

1. Look for parts of the word that look familiar, maybe even in another language. Can you recognize any familiar roots, small parts of words that come from Greek, Latin, French, etc.? (Think of the root “bio,” meaning life, in words like biology, biography, microbiology, biosphere, etc.)
2. **Think about the grammar:** Look for clues about whether the word is a noun, verb, adjective or adverb. Of course, that often depends how it's used in a sentence, but in the case of the two words above, the “ship” on the end of the second word shows you that it's a noun.
3. **Check a dictionary!** Keep checking... What do you find? Write down the definitions.

## An entrepreneur is...

---

### Some definitions of *entrepreneur*:

A. from: <http://www.merriam-webster.com/dictionary/entrepreneur>

*“one who organizes, manages, and assumes the risks of a business or enterprise.”*

B. from: <http://dictionary.reference.com/browse/entrepreneur>

1. *“a person who organizes and manages any enterprise, especially a business, usually with considerable initiative and risk.”*
2. *“an employer of productive labor; contractor.”*

### The Roots of the Word...

**Entrepreneur** comes from a word in an older version of French, *entreprendre*, which means to **undertake**. It's related to the word **enterprise**. Hmm... where's your dictionary?!

**undertake**: to make a decision to take action; to take it upon yourself to do something; to commit yourself to doing something

**enterprise**: a business organization

**entrepreneur**: a person who organizes and operates a business venture and assumes much of the associated risk

**entrepreneurship**: the art or science of innovation and risk-taking for profit in business

\*\*\*

**Speaking of Roots...** What is the meaning of “business” and what are its roots? Any ideas?

C. **Agree or disagree:** Do you agree or disagree with this statement? Share your ideas in a small group.

***Everyone in the world, or at least in this classroom, has had some entrepreneurial experience!***



## Are You an Entrepreneur?

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*“I’ve been an entrepreneur for most of my life. I think it’s because I’ve always enjoyed being creative and experimenting, applying lessons that I’ve learn along the way to both new ventures and my personal life.”*

—from the preface of *Delivering Happiness*, by Tony Hsieh, CEO Zappos.com

1. Based on the definitions we’ve looked at and the quotation by Tony Hsieh, what do you think are some of the characteristics of an entrepreneur?
  
  
  
  
  
  
  
  
  
  
2. Do you think you have some of the characteristics of an entrepreneur? If so, which ones?
  
  
  
  
  
  
  
  
  
  
3. What entrepreneurial experiences have you had? (Think “outside of the box.” It doesn’t have to be a money-making experience!)

## Course Syllabus

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**Read and reread the syllabus. Do the following:**

1. Write question marks (and some whole questions, too) in the margins about anything that is not clear to you or that you would like to know more about. Write at least one whole question for each section in the syllabus.

2. Here are five stars: 

Select the five pieces of information or ideas in this syllabus that are most important *for you*. Put one star (or exclamation point, or any other sign you prefer) next to each of the five things you choose.

3. Share your questions and five important points with a partner or small group.

## **“Business Day,” *The New York Times***

---

Read the article **“Immigrants Play Key Role as City Entrepreneurs Study Finds.”** What is it about? Discuss it with a partner. Together, take notes on the most important information in the article using the chart below. Use the last box for questions you have about the topic and information in the article.

<http://cityroom.blogs.nytimes.com/2011/10/04/immigrants-play-key-role-as-city-entrepreneurs-study-finds/>

<b>Who</b>	<b>What</b>
<b>When</b>	<b>Where</b>
<b>Why/How</b>	<b>Your Questions</b>



## Visualizing Happiness

---

### Visualization Script:

Make yourself comfortable in your seat—comfortable and relaxed. I’m going to ask you to see a picture—a picture in *your mind’s eye*—in your imagination—a picture of yourself, alone maybe, or maybe with one or more people. It’s up to you. Are you ready?

Okay. Close your eyes. Close them tight. *Not too tight!* But don’t let any light in. Now, with your eyes closed and feeling comfortable, I would like you to picture yourself... *happy!* Not just a little happy, but very happy, extremely happy, the happiest person in the world.

Where are you in this happy state, this blissful condition?

If your picture isn’t in focus yet, that’s okay. Keep your eyes closed and relax until you see yourself...very happy.

How do you feel? Where are you? Inside a building or outside in nature? What does the place look like? See it *in detail*. Who are you with? Are you alone? Are you with one person? With a group of people? What are you doing? What are you wearing? Look at yourself and the whole scene in detail.

### Open your eyes:

Okay... open your eyes. Take out a piece of paper. Draw what you saw in your mind’s eye. Draw it in detail. It doesn’t have to be a beautiful painting. It’s just a sketch.

After you have made a sketch, write a description of what you saw when you closed your eyes. Give as many details as you can to make the description clear.

When you are finished, share your drawings and your descriptions with a small group. Talk about the meaning of happiness, as you see it!

## ***Happiness is...***

---

Complete the sentences...

1. *Happiness is...*
2. *Success is...*
3. *Work is...*
4. *School is...*
5. *Money is...*
6. *Friendship is...*
7. *Business is...*
8. *Life is...*
9. *The American dream is...*
10. *My American dream is...*

**Grammar Note:** *You can use the following structures to complete the ideas:*

- **Nouns with adjectives:**  
a kind person, a high mountain, an Olympic-sized swimming pool...
- **Gerund phrases:**  
flying to the moon, sleeping in the grass...

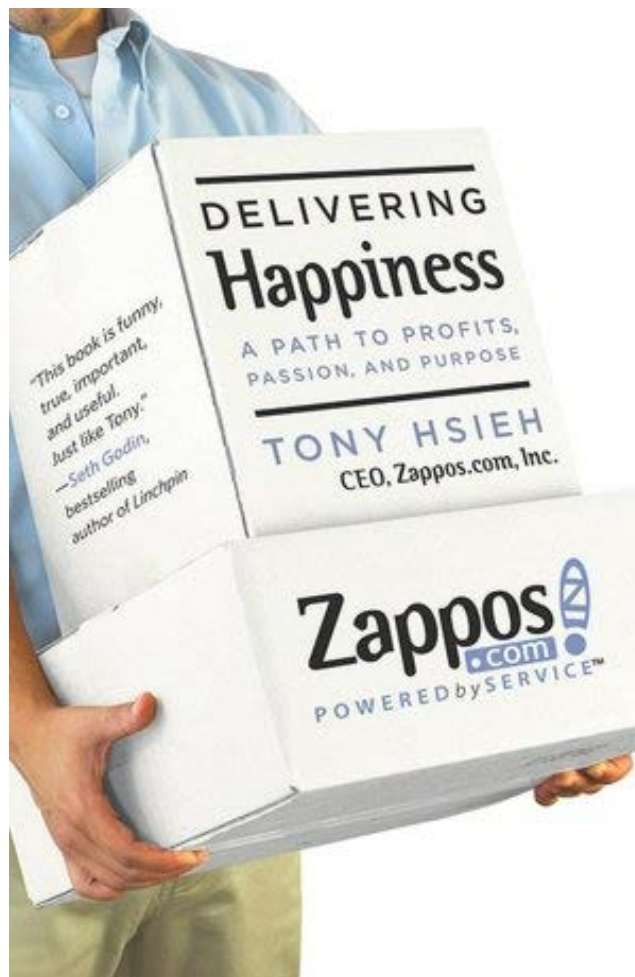
\*\*\*

**Bonus sentences:**

11. *In five years, I want ...*
  - a. use *to* and the infinitive
  - b. use nouns
10. *My top three goals in life are...*
  - a. use *to* + the infinitive of a verb
  - b. use gerund phrase

## Introducing the Book: Title and Covers

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- A. Title:** Based on the title, what do you think the book is about? What topics do you think it deals with? *With a classmate, make a list of ten words and/or expressions you think you will find in the book.*
- B. Cover Picture:** Focus on the picture on the cover. What new information do you learn about the book from the picture itself? What do you see that makes you say that?
- C. Back Cover:** Read the 10 reasons for reading the book that are listed on the back cover. Based on the reasons, what are five things you think you can get from reading this book?

## What's Your American Dream (shoe)?

---



**What direction should I take in life?**



**What should I major in?**



**Who am I?**



**Who do I want to be?**



**How much money do I want to make?**



**How much do I need?**



**Do these fit my image?**



**How many pairs do I need?!**



## What's Your American Dream (Shoe)?

---

- A.** Which shoes on the list below do you think match the pictures on the previous page? Discuss with a partner.
- B.** In the computer lab, visit Zappos.com and find the shoes!

**Classroom policy: ANALYSIS ONLY.  
NO ONLINE SHOPPING ALLOWED!**

1. **Birkenstock Arizona Suede (Unisex), \$120.00**  
<http://www.zappos.com/birkenstock-arizona-suede-unisex-taupe-suede>
2. **UGG Ansley Cactus Flower, \$100.00**  
[http://www.zappos.com/ugg-ansley-cactusflower?ef\\_id=Ux3gXgAABaD2YxSI:20140602204229:s](http://www.zappos.com/ugg-ansley-cactusflower?ef_id=Ux3gXgAABaD2YxSI:20140602204229:s)
3. **Dirty Laundry Bellestarr Natural, \$69.99**  
<http://www.zappos.com/dirty-laundry-bellestarr-natural-natural>
4. **Magnanni Calmont, \$550.00**  
<http://www.zappos.com/magnanni-calmont-burgundy>
5. **Not Rated Sugar Pie II Chocolate, \$55.99 (sale)**  
<http://www.zappos.com/not-rated-sugar-pie-ii-chocolate>
6. **Vivienne Westwood Man Plastic Moccasin with Orb, \$187.99 (sale)**  
<http://www.zappos.com/vivienne-westwood-man-plastic-moccasin-with-orb-yellow>
7. **Ivanka Trump Hara Black Oro, \$135.00**  
<http://www.zappos.com/ivanka-trump-hara-black-oro>
8. **Salvatore Ferragamo Sissi, \$525.00**  
<http://couture.zappos.com/salvatore-ferragamo-sissi-oxford-blue-patent>

\*\*\*

- C. Forget the shoes for a moment! Focus on the company.** What impression about Zappos.com do you get from the website? What do you learn about the company's identity from the website?

## ***Before You Read: Video Introduction Tony Hsieh and Zappos***

---

In the lab, watch this 5-minute video interview with Tony Hsieh.

[http://www.youtube.com/watch?feature=player\\_embedded&v=ILCmM374d9w#](http://www.youtube.com/watch?feature=player_embedded&v=ILCmM374d9w#)!

In the interview, Tony discusses many topics:

- His parent's expectations:
- Zappos's original business model (drop-shipping)
- How Zappos changed their model and why they changed it
- The Zappos brand

Many of the words that Tony uses and concepts that he talks about in the interview will appear in the book. Take notes and write down any questions you have about anything. In class, share your notes and questions.

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<b>Discussion Topic: Managing Family Expectations</b>
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In chapter one of *Delivering Happiness* and in the video above (watch online), Tony Hsieh mentions the expectations his family had for him. In significant ways, his parents' expectations conflicted with his own interests. Nevertheless, his family also supported him in important ways, despite their different values. And, in some ways, Tony tried to adapt himself to his family's expectations.

What were Tony's parents' expectations of their son? In what ways did Tony's values conflict with his parents' expectations? In what ways did Tony's parents support their son's interests? How did Tony manage (deal with) his parent's expectations? Do you think he met their expectations in spite of their differences?

What are your parents' expectations for you? Do their expectations comport with or conflict with your own goals in life? How do you deal with (manage) your parents' expectations?

## ***Before You Read: Potato Chip Sentences***

---

You eat one potato chip and what happens? You probably want another! And another after that one, and another after that, and so on...

A piece of information is like a potato chip. You get one piece and you want some more. But with information, you can't just put your hand in a bag to get more, like you can with potato chips. You need to read more, to search more, and ask questions!

A sentence contains information and ideas. You read it. You get information and ideas from it. Then you ask questions to learn more...

Before we start each chapter in the book, you will look at some sentences from the chapter. You will discuss and try to figure out the vocabulary and the possible meanings of the sentences. Then you will form questions about the information and ideas in the sentences. When you read the chapter, you will try to answer your questions.

\*\*\*

Here are some examples from the introduction to *Delivering Happiness*, which is called, "Finding My Way."

Quote:

***A lot of them even had tears of happiness running down their faces.*** (page 1)

### **Yes/No Questions:**

1. Did someone get married or something like that?
2. Was this a reunion of long lost friends or family?

### **Open-Ended Questions:**

1. Who is speaking?
2. Where did this happen?
3. When did this happen?
4. How many people were there?
5. Why are they so happy?

## ***Before You Read: Potato Chip Sentences (continued)***

---

Quote: ***The unified energy and emotion of everyone in the room was reminiscent of when I attended my first rave ten years earlier, where I'd witnessed thousands of people dancing in unison, with everyone feeding off of each other's energy.*** (page 2)

### **Yes/No Questions:**

1. Was this a dance party?
2. Were thousands of people dancing?
3. Is the word *reminiscent* related to *remember*?

### **Open-Ended Questions:**

1. Where did he see thousands of people dancing in unison?
2. What was the cause of (the reason for) all this energy in the room?
3. Why were people so emotional?
4. What is a rave?
5. What does "*reminiscent*" mean?
6. What does it mean to "*dance in unison*"?
7. What does it mean to "*feed off of each other's energy*"?

### **You can begin to answer some of these questions...**

- when you think about your own experiences
- by sharing ideas with your classmates
- by looking up words in a dictionary

**You can get more information to help you answer all of these questions when you read the book.**

**Practice:** Write one yes/no and two open-ended questions about the information in this sentence from the introduction to the book:

***"Although I was pretty sure I wasn't dying, my life was flashing before my eyes."*** (page 2)

Share your questions with a partner, then read the introduction and see what you find out.

## Reading Is a Conversation!

---

When you read a book or a newspaper or a webpage or any other text, you have a dialogue, a silent conversation with the author and with the information and ideas in the text you are reading.

Sometimes the meaning of what you are reading is not clear. Sometimes the author says something that you disagree with. Sometimes the author says something that seems to *contradict* what s/he says in another place in the book.

You compare what you are reading now with things you have read before. You compare what you are reading with your own and other people's experiences. You talk back to a book. You ask the book questions. You get more meaning that way.

The question formation activity describe on the previous pages—making questions based on sentences—will give you the practice you need to...

1. Build your vocabulary;
2. Build your ability to ask questions;
3. Activate your prior knowledge about the topic you are reading;
4. Prepare you to better understand the text;
5. Build your critical thinking skills—your ability to analyze what you are reading;
6. Put the power of learning into your own hands.

## BEFORE YOU READ

### Sentence Work

In this course, before you read a portion of a text, sentences have been selected from that text for you to work with. You will use these selected sentences to:

1. **Build Vocabulary**
2. **Form Questions**
3. **Make Predictions**
4. **Paraphrase**

#### 1. **Vocabulary Building**

To build your vocabulary, you will identify a word **or a phrase** in the selected sentence that you want or need to know. You will try to figure out the meaning of words from the context—from the other words around them. You will also talk about and practice using the new word or phrase.

#### 2. **Forming Questions**

A sentence contains information and ideas. When you read a sentence, it often answers some questions, but also makes you ask (elicits) new questions. Questions are the key to getting more information and thinking about ideas. As a pre-reading activity, you will write at least one question (**who, what, where, when, how, how many, how much, why...**) in response to sentences that have been selected from the text you are about to read. When you read the chapter, you will try to find answers to your own questions.

#### 3. **Making Predictions**

Often, you can make a prediction based on the information in a sentence. In this course, you will make predictions based on the sentences that have been selected. Your prediction can be about something that will happen or something that happened already, why it happened, how it happened, or what the sentence is talking about. When you read the story, you will find out what really happens and assess the accuracy of your predictions.

#### 4. **Paraphrasing**

When you paraphrase a sentence, you rewrite it in your own words. If the sentence is a long one, you can paraphrase it in more than one sentence. To be able to paraphrase accurately, it's important to understand the main idea and key details of the sentence. In this course, you will practice identifying the main ideas and key details of selected sentences and passages of text. You will practice paraphrasing, an essential skill for language learning and for college students.

**Before You Read: Chapter 1, “In Search of Profits,” pages 5-15****Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
Instead, on my ninth birthday, I told my parents that I wanted them to drive me an hour north of our house to Sonoma, to a place that was currently the number one worm seller in the country. (5)			
They had high expectations in terms of academic performance for myself as well as for my two younger brothers. (7)			

**Paraphrase one of the sentences:**

**Before You Read: Chapter 1, “In Search of Profits,” pages 5-15****Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>Instead of actually playing the piano, I would use a tape recorder and play back an hour-long session that I had recorded earlier. (9)</p>			
<p>I had paid down all my outstanding debt, and was making pretty good money for a kid in middle school. (14)</p>			

**Paraphrase one of the sentences:**



**Before You Read: Chapter 1, “In Search of Profits,” pages 15-23****Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
Computer lab shenanigans aside, I tried to expose myself to as many interesting things in high school as possible. (18)			
As it turned out, nobody believed me and I was suspended from school for a day, which went on my official school record. (20)			

**Paraphrase one of the sentences:**

**Before You Read: Chapter 1, “In Search of Profits,” pages 23-29**

**Agree/Disagree Statements**

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Do you agree or disagree with these statements? On the line under each one, write *agree* or *disagree*. Then share your opinions and discuss them with a partner or in a small group.

1. “The child is father of the man.” (William Wordsworth, 1802)

\_\_\_\_\_

2. It’s your obligation to follow the path that your parents have set out for you and meet their expectations.

\_\_\_\_\_

3. The purpose for going to college is to obtain the knowledge and skills you need to get a job that pays good money.

\_\_\_\_\_

4. “Necessity is the mother of invention.” (Plato, possibly!, 424/423-348/347 BC)

\_\_\_\_\_

5. You need a lot of money to go into business.

\_\_\_\_\_

## **After You Read: Chapter 1, “In Search of Profits,” pages 23-29**

### **Point of View**

---

After you read, what do you think Tony Hsieh would say about these statements? Do you think he would agree? Do you think he would disagree? On the line after each statement, write **TWA** for *Tony would agree*, or **TWD** for *Tony would disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give your evidence from the text to support what you think. (Write the page number where you get your evidence.)

1. “The child is father of the man.” (William Wordsworth, 1802)

\_\_\_\_\_

2. It’s your obligation to follow the path that your parents have set out for you and meet their expectations.

\_\_\_\_\_

3. The purpose for going to college is to obtain the knowledge and skills you need to get a job that pays good money.

\_\_\_\_\_

4. “Necessity is the mother of invention.” (Plato, possibly!, 424/423-348/347 BC)

\_\_\_\_\_

5. You need a lot of money to go into business.

\_\_\_\_\_

**Before You Read: Chapter 1, “In Search of Profits,” pages 23-29****Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
“Just like in high school, I tried to do the least amount of work in college while still getting decent grades.” (24)			
“There was no way I could do all the reading in two weeks that I was supposed to have been doing throughout the semester, and I wasn’t too keen on flunking out of the class either.” (25)			

**Paraphrase one of the sentences:**

**Before You Read: Chapter 1, “In Search of Profits,” pages 23-29****Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
“I had discovered the power of crowdsourcing.” (26)			
“We ended up doing the math a few years ago and figured out that, while I made more money from the pizza business than Alfred, he made about ten times more money <i>per hour</i> than me by arbitraging pizza.” (29)			

**Paraphrase one of the sentences:**

## While and After You Read: Chapter I, “In Search of Profits”

### Chunking the Text, pages 5-15

---

The chapters in the book are divided into sections, but within each section there are particular stories or events. Each of these stories or events is a formative experience—an experience that had a big impact on the formation of Tony Hsieh’s personality and the path he chose in life.

One way to make reading easier is to “chunk” the topics and stories. Here are some of the stories that Tony Hsieh tells in chapter I (from the beginning of the chapter to the top of page 15). When you read, record the page number where the stories begin and end.

1. The **Worm Farm Story** starts on page \_\_\_\_ and ends on page \_\_\_\_.
2. The **Piano Lessons Story** starts on page \_\_\_\_ and ends on page \_\_\_\_.
3. The **Button Making Story** starts on page \_\_\_\_ and ends on page \_\_\_\_.

**Pages 9-11:** From the bottom of page 9 to the top of page 11, Tony Hsieh describes a number of his childhood entrepreneurial activities: How many experiences does he briefly describe in this chunk? In the space below, make a list of the experiences he describes:

## While and After You Read: Chapter 1, In Search of Profits

### Chunking the Text, pages 15-23

---

Pages 15 – 23 has two sections: **Dialing for Dollars** and **Class Economics**.

**A. Dialing for Dollars** focuses on one story. Write a brief summary of the section here. To help you write the summary, think like a reporter and take notes on the basic information: Who? (Who is involved?) What? (What happened?) Where? (Where did it happen?) When? (When did it happen?) How? (Who did it happen?) Why? (Why did it happen?)

#### **Dialing for Dollars:**

- Who?
- What?
- Where?
- When?
- How?
- Why?

**B. Class Economics** has a number of chunks within it. What chunks can you find? Give each chunk a title here:

**While and After You Read: Delivering Happiness, Chapter I, pages 23-29****Chunking and Summarizing**

Just like a movie has scenes, a chapter has sections. Sometimes the sections are labeled. Pages 23-29 of chapter I is a section called “College.” How many main topics can you find in this section? In the left column of the table, give a title to each topic that you find. In the middle column, say what it is about. In the third column, write a one-sentence summary. See the example. **Note: You decide how many topics there are.**

Title, pages	Topic	One-Sentence Summary
<i>“Time Mismanagement in Tony’s First Semester” pp. 23-25</i>	<i>In this part of the section, Tony talks about how he mismanaged his time when he arrived at Harvard.</i>	<i>Tony arranges a logical class schedule, but he spends too much time watching television, sleeping and hanging out with friends.</i>



***While and After You Read: Delivering Happiness, Chapter 1, pages 23-29***

**Chunking and Summarizing (continued)**

Title, pages	Topic	One Sentence Summary

## **Rereading: Chapter 1, “In Search of Profits”**

### **Tony Hsieh’s Formative Experiences**

---

“My path began on a worm farm.” (page 2)

In chapter one, Tony Hsieh describes formative experiences on his path to success. He talks about his first jobs and money-making ventures in life and the impact these experiences had on him. He talks about his family, friends, a particular magazine, a specific book, and key educational experiences. He describes how each of these things influenced his formation as a person and a businessman.

Here is a list of some of the formative experiences that Tony Hsieh describes in the chapter:

- **Worm farming**
- **Piano lessons**
- **Button-making business**
- **Microwave story**
- **Magic trick business flop**
- **Final exam crowdsourcing**
- **Pizza profits**

Which of these stories was most interesting or impressive to you? Choose three that you want to read again. Find them in the text and reread. Use the chart on the following page to take notes on them.

**While and After You Read: Chapter I, In Search of Profits****Taking Notes on a Text: Formative Experiences**

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Choose three of Tony Hsieh's formative experiences that impressed you the most. Use the chart to take notes on the following things about the experience. When you are finished, share your notes with a partner.

- A title for the experience (Give it your own title if you want.)
- Lessons Tony learned from the experience
- Skills he acquired from the experience

Title of Experience	Lessons Tony Learned	Skills He Acquired

## While and After You Read

### Delivering Happiness, Chapter I

### Hooking the Reader: A Reading-Writing Tip

You can improve your writing by paying attention to how others write, especially to specific techniques. For now, let's look into opening lines, also called "hooks" because they are used to catch the reader's attention. They can also introduce the main idea.

#### A hook can be:

- a question
- a problem
- a choice of A or B
- an opinion
- something funny, surprising, etc.
- some background information



What kind of hooks did Tony Hsieh use in the sections of Chapter I listed below? Re-read the opening lines of each section and write checkmarks ☒ in this table, as in the example.

Hook:	a question	a problem	a choice (A or B or ...?)	an opinion	something funny, surprising, unusual, etc.	some background or main idea information	a quote
the 1 <sup>st</sup> lines in the 1 <sup>st</sup> chapter					<input checked="" type="checkbox"/>		
the "Growing Up" section on page 7							
the new section on page 15							
the new section on page 18							
the new sub-section on page 20							
the new section on page 23							
the new sub-section on page 26							

## Essay I – Formative Experiences: My Own Path

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Tony Hsieh has described a lot of his own formative experiences. By doing so, he has helped us understand how he developed as an entrepreneur and a person.

How did *you* become the person you are? Where did your own path to this classroom and in life begin? What were some of the formative experiences *in your life*?

- formative educational experiences
- formative family experiences
- formative friendships
- formative work experiences
- other formative experiences

In this essay, you will write about some of your formative experiences and where you may wish to go—your goals—in the future.

### Pre-writing:

Choose one formative experience from *three of the above categories* (education, family, friendships, work...). Use the chart on the following pages to take notes about these formative experiences. Then talk about them with a partner.

### Writing:

- Write an introduction defining what a formative experience is. Briefly mention different kinds of formative experiences in the book you are reading. Then give a main idea about the importance of formative experiences.
- In the body, write about the three formative experiences from your formative experience chart. (Write at least one paragraph for each experience.) Based on your experiences and what you have learned along the way, what do you think you would you like to study and do in the future? In the body of your essay, write additional paragraphs about your goals and the options you are thinking about now.
- In your conclusion, say what you have learned about yourself from thinking about this topic and writing this essay.

## Essay I – Formative Experiences: My Own Path

Use the chart to take notes on your own formative experiences. When you are finished, talk about them with a partner.

Formative Experience	Lessons You Learned	Skills You Acquired
education		
family and/or friends		

## Essay I – Formative Experiences: My Own Path

Use the chart to take notes on your own formative experiences. When you are finished, take about them with a partner.

Formative Experience	Lessons You Learned	Skills You Acquired
work		
other		





## Unit I: Intro to Entrepreneurship

# Week 2

### Intros:

- Figures of Speech and Crowdsourcing Idioms
- Quotations about Business
- Business Programs in College
- The Weekly “Business Day” Reading Project

### Key Questions:

- What’s a figure of speech?
- What is *literal* meaning? What is *figurative* meaning?
- What’s involved in starting a small business?
- What’s a business plan? What are the elements of a business plan?
- What are some business degree programs and academic subjects related to business and entrepreneurship?
- What do the following terms refer to: *accounting, finance, marketing, information systems, international business*?
- What are some of the steps involved in making good decisions?
- What are the meanings of the word “value”?
- What values are important to you?
- What are the purposes of college?
- What is your work history? What are your career goals?

### Reading:

#### Chapter 2, “You Win Some, You Lose Some”

- Agree/Disagree Statements
- Point of View
- Sentence Work

- Chunking the Text
- Summarizing: Is Tony Hsieh happy?

**“Business Day,” *The New York Times*:**

STARTING A SMALL BUSINESS: **“Small Business 101: How to Get Started,”**  
Barbara Whitaker, 5.2.07

<http://www.nytimes.com/2007/05/02/business/smallbusiness/01websb101.html?ref=start-upstrategies>

**Writing:**

- **Essay 2 –Shoe Stories**
- ***NY Times* “Business Day” Weekly Memo**

## **“Business Day,” *The New York Times***

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*The New York Times* is an influential source of business news and analysis. The “Business Day” section in particular covers a variety of topics: the markets, the economy, the global business environment, cultural dimensions, trends, small business, technological innovations, personal finance and more.

In this course, you will read the “Business Day” section every day. You will take notes with a chart to help you focus on the most important information. Here is the process:

1. One day a week, the class will read and discuss the same article.
2. Three days a week, select and read a “Business Day” article of your choice, based on your interest. You will take notes on the article in the accompanying chart.
3. On Fridays, write a memo, summarizing what you have read about business during the week.

## **End of Week Memo: Business Week in Review**

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At the end of each week, write a memo to your teacher, sharing the most important and interesting pieces of business news you have read about during the week. In the subject area, write a very brief paragraph about each article, summarizing what it is about. Use short, direct sentences. Include the name and the date of the article, and the name of the reporter who wrote it. Use this memo format:

**To: (name of teacher)**

**From: (your name)**

**Date: (the date of your memo)**

**Subject: (summary of the week’s business news that you read)**

## ***“Business Day,” The New York Times***

### **Notes on the Articles**

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Choose any article related to business from the “Business Day” section of the *NYT*. What is it about? Using the chart below, take notes on the most important information in the article. If you copy anything directly from the article, put it in quotation marks. Use the last box for questions you have about the topic and information.

**Title of the article and publication date:**

<b>Who</b>	<b>What</b>
<b>When</b>	<b>Where</b>
<b>Why/How</b>	<b>Your Questions</b>

**Key words:**

## **“Business Day,” *The New York Times*: Class Article**

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This week’s shared article is on starting up a small business:

**“Small Business 101: How to Get Started,”** Barbara Whitaker, 5.2.07

<http://www.nytimes.com/2007/05/02/business/smallbusiness/01websb101.html?ref=start-upstrategies>

1. Use the same categories that are on the chart to take notes on the article:

- **who**
- **what**
- **where**
- **when**
- **how**
- **why**
- **your questions**

2. After you finish the article, in the computer lab, go to one of the following websites and look for information about starting up a small business and making a business plan.

- US Small Business Administration: <http://www.sba.gov/>

This US government website is a great resource for all things about small business. Go to the home page and click on the “Starting and Managing” menu item, and there you can access information about the elements of a business plan, and a lot more.

- New York State Small Business Development Center: <http://www.nyssbdc.org/>

The New York State Small Business Development Center website is another great resource. Here you can find great features, such as “entrepreneurs of the year,” and “Latino entrepreneurs.” (The telephone number to set up a consultation on small business and making a business plan, with the Staten Island branch is: **718-982-2560.**)

After you visit these websites, what important information did you learn about making a business plan and starting up a small business?

## Business Vocabulary Log

As you read about business in *The New York Times*, in *Delivering Happiness*, and in other sources, you will notice certain words again and again. Some of these words are common in general use, but others are more frequent in the business world. The more you see them in multiple sources, the more familiar you'll become. According to research, after about 16 exposures to a new word, you'll probably be able to remember it and use it accurately.

Take notes in the table below to build your business vocabulary. Add new words as you come across them in multiple sources. For each example, write the word in its context (a phrase or a whole sentence). Use page numbers and include the source (author and/or title).

Words (in groups):	Zappos examples (phrase & page #)	NYT examples (phrase and article title)	Where else have you seen, heard or used the word?
profit (n) profitability(n) make a profit (v) profitable (adj)			
venture (n) and (v) venture capital (adj)			
stock (n)			

## Business Vocabulary Log

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Take notes in the table below to build your business vocabulary. Add new words that you find in multiple sources. For each example, write the word in its context (a phrase or a whole sentence). Use page numbers and include the source (author and/or title).

Words (in groups):	Zappos examples (phrase & page #)	NYT examples (phrase and article title)	Where else have you seen, heard or used the word?

## Figures of Speech

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*Delivering Happiness* is full of idioms, which are also called **figures of speech**. A figure of speech is a picture made of words. A figure of speech puts a picture in your mind. The meaning of a figure of speech is *figurative*, not *literal*.

Here is an example of *literal* meaning: **It's cold outside**. Literally, that means the temperature is low. There may even be ice on the ground.

Here is an example of figurative meaning: "Mr. Parsons is a cold person." Figuratively, it means that Mr. Parsons's personality is not friendly. You get *a picture* of Mr. Parsons as an "icy" person—cold like ice. He doesn't have ice on his head. But you may have a picture of him frozen in an ice cube!

Here is another example of figurative meaning. It is *raining cats and dogs*. This means that it is raining very heavily. It's *not literally* raining cats and dogs. If the meaning were literal, cats and dogs would truly be falling from the sky.

You can often tell if the meaning of an expression is figurative or literal from **context**—*from the whole sentence or the other sentences around the expression*.

**Business Idioms:** Many idioms that Tony Hsieh uses in his book are common in business-talk. Here are some examples of business- and/or money-related idioms and expressions:

- good money
- easy money
- the bottom line
- bet the farm
- a win-win situation

These terms come from business but they are used in other situations, too. Which of these have you heard? What do you think they mean? Do you know any other business idioms that are used in everyday life as well as business?

**Proverbs:** Sometimes, Tony Hsieh uses an idiom that is a whole sentence. These are sometimes called *proverbs*. Here is an example of a proverb that he uses on page 25: "**Necessity is the mother of invention**." What do you think it means? What do you learn from the context?



## Crowdsourcing Idioms: An Entrepreneurial Opportunity

What does *crowdsourcing* mean? Break it down into the component words. Any ideas? If you think it's a business term, you are correct. You can find the word on page 26 of *Delivering Happiness*. Reread the page and try to figure out what it means from context.

In this class, we are going *crowdsource* idioms. When you read the book, you will look for and collect idioms—business idioms and any other kind of idiom—that Tony Hsieh uses in his book. When you find one, you will record it in a log of idioms. On the log, you will write the sentence that the idiom appears in. You will also write what you think it means. Then, you will share your idioms with a group of classmates.

### *Rolling in the Dough with Idioms! It's easy money!*

In the fourth week of the course, you and your group will make a business plan to design, produce, market and distribute an idiom dictionary (online and/or print edition). To get you started thinking in business terms, here are some questions to think about:

- |                    |   |
|--------------------|---|
| <b>The Market:</b> | <p>What is the potential market for your dictionary?</p> <p>Who should you create it for?</p> <p>What competition do you face?</p> <p>How can you compete?</p>  |
| <b>Product:</b>    | <p>What will the actual product consist of?</p>   |
| <b>Services:</b>   | <p>What services can you provide that will enhance your product?</p> <p>If your dictionary is offered online for free, what supplemental services can you provide to make money in your small business?</p> |
| <b>Design:</b>     | <p>What do you want the product to look like?</p> <p>What can you do to make your product as attractive as possible?</p> <p>What can you afford to pay for design?</p> <p>Who will design it?</p>           |
| <b>Production:</b> | <p>Who will produce the dictionary?</p> <p>What resources do you have for production?</p>   |

**Advertising:** How can your desired market learn about the dictionary?  
Who will do the advertising?

**Distribution:** What's your distribution plan?  
How much time and cost will it involve?  
Who will distribute it?

**Costs & Pricing:** What are your design, production, advertising,  
and distribution costs?  
How much should you charge for the dictionary?

## Idiom Log: A Record of Idioms and Meanings

Chapter \_\_\_\_\_

Name \_\_\_\_\_

Idiom	Sentence from the book (with page number)	What It Means

## Quotations about Business

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Read the following quotations about business. Which is the most interesting to you? What do you think it means? What questions do you have about any of the quotations or the people who spoke these words?

1. "The chief business of the American people is Business."

—Calvin Coolidge, 30<sup>th</sup> U.S. president (1923-1929)

2. "The ideal large corporation is the one that makes the best use of the brains within it."

—George Eastman, American innovator and entrepreneur (1854-1932)

3. "We took what was a luxury and turned it into a necessity."

—Henry Ford, American industrialist, founder of the Ford motor company, assembly line innovator and mass production manufacturer (1863-1947)

4. "I rounded up all of our banks in the city (Cleveland), and made a second journey to get the money, and kept going until I secured the necessary amount. With this I was off on the three o'clock train and closed the transaction."

—John D. Rockefeller, American industrialist and philanthropist (1839 - 1937)

## Business Programs at College

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Business is a big subject. There are many kinds of businesses in the world and many areas students can focus on in the study of business.

1. Brainstorm types of businesses. Write down whatever comes to your mind. See how many kinds of businesses you can think of. (Use back of page to continue your list.)

2. Here is a partial list of topics that students of business can study.

- accounting
- finance
- information systems
- international business
- management
- marketing

What specific degrees are available in business at the college you are enrolled in?  
(Search the college website to find out.)

3. Choose two of the areas listed in number 2 above. What do people learn about in the two areas you chose?

4. What other academic subjects do you think may be related to business?

## ***Before You Read:* Chapter 2, “You Win Some, You Lose Some”**

### **Agree/Disagree Statements**

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Do you agree or disagree with these statements? On the line next to each one, write *agree* or *disagree*. Then share your opinions and discuss them with a partner or in a small group.

1. Money is the key to happiness.

\_\_\_\_\_

2. Having your own small business and being your own boss is better than working for someone else in a large corporation.

\_\_\_\_\_

3. The purpose of college is to learn the skills you need to get a high-paying job.

\_\_\_\_\_

4. Appearances aren't important. It's character that matters most.

\_\_\_\_\_

5. If someone offers 20 million dollars to buy a company that you and your friends started with almost no money about a year ago, you should take the money and retire.

\_\_\_\_\_

6. The Internet has changed the course of human history.

\_\_\_\_\_

## While and After You Read: Chapter 2, “You Win Some, You Lose Some”

### Point of View

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After you read, what do you think Tony Hsieh would say about these statements? Do you think he would agree? Do you think he would disagree? On the line after each statement, write **TWA** for *Tony would agree*, or **TWD** for *Tony would disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give your evidence from the text to support what you think. (Write the page number where you get your evidence.)

1. Money is the key to happiness.

\_\_\_\_\_

2. Having your own small business and being your own boss is better than working for someone else in a large corporation.

\_\_\_\_\_

3. The purpose of college is to learn the skills you need to get a high-paying job.

\_\_\_\_\_

4. Appearances aren't important. It's character that matters most.

\_\_\_\_\_

5. If someone offers 20 million dollars to buy a company that you and your friends started with almost no money about a year ago, you should take the money and retire.

\_\_\_\_\_

6. The Internet has changed the course of human history.

\_\_\_\_\_

**Before You Read: Chapter 2, “You Win Some, You Lose Some,” pages 31-33****Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
All I knew was that they had sent someone to interview me on campus while I was in college and that they were impressed by my transcript. (31)			
I knew that appearances were important, so when I left Oracle to go on my lunch break at 11:30 AM, I went home first and put on the suit and tie I had worn for graduation a few months earlier. (33)			

**Paraphrase one of the sentences:**



**Before You Read: Chapter 2, “You Win Some, You Lose Some,” pages 34-36****Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
So I washed my hands and waited inside the bathroom another couple of minutes to make it seem like I actually had gone to the bathroom. (34)			
I closed the door and sat down across from him. This was now the point of no return. (36)			

**Paraphrase one of the sentences:**

***While and After You Read: Chapter 2, Section: “Out in the Real World,” pages 30-37*****Chunking and Summarizing**

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How many chunks (subsections) does this section have? You decide! Reread it. Chunk it, then take notes in the table below:

<b>Title, pages</b>	<b>Topic</b>	<b>One Sentence Summary</b>

**Before You Read: Chapter 2, “You Win Some, You Lose Some,” page 39****Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
We were excited about creating something that was growing quickly and that other people really seemed to appreciate using. (39)			
He was calling from New York and he said he wanted to buy advertising on our network and also explore the possibility of selling the company to him. (39)			

**Paraphrase one of the sentences:**

**Before You Read. Chapter 2, “You Win Some, You Lose Some,”  
page 39-40**

**Decisions, Decisions**

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Only five months after creating LinkExchange, Tony Hsieh and his friend Sanjay got an amazing offer. Lenny, a businessman from New York, showed an interest in not only advertising on LinkExchange but actually buying the company. He offered Tony and Sanjay \$1 million in cash and stock, plus the chance to work for him in New York. In other words, they would move from California to the east coast and do what they already did for LinkExchange, but for someone else, instead of for themselves.

- 1. Imagine that you are in Tony and Sanjay’s position. What would you do? How would you make your decision? Write notes in the chart below.**

<b>Questions to consider</b>	<b>If we sell LinkExchange...</b>	<b>If we don’t sell LinkExchange...</b>
...how would it affect our finances?		
...how would it affect our lifestyles?		

- 2. What other alternatives do we have?**

- 3. Now, imagine you are advising Tony and Sanjay. What do you think they should do? Tell them why...**

## **After You Read: Chapter 2, “You Win Some, You Lose Some”**

### ***Making Decisions***

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In the field of business, you can find many sources of advice on how to make decisions. One is the book *How Great Decisions Get Made* by Don Maruska; it has been popular around the world. In addition to being an author, Maruska is a public speaker and the founder and CEO of three Silicon Valley companies. He developed a set of steps based on his business experience and practice them in his own life, including in his marriage. The steps listed below are taken from materials written to promote his book. Read them and think about these questions:

- Which of these steps do you already use when you make decisions during group work in class, or with your friends and family, or at work?
  - Which of these steps could you use to make better decisions?
- 

### **HOW GREAT DECISIONS GET MADE (by Don Maruska)** **10 Steps For Reaching Agreement**

**Step 1: Enlist Everyone.** The most valuable contribution can come from the most unexpected source. Involve the rank and file and go beyond the traditional limited-group approach. Go beyond consulting the 'key players' and you will find the sum is greater than the parts. Each person is needed to get real results.

**Step 2: Discover Shared Hopes.** Before you get started and jump to specific solutions, inquire what each person hopes will result from the efforts and why it is important to them. By clarifying objectives, clearing up misconceptions, and communicating a common goal, everyone focuses on the same agenda.

**Step 3: Uncover The Real Issues.** When an issue has festered for a long time, it's usually a sign that some other issue underlies it. Before you can offer a solution, understand the problem. Take a few moments for each person to express his or her thoughts and concerns about the topic to accomplish this.

**Step 4: Identify All Options.** Brainstorm to get many options on the table for possible consideration. Have everyone offer a viable option while not repeating anything anyone else said. No one should agree or disagree with anyone -- just offer ideas, not judgments.

**Step 5: Gather The Right Information.** Efficiently focus attention on what is important and clearly define the types of information needed. Do not gather information

for each option on its own, but organize your efforts by your hopes and the bottom-line objective that you seek to accomplish.

**Step 6: Get Everything On The Table.** Have everyone offer a pro and con to all viable options that were previously suggested. Do not debate with one another.

**Step 7: Write Down Choices That Support Hopes.** Find out what each person candidly thinks about the choices. Each person will list what looks like the best option to fulfill their shared hopes and note acceptable alternatives. This straw ballot gives a quick, honest look at possible solutions.

**Step 8: Map Solutions.** Tabulate the results on a flip chart to see where all of the options land. Look at possible ways to improve upon the most appealing alternatives and find a solution that everyone will support.

**Step 9: Look Ahead.** Before you rush off to implement a solution, identify a back-up plan and schedule early opportunities to examine how the solution performs and compares with acceptable alternatives.

**Step 10: Stay Charged Up!** Bring everyone together and hear from people about how the results support the hopes they share. It is time to celebrate what you have accomplished and encourage people to continue to work together effectively, with newfound direction and momentum.

- Adapted from *How Great Decisions Get Made* by Don Maruska

[http://donmaruska.com/Library/PDF/MaruskaMedia\\_Kit.pdf](http://donmaruska.com/Library/PDF/MaruskaMedia_Kit.pdf)

**Before You Read: Chapter 2, “You Win Some, You Lose Some,” page 43****Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
If we took the \$20 million, I wouldn't have to work again for the rest of my life. (43)			
As a thought experiment, I made a list of all the things I would do with the money if I had it... (43)			

**Paraphrase one of the sentences:**

***After You Read: Chapter 2, “You Win Some, You Lose Some,” page 43***

***What would you do if you had 20 million dollars?***

---

On page 43, Tony Hsieh considers what he would do if he sold LinkExchange for \$20 million dollars. He makes a list of the things he would do.

What would you do if you had twenty million dollars? Make a list of the first five things you would do with the money.

1.

2.

3.

4.

5.

\*\*\*

Now turn your list into sentences, using “if clauses.” Here are a couple of examples:

- **If I had twenty million dollars, I would get some of my photographs framed.**
- **If I had twenty million dollars, I would take a six-month vacation.**



**While and After You Read: Chapter 2, Section: “Start-Up,” pages 37-46****Chunking and Summarizing**

How many chunks (subsections) does the section “Start-Up” have? You decide! Reread it, chunk it, then take notes in the table.  
(Use space on the back for additional chunks.)

Title, pages	Topic	One Sentence Summary

**Before You Read: Chapter 2, “You Win Some, You Lose Some,” pages 47-49****Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

<b>Quote</b>	<b>Build Vocabulary</b>	<b>Ask a Question</b>	<b>Make a Prediction</b>
It was a strange feeling to be walking around the office and seeing people I didn't recognize. (47)			
It was more like death by a thousand paper cuts, or like Chinese water torture. (48)			
In the end, Microsoft offered the biggest number—\$265 million—but there were strings attached to it. (49)			

**Before You Read: Chapter 2, “You Win Some, You Lose Some,” page 52-54****Sentence Work**

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>And then there were the follow-up questions: <i>What is success? What is happiness? What am I working toward?</i> (52)</p>			
<p>People thought I was crazy for giving up all that money. And yes, making that decision was scary, but in a good way. (54)</p>			

**After You Read: Chapter 2, “You Win Some, You Lose Some,” page 53**

**Summarizing: Is Tony Hsieh Happy?**

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*I thought about how easily we are all brainwashed by our society and culture to stop thinking and just assume by default that more money equals more success and more happiness, when ultimately happiness is really just about enjoying life. (page 53)*

**Summarize:** At certain moments in Tony Hsieh’s life, he seems like he has achieved success and is happy, but his happiness doesn’t last. He feels unfulfilled and becomes bored. Give me two specific examples of this pattern. Summarize in only five sentences what happened in both situations, how his feelings changed and what he did to revitalize himself.

**Example 1.**

**Example 2.**

**\$20-million-dollar question:**

*After Tony makes his list, he has an important realization about something. What does he realize?*

## Reflecting on the Book: King Midas and the Golden Touch

---

When someone seems to have a special talent for making and managing lots of money, we say the he or she has “the Midas touch.” That expression comes from an ancient Greek myth that you’ve probably heard. Read it below and then answer the questions.

### The Golden Touch

Many years ago there lived a king named Midas. King Midas had one little daughter, whose name was Marigold. King Midas was very, very rich. It was said that he had more gold than any other king in the world. One room of his great castle was almost filled with yellow gold pieces.

Eventually, the king grew so fond of his gold that he loved it more than anything else in all the world. He even loved it better than his own little daughter, dear little rosy-cheeked Marigold. His one great wish seemed to be for more and more gold.

One day while he was in his gold room counting his money, a beautiful fairy boy stood before him. The boy’s face shone with a wonderful light, and he had wings on his cap and wings on his feet. In his hand he carried a strange-looking wand, and the wand also had wings.

"Midas, you are the richest man in the world," said the fairy. "There is no king who has as much gold as you."

"That may be," said the king. "As you see, I have this room full of gold, but I should like much more, for gold is the best and the most wonderful thing in the world."

"Are you sure?" asked the fairy.

"I am very sure," answered the king.

"If I should grant you one wish," said the fairy, "would you ask for more gold?"

"If I could have but one wish," said the king, "I would ask that everything I touched should turn to beautiful yellow gold."

"Your wish shall be granted," said the fairy "At sunrise tomorrow morning your slightest touch will turn everything into gold. But I warn you that your gift will not make you happy."

"I will take the risk," said the king.



The next morning King Midas awoke very early. He was eager to see if the fairy's promise had come true. As soon as the sun arose he tried the gift by touching the bed lightly with his hand.

The bed turned to gold. He touched the chair and table. Upon the instant they were turned to solid gold. The king was wild with joy. He ran around the room, touching everything he could see. His magic gift turned all to shining, yellow gold.

The king soon felt hungry and went down to eat his breakfast. Now a strange thing happened. When he raised a glass of clear cold water to drink, it became solid gold.

Not a drop of water could pass his lips. The bread turned to gold under his fingers. The meat was hard, and yellow, and shiny. Not a thing could he get to eat. All was gold, gold, gold.

His little daughter came running in from the garden. Of all living creatures she was the dearest to him. He touched her hair with his lips. At once the little girl was changed to a golden statue.

A great fear crept into the king's heart, sweeping all the joy out of his life. In his grief he called and called upon the fairy who had given him the gift of the golden touch.

"Oh fairy," he begged, "take away this horrible golden gift! Take all my land. Take all my gold. Take everything; only give me back my little daughter!"

In a moment the beautiful fairy was standing before him.

"Do you still think that gold is the greatest thing in the world?" asked the fairy.

"No! no!" cried the king. "I hate the very sight of the yellow stuff."

"Are you sure that you no longer wish the golden touch?" asked the fairy.

"I have learned my lesson," said the king. "I no longer think gold is the greatest thing in the world."

"Very well," said the fairy, "take this pitcher to the spring in the garden and fill it with water. Then sprinkle those things which you have touched and turned to gold."

The king took the pitcher and rushed to the spring. Running back, he first sprinkled the head of his dear little girl. Instantly she became his own darling Marigold again, and gave him a kiss.



The king sprinkled the golden food, and to his great joy it turned back to real bread and real butter. Then he and his little daughter sat down to breakfast. How good the cold water tasted. How eagerly the hungry king ate the bread and butter, the meat, and all the good food.

The king hated his golden touch so much that he sprinkled even the chairs and the tables and everything else that the fairy's gift had turned to gold.

*Greek Myth*

**Note:** This version of “The Golden Touch” is adapted from Project Gutenberg, which requires this sentence: This eBook is for the use of anyone anywhere at no cost and with almost no restrictions whatsoever. You may copy it, give it away or re-use it under the terms of the Project Gutenberg License included with this eBook or online at [www.gutenberg.net](http://www.gutenberg.net)

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**After you read, discuss this:**

Consider Tony Hsieh’s experience and the ups and downs he describes in the first two chapters. Would you say that Tony has “the Midas Touch”? What do you think Tony Hsieh would say about the subject?

## ***After You Read: Chapter 2, “You Win Some, You Lose Some”***

### **Values**

---

- A.** Look at the list of words below. Circle the five that you value most—that are most important to you in life.

Peace

Love

Unity

Respect

Education

Money

Luxuries

Power

Religion

Passion

Family

Community

\*\*\*

- B.** On a separate piece of paper, write about these things:

1. Where do you think you learned the values you circled? Why are they important to you?
2. Have your values changed over time? If so, how have they changed?
3. Do you think your values will remain the same five years from now? Ten years from now? Twenty five years from now? Why or why not?



## Essay 2: In Your Shoes

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In essay 1, you wrote about formative experiences that you have had—experiences that have helped make you who you are and that have brought you to this point and this place in your life.

In this essay, you are going to write about the things that, physically, helped bring you here today—the things that we all walk on to help us get to where we are going. In this essay you are going to write about... your shoes.

Tony Hsieh is in the shoe business, and today you are going to reflect on your own shoes, what they mean to you and what they say about your values. You are going to describe some shoes you've owned and experiences you've had with them. The goal is to write with enough clarity so the reader can **put themselves in your shoes** and better understand you as an individual.

### Questions to consider:

Use these questions to help you develop your ideas and the content of your essay. You don't need to answer all of the questions in your essay. The purpose of the questions is to prompt you to think about what shoes mean to you, and about your values. Even if you are not a "shoe person" you probably have a good shoe story to tell!

- What role do shoes play in your life? In what ways are shoes important to you?
- What do the shoes you buy and wear for everyday use and for more formal occasions say about you—your personality, your identity, and specific goals of yours (short and/or long term goals)?
- What do you look for when shopping for every day shoes or shoes for more formal occasions? What are your criteria for choosing the right pair?
- What is the best (or worst) pair of shoes you have every owned? What did they look like? What did they feel like? What made them so special?
- What memorable experiences have you had with a particular pair(s) of shoes in which the shoes played a central role? Choose one or two experiences and tell the story.
- What was your best and/or worst shoe shopping experience? What made it so outstanding or so horrible?
- Have you ever bought shoes online? What was the experience like? If you haven't done so, would you consider shopping for shoes online? Why or why not?

- A cultural dimension: How is buying and wearing shoes in your country of origin and culture different from in the United States?

### Things to keep in mind

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- Include enough detail so that any reader *who cannot see the shoes you are talking about and the stories you are telling* can see *and feel* what you are describing—so that any reader is able to **put themselves in your shoes**.
- Choose the right tense for the time periods you are describing.
- Use opinion/signal words and phrases like “luckily, fortunately, when I first put them on, in the end, after a long search, even though the soles were worn out...” to signal to the reader transitions in your writing.

## Self-Assessment and the Entrepreneurship of Learning – Week 2

Good learners are like entrepreneurs or leaders of their own learning. They take charge of their learning by asking questions, finding resources and seeking answers, organizing information and ideas, and reviewing their knowledge, assessing what they know and what they need to know. For the next 45 minutes, review the activities you did this week and think about your triumphs and challenges. Use the following chart to assess your learning.

### Sentence Work:

*Vocabulary, Asking Questions, Making Predictions, Paraphrasing*

- What were you especially good at?
- What skills do you want or need to develop?

### Agree/Disagree and Point of View:

- Choose one agree/disagree statement from this week that is most interesting to you. What do you think about it now?
- In what ways has your own point of view changed?
- What made it easy or difficult to express your point of view?

### Reading:

- What was your favorite part of the reading this week?
- What was the most difficult passage or moment in this week's reading? What made it difficult?
- What skills and strategies did you learn?
- What skills and strategies do you want or need to develop?

### Writing:

- What was your favorite moment in writing this week?
- What was the most challenging moment in writing? What made it challenging?
- What skills and strategies did you learn?
- What skills and strategies do you want to develop?



## Unit II: The Zappos Way

# Week 3

### Key Questions:

- What do these terms mean? *financing a business, a start-up, a business model, drop shipping, negative cash flow*
- What is *venture capital*? What does a *venture capital (vc)* company do?
- What does it mean to “manage risk”? How do you manage risk in business, in school and in life?
- What does “continual learning” mean?
- What makes a good resume?
- What role does teamwork play in business and in school? How do good teams function?

### Reading:

#### Chapter 3, “Diversify”

- Agree/Disagree Statements
- Point of View
- Chunking the Chapter
- Sentence Work
- Cause and Effect

#### “Business Day,” *The New York Times*:

FINANCING: “Financing, with Strings Attached,” Dalia Fahmy, 1.28.09

<http://www.nytimes.com/2009/01/29/business/smallbusiness/29sbiz.html?ref=financeandcapital&r=0>

### Writing:

- **Essay 3: Managing Risk**
- **NY Times “Business Day” Weekly Memo**

## **“Business Day,” *The New York Times***

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*The New York Times* is an influential source of business news and analysis. The “Business Day” section in particular covers a variety of topics: the markets, the economy, the global business environment, cultural dimensions, trends, small business, technological innovations, personal finance and more.

In this course, you will read the “Business Day” section every day. You will take notes with a chart to help you focus on the most important information. Here is the process:

1. One day a week, the class will read and discuss the same article.
2. Three days a week, select and read a “Business Day” article of your choice, based on your interest. You will take notes on the article in the accompanying chart.
3. On Fridays, write a memo, summarizing what you have read about business during the week.

## **End of Week Memo: Business Week in Review**

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At the end of each week, write a memo to your teacher, sharing the most important and interesting pieces of business news you have read about during the week. In the subject area, write a very brief paragraph about each article, summarizing what it is about. Use short, direct sentences. Include the name and the date of the article, and the name of the reporter who wrote it. Use this memo format:

**To: (name of teacher)**

**From: (your name)**

**Date: (the date of your memo)**

**Subject: (summary of the week’s business news that you read)**

## ***“Business Day,” The New York Times***

### **Notes on the Articles**

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Choose any article related to business from the “Business Day” section of the *NYT*. What is it about? Using the chart below, take notes on the most important information in the article. If you copy anything directly from the article, put it in quotation marks. Use the last box for questions you have about the topic and information.

**Title of the article and publication date:**

<b>Who</b>	<b>What</b>
<b>When</b>	<b>Where</b>
<b>Why/How</b>	<b>Your Questions</b>

**Key words:**

## **“Business Day,” *The New York Times*: Class Article**

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This week’s shared article is about financing a company:

**“Financing, with Strings Attached,”** Dalia Fahmy, 1.28.09

[http://www.nytimes.com/2009/01/29/business/smallbusiness/29sbiz.html?ref=financeandcapital&\\_r=0](http://www.nytimes.com/2009/01/29/business/smallbusiness/29sbiz.html?ref=financeandcapital&_r=0)

1. Use the same categories that are on the chart to take notes on the article:

- **who**
- **what**
- **where**
- **when**
- **how**
- **why**
- **your questions**

2. Financing plays a big role in Chapter 3 in *Delivering Happiness*. Without the investments that Tony Hsieh’s investment company called Venture Frogs made in Zappos, the small company would have gone out of business. However, the investment that saved the company came with some strings attached. What strings were attached? Would you accept Tony Hsieh’s requirements if Zappos were your little company??? When you read the chapter, you will know what I’m talking about, and you will share your opinions.



## Business Vocabulary Log

As you read about business in *The New York Times*, in *Delivering Happiness*, and in other sources, you will notice certain words again and again. Some of these words are common in general use, but others are more frequent in the business world. The more you see them in multiple sources, the more familiar you'll become. According to research, after about 16 exposures to a new word, you'll probably be able to remember it and use it accurately.

Take notes in the table below to build your business vocabulary. Add new words as you come across them in multiple sources. For each example, write the word in its context (a phrase or a whole sentence). Use page numbers and include the source (author and/or title).

Words (in groups):	Zappos examples (phrase & page #)	NYT examples (phrase and article title)	Where else have you seen, heard or used the word?
profit (n) profitability(n) make a profit (v) profitable (adj)			
venture (n) and (v) venture capital (adj)			
stock (n)			

## Business Vocabulary Log

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Take notes in the table below to build your business vocabulary. Add new words that you find in multiple sources. For each example, write the word in its context (a phrase or a whole sentence). Use page numbers and include the source (author and/or title).

Words (in groups):	Zappos examples (phrase & page #)	NYT examples (phrase and article title)	Where else have you seen, heard or used the word?

## Crowdsourcing Idioms: An Entrepreneurial Opportunity

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### ***Put Your ~~Money~~ Idioms Where Your Mouth Is!***

This week, continue collecting idioms from the book. Try to find as many as you can and share them with the members of your group.

Next week, you and your group will make a business plan to design, produce, market and distribute an idiom dictionary (an online dictionary and/or a print edition).

First though, you need as many idioms as you can find in both *Delivering Happiness* and any other reading that you do.

## Idiom Log: A Record of Idioms and Meanings

Chapter \_\_\_\_\_

Name \_\_\_\_\_

Idiom	Sentence from the book (with page number)	What It Means

## ***Before You Read: Chapter 3, “Diversify”***

### **Agree/Disagree Statements**

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Do you agree or disagree with these statements? On the line next to each one, write *agree* or *disagree*. Then share your opinions and discuss them with a partner or in a small group.

1. The greatest benefit of college isn't the knowledge you gain, but the friends you make.

\_\_\_\_\_

2. Success in gambling isn't a matter of luck; it's a matter of strategy and mathematics.

\_\_\_\_\_

3. The most important decision an entrepreneur can make is which business to go into.

\_\_\_\_\_

4. If you invest a lot of money in another company, you should have control over the management of the company.

\_\_\_\_\_

5. “No man is an island.” (John Dunne, 1572-1631)

\_\_\_\_\_

**Bonus:** Who was John Dunne and where does the line come from?

## After You Read: Chapter 3, “Diversify”

### Point of View

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After you read, what do you think Tony Hsieh would say about these statements? Do you think he would agree? Do you think he would disagree? On the line after each statement, write **TWA** for *Tony would agree*, or **TWD** for *Tony would disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give your evidence from the text to support what you think. (Write the page number where you get your evidence.)

1. The greatest benefit of college isn't the knowledge you gain, but the friends you make.

\_\_\_\_\_

2. Success in gambling isn't a matter of luck; it's a matter of strategy and mathematics.

\_\_\_\_\_

3. The most important decision an entrepreneur can make is which business to go into.

\_\_\_\_\_

4. If you invest a lot of money in another company, you should have control over the management of the company.

\_\_\_\_\_

5. “No man is an island.” (John Dunne)

\_\_\_\_\_

## ***Before You Read: Chapter 3, “Diversify”***

### **Chunking the Chapter**

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Chapter 3 is a long chapter. It has many elements:

- sections
- essays from Tony Hsieh’s business partners
- bullet-point lists of advice

Before you read the chapter, flip through the pages to find the elements and to get a picture of the way the chapter is organized. If you know how the chapter is organized, it will help you organize the information that you read.

**A.** First of all, write the names of the six main sections here:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

**B.** What typographical format helps you identify the main sections?

**C.** Look at the titles of the main sections. What do the titles mean? What do you think each section will be about based on its title?

**D.** What special features do some of the sections have within them? See if you can find any special features before you start reading each section.

**Before You Read: Chapter 3, “Diversify,” page 56-60****Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>I thought back to my college years, when there was a core group of us who always hung out together. We could create our own adult version of a college dorm and build our own community. (56)</p>			
<p>This was known as a “drop ship” relationship, and although it already existed in many other industries, drop shipping had never been done before in the footwear industry. (60)</p>			



***Before You Read:* Chapter 3, “Diversify,” page 62**

**Sentence Work**

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>I was getting bored with the investment business, so I started looking for something else to fill my time. (62)</p>			

## After You Read: Chapter 3, “Diversify,” pages 57-61

### Nick’s Role

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It’s easy to see Tony Hsieh as the face of Zappos. After all, he’s the CEO, the author of *Delivering Happiness*, and one of the people from Zappos who appears often in news about the company, public speaking events, etc. However, as he explains in his book, Zappos depends on teamwork, and it was a collaborative effort between Tony, Alfred, Nick, Fred and others that really helped Zappos get started.

After reading how Tony describes the beginning of Zappos and how Nick remembers it on pages 57-61, read the article below. But first, turn and look another student in the eyes, repeating this sentence three times, a little faster each time: **Nick showed shoes at a shoe show.**

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### “Zappos’ Silent Founder” by Dinah Eng @FortuneMagazine, September 5, 2012



Many people probably think it was Zappos CEO Tony Hsieh who founded one of the largest footwear retailers in the United States. It wasn't. The guy who came up with the idea and persuaded Hsieh to invest is Nick Swinmurn, a quiet entrepreneur. His willingness to put success before ego was amply rewarded when Amazon acquired Zappos for \$1.2 billion. His story:

I was born in England, and we moved to the United States when I was 7. My father was an engineer for the same company for 30 years, and my mom was a teacher. We laugh because we weren't sure where my interest in business came from. But my parents encouraged me to do entrepreneurial things. When I was in college, they were willing to co-sign a lease so I could open a salad bar, but the building owner expected me to take over \$35,000 in equipment debt that he had, so I said no to the deal.

I majored in film studies at U.C. Santa Barbara and graduated in 1995, but didn't know what I wanted to do. So I took a job with the San Bernardino Stampede, a minor-league baseball team, for \$12,000 a year, working in ticket sales, then moved to the San Diego Padres. After a year I decided there was nowhere for me to advance to, so I moved back to the Bay Area.

I tried to start a recreational sports league. Then I answered an ad for Autoweb, a car-buying service online where the founder and CEO were only a year older than me. In 1997 everyone

was so excited about the Internet. I volunteered to help with all the stuff people didn't want to do, with the goal of learning how to start something myself.

After 11 months, I left and started 4Students.com, a student portal where you could e-mail other students and get deals on shopping. Studentadvantage.com wanted to hire me and rebrand the site under theirs, but I decided the student thing wasn't for me, so I just shut it down.

One day I was at the mall and couldn't find a pair of the Airwalk desert boots I wanted. So I thought, Why not do an online shoe store? I went to Footwear Etc. in Sunnyvale (California) and said, "I'll take some pictures, put your shoes online, and if people buy them, I'll buy them from you at full price." The store said okay, and I got a few orders. Then I went to a shoe show and thought, I need to put this giant collection online.

I took a job as a contractor for Silicon Graphics to make money to live on and started raising funds for the company, which I called Shoesite.com. I got money from friends, co-workers at Silicon Graphics, even my chiropractor. When I raised \$150,000, I quit Silicon Graphics and hired a couple of buddies to help me.

It was 1999, and we had the same business model of going into stores, taking pictures, and selling the shoes online. That fall some competitors started to pop up, and we thought Shoesite wasn't distinctive as a brand. Zapatos is Spanish for shoes, so we added another p to it, and made it Zappos. We wanted to create something that would be fun and different.

I took meetings with about 10 VC (venture capital) firms. Everybody was looking for the next big Internet thing, but I got nowhere. They said nobody's going to buy shoes without trying them on first. They also pointed out that we needed someone with experience in the shoe business who could persuade brands to work with us. So one day I called the Nordstrom in San Francisco and asked to talk to the men's shoes buyer. Fred Mossler agreed to meet with me. He felt there was an opportunity to do something online but wouldn't commit until I got more money.

I was getting nothing but No's from people, and then my attorney, Art Schneiderman, said he knew some guys called Venture Frogs and they would invest in anything. I met with Tony Hsieh, who'd just sold his company (LinkExchange, which Microsoft bought for \$295 million in 1998), and he was really enthusiastic. I told him the U.S. footwear market was \$40 billion in 1998, and at that time, 5% of all the shoes sold were sold through mail-order catalogues. So one out of 20 shoes were already sold through the mail before the Internet. A couple of days later Tony and his partner Alfred Lin wrote up a term sheet, Fred joined us, and we were in business. They gave us \$500,000 initially.

I was probably paying myself \$30,000 a year in the beginning. At first I was making all the decisions. When Tony came onboard, he helped a lot with the tech things. In 2001 we became co-CEOs. We integrated the Venture Frog staff into Zappos, and Tony ended up putting \$15 million of his own money into the company. He owned 11 apartments in San Francisco and kept selling them to keep Zappos open.

It was an uphill slog. We always had the feeling it could fall apart. In 2002, Draper Richards invested \$250,000 as a convertible note. After a year they wanted their money back, and Tony had to sell an apartment to do it.

We were close to breaking even in 2003 and were growing fast. Our sales were \$70 million in 2003, \$184 million in 2004, \$370 million in 2005. But we were still borrowing money to buy inventory.

We had huge inventory problems because our approach was to buy everything. A lot of times our buyers would have the brand reps place the order in our system, thinking the brand reps would know best what would sell. But then we'd be left with a ton of leftover inventory.

The company became well known, but if the bank lowered our line of credit, or if vendors wanted us to pay them faster, we'd have gone out of business. In 2006 we were doing \$597 million in sales but were still making the same 1% or 2% profit. Everything was in equity.

When we went for another round of venture capital in 2004, I'd talk as the CEO/founder and Tony was making the financial decisions. I told him, "The CEO needs to be the financial decision-maker, so why don't you be the CEO, and I'll be the chairman/founder, so investors will know you're the one to deal with." There was never a question of egos.

We moved the company near Vegas (to Henderson, Nevada) in 2004 because we were running out of room in our call center, and it was hard to find people in San Francisco who'd work customer service because of the cost of living there.

By 2006, I was getting bored. I wanted to be in the trenches with a small company again, so I decided to leave. I left with all my stock and still retain ownership in the company. There was no buyout.

I started Stagr, which was an online custom T-shirt designer. We signed a deal with Madonna right away, taking her album artwork and letting people print out the designs on T-shirts. It was very successful, so we signed Fergie, Ozzy Osbourne, and others, but their stuff didn't sell as well. I guess Madonna's fans were just underserved. So after a year I shut the company down.

That failure threw me for a loop. It took me a year to stop feeling like I sucked. But with the Amazon acquisition of Zappos (for \$1.2 billion in 2009), I realized that some things work and some things won't.

After Stagr, I ended up meeting a guy who managed mixed martial arts fighters, so I decided to start Dethrone, a clothing line catering to fans of UFC (Ultimate Fighting Championship). Dethrone isn't going to be the biggest brand in the world. It's a passion project that I'm working on with my brother Dan. Sales are about \$1.3 million a year, and it's getting close to profitable.

The fun part is coming up with ideas and trying to turn them into reality. Now that I'm not taking myself too seriously, I'm not afraid to fail.

My advice:

**Respond to the customer's needs.** If a customer called and wanted to buy a certain shoe and we didn't have it, we'd search the web and send him a link to a place where he could get it. We created free shipping as an incentive -- both outbound and return --in response to the question "What if it doesn't fit?"

**Don't let other people put a ceiling on what you do.** When I worked for the San Bernardino Stampede, they told me it'd take years to work my way up through the minor leagues before getting hired for the majors. I ignored them, applied anyway, and immediately got hired with the San Diego Padres.

**Don't have a big ego.** At Zappos everyone saw themselves as equal, all working for the same goals. I called myself CEO only because I gave myself the title. You've got to relate to everyone because it's a team effort.

This story is from the September 3, 2012 issue of *Fortune*. It can be found at this link:

<http://money.cnn.com/2012/09/04/smallbusiness/zappos-swinmurn.fortune/index.html>

### ***After You Read: “Zappos’ Silent Founder”***

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**After you read the article, discuss the questions below. Write three to five sentences in response to each.**

1. What does Nick mean by this? “Don’t let other people put a ceiling on what you do.”
  
  
  
  
  
  
  
  
  
  
2. If you could trade places with either Nick or Tony, who would you choose? Why?
  
  
  
  
  
  
  
  
  
  
3. Go back to the article and look for evidence of the type of work Nick has done, almost done, and tried to do. Next to each paragraph with job information, write one of these terms:
  - **potential deal**
  - **job or business venture**
  - **volunteer work**
  - **disappointment or failure**

## ***After You Read: “Zappos’ Silent Founder”***

### **Resume Writing**

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Review the job information in the article about Nick Swinmurn. Use it to create a resume for him, following the template on the next page. Include his work-related experiences and skills.

#### **Begin by take notes on the reading in response to these questions:**

1. How many different jobs did Nick Swinmurn do, according to the article?
2. What type of work-related information should **not** go in his resume?
3. What kind of work did Nick do right after college?
4. What else did he do?
5. What specific tasks did he do in his positions?
6. What skills did he use and/or develop?

#### **Further tips and instructions:**

- Think about how to describe what he did in terms of measurable skills.
- Use a reverse chronological format, starting with the most recent experiences and ending with the oldest.
- Start with verbs in a bullet point format, keeping an active, positive focus.
- After filling in his resume, write a 3-sentence professional summary that highlights his skills.

## Resume Template

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**Nick Swinmurn**

Street Address, City, State, Zip Code  
Phone, Email

### Professional Summary

Add your summary here.

### Experience

	Dates of Employment
<b>Company Name</b>	
Job Title	
Responsibilities	
Responsibilities	
Responsibilities	
	Dates of Employment
<b>Company Name</b>	
Job Title	
Responsibilities	
Responsibilities	
Responsibilities	
	Dates of Employment
<b>Company Name</b>	
Job Title	
Responsibilities	
Responsibilities	
Responsibilities	

### Education

	Dates of Attendance
<b>School</b>	
Degree	



**Before You Read: Chapter 3, “Diversify,” page 63-67****Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>I was intrigued by poker because in poker you are playing against other players, not against the casino. (63)</p>			
<p>I learned that the most important decision I could make was which table to sit at. (67)</p>			

## **After You Read: Chapter 3, “Diversify”**

### **The Poker of Business**

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*“I noticed so many similarities between poker and business that I started making a list of the lessons I learned from playing poker that could also be applied to business...”(Hsieh 64)*

A lot of people associate gambling with risk. A lot of people also associate starting up a business with risk, too. Even many definitions of entrepreneurship include the word risk.

For Tony Hsieh, managing business, like playing poker, isn’t about taking wild risks, but minimizing risk. In chapter 3, he makes a list of similarities and gives advice in each of the following categories:

- Evaluating Market Opportunities
- Marketing and Branding
- Financials
- Strategy
- Continual Learning
- Culture

### **Questions for Discussion:**

What risks are worth taking? What risks are not worth taking? What risks have you taken in your life—either in or out of business, at a job or as a student? If you take a risk, do you calculate the potential costs and benefits (making it a “calculated risk”)? If you take a risk, how do you manage the risk? What do you think are the five most useful pieces of advice that Tony Hsieh provides for a young business person? What five pieces of advice do you think are most useful for college students, too?

## **Topic Sentences: Continual Learning**

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Imagine you are the CEO of a company and you want to inspire your staff to make efforts to continually educate themselves. Write a memo, in the form of an email, to the staff about the importance of continual learning.

Choose three of the statements of advice about continual learning (page 66) that you think are the most important. Use each of the three statements you choose as a topic sentence in your memo. Write a separate paragraph to explain each of the topic sentences.

**Before You Read: Chapter 3, “Diversify,” page 70-72****Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentence in the column on the left. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>Either we had to make another investment in Zappos with money from the Venture Frogs fund, or we had to let Zappos go out of business. (72)</p>			

**Paraphrase the sentence:**

**After You Read: Chapter 3, “Diversify,” page 70-73****Venture Capital and a Negative Cash Flow**

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Hardship can help give you perspective and make you grateful for your ordinary life. In business, it is to be expected as part of the ups and downs that every company faces. Without perseverance and realistic preparation for potential hardship, a business probably won't succeed.

Even an incredibly successful company like Zappos has gone through difficult times, of course. On pages 70-73, Hsieh describes a funding crisis that Zappos faced in its early days. Tony and his friend Alfred had started an *venture capital* investment fund called Venture Frogs to support interesting new businesses, called *start-ups*, and potentially make money in the process. Zappos was just one of several businesses that Venture Frogs was involved with as investors, not owners. It had been started by a man named Nick, who had trouble finding the shoes he wanted in brick-and-mortar stores. He partnered with Fred, a shoe salesman at a department store called Nordstrom's.

At first, Nick had a simple *business model*. He took orders for shoes online and filled the orders by buying the shoes from shoe stores. He sent the shoes to his online customers directly. When Fred got involved, they started to buy from shoe manufacturers, who shipped the shoes. This was called “drop-shipping.” With drop-shipping, the small company didn't need to buy shoes ahead of time and store them in a warehouse. The plan sounded good and Venture Frogs invested in Nick and Fred's start-up. They hired some staff to grow the company. However, the company didn't grow and almost ran out of cash. They had a negative cash flow. They were spending more money than they were bringing in! It was almost the end. They needed another investor, immediately!

Here's the way Fred remembers it:

**What Happened Next**  
by Fred

It wasn't pleasant. It was December 10 and we knew we had until the fifteenth to raise more money. All we had was five days to find funding or Zappos would be out of business.

I was in New York, attending every single shoe show to sell Zappos as a company and sign on more footwear brands. We were doing all that we could, basically hustling, expecting that phone call from Nick to see if Zappos was going to survive.

I was having dinner at a restaurant when he broke the news. Sequoia decided not to invest. I had stepped outside to receive the call and when I sat back down at the table, the waiter accidentally spilled a glass of water in my lap. I had to laugh. When it rained, it literally poured.

After returning to California, Nick and I tried calling more venture capitalists to raise more money, but no one was willing to invest. On the afternoon of the fifteenth, all twelve of us in the company got together and did what most would naturally do – head down to Chevy's for a margarita.

We knew we had given it our best shot and recognized it was a good run. For us, it just didn't happen to work out. After a few rounds, we headed back to the office around four o'clock and started cleaning out our desks.

### **Questions about the writing:**

Look at the way Fred starts the story. Look at the way he ends it? Do you think the beginning is effective? Why or why not? Do you think the end is effective? Why or why not?

### **Check the source:**

After writing your answers to the questions above, check Zappos.com. Scroll way down and click **About**. Then look for the **Zappos Family Story**. Read about Nick and Fred. What new information do you learn about them?

**Before You Read: Chapter 3, “Diversify,” page 73-76****Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>Our plan was to convert part of it into office space for the incubator and part of it into a restaurant. This way, there would be no reason for us and the companies we would incubate to leave the building. We would all be able to work longer and harder. (73)</p>			
<p>The connectedness we felt was making us all happier, and we realized that it was something that we had all missed from our college days. (76)</p>			

**Before You Read: Chapter 3, “Diversify,” page 77-79****Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

<b>Quote</b>	<b>Build Vocabulary</b>	<b>Ask a Question</b>	<b>Make a Prediction</b>
It was the perfect place for partying. (77)			
As someone who is usually known as being the most logical and rational person in a group, I was surprised to feel myself swept with an overwhelming sense of spirituality—not in the religious sense, but a sense of deep connection with everyone who was there as well as the rest of the universe. (79)			



**Before You Read: Chapter 3, “Diversify,” page 79-80****Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
It was as if the existence of individual consciousness had disappeared and been replaced by a single unifying group consciousness, the same way a flock of birds might seem like a single entity instead of a collection of individual birds. (79)			
I had been transformed. (80)			

**Before You Read: Chapter 3, “Diversify,” page 84-86****Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>I heard the sound of sirens, and looked outside the windows to see two fire trucks approaching the building with their lights flashing. (84)</p>			
<p>We had a restaurant, a gym, movie theaters, incubator office space, and lofts all under one roof. (86)</p>			

**Before You Read: Chapter 3, “Diversify,” page 87-89****Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

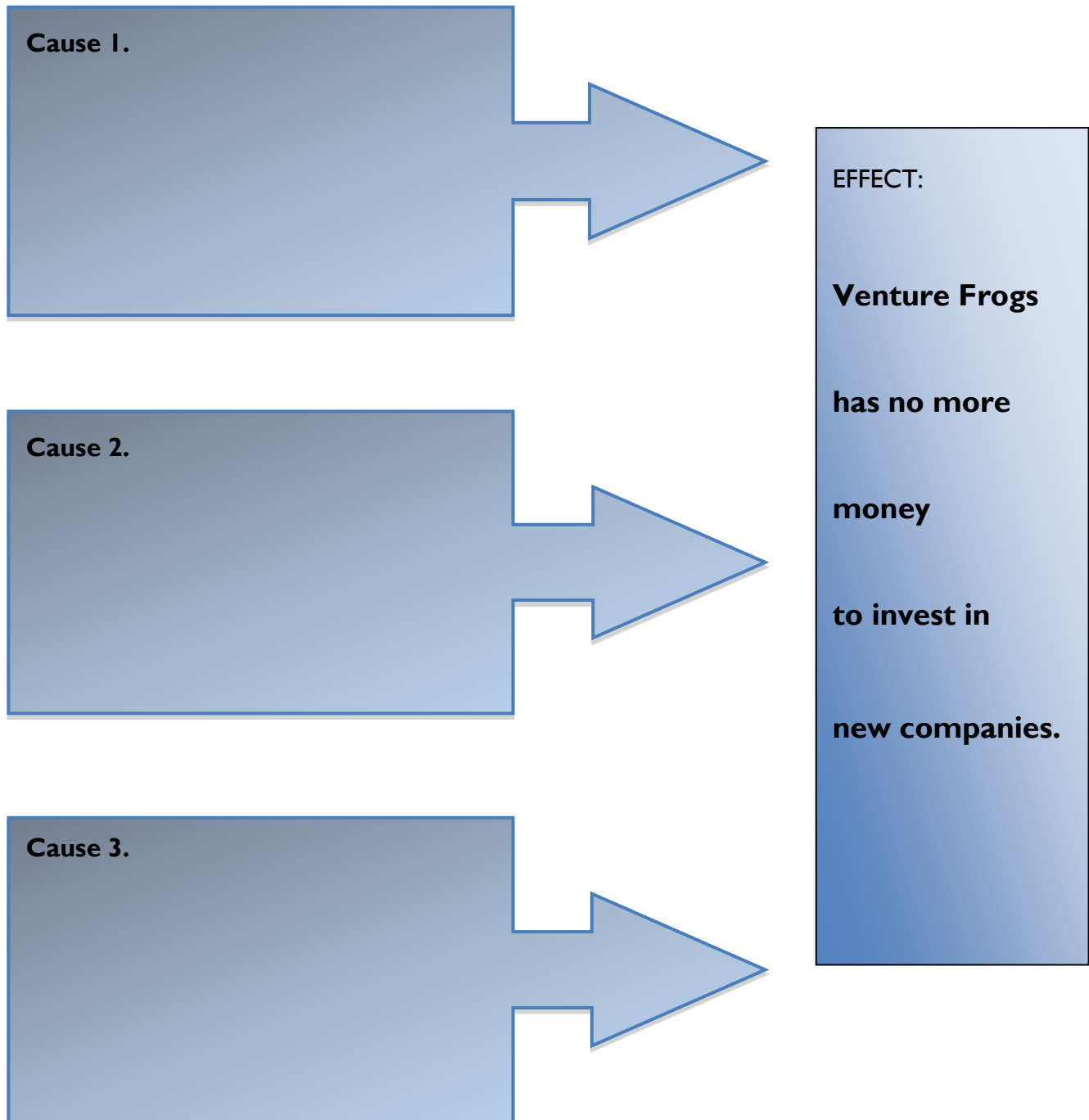
Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>In April 2000, the high-flying dot-com stocks started to crash in the stock market causing widespread panic through Silicon Valley. (87)</p>			
<p>We ended up raising exactly \$0. (88)</p>			

*After You Read: Chapter 3, “Diversify”*

## Cause and Effect

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Find three causes that led to this effect.



## ***After You Read: Chapter 3, “Diversify”***

### **Connectedness, Happiness and Teamwork**

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Tony describes his “feeling of awe” while watching people dancing at one of the warehouse parties. He points out that all the dancers were facing the same direction, towards the DJ, and there was a tremendous sensation of unity in the crowd. The crowd was working like a synchronized team.

Teamwork is an important concept in business, too. To build your listening skills and learn about teamwork, listen to an interview with these two professors:

[Scott Wiltermuth](#), Assistant Professor of Management and Organization, at USC’s Marshall School of Business, and [Dr. John Krakauer](#), Professor of Neurology and Neuroscience, Director, Center for the Study of Motor Learning and Brain Repair, the Johns Hopkins Hospital Department of Neurology.

<http://www.wnyc.org/shows/lopate/2012/aug/10/please-explain-teams-and-teamwork/>

## Essay 3 – Managing Risk

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In this essay, you will write about a risk that you or someone you know or have read about has taken. It can be a business risk or any other type.

In the essay, do the following:

- Introduce the topic by talking about different kinds of risks that people sometimes take—both calculated risks and risks that are not measured by forethought.
- Describe a specific risk that you or someone you know or have read about has taken.
- Describe how you or the person you are writing about managed (or didn't manage) the risk.
- Explain what you or the person you are writing about learned from the experience.
- Incorporate ideas that Tony Hsieh talks about in terms of managing risk.
- Incorporate ideas about managing risk as you think it may apply to college students.

## Self-Assessment and the Entrepreneurship of Learning – Week 3

Good learners are like entrepreneurs or leaders of their own learning. They take charge of their learning by asking questions, finding resources and seeking answers, organizing information and ideas, and reviewing their knowledge, assessing what they know and what they need to know. For the next 45 minutes, review the activities you did this week and think about your triumphs and challenges. Use the following chart to assess your learning.

### Sentence Work:

*Vocabulary, Asking Questions, Making Predictions, Paraphrasing*

- What were you especially good at?
- What skills do you want or need to develop?

### Agree/Disagree and Point of View:

- Choose one agree/disagree statement from this week that is most interesting to you. What do you think about it now?
- In what ways has your own point of view changed?
- What made it easy or difficult to express your point of view?

### Reading:

- What was your favorite part of the reading this week?
- What was the most difficult passage or moment in this week's reading? What made it difficult?
- What skills and strategies did you learn?
- What skills and strategies do you want or need to develop?

### Writing:

- What was your favorite moment in writing this week?
- What was the most challenging moment in writing? What made it challenging?
- What skills and strategies did you learn?
- What skills and strategies do you want to develop?





## Unit II: The Zappos Way

# Week 4

### Key Questions:

- What do the expressions *win-win* and *bottom line* mean?
- What role does quality service play in business?
- How do you communicate bad news in this culture? How is it done in other cultures?
- What are some e-commerce tools that are helping e-commerce and brick-and-mortar businesses succeed? How do they help?
- How can web-data analysis improve marketing?
- What are the elements of a business plan?

### Reading:

#### Chapter 4, “Concentrate Your Position”

- Agree/Disagree
- Point of View
- Chunking the Chapter
- Communicating Bad News
- Sentence Work
- Cause and Effect
- Double-Entry Journals

#### “Business Day,” *The New York Times*:

SMALL BUSINESS & TECHNOLOGY: “Simple Tools Help Owners Sift Data for Eager Customers,” Julie Weed, 12.13.12

Kim Kooren, co-founder of an online wine retailer discusses small business.

<http://www.nytimes.com/2012/12/13/business/smallbusiness/data-analysis-helps-stores-compete.html?pagewanted=all>

## **Writing:**

- **Essay 4 – Crowdsourcing Idioms Business Plan**
- *NY Times* “**Business Day**” **Weekly Memo**

## **“Business Day,” *The New York Times***

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*The New York Times* is an influential source of business news and analysis. The “Business Day” section in particular covers a variety of topics: the markets, the economy, the global business environment, cultural dimensions, trends, small business, technological innovations, personal finance and more.

In this course, you will read the “Business Day” section every day. You will take notes with a chart to help you focus on the most important information. Here is the process:

1. One day a week, the class will read and discuss the same article.
2. Three days a week, select and read a “Business Day” article of your choice, based on your interest. You will take notes on the article in the accompanying chart.
3. On Fridays, write a memo, summarizing what you have read about business during the week.

## **End of Week Memo: Business Week in Review**

---

At the end of each week, write a memo to your teacher, sharing the most important and interesting pieces of business news you have read about during the week. In the subject area, write a very brief paragraph about each article, summarizing what it is about. Use short, direct sentences. Include the name and the date of the article, and the name of the reporter who wrote it. Use this memo format:

**To: (name of teacher)**

**From: (your name)**

**Date: (the date of your memo)**

**Subject: (summary of the week’s business news that you read)**

***“Business Day,” The New York Times***  
**Notes on the Articles**

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Choose any article related to business from the “Business Day” section of the *NYT*. What is it about? Using the chart below, take notes on the most important information in the article. If you copy anything directly from the article, put it in quotation marks. Use the last box for questions you have about the topic and information.

**Title of the article and publication date:**

<b>Who</b>	<b>What</b>
<b>When</b>	<b>Where</b>
<b>Why/How</b>	<b>Your Questions</b>

**Key words:**

## **“Business Day,” *The New York Times*: Class Article**

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This week’s shared article is about small business and technology:

**“Simple Tools Help Owners Sift Data for Eager Customers,”** Julie Weed,  
12.13.12

Kim Kooren, co-founder of an online wine retailer discusses small business.

<http://www.nytimes.com/2012/12/13/business/smallbusiness/data-analysis-helps-stores-compete.html?pagewanted=all>

1. Use the same categories that are on the chart to take notes on the article:

- **who**
- **what**
- **where**
- **when**
- **how**
- **why**
- **your questions**

2. What is the link between marketing and web data collection?

3. What are the following?

- **Google Analytics**
- **Pinterest**
- **Chartbeat**
- **Highwire**

In the lab, visit one of these sites and share what you learn with your classmates. Work in pairs and groups.

## Business Vocabulary Log

As you read about business in *The New York Times*, in *Delivering Happiness*, and in other sources, you will notice certain words again and again. Some of these words are common in general use, but others are more frequent in the business world. The more you see them in multiple sources, the more familiar you'll become. According to research, after about 16 exposures to a new word, you'll probably be able to remember it and use it accurately.

Take notes in the table below to build your business vocabulary. Add new words as you come across them in multiple sources. For each example, write the word in its context (a phrase or a whole sentence). Use page numbers and include the source (author and/or title).

Words (in groups):	Zappos examples (phrase & page #)	NYT examples (phrase and article title)	Where else have you seen, heard or used the word?
profit (n) profitability(n) make a profit (v) profitable (adj)			
venture (n) and (v) venture capital (adj)			
stock (n)			

## Business Vocabulary Log

---

Take notes in the table below to build your business vocabulary. Add new words that you find in multiple sources. For each example, write the word in its context (a phrase or a whole sentence). Use page numbers and include the source (author and/or title).

Words (in groups):	Zappos examples (phrase & page #)	NYT examples (phrase and article title)	Where else have you seen, heard or used the word?

## Crowdsourcing Idioms: An Entrepreneurial Opportunity

### *Taking Care of Business Idioms! It's easy money!*

This week you and your group will begin to make and write up a business plan to design, produce, market and distribute an idiom dictionary. (It can be an online dictionary, if your group prefers. Or, it can be both an online and a printed dictionary.)

Use this website to review the elements of a business plan: <http://www.sba.gov>. You will include the key elements described on the website in your group's plan. Also, think about these questions:

- The Market:**
  - What is the potential market for your dictionary?
  - Who should you create it for?
  - What competition do you face?
  - How can you compete?
- Product:**
  - What will the product consist of?
- Services:**
  - What services can you provide that will enhance your product?
  - If your dictionary is offered online for free, what supplemental services can you provide to make money in your small business?
- Design:**
  - What do you want the product to look like?
  - What can you do to make your product as attractive as possible?
  - What can you afford to pay for design?
  - Who will design it?
- Production:**
  - Who will produce the dictionary?
  - What resources do you have for production?
- Advertising:**
  - How can your desired market learn about the dictionary?
  - Who will do the advertising?
- Distribution:**
  - What's your distribution plan?
  - How much time and cost will it involve?
  - Who will distribute it?
- Costs & Pricing:**
  - What are your design, production, advertising, and distribution costs?
  - How much should you charge for the dictionary?



## Idiom Log: A Record of Idioms and Meanings

Chapter \_\_\_\_\_

Name \_\_\_\_\_

Idiom	Sentence from the book (with page number)	What It Means

## ***Before You Read:* Chapter 4, “Concentrate Your Position”**

### **Agree/Disagree Statements**

---

Do you agree or disagree with these statements? On the line next to each one, write *agree* or *disagree*. Then share your opinions and discuss them with a partner or in a small group.

1. When the going gets tough, the tough go on vacation.

\_\_\_\_\_

2. Whatever can go wrong will go wrong. (“Murphy’s Law”)

\_\_\_\_\_

3. In business, the quality of the service you provide your customers (the way you treat them) is more important than the quality of the product you sell them.

\_\_\_\_\_

4. Never turn down easy money.

\_\_\_\_\_

5. In business, it’s better to get a loan than to use your own money.

\_\_\_\_\_

6. Passion matters as much in business as it does in romance.

\_\_\_\_\_

## ***After You Read:* Chapter 4, “Concentrate Your Position”**

### **Point of View**

---

After you read, what do you think Tony Hsieh would say about these statements? Do you think he would agree? Do you think he would disagree? On the line after each statement, write **TWA** for *Tony would agree*, or **TWD** for *Tony would disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give your evidence from the text to support what you think. (Write the page number where you get your evidence.)

1. When the going gets tough, the tough go on vacation.

\_\_\_\_\_

2. Whatever can go wrong will go wrong. (“Murphy’s Law”)

\_\_\_\_\_

3. In business, the quality of the service you provide your customers (the way you treat them) is more important than the quality of the product you sell them.

\_\_\_\_\_

4. Never turn down easy money.

\_\_\_\_\_

5. In business, it’s better to get a loan than to use your own money.

\_\_\_\_\_

6. Passion matters as much in business as it does in romance.

\_\_\_\_\_



## ***Before You Read, “Concentrate Your Position,” 94-95***

### **Communicating Bad News**

---

As in life, in the business world, bad news is at times inevitable. At the start of Chapter 4, Tony Hsieh talks about a lot of bad news that was happening in first couple of years of the new 21<sup>st</sup> century: the dot-com crash, 9/11 and recession. These events had an effect on business.

In business as in life, it's important to know how to communicate difficult news in an effective way, without leading to more stress and trouble than the news itself might create. Whether you decide to deliver bad news in person or in writing, there are certain tips to keep in mind:

- Start with something positive, like good news, before introducing the bad news. This tip is often given in American culture in general, not just business culture.
- Be very clear about whatever you need to communicate.
- Stay focused on the positive as much as possible, especially a positive image of the business itself and the people involved. Saying bad things about others will not improve your own situation, and it might even get you into serious legal trouble.
- Help others accept and understand the bad news. You can help by offering analysis of the situation and clear evidence.

**Go to the website listed below and watch the slideshow about communicating bad news.**

<http://deliveringbadnews.blogspot.com/>

**Write 4-5 sentences in response to the advice in the slideshow and/or on this page.**

Consider these connections:

- *How do people give bad news in another culture that you know about?*
- *When you get feedback on your writing from your teacher or your classmates, do they talk about what you did well first? Do they say what was interesting before they tell you what you could do better? If not, explain what they do.*

## ***While and After You Read: “Concentrate Your Position,” 94-95***

### **Communicating Bad News**

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Business memos are often short, but not always. In the message below, Tony Hsieh needed to deliver bad news, so he wrote enough to prepare the readers—his employees—to explain the situation and help his readers accept it. Read his email and fill out the chart that follows it with notes based on the memo.

**Date:** October 19, 2000

**From:** Tony Hsieh

**To:** Zappos Employees

**Subject:** 9-Month Plan

Zapponians:

I just wanted to send out an email to everyone about our company priorities over the next 9 months so that everyone can get a better idea of how different people's roles fit into the big picture. If you have any questions, please feel free to ask!

As you all know, the market has been pretty bad over the past 6 months for business-to-consumer (B2C) companies, both in the public markets and in the private (VC) markets. Once the high-flying public companies such as eToys, Fogdog, PlanetRx are at all-time lows. High profile private companies such as Miadora.com, which was doing \$1 million a month in revenue and was funded by Sequoia (funders of Yahoo!), have gone out of business because VCs are afraid to fund B2C companies now.

These market conditions have been both good and bad for Zappos.com. On the positive side, it means that we don't have to worry about a competitor suddenly getting \$25 million in funding and spending it on Super Bowls ads, confusing the marketplace, and in general giving us a lot of short-term headaches. On the downside, it means that, because we are constrained by cash, we won't be able to grow as quickly as we'd like to or do all the things we'd like to.

And there are a lot of things that would be nice for us to do if we had the money, such as doing a national ad campaign, growing our customer service and fulfillment team more quickly, spending more on development resources, putting more features into the new site, and much, much more. But the reality is that, at this time, we can't do everything we want to do because of cash constraints.

Right now, because we are unprofitable with very limited cash, we are in a race against time. Our number one priority as a company right now is to get to the other side: Once we are profitable, we are in control of our own destiny, and can start doing a lot more of the things that we would like to do.

Until that time, we need to make sure that as a company, we stay focused on maximizing our chances of getting to profitability before we run out of money. We have a financial plan in place that makes sense and is within our reach of accomplishing, but we have to make sure that we all understand what's required in order to follow the plan.

So, first and foremost, we need to watch our expenses very carefully. We have a budget set aside for hiring which will need to be followed very carefully, and we won't be able to hire as many people as we'd like in any of our departments.

After watching expenses, our most important priority is to maximize the gross profit and order size per customer, increasing conversion rates, increasing new qualified visitors to our site, and increasing the percentage of repeat customers.

In evaluating new projects for the company over the next 9 months, we need everyone to think about how it will increase our total gross profit over the next 9 months. This will mean that some projects that we normally pursue will have to be put on hold until we get to profitability. Once we get to profitability, then we will be able to think longer-term and bigger picture, and fantasize more about how to rule the world.

As I mentioned above, if anyone has any questions about how things fit into our 9-month plan, please don't hesitate to ask.

**After You Read: Tony Hsieh's Zappos Memo, Oct. 19, 2000**

**Reread the memo. Take notes on the chart about the style, tone, purpose and content.**

<b>Points to consider</b>	<b>Notes</b>
<b>Style 1:</b> How does Tony Hsieh start this memo?	
<b>Style 2:</b> How does he help the readers feel like part of a team?	
<b>Tone:</b> How does he sound in the memo?	
<b>Purpose:</b> What's the point of this memo?	
<b>Good news:</b> What is it? Where is it in the memo?	
<b>Bad news:</b> What is it? Where is it in the memo?	
<b>Positive focus:</b> How does he help keep a positive image of the business?	



**Before You Read: Chapter 4, “Concentrate Your Position,” pages 95-100****Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
We knew that just harping on the urgency of the situation wasn't going to be enough. We had to take more drastic measures. (95)			
The problem is that a lot of the brands that we want to carry can't drop ship. (100)			

**Before You Read: Chapter 4, “Concentrate Your Position,” pages 104-105****Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

<b>Quote</b>	<b>Build Vocabulary</b>	<b>Ask a Question</b>	<b>Make a Prediction</b>
It seemed like a win-win scenario: It was good for our customers, and it was good for our bottom line. (104)			
One of the trucks drove off the road and overturned. The driver is in the hospital, but he’s okay. (105)			

**Before You Read: Chapter 4, “Concentrate Your Position,” pages 106-108****Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
It went with my philosophy of valuing experiences over things. (106)			
“When you get to Kentucky, go buy some underwear and whatever else you need.” (108)			

**Before You Read: Chapter 4, “Concentrate Your Position,” pages 113-118****Sentence Work**




Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
I hadn't showered or had a decent meal or good night's sleep in five days. (113)			
It was a valuable lesson. (118)			

**Before You Read: Chapter 4, “Concentrate Your Position,”  
pages 120-124**





**What’s your brand?**

On pages 120-124, Tony Hsieh talks about building the company brand around great customer service. The images below are logos of popular brands. What comes to mind when you see each logo? What products do you associate with each brand? What associations do you have connected to it? Discuss with a partner and write notes next to each logo. Follow the example.

Logo	Products	Associations (reputation, company values, etc...)
	<p>all kinds of coffee, tea, snacks—cookies, cakes, sandwiches...</p>	<ul style="list-style-type: none"> <li>○ expensive coffee</li> <li>○ better wages for workers</li> <li>○ clothes smell like coffee after hanging out there</li> </ul>
		
		

**Before You Read: Chapter 4, “Concentrate Your Position,”  
pages 120-123**

**What’s your brand? (continued)**

Logo	Products	Associations (reputation, company values, etc...)
		
		
		
		

**Before You Read: Chapter 4:**  
**“Concentrate Your Position,” pages 120-123**

**What’s your brand?**

Create a logo for yourself. Your logo should reflect something important about you—your identity. Think of it as a reflection of how you would like people to see you. Be as imaginative as you want to be.



Draft your logo in the frame below.	What do you want people to think and feel when they see your logo?

**Before You Read: Chapter 4, “Concentrate Your Position,” pages 124-126****Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

<b>Quote</b>	<b>Build Vocabulary</b>	<b>Ask a Question</b>	<b>Make a Prediction</b>
So we made what was both the easiest and hardest decision we ever had to make up until that point. (124)			
I decided to write an e-mail to our employees, vendors, and friends of Zappos to spread the good news. (126)			



## ***While and After You Read, Delivering Happiness***

### **Double-Entry Journal**

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Reading is a kind of dialogue—a silent conversation between you and the author of the book (or other text) that you are reading. It's silent because you do it in your head. You ask questions about the information and ideas on the page, you agree or disagree with it, you challenge it in your mind, you compare and contrast it with other things you have read or have experienced.

A double-entry journal is a way to record a part of this inner dialogue. In a double-entry journal, you choose a particular passage from a text that is significant to you in some way, and you respond to it. Your response can be:

1. a memory that it evokes
2. questions that it evokes
3. how the passage makes you feel
4. your opinion—whether you agree or disagree with the information or idea
5. a connection between the passage and something else you have read in another part of the same book
6. a connection between the passage and a different text you have read or a movie you have seen
7. a connection between the passage and your experience
8. a combination of these things
9. any other response you may have to the passage!

On the next page is an example of a double-entry journal form for you to use or to copy for use in your notebook. Doing double-entry journals on a regular basis helps you develop your reading, your ability to dialogue with texts and your writing skills, too. It also gives you practice with the type of response that you need for the CATW.

**While and After You Read, Delivering Happiness****Double Entry Journal**

Choose a passage (a sentence or two) that's interesting to you because it makes you think. Copy it on the double-entry journal page that follow, using quotation marks. After you copy the passage, write your thoughts about it. You can write anything you want in response to the passage! Don't worry about grammar or spelling. Record your ideas as freely as possible. Write as much as you can. *Don't worry about errors. Just write your ideas!*

Passage	Response

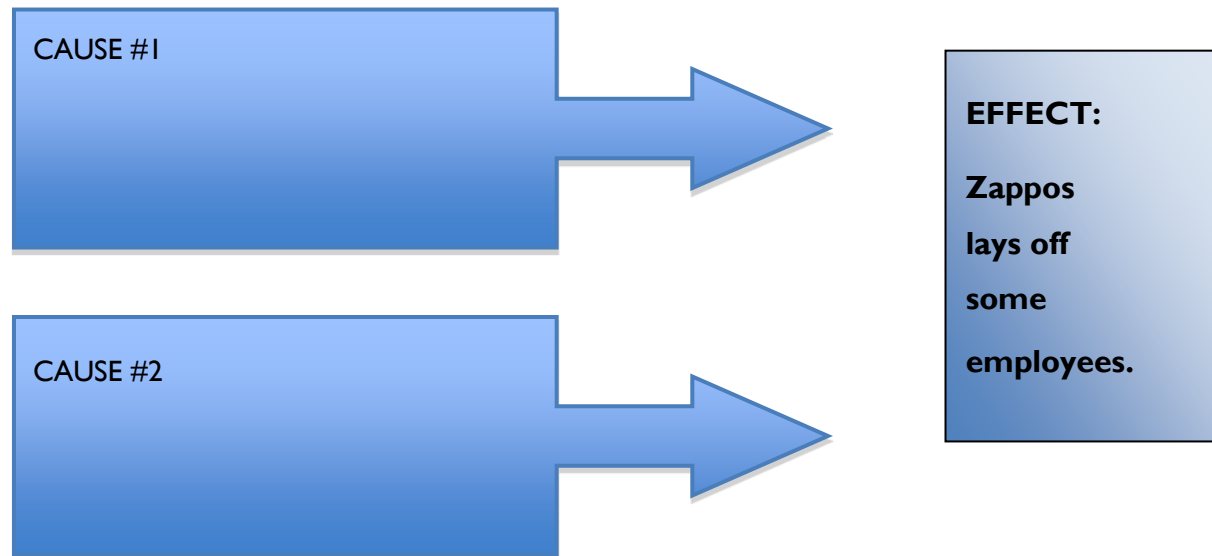
**When you are finished, read your response. What kind of response did you make? Look at the list on the previous page.**

## ***After You Read: Chapter 4, “Concentrate Your Position”***

### **Cause and Effect**

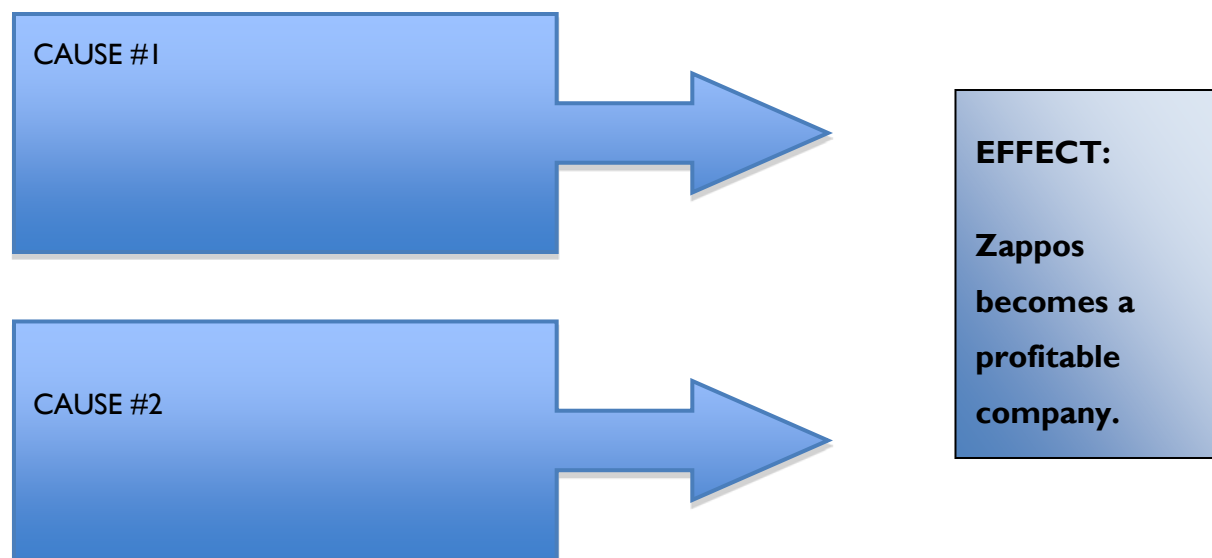
---

Find two causes that led to this effect.



\*\*\*

Find two causes that led to this effect.



## While and After You Read, *Delivering Happiness*, Chapters 2-4

### Hooking the Reader: A Review

Have you been trying to see how writers catch the reader's attention? With a partner, please review the hooks used in the sections listed below. Write a check mark in the box under the type of hook used in Chapters 2-4 of *Pursuing Happiness*.

Hook:	a question	a problem	a choice (A or B or ...?)	an opinion	something funny, surprising, unusual, etc.	some background or main idea information	a quote
the beginning of Chapter 2							
the new section on page 37							
the new sub-section on page 52							
the 1 <sup>st</sup> lines in Chapter 3							
the new section on page 62							
the new section on page 85							

## Essay 4 – Crowdsourcing Idioms Business Plan

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*Cash in on the idioms you collect! It's easy money!*

This week, you will write up a draft of your group's business plan to design, produce, market and distribute an idiom dictionary. Include the elements of a business plan that you find at this website: <http://www.sba.gov/>

## Self-Assessment and the Entrepreneurship of Learning – Week 4

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Good learners are like entrepreneurs or leaders of their own learning. They take charge of their learning by asking questions, finding resources and seeking answers, organizing information and ideas, and reviewing their knowledge, assessing what they know and what they need to know. For the next 45 minutes, review the activities you did this week and think about your triumphs and challenges. Use the following chart to assess your learning.

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### Agree/Disagree, Point of View, Chunking the Chapter, Communicating Bad News, Sentence Work, Cause and Effect, Double-Entry Journals, Identifying Brands, Identifying Hooks...

- Which activity did you like the most? What did you like about it? What skills and strategies did you use in doing it?
- What was especially difficult for you this week? What skills and strategies do you think you need to develop in this area?

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#### Reading:

- What was your favorite part of the reading this week?
- What was the most difficult passage or moment in this week's reading? What made it difficult?
- What skills and strategies did you learn?
- What skills and strategies do you want or need to develop?

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#### Writing:

- What was your favorite moment in writing this week?
- What was the most challenging moment in writing? What made it challenging?
- What skills and strategies did you learn?
- What skills and strategies do you want to develop?

## **Unit II: The Zappos Way**

# **Week 5**

### **Key Questions:**

- How do you instill great customer service?
- What is company culture?
- What is meant by “core values”?
- What does “return on investment” mean?
- What happened in the global economy in 2008 and how did it effect business?

### **Reading:**

#### **Chapter 5, “Platform for Growth: Brand, Culture, Pipeline”**

- Agree/Disagree
- Point of View
- Chunking the Chapter
- Sentence Work
- Double-Entry Journals
- Question Stems
- Ask Me Anything Interviews
- Sentence Stems

#### **Additional Reading Activities for Chapter 5:**

- Customer Service and the Case of the Pepperoni Pizza Caller
- Robotic Distribution (online video clip)
- Disposable Income and Return on Investment (ROI) Calculations
- Top Ten Ways to Instill Great Customer Service
- The Zappos Culture Book
- Values at Work

**“Business Day,” *The New York Times*:**

**ECONOMY: “The Trade-off Between Economic Growth and Deficit Reduction,” Laura D’Andrea Tyson, 12.14.12**

<http://economix.blogs.nytimes.com/2012/12/14/the-trade-off-between-economic-growth-and-deficit-reduction/>

**Writing:**

- **Essay 5 – Values at Work**
- ***NY Times* “Business Day” Weekly Memo**



## **“Business Day,” *The New York Times***

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*The New York Times* is an influential source of business news and analysis. The “Business Day” section in particular covers a variety of topics: the markets, the economy, the global business environment, cultural dimensions, trends, small business, technological innovations, personal finance and more.

In this course, you will read the “Business Day” section every day. You will take notes with a chart to help you focus on the most important information. Here is the process:

1. One day a week, the class will read and discuss the same article.
2. Three days a week, select and read a “Business Day” article of your choice, based on your interest. You will take notes on the article in the accompanying chart.
3. On Fridays, write a memo, summarizing what you have read about business during the week.

## **End of Week Memo: Business Week in Review**

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At the end of each week, write a memo to your teacher, sharing the most important and interesting pieces of business news you have read about during the week. In the subject area, write a very brief paragraph about each article, summarizing what it is about. Use short, direct sentences. Include the name and the date of the article, and the name of the reporter who wrote it. Use this memo format:

**To: (name of teacher)**

**From: (your name)**

**Date: (the date of your memo)**

**Subject: (summary of the week’s business news that you read)**

## ***“Business Day,” The New York Times***

### **Notes on the Articles**

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Choose any article related to business from the “Business Day” section of the *NYT*. What is it about? Using the chart below, take notes on the most important information in the article. If you copy anything directly from the article, put it in quotation marks. Use the last box for questions you have about the topic and information.

**Title of the article and publication date:**

<b>Who</b>	<b>What</b>
<b>When</b>	<b>Where</b>
<b>Why/How</b>	<b>Your Questions</b>

**Key words:**

## **“Business Day,” *The New York Times*: Class Article**

---

This week’s shared article is about the global and national economy and ways of making it rebound after the near collapse in 2008:

**ECONOMY: “The Trade-off Between Economic Growth and Deficit Reduction,”  
Laura D’Andrea Tyson, 12.14.12**

<http://economix.blogs.nytimes.com/2012/12/14/the-trade-off-between-economic-growth-and-deficit-reduction/>

1. Use the same categories that are on the chart to take notes on the article:

- **who**
- **what**
- **where**
- **when**
- **how**
- **why**
- **your questions**

2. What is the debate over the budget deficit and economic growth all about?

## Business Vocabulary Log

As you read about business in *The New York Times*, in *Delivering Happiness*, and in other sources, you will notice certain words again and again. Some of these words are common in general use, but others are more frequent in the business world. The more you see them in multiple sources, the more familiar you'll become. According to research, after about 16 exposures to a new word, you'll probably be able to remember it and use it accurately.

Take notes in the table below to build your business vocabulary. Add new words as you come across them in multiple sources. For each example, write the word in its context (a phrase or a whole sentence). Use page numbers and include the source (author and/or title).

Words (in groups):	Zappos examples (phrase & page #)	NYT examples (phrase and article title)	Where else have you seen, heard or used the word?
profit (n) profitability(n) make a profit (v) profitable (adj)			
venture (n) and (v) venture capital (adj)			
stock (n)			

## Business Vocabulary Log

---

Take notes in the table below to build your business vocabulary. Add new words that you find in multiple sources. For each example, write the word in its context (a phrase or a whole sentence). Use page numbers and include the source (author and/or title).

Words (in groups):	Zappos examples (phrase & page #)	NYT examples (phrase and article title)	Where else have you seen, heard or used the word?

## ***Before You Read:* Chapter 5, “Platform for Growth: Brand, Culture, Pipeline”**

### **Agree/Disagree**

---

Do you agree or disagree with these statements? On the line next to each one, write *agree* or *disagree*. Then share your opinions and discuss them with a partner or in a small group.

1. A company should put customer service first and profit second.

\_\_\_\_\_

2. It's OK to mix your work life and social life, seeing coworkers as friends.

\_\_\_\_\_

3. Every company has its own culture and set of values, whether these values are written down or not.

\_\_\_\_\_

4. Zappos is a cult. (A cult is an exclusive group of people usually living in an unconventional way, under the guidance of an authoritarian, charismatic leader; cults are often associated with a leader or religious sect generally considered to be extremist or false.)

\_\_\_\_\_

5. It's possible to take your work seriously, do a good job, and have fun all at the same time.

\_\_\_\_\_

## **Before You Read: Chapter 5, “Platform for Growth: Brand, Culture, Pipeline”**

### **Point of View**

---

After you read, what do you think Tony Hsieh would say about these statements? Do you think he would agree? Do you think he would disagree? On the line after each statement, write **TWA** for *Tony would agree*, or **TWD** for *Tony would disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give your evidence from the text to support what you think. (Write the page number where you get your evidence.)

1. A company should put customer service first and profit second.

\_\_\_\_\_

2. It's OK to mix your work life and social life, seeing coworkers as friends.

\_\_\_\_\_

3. Every company has its own culture and set of values, whether these values are written down or not.

\_\_\_\_\_

4. Zappos is a cult. (A cult is an exclusive group of people usually living in an unconventional way, under the guidance of an authoritarian, charismatic leader; cults are often associated with a leader or religious sect generally considered to be extremist or false.)

\_\_\_\_\_

5. It's possible to take your work seriously, do a good job, and have fun all at the same time.

\_\_\_\_\_

## ***Before You Read:* Chapter 5, “Platform for Growth: Brand, Culture, Pipeline”**

### **Chunking the Chapter**

---

- A.** Look at the title of the chapter. Based on the title, what do you think the chapter is about? What topics do you think it covers? What keywords are very important to this chapter?
- B.** Chapter 5 is the mother of all chapters! It has a lot of elements! Flip through it. What sections can you find. What elements does it have within the sections?

**Note:** Interestingly, the chapter is *not* divided into sections called “Brand,” “Culture” and “Pipeline.” The terms “Brand” and “Culture” are very closely related to each other—they are like opposite sides of the same coin. *Brand* refers primarily to the way customers see the company—it’s image. *Culture* refers to the internal values of the company. The external brand is a reflection of the internal culture.



**Before You Read: Chapter 5, “Platform for Growth: Brand, Culture, Pipeline,” pages 130-131****Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
Part of the problem was the high cost of living, and part of the problem was the culture. (130)			
When the announcement was made, everyone in the conference room was in a state of shock. (131)			

**Before You Read: Chapter 5, “Platform for Growth: Brand, Culture, Pipeline,” pages 136-138****Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
A couple of early Zappos employees complained about the additional processes and procedures that we had implemented and not being able to do things the way we used to. (136)			
What Tony was contemplating was counterintuitive and somewhat risky. (138)			

## ***While and After You Read:* Chapter 5, “Platform for Growth: Brand, Culture and Pipeline”**

### **Double-Entry Journal**

---

Reading is a kind of dialogue—a silent conversation between you and the author of the book (or other text) that you are reading. It’s silent because you do it in your head. You ask questions about the information and ideas on the page, you agree or disagree with it, you challenge it in your mind, you compare and contrast it with other things you have read or have experienced.

A double-entry journal is a way to record a part of this inner dialogue. In a double-entry journal, you choose a particular passage from a text that is significant to you in some way, and you respond to it. Your response can be:

1. a memory that it evokes
2. questions that it evokes
3. how the passage makes you feel
4. your opinion—whether you agree or disagree with the information or idea
5. a connection between the passage and something else you have read in another part of the same book
6. a connection between the passage and a different text you have read or a movie you have seen
7. a connection between the passage and your experience
8. a combination of these things
9. any other response you may have to the passage!

## ***While and After You Read:* Chapter 5, “Platform for Growth: Brand, Culture and Pipeline”**

### **Double Entry Journal**

Here’s an example of a double-entry journal. Read it, then look at the list on the previous page. Which of the nine types of response listed on the previous did the writer of the journal make?

<b>Passage</b>	<b>Response</b>
To keep our culture strong, we wanted to make sure that we only hired people who we would also enjoy hanging out with outside the office. As it turned out, many of the best ideas came about while having drinks at a local bar.	I wonder what it would be like for a quiet person to work at Zappos. It seems like a fun company with lots of opportunities to make friends and enjoy yourself, but it’s obviously not for everyone. If you’re someone who likes to laugh and have a good time, but not the type of person who usually socializes at parties or in bars, how would it be? It might limit your chances to make progress at Zappos, since the boss obviously likes to drink. A person who avoids alcohol for any reason might not have a good time in a workplace like that.
There was a group of about ten of us hanging out one night talking about how we could make sure that we continued to hire only people who would fit into the Zappos culture... (Hsieh 134).	Considering that, I guess Tony makes a good point when he emphasizes hiring people who fit with the Zappos culture. On the one hand, it makes me think that a lot of people who work for Zappos might be similar to each other. That’s different from the people at my own job; I remember when my boss specifically told me that she tries to hire people who are different from each other. She values diversity and knows that it’s a way to make the workplace richer and provide better service to everyone. I wonder what Tony Hsieh thinks about that; he obviously pays attention to the character of his workers. He probably hires people who are different from each other in all kinds of ways, as long as they can go with the Zappos flow. It might be fun to visit Zappos in Las Vegas to take a tour and see it from the inside...

***While and After You Read:* Chapter 5, “Platform for Growth: Brand, Culture and Pipeline”**

**Double Entry Journal**

---

Passage	Response

When you are finished writing, reread what you wrote. Then look at the list of the types of possible responses. Answer this question: What kinds of responses did you make?

## **While and After You Read: Chapter 5, “Platform for Growth: Brand, Culture and Pipeline”**

### **Question Stems**

---

The following phrases are “question stems.” They are base for common questions that are used in academic discussions. Using question stems is another way of dialoguing with a text, and with each other in an academic and intellectual environment. Here are some question stems for you to learn and to use with chapter 5.

#### **Four Question Stems:**

- 1. What does the author (or a person in the book) think about ...?**
- 2. What is the significance of ...**  
*(Finish this question stem with something important or meaningful in the chapter.)*
- 3. Explain the difference between ... and ....**  
*(Fill in the blank with any two people, events, objects or ideas from the chapter. Technically, this is not a question, but it acts like a question.)*
- 4. What are some possible reasons ...**  
*(Finish this question stem with something that somebody did, said or thought.)*

#### **Sample questions using the above stems:**

- 1. What does the author think about** employees who spend a lot of time talking to a potential customer on the phone? How do you know?
- 2. In this chapter, what is the significance of** Tony’s background as a child who tricked his parents into thinking he was practicing music when he was actually reading?
- 3. Explain the difference between** customer service **and** customer experience.
- 4. What are some possible reasons** Tony decided to finally formalize the Zappos core values?

***While and After You Read:* Chapter 5, “Platform for Growth: Brand, Culture and Pipeline”**

**Question Stems: Your Turn**

---

Use the question stems on the previous page to create questions about anything in Chapter 5. Use each stem at least two times.

1.

2.

3.

4.

5.

6.

7.

8.

**While and After You Read: “Platform for Growth: Brand, Culture and Pipeline,” page 136**

**Ask Me Anything! (Interview and Role-Play Activity)**

---

On page 136, Hsieh describes the Zappos monthly newsletter, *Ask Anything*. It connects to the 10 core values at Zappos (on page 154), especially Value 6: Build Open and Honest Relationships with Communication. The newsletter answers questions that Zappos employees ask anonymously, about whatever they want.

This activity is similar to the “**Ask Me Anything**” style of certain interviews, called **AMA**. In an **AMA**, a person, famous or otherwise, offers others a chance to participate in an informal interview

We’re going to do **AMA interviews** to review what we’ve read in *Delivering Happiness*. Choose one person from the book (Tony Hsieh, Alfred, Fred, Sanjay, the woman at the party on pages 84-85, Keith, someone Tony once worked for, anyone that you have met in the book). Imagine that he or she is available for an interview. Write 5 questions for him or her below. Later, you will walk around the room with your questions and find someone willing to play the role of your character. That person will answer your questions, and you will return the favor.

**Person:**

---

**Questions:**

1.

---



---

2.

---



---

3.

---



---

4.

---



---

5.

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***Before You Read:* Chapter 5, “Platform for Growth: Brand, Culture, Pipeline,” pages 142-146**

## **Sentence Stems**

---

Read each “sentence stem” below and finish it. Use your own ideas, along with what you know from reading *Delivering Happiness*. Then share your sentences and discuss them with a partner or in a small group.

1. Great customer service is ...
2. A WOW experience is ...
3. Going above and beyond for someone means ...
4. You know that a customer service representative is going above and beyond for you when/if ...



***Before You Read:* Chapter 5, “Platform for Growth: Brand, Culture, Pipeline,” pages 142-146**

**Customer Service and the Case of the Pepperoni Pizza Caller**

---

Review the experience Tony described on page 146. Who would you rather be in that scenario: Tony and his Zappos colleagues/friends, his friend from Skechers, or the Zappos representative who answered their crazy call? What would you have done in that situation? Explain your answer in at least five sentences below.

**While and After You Read: Chapter 5, “Platform for Growth: Brand, Culture and Pipeline,” page 144**

**Robotic Distribution at the Zappos Distribution Center in Kentucky**

---

On page 144, Tony explains that the Zappos warehouse in Kentucky doesn’t run in the most efficient way possible. He describes how running a more efficient technique is not as much of a priority for Zappos as giving the customers a great experience. Obviously, though, getting what you order in a reasonable amount of time is part of what customers expect.

At some point, Zappos used robots made by a company called Kiva Systems to help the warehouse workers. At the link below, you can watch a video that shows how human Zappos employees enjoyed working with robots:

<http://www.youtube.com/watch?v=Fdd6sQ8Cbe0>

By the end of 2012, those robots were no longer being used by Zappos. However, Kiva Systems robots were featured on a news report in early 2013 and robots that look like the ones in the video above are still being used at other companies.

Based on what you saw in the video above and what you’ve been learning about Zappos, answer the questions below. You will have to use **inference** because we don’t have any direct quotes to answer these questions; make your answers logical based on the evidence you have in *Delivering Happiness* and the video.

1. Why do you think Zappos **started** using robots? If you were a worker at the Zappos warehouse, would you welcome the robots or reject them, fearing that they might replace you?
  
  
  
  
  
  
  
  
  
  
2. Why do you think Zappos **stopped** using robots at its Kentucky warehouse? Under what conditions do you think Zappos might start using robots again? What kind of robots would those be? Describe them clearly, including specific details about how they would help human Zappos employees and add to the profitability of the company.

**While and After You Read: Chapter 5, “Platform for Growth: Brand, Culture and Pipeline,” pages 143-146**

**Disposable Income and Return-on-Investment (ROI) Calculations**

Think about the money you spend in a typical day. Do you make impulse purchases, buying something on the spur of the moment because it appeals to you? Or do you think carefully about every penny you spend? Share your ideas with a classmate.

Now read this definition for “disposable income” from Wiktionary on Wordnik.com:

n. *economics* The amount of a person's or group's monetary income which is available to be saved or spent (on either essential or non-essential items), after deducting all taxes and other governmental fees.

OK. So let's imagine you have some money that's available, just waiting for you to spend or invest it. If you spend it, you get something in return. If you invest it, you get proof that you've invested it and a chance that you will make more money from that investment later (through interest, selling your original investment, etc.).

What kind of reward or return do you get when you spend your money? You can think of this in ordinary everyday ways or in terms of the bigger picture.

**Practice:**

For each whole day during the school week, keep track of what you spend. Write down each expense that you're willing to share with your classmates. Add notes on the kind of return you expected and/or got from each investment, including whether that return was short-term or long-term. Continue this process every day for a whole week. Learning to keep track of your expenses carefully is an essential part of being both a college student and a successful entrepreneur.

See the examples and use the chart on the following page.

<b>Expenses</b>	<b>ROI (Return on Investment)</b>
\$1.00: chocolate	satisfaction of chocolate craving ... energy rush... sugar high...
\$2.53 coffee and potato chips	poor substitute for a real lunch ... not so good satisfaction of hunger ...

[illegible]

**While and After You Read: Chapter 5, “Platform for Growth: Brand, Culture and Pipeline,” page 147**

## **Top Ten Ways to Instill Customer Service**

---

Go over the tips for instilling customer service in a company that Tony describes on page 148. Think about the companies and organizations that you do business with, including

- places you shop
- restaurants, cafeterias or coffee shops you patronize
- favorite entertainment spots
- community services you use (such as the MTA, the library, the parks, 311, others...)
- your college!

1. What single business or organization that you use, in your opinion, most exemplifies the spirit of customer service?
2. Is there any way you think they can do an even better job? What advice do you have for them?
3. What single business or organization that you use do you think *least* exemplifies the spirit of customer service?
4. Imagine you are a manager in the business or organization that you mention in question 3. Which of the Zappos methods for instilling customer service would you put into practice? What would you do and say to your staff?

***While and After You Read:* Chapter 5, “Platform for Growth: Brand, Culture and Pipeline,” pages 135-150**

**The Zappos Culture Book**

---

Review how Jenn described the process of creating the Zappos culture book. Imagine that you have been asked to contribute to a culture book about your job, your future career or your classroom or campus. Choose one of those situations (current job, future career, your classroom or campus) and write two or three paragraphs about the culture. What’s the mood like on a typical day? Do you often see people smiling and enjoying themselves? Are people usually dressed formally or more casually? Do you hear music in that area? What makes most people feel comfortable there, or not? Do people know each other’s names and cultural backgrounds?

***While and After You Read:* Chapter 5, “Platform for Growth: Brand, Culture and Pipeline,” pages 155-184**

## **Values at Work**

---

Review the list of Zappos ten core values, described on pages 155-159.

- Choose the one that most suits your personality naturally, or the one you would like to practice more. Give an example of how you or someone else applies that value in any part of life. Describe that example in detail. How was it important for the person to focus on that particular value?
- Is there any value that you would add to this list? What is it? Explain why you think it is important.
- Is there anything that you would remove from the list? What is it? Explain your reasons clearly. Be as specific as you can.

1. **Deliver WOW through service.**
2. **Embrace and drive change.**
3. **Create fun and a little weirdness.**
4. **Be adventurous, creative and open-minded.**
5. **Pursue growth and learning.**
6. **Build open and honest relationships with communication.**
7. **Build a positive team and family spirit.**
8. **Do more with less.**
9. **Be passionate and determined.**
10. **Be humble.**



## Essay 5 – A Core Value

---

In this essay you will write about one of the Zappos “Core Values” that interests you the most. It can be a value that you think is vital for a student or a business person, *or both*. It can be a value that you practice in your life and relationships (at home, at school, and/or at work) already, or a value that you would like to develop.

In your essay, explain why you think the value is so important. Give examples of specific situations that show the importance of the value.

You can use any of the core values essays in this chapter as a model for your own writing. You can tell a real-life story(ies) from your own experience, or the experience of someone you know, that exemplifies what the value means to you. Or you can describe hypothetical (possible, imaginary) situations which show the importance of the value.

To make your writing intellectually challenging and serious, it may be useful (valuable!) in your essay to give examples of situations in which you or anyone else may be challenged to live up to the value you are writing about. In other words, what can make it difficult to practice the value you are writing about? And why do you think it is important to do so?

## Self-Assessment and the Entrepreneurship of Learning – Week 5

---

Good learners are like entrepreneurs or leaders of their own learning. They take charge of their learning by asking questions, finding resources and seeking answers, organizing information and ideas, and reviewing their knowledge, assessing what they know and what they need to know. For the next 45 minutes, review the activities you did this week and think about your triumphs and challenges. Use the following chart to assess your learning.

---

### Agree/Disagree, Point of View, Chunking the Chapter, Sentence Work, Double-Entry Journals, Question Stems, Sentence Stems, Calculating Expenses and ROI...

- Which activity did you like the most? What did you like about it? What skills and strategies did you use in doing it?
- What was especially difficult for you this week? What skills and strategies do you think you need to develop in this area?

---

#### Reading:

- What was your favorite part of the reading this week?
- What was the most difficult passage or moment in this week's reading? What made it difficult?
- What skills and strategies did you learn?
- What skills and strategies do you want or need to develop?

---

#### Writing:

- What was your favorite moment in writing this week?
- What was the most challenging moment in writing? What made it challenging?
- What skills and strategies did you learn?
- What skills and strategies do you want to develop?

## Unit II: The Zappos Way

# Week 6

### Key Questions:

- What do these terms mean? *board of directors, liquidation, financial exit, acquisition, alignment, stock, shares, the SEC, leverage*
- What are the characteristics of a good business presentation and what skills do you need to make one?

### Reading:

#### Chapter 6, “Taking It to the Next Level”

- Agree/Disagree
- Point of View
- Sentence Work
- Double-Entry Journal
- Big Memo, Burning Questions!
- Chunking the Text
- Question Stems

#### “Business Day,” *The New York Times*:

MEDIA DECODER: “IAC is Set to Announce Acquisition of Tutor.com,” Amy Chozick, 01.06.13

<http://mediadecoder.blogs.nytimes.com/2013/01/06/iac-is-set-to-announce-acquisition-of-tutor-com/>

#### Writing: Best of “Business Day”

## **“Business Day,” *The New York Times***

---

*The New York Times* is an influential source of business news and analysis. The “Business Day” section in particular covers a variety of topics: the markets, the economy, the global business environment, cultural dimensions, trends, small business, technological innovations, personal finance and more.

In this course, you will read the “Business Day” section every day. You will take notes with a chart to help you focus on the most important information. Here is the process:

4. One day a week, the class will read and discuss the same article.
5. Three days a week, select and read a “Business Day” article of your choice, based on your interest. You will take notes on the article in the accompanying chart.
6. On Fridays, write a memo, summarizing what you have read about business during the week.

## **End of Week Memo: Business Week in Review**

---

At the end of each week, write a memo to your teacher, sharing the most important and interesting pieces of business news you have read about during the week. In the subject area, write a very brief paragraph about each article, summarizing what it is about. Use short, direct sentences. Include the name and the date of the article, and the name of the reporter who wrote it. Use this memo format:

**To: (name of teacher)**

**From: (your name)**

**Date: (the date of your memo)**

**Subject: (summary of the week’s business news that you read)**

## ***“Business Day,” The New York Times***

### **Notes on the Articles**

---

Choose any article related to business from the “Business Day” section of the *NYT*. What is it about? Using the chart below, take notes on the most important information in the article. If you copy anything directly from the article, put it in quotation marks. Use the last box for questions you have about the topic and information.

**Title of the article and publication date:**

<b>Who</b>	<b>What</b>
<b>When</b>	<b>Where</b>
<b>Why/How</b>	<b>Your Questions</b>

**Key words:**

## **“Business Day,” *The New York Times*: Class Article**

---

This week’s shared article is about acquisitions:

**MEDIA DECODER: “IAC is Set to Announce Acquisition of Tutor.com,” Amy Chozick, 01.06.13**

<http://mediadecoder.blogs.nytimes.com/2013/01/06/iac-is-set-to-announce-acquisition-of-tutor-com/>

1. Use the same categories that are on the chart to take notes on the article:
  - **who**
  - **what**
  - **where**
  - **when**
  - **how**
  - **why**
  - **your questions**
  
2. What do you think about online tutoring? Is it a service that you think you might be interested in using as either a student or possibly as a parent (today or in the future)? Do you think it’s a good investment for Barry Diller’s company IAC? Why or why not?

## Business Vocabulary Log

As you read about business in *The New York Times*, in *Delivering Happiness*, and in other sources, you will notice certain words again and again. Some of these words are common in general use, but others are more frequent in the business world. The more you see them in multiple sources, the more familiar you'll become. According to research, after about 16 exposures to a new word, you'll probably be able to remember it and use it accurately.

Take notes in the table below to build your business vocabulary. Add new words as you come across them in multiple sources. For each example, write the word in its context (a phrase or a whole sentence). Use page numbers and include the source (author and/or title).

Words (in groups):	Zappos examples (phrase & page #)	NYT examples (phrase and article title)	Where else have you seen, heard or used the word?
profit (n) profitability(n) make a profit (v) profitable (adj)			
venture (n) and (v) venture capital (adj)			
stock (n)			

## Business Vocabulary Log

---

Take notes in the table below to build your business vocabulary. Add new words that you find in multiple sources. For each example, write the word in its context (a phrase or a whole sentence). Use page numbers and include the source (author and/or title).

Words (in groups):	Zappos examples (phrase & page #)	NYT examples (phrase and article title)	Where else have you seen, heard or used the word?



## ***Before You Read:* Chapter 6, “Taking It to the Next Level”**

### **Agree/Disagree Statements**

---

Do you agree or disagree with these statements? On the line next to each one, write *agree* or *disagree*. Then share your opinions and discuss them with a partner or in a small group.

1. Public speaking is important for corporate CEOs, but not for most people.

\_\_\_\_\_

2. If you don't feel passionate about it, it's not worth doing it.

\_\_\_\_\_

3. Company culture is important for employees, but not to the board of directors of a company, whose only concern should be the bottom line.

\_\_\_\_\_

4. Tony Hsieh should not publish internal company documents, such as company emails, in his book.

\_\_\_\_\_

5. It's better to have cash than stocks (shares in a company).

\_\_\_\_\_

## ***After You Read:* Chapter 6, “Taking it to the Next Level”**

### **Point of View**

---

After you read, what do you think Tony Hsieh would say about these statements? Do you think he would agree? Do you think he would disagree? On the line after each statement, write **TWA** for *Tony would agree*, or **TWD** for *Tony would disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give your evidence from the text to support what you think. (Write the page number where you get your evidence.)

1. Public speaking is important for corporate CEOs, but not for most people.

\_\_\_\_\_

2. If you don't feel passionate about it, it's not worth doing it.

\_\_\_\_\_

3. Company culture is important for employees, but not to the board of directors of a company, whose only concern should be the bottom line.

\_\_\_\_\_

4. Tony Hsieh should not publish internal company documents, such as company emails, in his book.

\_\_\_\_\_

5. It's better to have cash than stocks (shares in a company).

\_\_\_\_\_

**Before You Read: Chapter 6, “Taking It to the Next Level,” page 206****Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentence in the column on the left. Then paraphrase the sentence. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>From that point forward, I used the same formula for all of my speeches and found that most of the rest of the stuff that I used to worry about usually just fell into place. (206)</p>			

**Before You Read: Chapter 6, “Taking It to the Next Level,” page 204****Double Entry Journal**

Think about how it feels to do an oral presentation in front of your class, or to give a speech in another situation. What are the challenges, the risks, the benefits? Read Tony Hsieh’s thoughts on the subject in the passage below. Record your ideas as freely as possible. Write as much as you can. *Don’t worry about errors. Just write your ideas!*

Passage	Response
<p>I wrote out the entire speech beforehand, and then spent a month memorizing it and rehearsing it. I couldn’t sleep the night before my speech. It ended up going okay, and I was relieved when it was finally over so I could catch up on my sleep. Even though I didn’t really enjoy the whole experience, it had a very positive impact on our business, so I was glad I had done it.</p> <p>Over the next year, a few more speaking requests started trickling in. I agreed to all of them with a feeling of dread, but I knew they would help build our business and our brand. I also thought that, as uncomfortable as I was doing them, they were opportunities for me to grow both personally and professionally. Like anything else in life, I figured that public speaking was just a skill that required practice on a regular basis. Each speech I gave was just another practice session. – Hsieh 204</p>	

**Before You Read: Chapter 6, “Taking It to the Next Level,” pages 210-211****Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
In early 2009, we made <i>Fortune</i> magazine’s “100 Best Companies to Work For” list. (210)			
We figured it would cost about \$200 million to buy out or board of directors, so we started looking for other investors.” (211)			

***While and After You Read:* Chapter 6, “Taking It to the Next Level,” pages 203-211**

## **Chunking**

---

Pages 203 – 211 has three sections: **PR and Public Speaking, Insights** and **Alignment**

- A. PR and Public Speaking** focuses on how Tony Hsieh adjusted to public speaking. Write a brief summary of the section here. Think about how he started and how his method of public speaking and preparation for it evolved over time.

**PR and Public Speaking:**

- In the beginning....
- Then...
- Eventually ...
- The lesson he learned related to positive psychology was about ...

- B.** The section called “**Insights**” has a number of chunks within it. What chunks can you find? Give each chunk a title here:

- C.** The section called “**Alignment**” also has a number of chunks. Write them below. Add a definition of the term “alignment” according to this section.

**Before You Read: Chapter 6, “Taking It to the Next Level,” pages 213-214****Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

<b>Quote</b>	<b>Build Vocabulary</b>	<b>Ask a Question</b>	<b>Make a Prediction</b>
We thought of Zappos as being more high-touch, and Amazon as being more high-tech. (213)			
Later that night, Fred and I randomly ended up spending two hours in a recording studio talking and hanging out with Snoop Dogg. (214)			

**Before You Read: Chapter 6, “Taking It to the Next Level,” pages 214****Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentence in the column on the left. Then paraphrase the sentence. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>We had to communicate with Zappos employees, Zappos vendors, Amazon employees, Amazon vendors, the press calling Amazon, the press calling Zappos, our customers, the SEC, our board of directors, our investors, and the general public all within a two-hour window, and it had to be perfectly coordinated. (214)</p>			



***Before You Read:* Chapter 6, “Taking It to the Next Level,”  
pages 215-223**

**Big Memo, Burning Questions!**

---

**A.** Imagine you are a Zappos employee and you hear a rumor that Amazon is acquiring Zappos. You enjoy your job very much and are proud of your company. You have no idea how the purchase by Amazon will affect you and Zappos. What questions would you have about *anything related to your job and the future of the company*? With a partner, brainstorm as many questions as you can think of.

1.

2.

3.

4.

5.

6.

7.

8.

9.

**B.** Review your questions, group the questions in categories.

**C.** Read the real memo that Tony Hsieh wrote to all Zappos employees. Which of your questions did he anticipate and answer? What questions did he anticipate and answer that you didn't think about?

**While and After You Read: Chapter 6, “Taking it to the Next Level,”  
pages 215-223**

**Question Stems**

---

Use the question stems that you learned about while working with Chapter 5 to create questions about anything in Tony Hsieh’s memo. Use each stem once.

**Four Question Stems:**

- 1. What does the author (or a person in the book) think about ...?**
- 2. What is the significance of ...**  
*(Finish this question stem with something important or meaningful in the chapter.)*
- 3. Explain the difference between ... and ....**  
*(Fill in the blank with any two people, events, objects or ideas from the chapter. Technically, this is not a question, but it acts like a question.)*
- 4. What are some possible reasons ...**  
*(Finish this question stem with something that somebody did, said or thought.)*

**1.**

**2.**

**3.**

**4.**

***Before You Read:* Chapter 6, “Taking it to the Next Level,”  
pages 224-227**

**In Tony’s Shoes!**

---

- A.** Remember the introduction to this book. Reread it to refresh your memory.
- B.** Now, imagine you are an employee in the room at Zappos. You’ve read Tony Hsieh’s memo about Amazon. Now he’s about to take the stage and tell the news and the rest of the staff in person. What is the atmosphere in the room? How do you feel at this moment? What surprises do you think Tony may have for you and everyone? Close your eyes for a moment and try to picture the scene and how you and other people feel. Then open your eyes and write your description here:
- C.** Now, *imagine you are Tony Hsieh*. You are about to take the stage. Put yourself in his shoes! How would you start your speech? What would you say? Write the opening to your speech:

## Essay 6 – Best of “Business Day”

---

What are the three best articles you’ve read in “Business Day”? Review the articles you’ve read and the memos you’ve written about them. Think about these questions:

- What topics have you learned about from reading “Business Day”?
- Which article do you think is the most significant to entrepreneurs or to the business world at large? What is it about? Why information and/or idea does it contain that is especially significant? What does someone say in the article that is significant?
- Which article do you think is the most significant or important to New Yorkers and/or the world in general? What is it about? Why makes it significant?
- Which article is the most interesting *to you in particular*? What is it about? Why makes it so interesting to you?
- What language skills and knowledge have you learned from reading “Business Day”? How do you think these skills will help you as a student and in the future?

Now, imagine you are trying to convince college students, aspiring entrepreneurs and other New Yorkers who are *not* regular readers of “Business Day,” why it is useful to read. Write an essay in response to each of the above questions, with these audiences in mind.

## Self-Assessment and the Entrepreneurship of Learning – Week 6

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Good learners are like entrepreneurs or leaders of their own learning. They take charge of their learning by asking questions, finding resources and seeking answers, organizing information and ideas, and reviewing their knowledge, assessing what they know and what they need to know. For the next 45 minutes, review the activities you did this week and think about your triumphs and challenges. Use the following chart to assess your learning.

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### Agree/Disagree, Point of View, Sentence Work, Double-Entry Journals, Chunking, Burning Questions, Question Stems...

- Which activity did you like the most? What did you like about it? What skills and strategies did you use in doing it?
- What was especially difficult for you this week? What skills and strategies do you think you need to develop in this area?

---

#### Reading:

- What was your favorite part of the reading this week?
- What was the most difficult passage or moment in this week's reading? What made it difficult?
- What skills and strategies did you learn?
- What skills and strategies do you want or need to develop?

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#### Writing:

- What was your favorite moment in writing this week?
- What was the most challenging moment in writing? What made it challenging?
- What skills and strategies did you learn?
- What skills and strategies do you want to develop?



## Unit II: The Zappos Way

# Week 7

### Key Questions:

- What are your goals in life?
- What are some different kinds of happiness?
- What is a “skill set”?
- What does it mean if something is “counterintuitive”?
- What is Maslow’s Hierarchy of human needs?
- What is a fractal?
- What role do profits, passion, and purpose play in business?
- How might research from the “science of happiness” be applied by an entrepreneur to the development of a business model?
- What is Tony Hsieh’s plan for revitalizing downtown Las Vegas, and how does it reflect Zappos’s company values and the idea of a “higher purpose” for the company?

### Reading:

#### Chapter 7, “Endgame” & “Epilogue”

- Agree/Disagree Statements
- Point of View
- Sentence Work
- Chunking the Chapter
- Video
- Double-Entry Journal
- Sentence Stems for Critical Thinking about Texts

#### *The New York Times Magazine:*

Zappos’s Higher Purpose: **“What Happens in Brooklyn Moves to Vegas: If You Fix Cities, You Kind of Fix the World,”** Timothy Pratt, 10.21.12

<http://www.nytimes.com/2012/10/21/magazine/what-happens-in-brooklyn-moves-to-vegas.html?pagewanted=all&r=0>

**Writing:**

- **Essay 7: The Science and the Business of Happiness**



Before You ~~Achieve Your Goals in Life~~ Read  
Chapter 7, "End Game," pages 228-241

### Agree or Disagree

---

Do you agree or disagree with these statements? On the line after each one, write **A** for *agree*, or **D** for *disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give your reasons and examples to support your opinions.

1. When you get what you want in life, you will be happy. \_\_\_\_\_
2. Psychologists only deal with people who suffer from depression or have other mental health issues. \_\_\_\_\_
3. The best way to train to run a marathon is to run really hard for a few months.
4. There is a hierarchy of human needs, with physiological needs (the need for food, clothing, shelter) coming before non-materialistic needs, such as social status, achievement and creativity. \_\_\_\_\_
5. There are different kinds of happiness. \_\_\_\_\_
6. Making more money makes employees happier than professional growth on the job.  
\_\_\_\_\_
7. What scientists have learned about happiness can be applied to the success of a business. \_\_\_\_\_

Before You ~~Achieve Your Goals in Life~~ Read  
Chapter 7, "End Game," pages 228-241

## Point of View

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After you read the chapter, what do you think Tony Hsieh would say about each of these statements? Do you think he would agree? Do you think he would disagree? On the line after each statement, write **TWA** for *Tony would agree*, or **TWD** *Tony would disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give your evidence from the text to support what you think. (Write the page number where you get your evidence.)

1. When you get what you want in life, you will be happy. \_\_\_\_\_
  
2. Psychologists only deal with people who suffer from depression or have other mental health issues. \_\_\_\_\_
  
3. The best way to train to run a marathon is to run really hard for a few months.
  
4. There is a hierarchy of human needs, with physiological needs (the need for food, clothing, shelter) coming before non-materialistic needs, such as social status, achievement and creativity. \_\_\_\_\_
  
5. There are different kinds of happiness. \_\_\_\_\_
  
6. Making more money makes employees happier than professional growth on the job.  
\_\_\_\_\_
  
7. What scientists have learned about happiness can be applied to the success of a business. \_\_\_\_\_

**Chapter 7, “End Game,” pages 228-241***Before You ~~Achieve Your Goals in Life~~ Read***Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

<b>Quote</b>	<b>Build Vocabulary</b>	<b>Ask a Question</b>	<b>Make a Prediction</b>
“Prior to 1998, almost all psychology was about trying to figure out how to get people who had something wrong with them more normal” (229).			
“As I studied the field more, I learned that one of the consistent findings from the research was that people are very bad at predicting what will actually bring them sustained happiness” (231).			

**Chapter 7, “End Game,” pages 228-241***Before You ~~Achieve Your Goals in Life~~ Read***Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

<b>Quote</b>	<b>Build Vocabulary</b>	<b>Ask a Question</b>	<b>Make a Prediction</b>
“This training strategy is now accepted as common knowledge among marathon runners, but for the rest of us it can seem pretty counterintuitive” (232).			
“We have about twenty different skill sets (analogous to merit badges in the Boy Scouts) with a small bump in pay associated with each of the skill sets” (233).			

**Chapter 7, “End Game,” pages 228-241***Before You ~~Achieve Your Goals in Life~~ Read***Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

<b>Quote</b>	<b>Build Vocabulary</b>	<b>Ask a Question</b>	<b>Make a Prediction</b>
“The fundamental premise behind Maslow’s Hierarchy of human needs is that once a person’s survival needs are met (food, safety, shelter, water, etc.), then humans are more motivated by other non-materialistic needs such as social status, achievement, and creativity” (235).			
“Research has shown that of the three types of happiness, this is the shortest lasting” (236).			

Before You ~~Achieve Your Goals in Life~~ Read  
Chapter 7, “End Game,” pages 228-241

## Chunking the Text

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Being able to identify the main sections and subsections of a chapter is an essential skill. It enables you to organize the information you read into groups. Sometimes, the sections and subsections are clearly identified but sometimes they aren't. In this chapter, the sections and subsections are labeled with titles, but it's not obvious which are the sections and subsections. Also, there are graphic elements with big bold titles, but that are part of the sections (or subsections).

Think about the way other chapters in the book are organized. Then look at this chapter. Can you figure out, before reading the actual paragraphs, what the main sections are and which are the subsections?

**A. What do you think are the main sections of the chapter? What are the subsections?** (Not every section has subsections.) Write the names of the sections here and the subsections for those sections that have them.

**B. When you read:** Take notes on the most important information in each section and subsection.

After You ~~Achieve Your Goals in Life~~ Read  
Chapter 7, “End Game,” pages 228-241

## The Graphics

This chapter contains a number of graphic elements:

- **WHAT IS YOUR GOAL IN LIFE**
  - **HAPPINESS FRAMEWORK I**
  - **MASLOW'S HIERACHY**
  - **3 TYPES OF HAPPINESS**
  - **BUSINESS AND HAPPINESS**
- 
1. Divide the class into five groups. Each group work on one of the graphics. Talk about it together in your group. Prepare an explanation of your group's graphic for the other groups. Then present to the other groups, what the graphic means—both the main idea and key details of the graphic.
  
  
  
  
  
  
  
  
  
  
  2. After all the groups have presented their graphic, choose the graphic that is most interesting to you. Write a couple of paragraphs, explaining the meaning of the graphic you are most interested in.

## ***While and After You Read: Delivering Happiness and Other Texts***

### **Sentence Stems for Critical Thinking about Texts**

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Do you believe everything you read? Or do you think about whether what the writer is saying might be exaggerated or perhaps not even true at all? How can you know? How does a writer build trust in the reader? Sometimes an author makes a statement that sounds good, but if he or she doesn't give any substance or evidence to support it, it might be difficult to believe. Maybe some writers just want us to like or to believe in them, or to see them as special people. Sometimes writers contradict themselves (or seem to), or leave out essential details. To analyze their claims, try some of these sentence stems in the chart below. In the column on the left, quote a passage from this chapter (or anywhere in the book) that you would like to challenge. Then complete one or more of the question stems in response to it. Think analytically, even if you agree with the writer. Try playing "devil's advocate"!

<b>Quote + page number</b>	<b>Another point of view on this could be...</b>	<b>Hmm... I'm not so sure about this. My criticism is...</b>	<b>This seems to contradict what the writer said earlier about...</b>	<b>Hmm... this may be true based on the writer's experience, but...</b>	<b>However, the writer is not mentioning that...</b>



Before You ~~Achieve Your Goals in Life~~ Watch  
Chapter 7, “End Game,” pages 228-241

## Positive Psychology (The Science of Happiness)

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In this chapter, Tony Hsieh spends a lot of time discussing **positive psychology**, including three types of happiness. Positive psychology involves the science of helping people live happier, more productive and more fulfilled lives. Two of the most well-known founders of positive psychology are Dr. Martin Seligman and his colleague Mihaly Csikszentmihalyi (reportedly pronounced me-high cheek–sent-me-high), both of whom Hsieh mentions in this chapter.

In a 2004 TED talk, Seligman explained the idea that there are three types of happy lives. A lot of what Seligman talks about has informed Tony Hsieh’s ideas that you read about in Chapter 7 of *Delivering Happiness*.

Read the notes (written up in paragraphs) on that talk below. In the lab, watch the 20-minute talk, available at this link:

[http://www.ted.com/talks/martin\\_seligman\\_on\\_the\\_state\\_of\\_psychology.html](http://www.ted.com/talks/martin_seligman_on_the_state_of_psychology.html)

**Task:** Before you watch it read the following summary of that talk to prepare you for what you will hear. Discuss it in class. What words are new to you? What do you have questions about?

### Notes (written up in paragraphs):

According to Seligman, positive psychology isn’t ‘happyology’ because positive psychology is about much more than feeling happy through pleasurable experiences and positive emotions. (It’s called *positive* psychology because in the past, psychology on dealt with people who have problems, which was a focus on the negative.)

Seligman acknowledges that there are tricks to get more positive emotion into your life, but they’re just tricks. The happiness they bring is only short-term because you get used to positive emotion rather quickly. Think about something you’ve done many times, something that was really exciting to you the first time you experienced it. Is it just as exciting now? If not, that’s normal. It’s an example of how we get used to everything, including positive emotions.

In order to live a happier life, it can help to think about what type of life you are living right now and what type of life you would like to live. Seligman describes three happy lives in his talk:

**The Pleasant Life:** This involves having as much **positive emotion** as you can have, and the skills to engage in it. These skills can make positive emotions last longer; they involve *savoring* and *mindfulness*. There are 3 drawbacks to seeking happiness through pleasure, though. About 50% of our basic happiness is heritable (something inherited, i.e., some people inherit a greater

tendency to laugh and feel pleasure easily), we get used to positive emotion quickly, and it's not very easy to change.

**The Good Life:** This is the type of life where time stops for you, in a positive way. This is Aristotle's concept of happiness; it involves **flow**, an experience of intense concentration. In contrast to pleasure (which includes raw feelings) during flow, you can't feel anything. You're **one with** the music, or the sport you're playing, or whatever you're doing.

To live this way, you can start with a valid test of your 5 highest strengths. Once you know your strengths, the goal is to use those strengths in your work, relationships, and the rest of your life. You change whatever you can in order to use your strengths as much as you can. Seligman gave the example of a person whose greatest strength was her social intelligence. She was a student who worked at a grocery store to pay her bills, and she hated her job until she started focusing on her strengths. By trying to have positive social experiences while she was working, in terms of making her interactions with her customers pleasant and meaningful, she was able to feel a lot better about her job.

**The Meaningful Life:** This also involves knowing your highest strengths, but in the meaningful life, the goal is to use your strengths to belong to and in the service of **something larger than yourself**. This can include belonging to positive institutions, which might be cultural, religious, or other. This type of life has been honored for years; think of a famous person who is well-known for helping the poor or the sick or any other vulnerable group.

Seligman briefly discussed research to study all three kinds of lives. The research question was whether there are things that lastingly change these lives and the answer found was "Yes! Because positive psychology is a science, that answer was or perhaps still is being tested in randomly assigned, placebo controlled, long term studies. It includes several tasks, which Seligman calls interventions, that people do to test the effect on their happiness.

**Here are the interventions he talks about:**

### **Have a Beautiful Day**

This is a way to find out how to have more pleasure in your life. Design a beautiful day, planning what you will do, where, with who, how, etc. Then actually experience that day and *savor it*, with mindfulness. Pay attention to how you feel in the moment, what you see, hear, etc. Afterwards, take notes on how you feel a week later, a month later, 3 months later, etc.

### **Gratitude Visit**

Think of someone who did something enormously important that changed your life in a good direction, someone who you never properly thanked. The person has to be alive. Write a 300 word testimonial to the person. Arrange to visit them, but don't tell them why. Show up and read them the testimonial. Afterwards, take notes on how you feel a week later, a month later, three months later, etc.

(Seligman noted that when people were tested a week later, a month later, and three months later, they reported being both happier and less depressed.)

### **Strengths Date**

This is an activity for couples. Using a strengths test, each person identifies their highest strengths. Then the couple works together to design an evening using their strengths, making sure the strengths of both people are represented.

Afterwards, take notes on how you feel a week later, a month later, three months later, etc. (Seligman noted that couples report this task strengthens their relationships.)

### **Fun vs. Philanthropy**

This involves doing two things to see which one makes you feel better afterwards. Do something *altruistic*, to help others. Do something else that's fun, to enjoy yourself.

Afterwards, take notes on how you feel a week later, a month later, three months later, etc.

(Seligman noted that when you do something fun, it has a square wave. It starts, the fun increases, and then the positive feeling fades. When you do something to help another person, on the other hand, the positive feeling lasts longer.

\*\*\*

**After You Watch:** Try one of the above “interventions”!

### **More questions....**

**Discuss these questions in a group. Which question is most interesting or important to you? What are your ideas about it?**

- In a company, is productivity a function of positive emotion, engagement and meaning?
- Is health a function of engagement, pleasure and meaning in life?
- The skills of happiness, of a pleasant life, of engagement, of meaning are different from the skills for relieving misery. What are some of the skills of happiness?
- Technology can increase all three types of lives. Entertainment and design can increase positive emotions, and perhaps provide flow and meaning. How? Or what specific examples can you think of?
- What kind of life will be good enough for you?

After You ~~Achieve Your Goals in Life~~ Read  
Chapter 7, “End Game,” pages 228-241

## Double Entry Journal

Think about what makes people happy. Read the selection below from Martin Seligman’s TED talk and find a passage in the End Game chapter that supports this idea. What do you think Hsieh would say to Seligman or about Seligman’s point? Record your ideas as freely as possible. Write as much as you can. *Don’t worry about errors. Just write your ideas!*

Passage	Response
<p>According to Martin Seligman in his 2004 TED talk, the results of research into positive psychology were surprising. The pursuit of pleasure has almost no contribution to life satisfaction. The pursuit of meaning is the strongest, and the pursuit of engagement is also very strong. Where pleasure matters is when you already have both meaning and engagement. In that case, pleasure is an extra benefit.</p>	

## **Essay 7: The Science and the Business of Happiness**

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**On page 231 of chapter 7, Tony Hsieh asks a few interesting questions:**

- “If the ultimate goal is happiness, then wouldn’t it make sense for you to study and learn more about the science of happiness so that you can apply the research that’s already been done to your own life?”
- “With just a little bit of knowledge based on the findings from scientific research, how much happier could you be?”
- “How much happier could your customers and employees be if you applied the knowledge to your company? How much healthier would your business be as a result?”

\*\*\*

In this essay, explain the three kinds of happiness, based on what you have learned about positive psychology, and how you might apply this knowledge to your own life personal, academic and professional life goals, whether you become an entrepreneur or not.

Give examples to support your explanation and ideas from your own life, the lives of people you know and or people and business you have read about.

## Self-Assessment and the Entrepreneurship of Learning – Week 7

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Good learners are like entrepreneurs or leaders of their own learning. They take charge of their learning by asking questions, finding resources and seeking answers, organizing information and ideas, and reviewing their knowledge, assessing what they know and what they need to know. For the next 45 minutes, review the activities you did this week and think about your triumphs and challenges. Use the following chart to assess your learning.

---

### Sentence Stems for Critical Thinking about Texts...

- What do you think about this activity?
- What is your favorite sentence stem for thinking critically about texts?
- Which is the most difficult one for you to use? What makes it difficult for you?

---

#### Reading:

- What was your favorite part of the reading this week?
- What was the most difficult passage or moment in this week's reading? What made it difficult?
- What skills and strategies did you learn?
- What skills and strategies do you want or need to develop?

#### Writing:

- What was your favorite moment in writing this week?
- What was the most challenging moment in writing? What made it challenging?
- What skills and strategies did you learn?
- What skills and strategies do you want to develop?

## Unit III: Business Management and the “Transformative Power of Hospitality”

# Week 8

### Key Questions and Concepts

- What is *hospitality*? What is the *hospitality industry*?
- Who is Danny Meyer and what is the Union Square Hospitality Group?
- What role does hospitality play in education, in health care and in other work and institutional settings outside of the hospitality industry?
- What does Danny Meyer mean by “the power of hospitality” and “enlightened hospitality”?
- What role does each of the following skills play in the restaurant business: *selecting real estate, negotiating, hiring, training, motivating, purchasing, budgeting, designing, manufacturing, cooking, tasting, pricing, selling, servicing, marketing, and hosting*?
- Which of the above skills do you think are applicable to most or all businesses? How so?
- What is a “role model” and who are some of your most influential role models?
- What distinction does Danny Meyer make between “service” and “hospitality”?
- What roles do information gathering and observation play in improving hospitality and business?
- What reading and writing skills are incorporated in the CAT-W essay?

### Reading:

- *Setting the Table*:
  - Introduction (1-3)
  - Chapter 1 (full chapter, 5-30)
  - Chapter 3 (selection, 55-top 71)
  - Chapter 4 (selection, top 81-top 85)
- ***The New York Times***: “Spreading His Gospel of Warm and Fuzzy,” Diane Cardwell, 4.23.10

<http://www.nytimes.com/2010/04/25/nyregion/25meyer-ready.html?pagewanted=all>

## **Writing:**

- **Essay:** How Hospitality Can Enlighten Student Life, Today and Tomorrow



## BEFORE YOU ~~EAT~~ READ Setting the Table

### Who Is Danny Meyer?



**BEFORE YOU ~~EAT~~ READ**  
**Setting the Table**

**Who Is Danny Meyer?**

---



- A.** Danny Meyer is one of the guys on the previous page. Which person do you think may be Danny? What do you see that makes you say that?
  
  
  
  
  
  
  
  
  
  
- B.** What do you think Danny may be famous for? What do you see that makes you say that?
  
  
  
  
  
  
  
  
  
  
- C.** What do you think may be special about his business? What do you see that makes you say that?
  
  
  
  
  
  
  
  
  
  
- D.** Write three questions that you have about anything that you see in the pictures on the previous page:
  - 1.**
  
  
  
  
  - 2.**
  
  
  
  
  - 3.**
  
  
  
  
  
  
  
  
  
  
- E.** Based on the pictures, make two predictions about Danny Meyer and his businesses.
  - 1.**
  
  
  
  
  - 2.**

**Before You ~~Eat~~ Read**  
**Setting the Table, Chapter I**



## **Danny Meyer and the USHG**

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Danny Meyer is well-known as a successful entrepreneur in the hospitality industry. His book, *Setting the Table*, was on *The New York Times* bestseller list for many weeks. Its subtitle is *The Transforming Power of Hospitality in Business*, and the reviews in the *Wall Street Journal* and other sources recommended it as a valuable book for people in business beyond the hospitality field.

As you read the book, you will learn about Meyer's experience as an entrepreneur and his business management practices and principles. Before you start the book, visit the website of his company, The Union Square Hospitality Group: <http://www.ushgnyc.com/>. The pictures you were looking at come from the website.

Explore the website. Watch a couple of the videos on the website. Read an article about Danny Meyer in the News section (in the Archive). See what you can learn about his dynamic company and then answer these particular questions.

1. Which parts of the website did you visit? What did you read? What did you watch?
2. Choose two of Danny Meyer's restaurants that you might be interested in trying. Write their names down and what attracts you about each of the two that you choose.
3. Write down the names of three articles about the USHG from the News Archive on the website that you would like to read:

<p><b>Bonus:</b> Who are the three men in suits in front of the word "Gotham" (in the collage of photos on page 243)? What are their names and what do they do?</p>
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## Setting the Table, Introduction, pages 1-3

## BEFORE YOU READ

### Agree or Disagree

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Do you agree or disagree with these statements? On the line after each one, write **A** for *agree*, or **D** for *disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give your reasons and examples to support your opinions.

1. Hospitality is one of the most important values of every culture. \_\_\_\_\_
  
2. Hospitality is important to the restaurant and hotel industry, but it is not so important to other industries such as health care and education. \_\_\_\_\_
  
3. The way a restaurant makes you feel is more important than the quality of the food that the restaurant serves. \_\_\_\_\_
  
4. The manager of a restaurant needs to show hospitality to his/her customers, but not to his/her employees. \_\_\_\_\_
  
5. Your first experience with hospitality comes the moment you are born. \_\_\_\_\_
  
6. Business isn't really about making money. It's about how you make people feel.  
\_\_\_\_\_

## BEFORE YOU READ

### Sentence Work

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Before you read a portion of a text, sentences have been selected from that text for you to work with. You will use these selected sentences to:

5. **Build Vocabulary**
6. **Form Questions**
7. **Make Predictions**
8. **Paraphrase**

#### 5. **Vocabulary Building**

To build your vocabulary, you will identify a word **or a phrase** in the selected sentence that you want or need to know. You will try to figure out the meaning of words from the context—from the other words around them. You will also talk about and practice using the new word or phrase.

#### 6. **Forming Questions**

A sentence contains information and ideas. When you read a sentence, it often answers some questions, but also makes you ask (elicits) new questions. Questions are the key to getting more information and thinking about ideas. As a pre-reading activity, you will write at least one question (**who, what, where, when, how, how many, how much, why...**) in response to sentences that have been selected from the text you are about to read. When you read the chapter, you will try to find answers to your own questions.

#### 7. **Making Predictions**

Often, you can make a prediction based on the information in a sentence. In this course, you will make predictions based on the sentences that have been selected. Your prediction can be about something that will happen or something that happened already, why it happened, how it happened, or what the sentence is talking about. When you read the story, you will find out what really happens and assess the accuracy of your predictions.

#### 8. **Paraphrasing**

When you paraphrase a sentence, you rewrite it in your own words. If the sentence is a long one, you can paraphrase it in more than one sentence. To be able to paraphrase accurately, it's important to understand the main idea and key details of the sentence. In this course, you will practice identifying the main ideas and key details of selected sentences and passages of text. You will practice paraphrasing, an essential skill for language learning and for college students.

### ***Before You Read: Setting the Table, Introduction*** **Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

<b>Quote</b>	<b>Build Vocabulary</b>	<b>Ask a Question</b>	<b>Make a Prediction</b>
<p>“Over the course of the past twenty-one years I’ve opened and operated five white-tablecloth restaurants; an urban barbecue joint; a feel-good jazz club; a neo-roadside stand selling frozen custard, burgers, and hot dogs; three modern museum café’s; and an off-premises, restaurant-quality catering company.”</p>			
<p>“We receive many other gifts in a lifetime, but few can ever surpass those first four.”</p>			

### ***Before You Read: Setting the Table, Introduction*** **Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

<b>Quote</b>	<b>Build Vocabulary</b>	<b>Ask a Question or Two...</b>	<b>Make a Prediction</b>
“In order to succeed, you need to apply – simultaneously – exceptional skills in selecting real estate, negotiating, hiring, training, motivating, purchasing, budgeting, designing, manufacturing, cooking, tasting, pricing, selling, servicing, marketing, and hosting.”			



## **Introduction to *Setting the Table***

by Danny Meyer, New York City-based Restaurateur  
and CEO of the Union Square Hospitality Group

Over the course of the past twenty-one years I've opened and operated five white-tablecloth restaurants; an urban barbecue joint; a feel-good jazz club; a neo-roadside stand selling frozen custard, burgers, and hot dogs; three modern museum cafes; and an off-premises, restaurant-quality catering company. So far, I haven't had the experience of closing any of them, and I pray I never will.

My business is very much in the public eye; it's highly scrutinized, and it invites passionate opinions from experts and amateurs alike. A debate between people about their favorite restaurant can take on the heat of a political or religious discourse. And if you want to persist and thrive, you'd better not rest on your laurels. Every time you look up, there's another new, eager competitor trying to attract the attention and affection of the public and the media, each hell-bent on tasting and weighing in on the newest thing.

But there's nothing I'd rather be doing. I was born to go into business for myself – and I was destined to find a business that would allow me to share with others my enthusiasm for things I find pleasurable. My craving for the adventures of travel, food, and wine is what first compelled me to do what I do. In fact, like so many other entrepreneurs I've met, I'm not even sure I had much of a choice: a career in the restaurant business was going to tap me on the shoulder even if I hadn't found it first.

All these years later, the delights of the table continue to stimulate me as I pursue my career. But what really challenges me to get up and go to work every day, and has also motivated me to write this book, is my deep conviction about the intense human drive to provide and receive hospitality – well beyond the world of restaurants. Within moments of being born, most babies find themselves receiving the first four gifts of life: eye contact, a smile, a hug, and some food. We receive many other gifts in a lifetime, but few can ever surpass those first four. That first time may be the purest “hospitality transaction” we'll ever have, and it's not much of a surprise that we'll crave those gifts for the rest of our lives. I know I do.

My appreciation of the power of hospitality and my desire to harness it have been the greatest contributors to whatever success my restaurants and businesses have had. I've learned how crucially important it is to put hospitality to work, first for the people who work for me and subsequently for all the other people and stakeholders who are in any way affected by our business – in descending order, our guests, community, suppliers, and investors. I call this way of setting priorities “enlightened hospitality.” It stands some more traditional business approaches on their head, but it's the foundation of every business decision and every success we've had.



Since the beginning, people have told me that in going into the restaurant business, I chose one of the hardest businesses in the world. True, a restaurant has all kinds of moving parts that make it particularly challenging. In order to succeed, you need to apply – simultaneously – exceptional skills in selecting real estate, negotiating, hiring, training, motivating, purchasing, budgeting, designing, manufacturing, cooking, tasting, pricing, selling, servicing, marketing, and hosting. And the purpose of all this is a product that provides pleasure and that people trust is safe to ingest into their bodies. Also, unlike almost any other manufacturer, you are actually present while the goods are being consumed and experienced, so that you can gauge your customer's reactions in real time. That's pretty complex, emotional stuff.

This is not a typical business book, and it's certainly not a how-to book. I don't enjoy being told how – or *that* – I ought to do something; and I'm equally uncomfortable doling out advice without having been asked for it. What follows is a series of life experiences that led to a career in restaurants, which has, in turn, taught me volumes about business and life. Along the way, I've learned powerful lessons and language that have allowed me to lead with intention rather than by intuition. In the process of writing the book, I've done no research, gathered no evidence, and interviewed no one else. But I hope that admission won't stop you from enjoying it.

You may think, as I once did, that I'm primarily in the business of serving good food. Actually, though, food is secondary to something that matters even more. In the end, what's most meaningful is creating positive, uplifting outcomes for human experiences and human relationships. Business, like life, is all about how you make people feel. It's that simple, and it's that hard.

**Setting the Table, Introduction, pages 1-3****AFTER YOU READ****Point of View**

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After you read the introduction to the book, what do you think Danny Meyer would say about each of these statements? Do you think he would agree? Do you think he would disagree? On the line after each statement, write **DWA** for *Danny would agree*, or **DWD** *Danny would disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give your evidence from the text to support what you think. (Write the page number where you get your evidence.)

1. Hospitality is one of the most important values of every culture. \_\_\_\_\_
  
2. Hospitality is important to the restaurant and hotel industry, but it is not so important to other industries such as health care and education. \_\_\_\_\_
  
3. The way a restaurant makes you feel is more important than the quality of the food that the restaurant serves. \_\_\_\_\_
  
4. The manager of a restaurant needs to show hospitality to his/her customers, but not to his/her employees. \_\_\_\_\_
  
5. Your first experience with hospitality comes the moment you are born. \_\_\_\_\_
  
6. Business isn't really about making money. It's about how you make people feel.  
\_\_\_\_\_

## Setting the Table, Introduction, pages 1-3

## AFTER YOU READ

### The Power of Hospitality and “Enlightened Hospitality”

On page two of the book *Setting the Table*, Danny Meyer mentions “the power of hospitality.” He also mentions, for the first time, his concept of “enlightened hospitality.” He writes:

“My appreciation of **the power of hospitality** and my desire to harness it have been the greatest contributors to whatever success my restaurants and businesses have had. I’ve learned how crucially important it is to put hospitality to work, first for the people who work for me and subsequently for all the other people and stakeholders who are in any way affected by our business—in descending order, our guests, community, suppliers, and investors. I call this way of setting priorities, “**enlightened hospitality**.” It stands some more traditional business approaches on their head, but it’s the foundation of every business decision and every success we’ve had.” (page 2)

1. What do you think Danny Meyer means in the passage above? What **power** does **hospitality** have? (Think of how showing hospitality can help a person perform his/her work more effectively in any business or organization—a restaurant, a hotel, a medical office, a clothing store, a school...)
2. What do you think he means by “**enlightened hospitality**”? (Who comes first in his mind, his employees or his customers, or others?)
3. On the chart below, give two specific examples from your own experience (or the experience of someone you know) of **the power of hospitality**.

The Power of Hospitality	
Example #1	Example #2

## Setting the Table, Introduction, pages 1-3

## AFTER YOU READ

### “Enlightened Hospitality”

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The following statement comes from the “Company Philosophy” section of Danny Meyer’s USHG website ([www.ushgnyc.com](http://www.ushgnyc.com))

#### **Enlightened Hospitality:**

“The basic premise is simple. We take care of each other first. Because to be champions, we need a team that supports all the individual players. Our next priority is to our guests, then our community, our suppliers and our investors. Enlightened Hospitality is a virtuous cycle that perpetuates the positive energy that drives us toward our goals. ...

This is why we love where we work and why people love working with us. It’s the way we leave our guests feeling great and wanting to return to us, to get that feeling again.”

1. Do you know any businesses that operate according to these principles? If yes, explain.
  
  
  
  
  
  
  
  
  
  
2. If you have a job right now, does the place where you work operate according to the principle of “enlightened hospitality”?
  
  
  
  
  
  
  
  
  
  
3. What do you think about enlightened hospitality as a management principle? What questions do you have about it?

## Setting the Table, Introduction, pages 1-3

## AFTER YOU READ

### Danny Meyer's Restaurants

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**“Over the course of the past twenty-one years I’ve opened and operated five white-table cloth restaurants; an urban barbecue joint; a feel-good jazz club; a neo-roadside stand selling frozen custard, burgers, and hot dogs; three modern museum cafes; and an off-premises, restaurant-quality catering company.” (Setting the Table, Introduction, page 1)**

1. What types of restaurants and entertainment businesses does Danny Meyer mention in this sentence? Write them down here:
  - a.
  - b.
  - c.
  - d.
  - e.
  - f.
2. **In the computer lab**, go back online to Danny Meyer’s company’s website: <http://www.ushgny.com/>. Write the name of a restaurant that matches each type listed in number 1.
3. Have you ever been to any of these restaurants? If yes, what was your experience like?

**Setting the Table, Introduction, pages 1-3**

***AFTER YOU READ***

**Danny Meyer's Restaurants (continued)**

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4. Based on what you read on the website, which Danny Meyer restaurant would you choose...
  - a. for a business lunch
  - b. to propose to get married
  - c. on a first date
  - d. with a good friend of yours
  
5. Which restaurant might you like to work in? Why?
  
  
  
  
  
  
  
  
  
  
6. What job might you like to have there? Why?

**Setting the Table: Chapter I, pages 5-30**

**BEFORE YOU READ**

**Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
“My three most important male role models were businessmen with profoundly different business philosophies, personalities and styles” (9).			
“I adored Grandpa Irving, and I was awed by his otherworldly business success” (10).			

**Paraphrase one of these two sentences here:**

**Setting the Table: Chapter I, page 11**

**BEFORE YOU READ**

**For Discussion: The Business Philosophy of Hospitality**

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**“Hospitality is the foundation of my business philosophy.** Virtually nothing else is as important as how one is made to feel in any business transaction. Hospitality exists when you believe the other person is on your side. The converse is just as true. Hospitality is present when something happens *for* you. It is absent when something happens *to* you. Those two simple prepositions—*for* and *to*—express it all.” (page 11)

**A.** Discuss the following questions with a partner or small group:

1. What does he mean by a “**business transaction**”? Give an example. Then give an example of how hospitality can play a part in a business transaction. (You can choose any type of business.)
2. What does it mean when you say a person is “on your side”?
3. What is another word for “converse”?

**B.** The prepositions “for” and “to”

1. Think of an example of when something happens *for* you. Describe your example to a classmate.
2. Think of an example of when something happens *to* you. Describe what you see to a classmate.
3. Which do you prefer, when something happens *for* you or *to* you? Why?

**C.** What role do you think hospitality plays in educational institutions, in health care institutions and other institutional or business settings outside of the hospitality industry? Give specific examples.

**D.** Imagine you are an entrepreneur starting your own business. What type of business would you open? What would be your business philosophy? What role would hospitality play in your business? What would be your own business philosophy?



**Setting the Table: Chapter I, pages 5-30****BEFORE YOU READ****Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
“He loved the excitement and risk of the racetrack and gave me a taste for it, even when I was too young to place bets legally” (12).			
“I never fully understood how or why, but sometime in the late 1960s, when I was still a young boy, Open Road Tours went bankrupt” (13).			

**Paraphrase one of these two sentences here:**

**Setting the Table: Chapter I, pages 5-30**

**BEFORE YOU READ**

**Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
“Understandably, my mother was lonely and upset during his absences” (17).			
“We cooked all day, and I wanted to win badly” (20).			

**Paraphrase one of these two sentences here:**

**Setting the Table: Chapter I, pages 5-30**

**BEFORE YOU READ**

**Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“I loved earning tips, and this was an easy and enjoyable way to earn extra cash, not just from the <i>trattoria</i> owners but also from my grateful tourists, who rewarded me handsomely for making their visit special, and for just being nice (24).</p>			
<p>“The next morning, completely relaxed, I took the LSAT, and then I never bothered to apply to a single law school” (30).</p>			

**Paraphrase one of these two sentences here:**

**Setting the Table****AFTER YOU READ****Double-Entry Journal**

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Reading is a kind of dialogue—a silent conversation between you and the author of the book (or other text) that you are reading. It's silent because you do it in your head. You ask questions about the information and ideas on the page, you agree or disagree with it, you challenge it in your mind, you compare and contrast it with other things you have read or have experienced.

A double-entry journal is a way to record a part of this inner dialogue. In a double-entry journal, **you choose a particular passage from a text that is compelling or significant to you in any way**, and you respond to it. Your response can be:

1. a memory that it evokes
2. questions that it evokes
3. how the passage makes you feel
4. your opinion—whether you agree or disagree with the information or idea
5. a connection between the passage and something else you have read in another part of the same book
6. a connection between the passage and a different text you have read or a movie you have seen
7. a connection between the passage and your experience
8. a combination of these things
9. any other response you may have to the passage!

On the next page is a double-entry journal chart. It contains a pre-selected passage from the book. In the space on the right next to the passage, write your own response to the passage. You can write whatever anything! Don't worry about grammar or spelling. This is an opportunity for you to record your ideas as freely as possible.

When you finish writing your response to the passage, review the above list of types of responses. Then answer this question: What kind(s) of response did you make in your double-entry journal response?

**Setting the Table: Chapter 1, pages 5-30****AFTER YOU READ****Double-entry Journal**

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Write your response to the passage on the left. Write as much as you can about it. Write whatever comes to your mind.

Passage & Page #	Response
<p>“My writing improved because my mother insisted that I keep a diary of our trip. At the time, I hated doing this. But the diary turned out to be one of the greatest gifts she ever gave me. I wasn’t writing about the museums and churches we’d seen. Instead I chose to write about food” (7).</p>	

When you are finished writing, reread what you wrote. Then look at the list of the types of responses on the previous page. Answer this question: What kinds of responses did you make?

**Setting the Table: Chapter 1, pages 5-30****AFTER YOU READ****Double-entry Journal**

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Choose a passage from the chapter that is **compelling or significant in any way**. Write the passage on the left. On the right, write your response to it. Write as much as you can.

Passage & Page #	Response

When you are finished writing, reread what you wrote. Then look at the list of the types of possible responses. Then answer this question: What kinds of responses did you make?

## Setting the Table: Chapter 1, pages 5-30

## AFTER YOU READ

### Gambling as Metaphor for Taking Dangerous Risks in Business: What Would Tony Hsieh Say?

Reread this passage from Chapter 1 of *Setting the Table*:

“Looking back, I realize that gambling is a metaphor for how my father ran his businesses, and my deep fear of repeating his mistakes has always colored the way I run mine. Because each of his doomed experiences was marked by overly rapid expansion, I have always been afraid to expand my business too quickly. I’m not risk-averse, but I have tight self-control, and I’m not ordinarily a gambler. I go to Saratoga one weekend a year, and losing even a \$10 bet at the track there bothers me enormously. Still, I’ve been willing to make a \$1 million bet on a new restaurant. I’m far more inclined to take risks when I’m essentially betting on myself, but I can do that only because I’ve surrounded myself with highly talented people of solid integrity. I’m also far more confident in my ability to handicap humans than horses. My father, on the other hand, never felt compelled to surround himself with people who were better or smarter at anything than he believe he was.” (pages 15-16)

- A. For Discussion:** What do you think Tony Hsieh would say? Do you think he would agree or disagree with Danny Meyer about business and gambling? Do you think they think about gambling in the same way? Explain your ideas.
- B. Dialogue:** Imagine Danny Meyer and Tony Hsieh are having dinner and talking about gambling and business, about risk-taking and how to manage risk in business? What do you think they would say to each other?

Work on this with a partner. One person play the role of Danny and one of you act as Tony. *Put yourself in their shoes.* If you are Danny, think of your dad and his gambling habits and his business risks and bankruptcies. What influence did his business practices and failures have on you as a businessperson? If you are Tony, think about how you learned how to study the gambling game and minimize risk at the poker table *and* at business. What strategies did you (Tony) learn? What do you (Danny) think about those strategies?

Talk about it first. Then, together write your dialogue. When it’s done, act it out for the class.

**Setting the Table: Chapter I, pages 5-30****AFTER YOU READ****Early Influences**

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In the introduction to *Setting the Table*, Meyer explains “I was born to go into business for myself – and I was destined to find a business that would allow me to share with others my enthusiasm for things I find pleasurable.”

Danny Meyer was lucky enough to have a family that gave him all kinds of experiences and exposed him to food, travel and the ups and downs of business. All of his early experiences and family members influenced him in various ways.

Here is a list of some of the people and experiences that influenced Danny Meyer:

- Early travels in Europe and the U.S.
- Growing up in St. Louis, Missouri
- His mother
- His father
- Grandpa Irving
- Music
- Summer camp
- Job in Rome after his second year in college (p23)
- Semester abroad in Rome during his third year in college (p24)
- Job for the company Checkpoint in New York
- Experiences living in NYC while working for Checkpoint

After you read, choose from the above list three of what you think are the most important influences on Danny Meyer. Use the chart on the next page to take notes on each of these influences. In the left column, write the person or the experience. In the right column, take notes on how the person or experience influenced him.



**Setting the Table: Chapter I, pages 5-30**

***AFTER YOU READ***

**Early Influences**

Person or Experience that Influenced Meyer	How the Person or Experience Influenced Daniel Meyer
Example:	

## **Setting the Table: Chapter I**

## **AFTER YOU READ**

### **Career Connections**

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Danny Meyer has an interesting perspective on what it means to work in a restaurant or any other business in the hospitality field. Consider his point of view in this passage:

“I believe that anyone who is qualified for a job in our company is also qualified for many other jobs at the same pay scale. It’s up to us to provide solid reasons for our employees to want to work for us, over and beyond their compensation” (Meyer 26).

Keeping this in mind, think about what’s important for you when you choose a career and a job. If you had enough money to live on, would you do the same work for free, as a volunteer? If not, what would you do? What’s important to you when you look for work? Do you look for a certain atmosphere (attitude) or certain types of people? What kind of setting do you like: indoor or outdoor? Rushed or relaxed? Big corporation or your own start-up? Why?

Write a paragraph below to describe your own preferences for work and your reaction to Meyer’s idea quoted above.

**Setting the Table: Chapter 3, pages 55 to 71 (top)****BEFORE YOU READ****Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
“Though the restaurateur in me was obsessed with hospitality, the entrepreneur in me was becoming addicted to volume” (55).			
“On the first night that we served actual paying guests, two parties left because their food never arrived” (56).			

**Paraphrase one of these two sentences here:**

**Setting the Table: Chapter 3, pages 55 to 71 (top)****BEFORE YOU READ****Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
“If it had been two inches to the right it could well have killed her, and would surely have put me out of business for good” (59).			
“As we neared the front door, he threw a nasty punch that hit me squarely in the jaw” (60).			

**Paraphrase one of these two sentences here:**

**Setting the Table: Chapter 3, pages 55 to 71 (top)****BEFORE YOU READ****Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
“My pants were wet and very cold” (69).			
“On the night of January 23, 1986, Ali Barker and I camped out at <i>The New York Times</i> building on West Forty-third Street” (69).			

**Paraphrase one of these two sentences here:**

**Setting the Table: Chapter 3, page 65****BEFORE YOU READ****Hospitality and Service: A Fine Distinction**

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Many people think *hospitality* and *service* are synonyms—words with the same meaning. Danny Meyer makes a distinction between them. He writes:

“Understanding the distinction between service and hospitality has been at the foundation of our success. Service is the technical delivery of a product. Hospitality is how the delivery of that product makes its recipient *feel*. Service is a monologue—we decide how we want to do things and set out own standards for service. Hospitality, on the other hand, is a dialogue. To be on a guest’s side requires listening to that person with every sense, and following up with a thoughtful, gracious, appropriate response. It takes both great service and great hospitality to rise to the top” (65).

**A. Discuss the following questions** with a partner or small group.

1. What do you think he means by “the technical delivery of a product”?
2. What does Meyer italicize the word “feel”?
3. What is the meaning of “monologue”? Why do you think Meyer says service is a monologue?
4. What is the meaning of “dialogue”? Why do you think Meyer says hospitality is a dialogue?
5. What application do you think this distinction between “service” and “hospitality” may have to educational, health care or other business or institutional settings?

**B. Service versus Hospitality: in “your mind’s eye”**

1. Picture in your mind’s eye an example what he means by service. What do you see in your mind’s eye?
2. Picture in your mind’s eye an example of what he means by hospitality. What do you see in your mind’s eye?

**C. While You Read...**

When you read, find and take notes on two examples Meyer gives of the distinction between service and hospitality.

**Setting the Table: Chapter 3, pages 55 to 71****AFTER YOU READ****Double-entry Journal**

---

Choose a passage from the chapter that is **compelling or significant in any way**. Write the passage on the left. On the right, write your response to it. Write as much as you can.

Passage & Page #	Response

When you are finished writing, reread what you wrote. Then look at the list of the types of possible responses. Then answer this question: What kinds of responses did you make?

**Setting the Table: Chapter 4, pages 81 (top) to 85 (top) BEFORE YOU READ**

**Agree or Disagree**

---

Do you agree or disagree with these statements? On the line after each one, write **A** for *agree*, or **D** for *disagree*. If you are not sure, write **IT** for *It Depends*. Then discuss it with a partner. Give your reasons and examples to support your opinions.

1. Knowledge is power. \_\_\_\_\_

2. Observation skills are essential to good business. \_\_\_\_\_

3. If you are a waiter, you should pay close attention to everything the people at your table say and do. \_\_\_\_\_



**Setting the Table: Chapter 4, pages 81 (top) to 85 (top) AFTER YOU READ**

**Point of View**

---

After you read the introduction to the book, what do you think Danny Meyer would say about each of these statements? Do you think he would agree? Do you think he would disagree? On the line after each statement, write **DWA** for *Danny would agree*, or **DWD** *Danny would disagree*. If you are not sure, write **IT** for *It Depends*. Then discuss it with a partner. Give your evidence from the text to support what you think. (Write the page number where you get your evidence.)

1. Knowledge is power. \_\_\_\_\_
  
  
  
  
  
  
  
  
  
  
2. Observation skills are essential to good business. \_\_\_\_\_
  
  
  
  
  
  
  
  
  
  
3. If you are a waiter, you should pay close attention to everything the people at your table say and do. \_\_\_\_\_

**Setting the Table: Chapter 4, pages 81 (top) to 85 (top)****BEFORE YOU READ****Sentence Work**

---

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentence in the column on the left. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“A moment later, as they got up to leave, the man handed me a \$100 bill” (83).</p>			

**Paraphrase the sentence here:**

**Setting the Table: Chapter 4, page 81****AFTER YOU READ****Summarizing**

---

**A. Read the following passage:**

<b>Collecting and Connecting the Dots</b>
---

Dots are information. The more information you collect, the more frequently you can make meaningful connections that can make other people feel good and give you an edge in business. Using whatever information I've collected to gather guests together in spirit of shared experience is what I call connecting the dots. If I don't turn over the rocks, I won't see the dots. If I don't collect the dots, I can't connect the dots. If I don't know that someone works, say, for a magazine whose managing editor I happen to know, I've lost a chance to make a meaningful connection that could enhance our relationship with the guest and the guest's relationship with us. The information is there. You just have to choose to look. (page 81)

**B. Answer these questions:**

1. What is the topic of this passage?
2. What is the main idea?

**C. Summarizing**

When you summarize something, you give the topic and the main idea.

1. Write a three-sentence summary of this paragraph.
2. Write a one-sentence summary of it.

## **Setting the Table: Chapter 4, page 81**

## **AFTER YOU READ**

### **Paraphrasing**

---

When you paraphrase a sentence, you say what the sentence says, but you use your own words. One way to get started is by using a different sentence structure in your sentence.

Paraphrase the following sentences from the paragraph on the previous page. Use sentence structure that is different from the original sentence.

1. "The more information you collect, the more frequently you can make meaningful connections that can make other people feel good and give you an edge in business."
  
  
  
  
  
  
  
  
  
  
2. "Using whatever information I've collected to gather guests together in spirit of shared experience is what I call connecting the dots."
  
  
  
  
  
  
  
  
  
  
3. "If I don't know that someone works, say, for a magazine whose managing editor I happen to know, I've lost a chance to make a meaningful connection that could enhance our relationship with the guest and the guest's relationship with us."

**Setting the Table: Chapter 4, pages 81 (top) to 85 (top) AFTER YOU READ**

**Double-entry Journal**

---

Choose a passage from the chapter that is **compelling or significant in any way**. Write the passage on the left. On the right, write your response to it. Write as much as you can.

Passage & Page #	Response

When you are finished writing, reread what you wrote. Then look at the list of the types of possible responses. Then answer this question: What kinds of responses did you make?

## **Essay 8:**

### **How Hospitality Can Enlighten Student Life, Today and Tomorrow**

---

You are Danny Meyer! You have invented the concept of “enlightened hospitality.” You believe that hospitality is central to business transactions *of all kinds*, not only to people in the restaurant business. You think it applies to health care institutions, government offices, even educational settings like CUNY.

You, Danny Meyer, have been invited to give a talk to CUNY students and staff (faculty and administrators) about enlightened hospitality and its importance to students and the school community.

Write your—Danny Meyer’s—speech, in the form of an essay. In the essay, give advice to *the students and the staff* about how enlightened hospitality can be applied to enhance the following:

- the quality of the school environment
- the quality of academic performance
- the quality of the preparation CUNY provides students for their future careers, whatever career path they may choose

Don’t forget to first, explain what enlightened hospitality is! Then apply it in your speech to the CUNY environment and the goals of the university for preparing students to succeed in school and in their professional lives beyond school.

## **The Transformative Power of Self-Assessment – Week 8**

---

Self-assessment is a transformative power. If you can assess your strengths and weaknesses in any area, you will have a better idea about how to achieve your goals and what skills you need to develop. You will better *serve yourself* as a learner.

For the next 45 minutes, think about the new book that you have been reading: *Setting the Table: The Transformative Power of Hospitality*. What do you think about the style of writing and the tone of voice? How does it compare to Tony Hsieh's book? Which contains more narrative writing (storytelling)? Which contains more expository writing? Do you have a preference for narrative or expository writing? What do you like about Danny Meyer's book? What is difficult about it for you?





## Unit 3: *Enlightened Hospitality*

# Week 9

### Key Questions and Concepts

- What is the history of smoking rules in restaurants and public spaces in New York City?
- In what ways might smoking be considered a hospitality issue?
- What issues did Danny face when deciding to expand his business operations?
- How did Danny Meyer manage stress when his business expansion didn't go according to plan and when he faced challenges in his home life?
- What are the ingredients of success in Shack Shack?
- What responsibilities does a company have to its community?
- What are some examples of *technical skills* ("hard skills")?
- What are some examples of *emotional skills* ("soft skills")?
- Describe the meaning and significance of the following terms as they apply to the workplace or from the point of view of business manager: *optimistic warmth, intelligence, work ethic, empathy, self-awareness and integrity*.
- As a manager who is hiring in the hospitality (or other) industries, which do you think may be more important: technical skills or emotional skills?

### Reading:

- *Setting the Table*:
  - Chapter 5 (selection, middle 99-110)
  - Chapter 6 (selection, bottom 130-138)
  - Chapter 7 (selections, pages 139-top 151; bottom 154-160)
  - Chapter 8 (selection, middle 182-186)
- *The New York Times*:

Restaurant Review: "**The Burger Remains a Work in Progress: Shake Shack Struggles with Consistency**," Peter Wells, 2.21.12

<http://www.nytimes.com/2012/02/22/dining/reviews/shake-shack-struggles-with-inconsistency.html?ref=dannymeyer>

### Writing:

- **Essay 9:** Restaurant Review or Interview, or Review of Your Emotional Skills

**Setting the Table: Chapter 5, pages 99 (middle) to 110**

**BEFORE YOU READ**

**Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
“Rather, I was sensitive about this issue because Audrey’s mother had died of lung cancer at age sixty-one, and then my father had died of it at age fifty-nine” (102).			
“Another motivation for me was concern for my health and that of our employees” (102).			

**Paraphrase one of these two sentences here:**

**Setting the Table: Chapter 5, pages 99 (middle) to 110**

**BEFORE YOU READ**

**Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
“Some people thought I was crazy, but for me, hospitality must be enlightened; we must care for our own staff first” (102).			
“Actually, I felt like a miserable failure in 1994-1995” (107).			

**Paraphrase one of these two sentences here:**

**Setting the Table: Chapter 5, pages 99 (middle) to 110**  
**Sentence Work**

**BEFORE YOU READ**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentence in the column on the left. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“It was a crushing blow that challenged our marriage and our lives; and if we had not resolved to use every form of therapy available – and in my case additional intensive work with a men’s group – the loss would have brought us down individually and together” (108-109).</p>			

**Paraphrase the sentence here:**

**Setting the Table: Chapter 5, pages 99 (middle) to 110** AFTER YOU READ**Double-entry Journal**

---

Choose a passage from the chapter that is **compelling or significant in any way**. Write the passage on the left. On the right, write your response to it. Write as much as you can.

Passage & Page #	Response

When you are finished writing, reread what you wrote. Then look at the list of the types of possible responses. Then answer this question: What kinds of responses did you make?

**BEFORE YOU EAT READ**

**Setting the Table: Chapter 6, pages 130 (bottom) to 138**

I



**Hot Dogs, Hamburgers and French Fries**

---



**What is your relationship to fast food? Is it a love affair?  
Is it a love-hate relationship? Have you broken up?  
Write a brief description or short story about your relationship to fast food.**



**BEFORE YOU EAT READ**

**Setting the Table: Chapter 6, pages 130 (bottom) to 138**



**Hot Dogs, Hamburgers and French Fries**

---

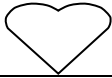


**What do you think the relationship may be between the picture above and the picture below? How can you find out?**





I



## Hot Dogs, Hamburgers and French Fries

Go to the Shake Shack website: <http://www.shakeshack.com/>. Read the different sections on the website menu: Our Story, What's New, Give Some Shack, Stand for Something Good and Let's Talk It Out. After you have explored the website, select two concrete examples of the philosophy of "Enlightened Hospitality" from anything you read or see.

SHAKE SHACK®  
PHILADELPHIA

<p><b>Burgers</b></p> <p>100% all-natural Angus beef. No hormones and no antibiotics ever. We grind our proprietary Shack blend fresh daily. Our burgers are cooked medium unless otherwise requested.</p> <p><b>ShackBurger®</b> Cheeseburger topped with lettuce, tomato and ShackSauce</p> <p><b>\$4.55</b> Single <b>\$7.10</b> Double</p> <p><b>SmokeShack™</b> Cheeseburger topped with Niman Ranch all-natural applewood smoked bacon, chopped cherry pepper and ShackSauce</p> <p><b>\$6.25</b> Single <b>\$8.80</b> Double</p> <p><b>\$6.55 'Shroom Burger (vegetarian)</b> Crisp-fried portobello mushroom filled with melted muenster and cheddar cheeses, topped with lettuce, tomato and ShackSauce</p> <p><b>\$8.60 Shack Stack®</b> Cheeseburger and a 'Shroom Burger topped with lettuce, tomato and ShackSauce</p> <p><b>Hamburger</b> Let us know if you would like lettuce, tomato, pickle or onion</p> <p><b>\$3.55</b> Single <b>\$5.60</b> Double Add cheese +\$0.50 per patty Add bacon +\$1.25</p> <p><b>Flat-Top Dogs</b> Split and griddled crisp.</p> <p><b>\$4.00 Shack-cago Dog®</b> Dragged through the garden with Rick's Picks Shack relish, onion, cucumber, pickle, tomato, sport pepper, celery salt and mustard</p> <p><b>\$3.40 Frisky Dog</b> Topped with spicy tomato-simmered onions and kraut</p> <p><b>\$3.00 Hot Dog</b> Vienna all-beef dog</p> <p><b>\$4.40 Bird Dog</b> Shake Shack chicken, apple and sage sausage</p> <p><b>Design Your Own Dog</b></p> <p><b>Fix-Ins</b> + \$0.50 each</p> <ul style="list-style-type: none"> <li>• Spicy tomato-simmered onions</li> <li>• Shack cheese sauce</li> <li>• Rick's Picks Shack relish</li> <li>• Kraut</li> </ul> <p><b>Fries</b> Crinkle cut Yukon potatoes. 100% free of artificial trans fats and 25% less fat than average fries.</p> <p><b>\$2.65 Fries</b></p> <p><b>\$3.65 Cheese Fries</b> Topped with our Shack cheddar and American cheese sauce</p>	<p><b>Frozen Custard</b> Our dense, rich &amp; creamy ice cream-spun fresh daily right here at the Shack!</p> <p><b>Shakes</b></p> <p><b>\$5.00</b> Hand-spun vanilla, chocolate, caramel, black &amp; white, strawberry or peanut butter Make it malted +\$0.50</p> <p><b>\$5.50 Fair Shake</b> Vanilla shake featuring 100% certified organic Arabica Fair Trade coffee</p> <p><b>\$4.75 Floats</b> Root beer, purple cow or creamsicle</p> <p><b>Cups &amp; Cones</b> Vanilla, chocolate or flavor of the day</p> <p><b>\$3.25</b> Single Dip <b>\$4.25</b> Double Dip</p> <p><b>\$5.75 Pints To Go</b></p> <p><b>Concretes</b> Dense frozen custard blended at high speed with mix-ins</p> <p><b>\$4.25</b> Half <b>\$6.50</b> Regular</p> <p><b>Center City Pretzel</b> Vanilla custard, Philly-style soft pretzel, caramel sauce, marshmallow sauce and banana</p> <p><b>Rittenhouse²</b> Chocolate custard, La Colombe coffee beans, coffee marshmallow sauce and chocolate truffle cookie dough</p> <p><b>Liberty Shell</b> Vanilla custard, Termini Bros. cannoli shell, strawberry purée &amp; lemon ricotta</p> <p><b>Design Your Own Concrete</b></p> <p><b>\$3.25</b> Half <b>\$4.50</b> Regular</p> <p><b>Mix-Ins</b> + \$0.55 each</p> <ul style="list-style-type: none"> <li>• Fudge sauce</li> <li>• Caramel sauce</li> <li>• Peanut butter sauce</li> <li>• Marshmallow sauce</li> <li>• Strawberry purée</li> <li>• Chocolate truffle cookie dough</li> <li>• Chocolate toffee</li> <li>• Guittard chocolate sprinkles</li> <li>• Cannoli shells</li> <li>• Banana</li> <li>• Featured mix-in</li> </ul> <p><b>For Dogs</b></p> <p><b>\$3.75 Pooch-ini®</b> A chilly treat for those with four feet. ShackBurger dog biscuits, peanut butter sauce and vanilla custard. *Includes dairy, sugar and nut products. Not intended for small dogs.</p> <p><b>\$7.50 Bag O' Bones</b> A real doggie bag: handful of ShackBurger dog biscuits to go.</p>	<p><b>Drinks</b></p> <p><b>Fresh Squeezed Lemonade</b></p> <p><b>\$2.40</b> Regular <b>\$3.05</b> Large</p> <p><b>Fresh Brewed Iced Tea</b></p> <p><b>\$1.90</b> Regular <b>\$2.40</b> Large</p> <p><b>Fifty/Fifty™</b> Half lemonade, half iced tea</p> <p><b>\$2.15</b> Regular <b>\$2.80</b> Large</p> <p><b>Fountain Soda</b> Coke, Diet Coke, Coke Zero, Sprite, Fanta Orange, Fanta Grape, Dr. Pepper</p> <p><b>\$1.90</b> Regular <b>\$2.40</b> Large</p> <p><b>Draught Root Beer</b> Abita Brewing Co., Louisiana</p> <p><b>\$2.65</b> Regular <b>\$3.40</b> Large</p> <p><b>Bottled Water</b> Keeper Springs helps restore America's waterways</p> <p><b>\$2.00</b> Half liter</p> <p><b>Beer</b></p> <p><b>Draught</b></p> <p><b>\$5.00</b> ShackMeister® Ale, Brooklyn Brewery, 16oz. <b>\$5.75</b> Regional Seasonal Draught, 16oz.</p> <p><b>Bottle</b> Check out the menu board for our complete selection.</p> <p><b>Wine</b> Check out the menu board for our complete selection.</p> <p><b>Stand For Something Good®</b></p> <ul style="list-style-type: none"> <li>• We pride ourselves in sourcing premium ingredients. Everything at the Shack is made to order.</li> <li>• Our menu is completely free of artificial trans fats. Ask about our gluten free options.</li> <li>• 100% of our electric usage is offset through Renewable Energy Certificates, supporting wind farms in the United States.</li> <li>• We use energy efficient equipment and compost all of our kitchen food waste.</li> <li>• We use green materials and sustainable woods in our building designs whenever possible.</li> </ul> <p><b>Give Some Shack</b></p> <p><b>Gift Cards</b> Get 'em at the Shack or on our website at <a href="http://www.shakeshack.com">www.shakeshack.com</a>.</p> <p><b>Shack Swag</b> Check out our stock of Shack Gear.</p>
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[shakeshack.com](http://shakeshack.com)  
facebook.com/shakeshack • @shakeshack

Contact: 215.809.1742 | Hours: 11:00AM - 11:00PM

Notice: consuming raw or undercooked meats, poultry, seafood, or eggs may increase your risk of foodborne illness, especially if you have certain medical conditions. Peanuts, nuts and other food allergens are present at Shake Shack. Although we make every effort to keep these items separated, we cannot guarantee that our products will be free of the eight major allergens identified by the FDA.

**BEFORE YOU EAT READ**

**Setting the Table: Chapter 6, pages 130 (bottom) to 138**

**Agree or Disagree**

---

Do you agree or disagree with these statements? On the line after each one, write **A** for *agree*, or **D** for *disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give your reasons and examples to support your opinions.

1. People expect convenience, not hospitality from hot dog carts, burger joints and other fast food operations. \_\_\_\_\_
  
2. Success in business brings problems of its own. \_\_\_\_\_
  
3. The secret of Starbucks success isn't the quality of the coffee it sells. \_\_\_\_\_
  
4. A successful business owes something to the community it operates in.  
\_\_\_\_\_
  
5. Shake Shack makes the best hamburgers in New York City. \_\_\_\_\_

## AFTER YOU READ

### Setting the Table: Chapter 6, pages 130 (bottom) to 138

#### Point of View

---

After you read the introduction to the book, what do you think Danny Meyer would say about each of these statements? Do you think he would agree? Do you think he would disagree? On the line after each statement, write **DWA** for *Danny would agree*, or **DWD** *Danny would disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give your evidence from the text to support what you think. (Write the page number where you get your evidence.)

1. People expect convenience, not hospitality from hot dog carts, burger joints and other fast food operations. \_\_\_\_\_
  
2. Success in business brings problems of its own. \_\_\_\_\_
  
3. The secret of Starbucks success isn't the quality of the coffee it sells. \_\_\_\_\_
  
4. A successful business owes something to the community it operates in.  
\_\_\_\_\_
  
5. Shake Shack makes the best hamburgers in New York City. \_\_\_\_\_

## AFTER YOU READ

### Setting the Table: Chapter 6, pages 130 (bottom) to 138

#### Growing Business by Building Community

---

“Starbucks took the notion of drinking good coffee (and standing in line to buy it) and figured out how to make the experience of drinking coffee with a community of other like-minded people become the real star of the show... **It was brilliant entrepreneurship to grasp that selling excellent coffee is secondary to creating a sense of community**” (134).

In Chapter 6, Meyer explains his idea that “people don’t go out just to eat; they also select restaurants in order to be part of a community experience” (134). He talks about Starbucks, and points to the role hospitality and community have played in its success

*What do you think the connection may be between these three things: hospitality, community and business success? Explain your ideas. Give a hypothetical or real example.*

## AFTER YOU READ

### Setting the Table: Chapter 6, pages 130 (bottom) to 138

#### Shake Shack as a Business Model

---

“Shake Shack became not just a huge success but also a wonderful business model. Because a percentage of every sale becomes rent, paid both to the conservancy and to the city, every hot dog, burger, frozen custard, or beverage purchased and enjoyed by a guest contributes something to the park’s ongoing vitality. Shake Shack is a useful example of a for-profit entity whose success contributes monetarily and programmatically to the community. **It shows you can do well by doing good.** Perhaps most important, it serves as a human-magnet, attracting all kinds of people of all ages and from all walks of life to the park. That makes them stakeholders in the park, and it increases the odds that the park will remain beautiful, safe, and enjoyed.” (138)

1. What does Danny Meyer mean, “You can do well by doing good.”?
  
  
  
  
  
  
  
  
  
  
2. Do you think he is correct? Do you think that Shake Shack is a good business model that other businesses can emulate? Explain your ideas and give an example or two.

**Research Question:** Do the other Shake Shacks that have opened up in other parts of the city also give back to their communities, financially or in other ways? If so, how do they do it?

**You can do well for yourself *and* for the class,  
if you can find the answers to these research questions!!!**

**BEFORE YOU READ**

**Setting the Table: Chapter 7, pages 139 to 151 (top)**

**Agree or Disagree**

---

Please read each statement below and think about it. Write **A** if you agree with it, **D** if you disagree, and **ID** if you believe that **It Depends** on the context. Under the statement write at least 1 sentence to give your reasons.

1. From a manager's point of view, the emotional skills of your staff are more important than their technical skills. \_\_\_\_\_
  
2. An intelligent person is someone who is curious about the world and loves to learn. \_\_\_\_\_
  
3. If someone knows how to do a job, it doesn't really matter if he or she enjoys it. \_\_\_\_\_
  
4. Pleasant people often prefer to work with others who are also pleasant. The same is true for grumpy people. \_\_\_\_\_
  
5. It's easier to train someone to be hospitable than to train someone with the technical skills to do a job. \_\_\_\_\_

## AFTER YOU READ

### Setting the Table: Chapter 7, pages 139 to 151 (top)

#### Point of View

---

After you read the introduction to the book, what do you think Danny Meyer would say about each of these statements? Do you think he would agree? Do you think he would disagree? On the line after each statement, write **DWA** for *Danny would agree*, or **DWD** *Danny would disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give your evidence from the text to support what you think. (Write the page number where you get your evidence.)

1. From a manager's point of view, the emotional skills of your staff are more important than their technical skills. \_\_\_\_\_
  
2. An intelligent person is someone who is curious about the world and loves to learn. \_\_\_\_\_
  
3. If someone knows how to do a job, it doesn't really matter if he or she enjoys it. \_\_\_\_\_
  
4. Pleasant people often prefer to work with others who are also pleasant. The same is true for grumpy people. \_\_\_\_\_
  
5. It's easier to train someone to be hospitable than to train someone with the technical skills to do a job. \_\_\_\_\_

## AFTER YOU READ

### Setting the Table: Chapter 7, pages 139 to 151 (top)

#### Characteristics of a “51 Percenter”

---

In chapter 7, Meyer describes his concept of a “51 Percenter” with examples from the restaurant business. In this activity, you will discuss what he means by this, and write about yourself and someone you know or know about in relation to the characteristics of a “51 percenter.”

- A.** With a partner, discuss the following questions. Refer to the book for evidence to support your ideas.

1. What is a “51 percenter”?
2. What does the other 49 percent refer to?
3. What does Meyer imply by saying that one set of characteristics is 51 percent and the other is 49 percent?
4. From the point of view of a manager, why do you think **the 51%** solution works well in the hospitality industry? What other careers and fields is this solution relevant to?

- B.** With you partner, complete the chart on the following page. On the chart, take notes on yourself and someone you know in relation to each of the characteristics of a 51 percenter. Give specifics: **Where, when** and **how** do you and a person you know show optimistic warmth, for example? (If you do not think that you rank highly in any of the five characteristics, say so in your notes.)



**Setting the Table: Chapter 7, pages 139 to 151 (top)****AFTER YOU READ****51 Percenters: Characteristics Chart**

In the middle column, write **where, when and how** you show the characteristic (as defined by Danny Meyer in Chapter 7) on the right. In the left column, write where, when and how someone you know or know about shows the characteristic.

Characteristic	You	Someone You Know or Know about
Optimistic Warmth		
Intelligence		
Work Ethic		

**Setting the Table: Chapter 7, pages 139 to 151 (top)****AFTER YOU READ****51 Percenters: Characteristics Chart**

In the middle column, write **where, when and how** you show the characteristic (as defined by Danny Meyer in Chapter 7) on the right. In the left column, write where, when and how someone you know or know about shows the characteristic.

Characteristic	You	Someone You Know or Know about
Empathy		
Self-awareness and Integrity		

**Setting the Table: Chapter 7, pages 154 (middle) to 160**

**BEFORE YOU READ**

**Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
“And I’d pay \$250 to the writer of the essay I felt was the best” (156).			
“That fueled even more resentment, which was directed toward me, and I began to wonder how I had somehow created this monster” (157).			

**Paraphrase one of these two sentences here:**

**Setting the Table: Chapter 8, pages 182 (middle) to 186****BEFORE YOU READ****Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
“I’ve observed that, with a small group of critics, the outcome of a review can be positively influenced by a free meal” (182)			
“He had initially praised our hospitality but now he issued the cynical suggestion that the welcome was all a façade” (185).			

**Paraphrase one of these two sentences here:**

## Essay 9: Restaurant Review or Interview; or Review of Your Emotional Skills

---

### Choice:

- A.** Write a review of an immigrant-run restaurant of your choice. Review both the quality of the food *and* the quality of the hospitality.

*or*

- B.** Interview the owner and/or manager of an immigrant-run restaurant of your choice. Ask the owner and/or manager of the restaurant about the history of the business, how it got started, the business plan, challenges the business faces, and the role hospitality plays in the business.

*or*

- C.** Write a self-assessment of your emotional skill set, with paragraphs on the five core skills of a “51 Percenter” as described by Danny Meyer. Describe your strengths and weaknesses in your emotional skill set.



## Unit 3: *Enlightened Hospitality*

# Week 10

### Key Questions and Concepts

- What are the characteristics of effective managers?
- What is the importance of communication skills in business management?
- What do the following words and expressions mean: *emotional skills, to hold someone accountable, to be in or out of the loop, ripple effects, win-win transaction, to set high standards, productivity, a high-touch leader, input, mind-set, long-term perspective, cash flow, fear-based control, trust-based control, tough love, self-awareness and integrity*
- In a company, what do the following refer to: *human resources, operations, accounting and finance, public relations and marketing, information technology (IT)*?
- What are the responsibilities of a CEO?
- What role do mistakes play in business, in school, in life?
- What are some strategies for effectively addressing mistakes in the hospitality industry?
- How might these strategies apply to language learning and other experiences?
- Who is Marcus Samuelsson and why did his restaurant Merkato not succeed?

### Reading:

- *Setting the Table*:
  - Chapter 9 (pages 187-218)
  - Chapter 10 (selection, 219-bottom 231)
- Yes, Chef, Chapter 25, “Merkato”

### Writing

- **Essay:** Effectively Handling Mistakes in the Language Learning Process, or Anatomy of a Business Failure, or The Characteristics of a Great Manager

**BEFORE YOU READ**

**Chapter 9, “Constant, Gentle Pressure”**

**Agree or Disagree**

---

Please read each statement below and think about it. Write **A** if you agree with it, **D** if you disagree, and **ID** if you believe that **It Depends** on the context. Under the statement write at least 1 sentence to give your reasons.

1. Everyone has the capacity to be an effective manager. \_\_\_\_\_
  
2. If the employees fear the boss, that's a sign that the boss is an effective manager.  
\_\_\_\_\_
  
3. For most employees, it's more important to feel like the boss listens to them, not that the boss agrees with them. \_\_\_\_\_
  
4. Great managers are, at heart, great communicators. \_\_\_\_\_
  
5. If the staff is a good one, the boss doesn't need to set high standards for them or to hold them accountable because they will do it themselves. \_\_\_\_\_



## AFTER YOU READ

### Chapter 9, “Constant, Gentle Pressure”

#### Point of View

---

After you read the introduction to the book, what do you think Danny Meyer would say about each of these statements? Do you think he would agree? Do you think he would disagree? On the line after each statement, write **DWA** for *Danny would agree*, or **DWD** *Danny would disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give your evidence from the text to support what you think. (Write the page number where you get your evidence.)

1. Everyone has the capacity to be an effective manager. \_\_\_\_\_
  
2. If the employees fear the boss, that's a sign that the boss is an effective manager.  
\_\_\_\_\_
  
3. For most employees, it's more important to feel like the boss listens to them, not that the boss agrees with them. \_\_\_\_\_
  
4. Great managers are, at heart, great communicators. \_\_\_\_\_
  
5. If the staff is a good one, the boss doesn't need to set high standards for them or to hold them accountable because they will do it themselves. \_\_\_\_\_

## Chapter 9, “Constant, Gentle Pressure”

## BEFORE AND WHILE YOU READ

### Chunking the Chapter

---

Chapter 9 contains significant ideas about management. In the chapter Danny Meyer describes his management style and strategies for effective management. Some of the sections of the chapter contain itemized lists and explanations of the items on the list. However, only one of the major sections of the chapter is identified with a title.

**The major sections (chunks) of the chapter are:**

1. an introduction to the topic of effective leadership and the salt shaker principle
2. a description and explanation of Danny Meyer’s overall management principle which he calls “Constant, Gentle Pressure”
3. the importance of good communication in business
4. 3 (metaphorical) manager tools—imaginary megaphone, pair of binoculars and fire
5. the history of the growth of Danny Meyer’s business and the need to develop a business group and for him to become a CEO
6. what to look for when hiring managers (this section has nine subsections, each with a title)
7. a brief conclusion about the importance of emotional skills and a manager’s power

**WHILE YOU READ:** Think about the organization of the content of the chapter. What page do you think each of the above sections starts and ends on? Write the page numbers for each of the above sections.

**AFTER YOU READ**

**Chapter 9, “Constant, Gentle Pressure”**

**Danny Meyer Quotations on Effective Management**

---

The charts on the following pages contain quotations from the chapter on the qualities of effective leaders and managers.

Before you read a section of the chapter, read the quotation(s) from that chunk. With a partner, discuss what it means. In the middle column of the chart, paraphrase it.

Think of an example that illustrates the idea in the quotation (or one aspect of the idea). Your example can be from your own life, from your school or work experience, or it can be from something that you have read. Write the example in the column on the right.

**Setting the Table: Chapter 9, page 187**

**BEFORE AND AFTER YOU READ**

**Danny Meyer Quotations about Management**

Quote	What It Means (Rewrite it in your own words.)	Give an Example (Your example can be from your life or something you've read.)
<p>“Three hallmarks of effective leadership are to provide a clear vision for your business so that your employees know where you’re taking them; to hold people accountable for consistent standards of excellence; and to communicate a well-defined set of cultural priorities and nonnegotiable values. Perhaps most important, true leaders hold themselves accountable for conducting business in the same manner in which they’ve asked their team to perform” (187).</p>		

**Setting the Table: Chapter 9, page 192**

**BEFORE AND AFTER YOU READ**

**Danny Meyer Quotations about Management**

Quote	What It Means (Rewrite it in your own words.)	Give an Example (Your example can be from your life or something you've read.)
<p>“Ultimately, the most successful business is not the one that eliminates the most problems. It’s the one that becomes most expert at finding imaginative solutions to address those problems” (192).</p>		
<p>“Communication is at the root of all business strengths—and weaknesses.” (192)</p>		

**Setting the Table: Chapter 9, page 196 and 205**

**BEFORE AND AFTER YOU READ**

**Danny Meyer Quotations about Management**

Quote	What It Means (Rewrite it in your own words.)	Give an Example (Your example can be from your life or something you've read.)
<p>"The biggest mistake managers can make is neglecting to set high standards and hold others accountable" (196).</p>		
<p>"You can get the best productivity from your employees only when they believe that their leadership is open-minded, is accessible, and welcomes input" (205).</p>		

**Setting the Table: Chapter 9, page 216**

**BEFORE AND AFTER YOU READ**

**Danny Meyer Quotations about Management**

Quote	What It Means (Rewrite it in your own words.)	Give an Example (Your example can be from your life or something you've read.)
<p>“Overall, integrity and self-awareness are the most important core emotional skills for managers. You must be self-aware enough to know what makes you tick. You have to understand your own strengths, weaknesses, and blind spots. You need to surround yourself with a team of people who will mirror your integrity but complement and compensate for your strengths and weaknesses” (216).</p>		

## Chapter 9, “Constant, Gentle Pressure”

## AFTER YOU READ

### Imaginary Bullhorn, Binoculars and Fire

---

What does each of these things represent according to Danny Meyer and his ideas about management and managers?





**BEFORE YOU READ**

**Setting the Table: Chapter 10, pages 219 to 231 (bottom)**

**Agree or Disagree**

---

Please read each statement below and think about it. Write **A** if you agree with it, **D** if you disagree, and **ID** if you believe that **It Depends** on the context. Under the statement write at least 1 sentence to give your reasons.

1. Problems aren't signs of failure; they are opportunities for success. \_\_\_\_\_
  
2. The way you deal with a mistake is more important than the mistake itself.  
\_\_\_\_\_
  
3. If you make a mistake on the job, it's a good idea to try to cover it up. \_\_\_\_\_
  
4. Making a new kind of mistake is worse than repeating a previous mistake.  
\_\_\_\_\_
  
5. If a cook makes a mistake with diner's order, the waiter shouldn't apologize to the diner. \_\_\_\_\_
  
6. "If you are not aware, you're nowhere!" \_\_\_\_\_
  
7. In business as in life, you get more by giving more. \_\_\_\_\_

## AFTER YOU READ

### Setting the Table: Chapter 10, pages 219 to 231 (bottom)

#### Point of View

---

After you read the introduction to the book, what do you think Danny Meyer would say about each of these statements? Do you think he would agree? Do you think he would disagree? On the line after each statement, write **DWA** for *Danny would agree*, or **DWD** *Danny would disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give your evidence from the text to support what you think. (Write the page number where you get your evidence.)

1. Problems aren't signs of failure; they are opportunities for success. \_\_\_\_\_
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\_\_\_\_\_
3. If you make a mistake on the job, it's a good idea to try to cover it up. \_\_\_\_\_
4. Making a new kind of mistake is worse than repeating an previous mistake.  
\_\_\_\_\_
5. If a cook makes a mistake with diner's order, the waiter shouldn't apologize to the diner. \_\_\_\_\_
6. "If you are not aware, you're nowhere!" \_\_\_\_\_
7. In business as in life, you get more by giving more. \_\_\_\_\_

**Setting the Table: Chapter 10, pages 219 to 231 (bottom)****BEFORE YOU READ****Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
“His philosophy came down to a simple fact of business life: success lies not in the elimination of problems but in the art of creative, profitable problem solving” (220).			
“The couple kept up a correspondence with him and eventually became regulars at Tabla, making the 500 mile round trip nearly every month for dinner” (220).			

**Paraphrase one of these two sentences here:**

**Setting the Table: Chapter 10, pages 219 to 231 (bottom)****BEFORE YOU READ****Sentence Work**

Choose one activity—building vocabulary, asking a question or making a prediction—for the sentences in the column on the left. (You can choose a different activity for each sentence.) Then choose one sentence to paraphrase. Work with a partner.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
“Unbeknownst to the woman, we sent a staff member uptown to meet the driver and retrieve the wallet and cell phone, both of which were in her hands before the check for lunch was on the table.” (227)			
“The guest wrote to me, ‘I can’t believe how insulting and passive-aggressive that was, and it’s not what I would expect from one of your restaurants.’” (230)			

**Paraphrase one of these two sentences here:**

## **AFTER YOU READ**

### **Chapter 10: “The Road to Success Is Paved with Mistakes Well Handled”**

#### **Danny Meyer Quotations: Managing Mistakes and Self-Awareness**

---

Read the following quotations from the Chapter 10. Choose the one you like the most and write your ideas in response to it. Connect it to your own experience and the experience of other people you know or have read about, such as Tony Hsieh.

1. “The road to success is paved with mistakes well handled.” (220)
  
  
  
  
  
  
  
  
  
  
2. “Perfection is impossible in business. As a company policy, the notion of perfection can be dangerous, and the folly of pursuing it can stunt your team’s willingness to take intelligent risks. How could I expect my staff to create “legends of hospitality” if they were playing it safe by trying to avoid mistakes. Stanley’s lesson reminded me of something my grandfather Irving Harris had always told me: “The definition of business is problems.” His philosophy came down to a simple fact of business life: success lies not in the elimination of problems but in the art of creative, profitable problem solving.” (220)
  
  
  
  
  
  
  
  
  
  
3. “But the worst mistake is not to figure out some way to end up in a better place after having made a mistake.” (222)
  
  
  
  
  
  
  
  
  
  
4. “Many mistakes go unaddressed because no one is even aware they have happened. If you’re not aware, you’re nowhere.” (223)

## AFTER YOU READ

### Setting the Table: Chapter 10, pages 219 to 231 (bottom)

## Double-entry Journal

Choose a passage from the chapter that is **compelling or significant in any way**. Write the passage on the left. On the right, write your response to it. Write as much as you can.

Passage & Page #	Response

When you are finished writing, reread what you wrote. Then look at the list of the types of possible responses. Then answer this question: What kinds of responses did you make?

## Setting the Table: Chapter 10

## AFTER YOU READ

### Meet Marcus Samuelsson

---

Like Danny Meyer, celebrity chef and restaurateur Marcus Samuelsson turned his love of food and hospitality into a successful business. He owns two restaurants in Harlem, Red Rooster and Ginny's Supper Club, and is part of the Marcus Samuelsson Group, a hospitality management and food media company.

In his memoir, *Yes, Chef*, Samuelsson explains how he was born in Ethiopia and raised in Sweden, where his Swedish grandmother Helga "treated her house like it was her own little food factory" (page 21). He loved cooking with his grandmother after soccer practice every Saturday and going on fishing trips with his father during school holidays. His uncle taught him how to cure fish in a traditional Swedish smokehouse, and his father trusted Samuelsson to cook part of what they caught for lunch, even at a young age.

Although he was an excellent soccer player who dreamed of becoming a professional athlete, Samuelsson's talent and hard work in the kitchen ended up shaping his career. He went to restaurant school in Sweden and worked his way up through well-respected internships in Switzerland, Austria, France, and New York. He eventually chose New York to be his home as an adult. Nowadays, he is a celebrity chef who actually works in his own kitchen as the owner of the popular Red Rooster Harlem restaurant (just a few blocks from CLIP at BMCC!).

One of Samuelsson's favorite aspects of New York is its diversity, culinary as well as ethnic and linguistic. He writes about his favorite weekend activity, visiting Chinatown to explore its markets and learn about all kinds of food that he had never even seen or tasted before. When he first arrived here, while he was still struggling to make a decent living in a new country, he also enjoyed going to Chinatown to eat. It was a contrast from some of the elegant European restaurants he had worked and trained in before coming to New York, as he explains below:

"The whole experience of the Chinese restaurant was so intriguing to me that I never minded being treated rudely or made to wait. And yes, the lighting was usually operating room fluorescent and the floor was linoleum and the service would have gotten you kicked out of restaurant school, but if you were lucky enough to be able to see into the kitchen, even glimpses through swinging doors, you saw a fury of activity, cooks working at top speed putting out tremendous volume and quality. That work ethic, along with a price I could afford, kept me coming back." (Marcus Samuelsson in *Yes, Chef*, page 149)

<http://www.marcussamuelsson.com/tips-2/how-to-get-a-restaurant-job-a-hiring-managers-perspective>

## Setting the Table: Chapter 10

## AFTER YOU READ

### What Would Danny Say?

---

In *Yes, Chef*, Marcus Samuelsson describes the intensity of the work and, in some cases, the brutality that he has experienced in kitchens. He paints a picture of extremely stressful environment, quite different from the hospitality that takes place in the front of the house. Here are a couple of quotations from Marcus Samuelsson's memoir:

"Everywhere I worked from Belle Avenue to Victoria Jungfrau to Georges Blanc to the cruise ships to Aquavit, they worked me too hard. And I was glad for it. It's what I signed up for. I manage to look young and strong in photos. But my back, the premature arthritis in my hands, the way my teeth are literally falling out—they tell the story of a lifetime of service. A chef's life is one of service, even in the age of *Top Chef* and Food Network stars" (*Yes, Chef*; Samuelsson, p. 292).

"...I got caught in the walk-in refrigerator with a chef who decided to go off on his Japanese *commis*. The chef was a few years younger than the *commis*, and the *commis*, like most of the Japanese who came to work for Blanc, was an excellent worker, meticulous and fast. The chef was just a cocky guy showing that he was boss. He had not only called him a fucking idiot and an amateur, he had upended the *commis's* *mise en place*, creative a holy mess inside the refrigerator. And when his screaming wasn't enough to fully express his rage, he punched the guy in the stomach. Right in front of me... This was the dark side of the French tradition. All of the chefs had come up through that same brutal system, where only the upper echelons had any sense of job security. Even the *chefs de partie* didn't know if they were going to get punched or fired the next day. Besides, if you put a lot of guys in one room, they are going to fight. Ask any of the top chefs and they will tell you that they've all seen violence in the kitchen. It's not what I do; it is not how I treat people, but there's no denying that this is the way it was. By the end of the nineties, this nonsense started to disappear because cooking became so competitive. Good cooks are hard to come by: They have plenty of options now, and if you treat someone that way, they'll leave. It is, thank God, a different time" (*Yes, Chef*; Samuelsson, 171-172).

\*\*\*

What do you think Danny Meyer would say in response to what Marcus Samuelsson describes?



**Yes, Chef: Chapter—“Merkato”****BEFORE YOU READ****So You Want to Open a Restaurant!**

---

In the last section of his book about becoming a chef, *Yes, Chef*, Marcus Samuelsson has a chapter about the first restaurant he opened in New York City. He realized that New York City had world-class restaurants from every part of the world except Africa, so he decided to open one. He called it Merkato, named after the huge open marketplace of Addis Adaba, Ethiopia.

Opening a restaurant is not a simple matter. Here’s a list of what Marcus needed:

- investors
- a location
- a design
- a menu
- a back of the house staff
- a front of the house staff
- liquor license
- a PR team
- reviews
- other

**Your Task:** Working with a partner, do the following:

1. Rank the items in the list above in order of importance. (Use numbers to rank them.)
2. What challenges do you think you might face with each of the above elements? Be specific!

**Use the chart on the next page to take notes.**

**Yes, Chef: Merkato”****BEFORE YOU READ****So You Want to Open a Restaurant!**

---

<b>NEED</b>	<b>PRIORITY</b>	<b>CHALLENGE</b>
<b>Investors</b>		
<b>Location</b>		
<b>Design</b>		
<b>Contractors</b>		
<b>Menu</b>		
<b>Back of the house staff</b>		
<b>Front of the house staff</b>		
<b>Liquor license</b>		
<b>PR team</b>		
<b>Reviews</b>		
<b>Other</b>		

**AFTER YOU COMPLETE THE CHART:** Read the chapter called **Merkato** from Marcus Samuelsson’s memoir, **Yes, Chef**. Find out what happened!

## Yes, Chef: “Merkato”

## AFTER YOU ~~OPEN A RESTAURANT~~ READ

### Trouble Piling up

---

The following are passages about some of the problems that Marcus Samuelsson experienced with Merkato.

“I should have known something was up when our investors had trouble making it to our regularly scheduled meetings. At the time, I just brushed it off as the price of working with club guys—they ran a different clock. I also felt like they were meeting their basic commitments; when the project ran over budget, they always found the money we needed; they always came through. Besides, I couldn’t dwell on the worries too long. I needed to focus on the seemingly endless work that still needed to be done and also the overflowing plate in front of me and Hakan. In less than twelve months, we were scheduled to open eight new restaurants including Aquavits in Stockholm and Tokyo” (266-267).

“While we struggled with getting the menu right, trouble started piling up with my investors. I wanted to cut back on reservations, to slow down the pace so we could tighten up the front and back of the house. Our waiters needed time to develop expertise about the food so they could present it effectively, and our kitchen needed time to fall into a steadier rhythm. When you’re slammed every night, you can’t do either, but my investors had a big nut to cover, and they didn’t want to turn anyone away. We were packed every night from six to midnight and waiters were ordered to turn over tables quickly to accommodate the crowds, which meant the service was never where it needed to be” (268).

### Cause and Effect & Contrast:

**A. Cause and Effect:** Use the following expressions to explain problems that Merkato experienced and why it failed:

- because
- as a result
- therefore
- consequently

**B. Contrast:** Use the following contrast words to express contrast between the interests of Marcus’s “silent” partners and Marcus:

- but
- however
- despite the fact that
- even though

**Yes, Chef: “Merkato”**

**AFTER YOU ~~OPEN A RESTAURANT~~ READ**

### **Danny and Marcus Have Dinner**

---

Imagine Marcus and Danny go out to dinner together. Where do you think they would go? What do you think they would talk about? What would Marcus say to Danny? What would Danny say to Marcus?

Work with a partner and role-play it. One of you is Danny. One of you is Marcus. Choose a location for dinner. Then get in a conversation. Talk about your experiences.

Write down the dialogue. Rehearse it. Act it out.

## **Essay 10: Three Options (that all deal with assessment!)**

---

### **Choices:**

- **Effectively Addressing Mistakes in the Language Learning Process**  
*or*
- **What Went Wrong at Merkato: Anatomy of a Business Failure**  
or
- **The Characteristics of a Great Manager**

See related prompts on following pages...

## Essay 10: Option One— Effectively Addressing Mistakes in the Language Learning Process

---

In chapter 10, Danny Meyer speaks about the inevitability of mistakes in business. He talks about the importance of addressing mistakes effectively. He provides five tips for doing so in the context of the hospitality industry: “The Five A’s of Effectively Addressing Mistakes.”

Think about the role that mistakes play in language learning. Are mistakes inevitable when learning a language? Which do you think is the bigger mistake: repeatedly forgetting to use the correct form of a word in a sentence, or blaming yourself for not remembering the rule?

What does it mean to *effectively address mistakes* in the language learning process? How do you do it? What strategies do you use? Do each of Danny’s Five A’s apply in some way to language learning? Which of his tips for effectively handling mistakes do you think are most relevant to language learning? Consider these questions:

- What role does awareness play in effectively addressing mistakes in language learning? Explain the importance of awareness of mistakes in language learning. How is the ability to self-assess part of this awareness?
- Do you need to acknowledge language mistakes you make, either to other people or to yourself? Explain your ideas and any special circumstances.
- Is it necessary to apologize for making a mistake? Explain why or why not and any special circumstances.
- Do you need to take action when you make a mistake? If so, what kinds of action can you take? Explain.
- Do you need to be generous to other people and/or yourself as a language learner when you make a mistake? Explain.

In this essay, you are going to reflect on the importance of *effectively* addressing mistakes and strategies for doing so in the process of language learning. Include specific experiences you have had and strategies (including self-assessment) that you have used or could use to effectively address mistakes in order to become a better learner.

## **Essay 10: Option Two— What Went Wrong at Merkato: Anatomy of a Business Failure**

---

Imagine you are Marcus Samuelsson. You have analyzed what you did right and what went wrong at Merkato. You have assessed yourself and your management of your business.

Write an speech, in the form of an essay, to business and hospitality students at CUNY, giving them advice about what is involved in opening a restaurant.

Speak from your own experience with Merkato. You want to encourage the students, but above all, you want them to be realistic, to help them to avoid mistakes you made.

## **Essay 10: Option Three— The Characteristics of a Great Manager**

---

Do you know any great managers in your life, managers at a job you've had, managers of learning processes in a classroom, managers on a sports team or another group that you've participated in? Do you know other managers who have not been as effective as you think they should be to foster the success of the operations they managed.

What made a great manager you've known so effective? Which of the characteristics that Danny Meyer's describes did they possess? Explain.

What made a less than effective manager come up short in his/her management? Which characteristics was the person weak in? Explain.

Do you think you have what it takes to become an effective manager? What do you think your management strengths are? What skills do you think you need to grow? How can these skills help you manage your education? Assess yourself as a manager today and your potential as a manager tomorrow!



## Unit 3: *Enlightened Hospitality*

# Week 11

### Key Questions and Concepts

- What is meant by the term *stakeholder*?
- How does Danny Meyer prioritize stakeholders, according to his “enlightened hospitality” business model?
  - Employees
  - Guests
  - Community
  - Suppliers
  - Investors
- In order to achieve success in business terms, how should each of the above stakeholders be treated, according to the model of “enlightened hospitality”?
- How does Danny Meyer’s prioritization of stakeholders differ from conventional business models?

### Reading:

- *Setting the Table*: Chapter 11 (pages 237-270)
- *Yes, Chef*: “Red Rooster”
- *The New York Times Magazine*: “**Danny Meyer on a Roll**,” Sean Wilsey, 8.4.11

<http://www.nytimes.com/2011/08/07/magazine/danny-meyer-is-on-a-roll.html?ref=dannymeyer>

*The New York Times Magazine*: “**Friends with Benefits**,” Michael Ruhlman, 3.9.8

<http://www.nytimes.com/2008/03/09/magazine/09Food-t.html?ref=dannymeyer&r=0>

## **Writing:**

- **Essay 11:** Work History and Goals

**BEFORE YOU READ**

**Setting the Table: Chapter 11, pages 237 to 270**

**Agree or Disagree**

---

Please read each statement below and think about it. Write **A** if you agree with it, **D** if you disagree, and **ID** if you believe that **It Depends** on the context. Under the statement write at least 1 sentence to give your reasons.

1. The first responsibility of a business owner is to his/her investors. \_\_\_\_\_
2. From a manager's point of view, providing the employees in a restaurant benefits such as medical and dental insurance is a waste of money. \_\_\_\_\_
3. Being respected on the job is more important than anything, including salary.  
\_\_\_\_\_
4. When diners leave at the end of a meal in a restaurant, the best question a waiter can ask is, "How was everything?" \_\_\_\_\_
5. When showing hospitality, non-verbal communication is more important than verbal communication. \_\_\_\_\_
6. All businesses, including restaurants and hotels, have a responsibility to give back to the communities where they operate. \_\_\_\_\_

## AFTER YOU READ

### Setting the Table: Chapter 11, pages 237 to 270

#### Point of View

---

After you read the introduction to the book, what do you think Danny Meyer would say about each of these statements? Do you think he would agree? Do you think he would disagree? On the line after each statement, write **DWA** for *Danny would agree*, or **DWD** *Danny would disagree*. If you are not sure, write **NS** for *not sure*. Then discuss it with a partner. Give your evidence from the text to support what you think. (Write the page number where you get your evidence.)

1. The first responsibility of a business owner is to his/her investors. \_\_\_\_\_
2. From a manager's point of view, providing the employees in a restaurant benefits such as medical and dental insurance is a waste of money. \_\_\_\_\_
3. Being respected on the job is more important than anything, including salary. \_\_\_\_\_
4. When diners leave at the end of a meal in a restaurant, the best question a waiter can ask is, "How was everything?" \_\_\_\_\_
5. When showing hospitality, non-verbal communication is more important than verbal communication. \_\_\_\_\_
6. All businesses, including restaurants and hotels, have a responsibility to give back to the communities where they operate. \_\_\_\_\_

**BEFORE YOU READ**

**Chapter 11, “The Virtuous Cycle of Enlightened Hospitality”**

**Danny Meyer Quotations on the Stakeholders in Business**

---

The charts on the following pages contain quotations from the chapter on the stakeholders in his business practice.

Before you read a section of the chapter, read the quotation(s) from that chunk. With a partner, discuss what it means. In the middle column of the chart, paraphrase it.

Then, in the column on the right, write your response to the idea in the quotation, if you agree or not, and why.

You can also think of an example that illustrates the idea in the quotation (or one aspect of the idea). Your example can be from your own life, from your school or work experience, or it can be from something that you have read.

**Setting the Table: Chapter 11, page 238**

**BEFORE AND AFTER YOU READ**

**Danny Meyer Quotations on Stakeholders**

Quote	What It Means (Rewrite it in your own words.)	Respond or Give an Example (Your example can be from your life or something you've read.)
<p>“The interest of our own employees must be placed directly ahead of those of our guests because the only way we can consistently earn raves, win repeat business, and develop bonds of loyalty with our guests is first to ensure that our own team members feel jazzed about coming to work” (238).</p>		

**Setting the Table: Chapter 11, page 241**

**BEFORE AND AFTER YOU READ**

**Danny Meyer Quotations on Stakeholders**

Quote	What It Means (Rewrite it in your own words.)	Respond or Give an Example (Your example can be from your life or something you've read.)
<p>“Considering that most of us spend about one-third of our lives at work, it is the value of the human experience we have with our colleagues—what we learn from one another, how much fun we have working together, and how much mutual respect and trust we share—that has the greatest influence on job satisfaction” (241).</p>		

**Setting the Table: Chapter 11, page 242**

**BEFORE AND AFTER YOU READ**

**Danny Meyer Quotations on Stakeholders**

Quote	What It Means (Rewrite it in your own words.)	Respond or Give an Example (Your example can be from your life or something you've read.)
<p>“It is critical to me that our wage scales be competitive with those of other restaurants, and that we provide the finest benefits we can afford, including medical and dental insurance for all of our full time employees” (242).</p>		



**Setting the Table: Chapter 11, page 245**

**BEFORE AND AFTER YOU READ**

**Danny Meyer Quotations on Stakeholders**

Quote	What It Means (Rewrite it in your own words.)	Respond or Give an Example (Your example can be from your life or something you've read.)
<p>“In every business, there are employees who are the first point of contact with the customers (attendants at airport gates, receptionists at doctor’s offices, bank tellers, executive assistants). Those people can come across either as agents or as gatekeepers. An agent makes things happen for others. A gatekeeper sets up barriers to keep people out” (245).</p>		

**Setting the Table: Chapter 11, page 251**

**BEFORE AND AFTER YOU READ**

**Danny Meyer Quotations on Stakeholders**

Quote	What It Means (Rewrite it in your own words.)	Respond or Give an Example (Your example can be from your life or something you've read.)
<p>"I am convinced that going things that make sense for the community leads to doing well in business" (251)</p>		
<p>"For those of us who make a living by nourishing and nurturing guests in our restaurants, there's a logical connection to feeding people in our community who don't have enough" (251).</p>		

**Setting the Table: Chapter 11, page 267**

**BEFORE AND AFTER YOU READ**

**Danny Meyer Quotations on Stakeholders**

Quote	What It Means (Rewrite it in your own words.)	Respond or Give an Example (Your example can be from your life or something you've read.)
<p>“This isn’t business as usual; most businesses ordinarily just go with the best supplier that offers the best price. Of course pricing is an important calculation; but for us, excellence, hospitality, and shared values must also be prominent factors in the selection process” (267).</p>		

**Setting the Table: Chapter 11, pages 268 & 269**

**BEFORE AND AFTER YOU READ**

**Danny Meyer Quotations on Stakeholders**

Quote	What It Means (Rewrite it in your own words.)	Respond or Give an Example (Your example can be from your life or something you've read.)
<p>"I've never done a deal without investing a sizable amount of my own funds. If I'm not willing to make a personal bet on the successful outcome of a project, why should I expect anyone else to do it?" (268).</p>		
<p><b>Danny's grandfather:</b></p> <p>"You need to find other, nonfamily people to buy into your plans. You need to know whether this is actually a good investment. Family members alone won't tell you" (269).</p>		

## WHILE YOU READ

### Setting the Table: Chapter 11, pages 237 to 270 (whole chapter)

#### Chunking the Text

---

In Chapter 11, Danny Meyer explains “the virtuous cycle of hospitality.” In this cycle, there are five *stakeholders* that he considers essential to the success of his business and to his philosophy of “enlightened hospitality.” The stakeholders are, in order of importance:

1. Employees
2. Guests
3. The Community
4. Suppliers
5. Investors

The chapter begins with an introduction to the cycle. After this, the body of the chapter is divided into five sections, one for each of the stakeholders.

Each of the five sections is like a composition. It contains an introduction to the section and then it contains paragraphs that provide explanation and examples to support the ideas in the introduction.

In this activity, when you read each section, your job is to chunk the text—to identify what the different subtopics are within the section. Give each subtopic a title.

<b>Employees</b>
------------------

**Subtopics:**

<b>Guests</b>
---------------

**Subtopics:**

<b>Community</b>
------------------

**Subtopics:**

<b>Suppliers</b>
------------------

**Subtopics:**

<b>Investors</b>
------------------

**Subtopics**

## Chapter 29: “Red Rooster”

## BEFORE YOU ~~CROW~~ READ

### The Red Rooster Crows

---

Chapter 29 is the final chapter of Marcus Samuelsson’s book. It’s not the final chapter of Marcus’s life. (He’s only in his early forties.) However, it’s the final chapter of his memoir of his journey from childhood, to becoming a chef, to becoming a man!

**“When I thought about how much time had passed since I worked at those restaurants, how far I had traveled, it was as if I’d laced up my sneakers when I was fifteen and hadn’t stopped running for twenty-five years” (304).**

Marcus has run a long way indeed! Now he is opening Red Rooster, the restaurant of his dreams. Do you think he will repeat the same experience and mistakes that he made with Merkato? What do you think he will do differently?

Merkato mistakes	Red Rooster

## Chapter 29: “Red Rooster”

## *AFTER YOU CROW READ*

### The Red Rooster Crows

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Why do you think Marcus Samuelsson is so happy? Write your response in the space below the picture.





## Essay 11: Work History and Career Goals

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All of us want to achieve success. However, how we define success may differ. For some it means money, for others it means freedom and other benefits. For many, it's some combination of these things.

This essay is about *your* personal work experience, your attitude about working and your vision of your goals. In this essay, you will reflect on all you have considered this semester in terms of values, formative experiences, technical and emotional (“hard” and “soft”) skills, your research into majors and careers, and anything else relevant to your work and career goals.

### Where you have been

---

- Describe your work experience up to now. What has been your most important job, and why? Which has been the job you liked best or least?
- If you have never worked at a paying job yet, think about other kinds of work you might have done. For instance, most teens have done some kind of work at home for the family. What kind of household tasks are you best at performing? Which jobs do you like least? Also, perhaps you have been a volunteer at your house of worship or at some school organization or event. If so, describe the work required in those capacities.

### Where you want to go

---

- Now you have been accepted to college in order to study some major that can lead to a career path. What is your major? Make some predictions about what you will learn in those classes, or what kind of projects your teachers might expect you to complete. What career will this major prepare you for? Describe what you are personally seeking in a job in this career besides money. Do you have a long-term career goal? If you do, tell about it.

### Where you are now

---

- Are you on target for your career goal? Why or why not? What specifically will you do or have you been doing to reach your goal?
- As always, remember that any essay you write in an English class may be read out loud or by other students, so don't make it too personal for you to be comfortable with that.

### Things to keep in mind

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- Choose the right tense for the time period you are describing. For instance, if part of your work history is already over, then use past tenses in your description. If part of your work experience is happening right now, then use present tenses.
- Use direction/signal words like “before, next, then, later” to show time sequence in your paper.
- Include enough detail so that any reader (either your teacher or another classmate) can fully understand what you are describing.

## Peer Review: My Work History and Career Goals

---

Name of Reviewer: \_\_\_\_\_

Name of the Author of the Paper: \_\_\_\_\_

1. Check to see whether the verbs are in the right tense. Remember, if the work experience is already over, the tenses should be past tenses. If the work experience is still going on, the tenses should be present. **Circle** verbs that you think need to be put into another tense.
2. When telling a story about the past, an author has to make sure that events are told in a logical time sequence. Check to see that there are words like “before, next, then, one day” etc. **Make an arrow mark** where you think the author should include more words or expressions to show more about when in time something had happened.
3. Check to see what kinds of details have been included about this work experience. **Underline the best descriptions.** Make a note in the margin where you think more descriptive words should be added.

Answer the following questions on this sheet. Turn the paper over to finish your answer. Remember to give the number of the question you are answering so the student writer understands you.

4. Overall, what part needs the most to be developed? Why do you think it needs to be developed?
5. Write two or three questions about anything that is unclear to you or that you want more information about in the essay.
6. Overall, what do you think is the BEST part of this essay? What do you like about it?

Please staple this PEER REVIEW to your revised draft, along with your first draft, to hand in to me. Put your revised draft on top, the first draft below that, and this sheet below the first draft. *Note:* You must hand in a completed PEER REVIEW sheet, or your work will be returned to you unread.

### **Unit 3: *Enlightened Hospitality***

# **Week 12**

**In the final week, you will review and assess the work you have done throughout the semester, and complete the assembly of your portfolio of essays and projects.**

**Begin by rereading the course outline and the key questions at the start of the course. What is your answer to these questions? What new questions do you have?**

**Which were your favorite activities this term? What helped you learn the most? What specific speaking and listening skills did you learn? What specific reading skills and strategies did you learn? What writing skills and strategies did you learn?**

**Review your essays and the drafts of your essays. What did you learn in the drafting process? Which are your three favorite essays? What do you like most about them?**

**When your portfolio is complete, write a two-page introduction to it. In your introduction explaining what it contains and how it reflects what you have learned in this course.**

# Career Exploration Set



## ShoePATH Profile Prediction Guide: Which Pair of Shoes is Right for You?

	College Major	Career Path	Other Notes
			
			
			
			

## **Researching Careers and Career Mapping Activity Set**

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1. The Department of Labor
2. The DOL's Occupational Outlook Handbook
3. Creating a Career Map
4. Research a Job You Are Interested In

## Researching Careers: The Department of Labor

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The United States government has a whole department called the Department of Labor. Go to their website to learn more about them: [www.dol.gov](http://www.dol.gov). Find a basic description of what the Department of Labor does. Take some notes here:

*The Department of Labor...*

Where did you find this information on the website?



## Researching Careers: DOL's Occupational Outlook Handbook

The Department of Labor has something called the Occupational Outlook Handbook. It has information about jobs. Find it on their website: [www.dol.gov](http://www.dol.gov).

Once you find it, notice how you can search for jobs in different ways. There are broad categories that will give you a list of jobs in that area—for example, Healthcare or Architecture & Engineering. But there are other ways to search for jobs. Find the area that allows you to search by growth rate. Select the *largest* growth rate and see which jobs are growing the fastest right now. Choose the three most interesting jobs listed, and take notes in the chart below:

Job	Education Required	Median Pay

Go back to the main page and click on the career category that relates to your CLIP course theme. Scroll through the list of jobs that comes up and read the short descriptions. Many of these jobs will come up in the books and articles we are reading this semester. Complete the following sentence starters:

*I could imagine working as a ...*

*I would NEVER want to work as a ...  
because ...*

## **Researching Careers: Create a Career Map**

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Choose an occupation that is related to one of the books you are reading for the course.

Use these three websites to learn more about what people in the occupation do and how to become one:

- The DOL's Occupational Outlook Handbook
- Career Cruising (username = cuny; password = newyork)
- CUNY college websites/college catalogs

As you take notes, keep track of where you found the information. If you found this information on Career Cruising, write (CC) after it. If you found the information in the DOL's Occupational Outlook Handbook, write (DOL's OOH) after it. If you found the information on a CUNY website, write (CUNY) after it.

**Job Basics for:** *(Write the occupation name.)*

What do you actually do when you have this job?

What skills do you need?

Where can you get a job?

**Education Required for:** *(Write the occupation name.)*

What degrees or certificates do you need?	How long does it take to get this degree or certificate?

What classes are required for these degrees or certificates?

Which CUNY colleges offer these degrees or certificates?

**Career Cluster for:** *(Write the occupation name.)*

What jobs could help you get this job? Or, what kinds of jobs lead to this job?

What other jobs might you get AFTER doing this job?

What other jobs are RELATED TO this job?

## Researching Careers: What Are You Interested In?

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What field are you **most** interested in right now? Return to the main page of the Occupational Outlook Handbook on the Department of Labor's website ([www.dol.gov](http://www.dol.gov)) OR Career Cruising ([www.careercruising.com](http://www.careercruising.com)). Find **THREE** jobs that you find *interesting possibilities for yourself*. Make some notes here about them here, and then select one occupation to research further, using the process as in the previous pages.

Job	Why I'm Interested In This Job

## Learn About LinkedIn

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Go to [www.learn.linkedin.com](http://www.learn.linkedin.com) and look for the list of User Guides on the left side of the page. Click on “Students.” A series of videos will appear. Watch the first video in the series, “Get Started with LinkedIn: What Is LinkedIn and Why Should I join?” Take notes on the following ideas as you watch the video. Pause the video any time you need time to write something down, or back up and watch a section twice to help you understand it.

*How Ann Used LinkedIn to Get a Job*

*What LinkedIn Is NOT*

*What LinkedIn IS*

*How LinkedIn Can Help You Find a Job*

## Learn About LinkedIn Profiles

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Return to the [www.learn.linkedin.com](http://www.learn.linkedin.com) page and look for the list of Site Features on the left side. Click on “Profile.” Several short videos will appear. Watch these five short videos and take notes on what they explain. Pause or repeat the videos whenever you need to.

*Profile Basics: Overview*

*Profile Basics: Basic Information*

*Profile Basics: Experience*

*Profile Basics: Education*

*Profile Basics: Summary*



## Setting Up Your LinkedIn Profile

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Go to [www.linkedin.com](http://www.linkedin.com) and register! Start to set up your profile. To complete this assignment, you will need to fill out five areas of your profile:

- Basic Info
- Experience
- Education
- Summary
- Skills & Expertise

Start with Basic Info. When you are done with Basic Info, search for other profiles to see some examples before you continue. You can search by name or by job title. For example, you can search for “Barack Obama” or “president of the United States.” Look at three profiles.

How is LinkedIn different from Facebook? Make some notes here.

LinkedIn	Facebook

Go back to your profile and fill out what you can. For the Summary section, explain that you are a full-time student in the CLIP program and explain what you hope to do in the future, both in your education and in your career.

Is there any section you need to return and finish later? Which sections?

## Make Connections with LinkedIn

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Sign into your LinkedIn Profile.

1. Find the link that says “Add Connections.” Follow the instructions. Do you know anyone on LinkedIn already? How many people?
2. Now, you are going to connect your profile to your classmates’ profiles. How will you do this? Discuss with a partner and come up with a plan.
3. Finally, sit with a partner. Pretend that you are a manager and you need to hire someone. Look at your partner’s LinkedIn profile. Would you hire this person? Why or why not? What could this person do to improve their profile? Write some notes here:

## Informational Interviewing

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**Overview for Students:** Often the most current information about a career field, especially in a specific geographic location, may not be available in print or online resources. The best information comes from people who are actually working in that career field.

An **informational interview** is an informal conversation with someone working in an area of interest to you who will give you information and advice. It is an effective research tool in addition to reading books, exploring the Internet and examining job descriptions. **It is not a job interview, and the objective is not to find job openings.**

You may feel awkward making arrangements to talk with people you don't know about their work. However, most people actually enjoy taking a few moments out of their day to reflect on their professional life and to give advice to someone with an interest in their field.

**Fall 2012 Practice:** To practice informational interviewing, this semester we interviewed three different professionals related to the theme of the course (health). I identified three people and invited them to the class: Blanca Manrique works both as a Certified Nurses Assistant (CNA) at Elmhurst Hospital and as a Community Healthworker with Planned Parenthood in the Bronx. Meghan Williams is a Paramedic and EMT/Paramedic Instructor. Beth Godley who works with International Health Professionals seeking licensure in the U.S., is the director of the NYC Welcome Back Center.

### **Student did the following:**

1. Discussed the purpose of informational interviews (in contrast to a job interview).
2. Discussed ways to find people to interview.
3. Wrote informational-interview request emails. (This was an exercise. I'd already invited the interviewees.)
4. Did brief research about the occupations.
5. Prepared open-ended questions. (We brainstormed questions first and then looked at sample questions from UC Berkeley's website. The question prep made a huge difference in the quality of the experience.)
6. Conducted the interviews as a class.
7. Wrote post-interview reflections immediately following the interviews.
8. Wrote and sent personalized thank-you emails to the interviewees.
9. Wrote reports on their experiences.

## Steps for Informational Interviewing

(from the UC Berkeley Career Center Website: <https://career.berkeley.edu/Info/InfoInterview.stm>)

### 1 Identify people to interview:

- Pursue your own contacts. People you already know, even if they aren't in fields of interest to you, can lead you to people who are. This includes family, friends, teaching assistants, professors and former employers.
- Call organizations directly or visit their website for the name of someone working within a particular area of interest. Contact professional or trade associations.
- Visit the Career Center at your college.

### 2 Prepare for the interview:

- Develop a short (15-30 second) overview of yourself, including your reasons for contacting this person, as a way to introduce yourself and define the context of the meeting.
- Plan open-ended questions that you will ask in the interview.

### 3 Initiate contact:

- Contact the person by phone (see Sample Telephone Script below) or email. (See sample email at <https://career.berkeley.edu/Info/InfoInterview.stm>.)
- Mention how you got his or her name.
- Ask whether it's a good time to talk for a few minutes.
- Emphasize that you are looking for information, not a job.
- Ask for a convenient time to have a 20-30 minute appointment.
- Be ready to ask questions on the spot if the person says it is a good time for him/her and that s/he won't be readily available otherwise.

### **Sample Telephone Script Requesting An Informational Interview:**

Hello. My name is Jane Wilson and I'm a second year student majoring in English at LaGuardia Community College. Is this a good time for you to talk briefly? I heard you speak at an event sponsored by the Undergraduate Marketing Association last semester. Although I am not currently looking for a job, I have become very interested in public relations and would like to find out as much as I can about the field. Would it be possible to schedule 20 to 30 minutes with you at your convenience to ask you a few questions and get your advice on how best to prepare to enter the field?

Adapted from the UC Berkeley Career Center Website: <https://career.berkeley.edu/Info/InfoInterview.stm>

#### **4 Conduct the informational interview:**

- Restate that your objective is to get information and advice, not a job.
- Give a brief overview of yourself and your education and/or work background.
- Be prepared to direct the interview, but also let the conversation flow naturally, and encourage the interviewee to do most of the talking.
- Listen well and show genuine interest in what the person has to say.
- Take notes if you'd like.
- Respect the person's time. Keep the appointment length within the time span that you requested.
- Ask the person if you may contact him or her again in the future with other questions.
- Always ask for names of other people to talk to for additional information or a different perspective.

#### **5 Follow-up:**

- Keep records. Right after the interview write down what you learned, what more you'd like to know and your reactions in terms of how this industry, field or position would "fit" with your lifestyle, interests, skills and future career plans.
- Send a thank-you note within 1-2 days to express your appreciation for the time and information given. Based on whether the informational interview was relatively informal or more businesslike, this may be a brief handwritten note, an email, or a business letter (See sample Thank You Letter at <https://career.berkeley.edu/Info/InfoInterview.stm>.)

## Preparation: Requesting an Informational Interview

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### Email Request an Informational Interview

Draft a request for an informational interview. Develop a short overview of yourself, including your reasons for contacting this person, as a way to introduce yourself and to define the context of the meeting. (See samples from the UC Berkeley website.)

#### Sample Informational Interview Request Letter (by LaGCC Student):

*My name is Viviana Cordoba. I am currently studying English in the CUNY Language Immersion Program at LaGuardia Community College. Is this a good time for you to talk briefly? I heard that you have experience with international health professionals and I would like to know about the process to become a Nurse in NYC. Would it be possible to schedule 15 or 20 minutes with you at your convenience to ask you a few questions and get your advice on how best to prepare to enter the field?*

Request for an Interview:

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## Preparation: Interview Questions

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Select questions that are right for the profession you are researching, and the stage of decision-making. You can ask about such topics as the nature of a person's work, how to get started in the field, or effective approaches for the job search. Use some of the following questions and/or make up your own.

### **Open Ended Questions from the University of California, Berkeley Career Center**

From the UC Berkeley Career Center Website: <https://career.berkeley.edu/Info/InfoInterview.stm>

1. What are your main responsibilities as a...?
2. What is a typical day (or week) like for you?
3. What do you like most about your work?
4. What do you like least about your work?
5. What kinds of problems do you deal with?
6. What kinds of decisions do you make?
7. How does your position fit within the organization/career field/industry?
8. How does your job affect your general lifestyle?
9. What current issues and trends in the field should I know about/be aware of?
10. What are some common career paths in this field?
11. What kinds of accomplishments tend to be valued and rewarded in this field?
12. What related fields do you think I should consider looking into?
13. How did you become interested in this field? How did you begin your career?
14. How do most people get into this field? What are common entry-level jobs?
15. What steps would you recommend I take to prepare to enter this field?

- 16.** How relevant to your work is your undergraduate major?
- 17.** What kind of education, training, or background does your job require?
- 18.** What skills, abilities, and personal attributes are essential to success in your job/this field?
- 19.** What is the profile of the person most recently hired at my level?
- 20.** What are the most effective strategies for seeking a position in this field?
- 21.** Can you recommend trade journals, magazines or professional associations which would be helpful for my professional development?
- 22.** If you could do it all over again, would you choose the same path for yourself? If not, what would you change?
- 23.** I've read that the entry-level salary range for this field is usually in the range of \_\_\_\_\_. Does this fit with what you've seen? (Don't ask about the person's actual salary.)
- 24.** What advice would you give someone who is considering this type of job (or field)?
- 25.** Can you suggest anyone else I could contact for additional information?

Which of the above questions would you like to use? What additional questions do you have that are specific to your situation and the career you are interested in? Work with a partner on your questions and use your notebook for additional space

- 1.**
- 2.**
- 3.**
- 4.**
- 5.**



## Informational Interviewing: Report

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Write a report about the process of informational interviewing and your experiences doing informational interviews.

### A. Introduction:

- Give a general explanation of informational interviewing. Describe the purpose—what it is and what it isn't. Briefly mention the informational interviews you did in the course and how you plan to use informational interviewing in the future.

### B. Body:

- Describe the six steps in the informational interview. (Refer to the U.C. Berkeley Informational Interviewing Video, but explain the process in your own words! Do not cut and paste from the website. You can include a quote with citation, if you wish.)
- Describe your actual experience doing an informational interview. Who did you interview? What was it like at each stage of the process?
- Describe what you learned in as much detail as possible. What topics did you discuss? What topics came up that you didn't expect to discuss? Were there any questions that you had planned to ask, but didn't get to? What was especially useful about the interview? What was the most interesting or surprising part of the interview? Do you have a new appreciation for or better understanding of this work or profession? Explain. Could you imagine yourself in this type of work? Why or Why not? After conducting the interview were you curious about anything? Use these words: *discussed, explained, focused on, said, described, reiterated, mentioned*.
- Describe the experience of interviewing in English. Where there any challenges? What did you do to make sure you could understand? What did you do to take notes or remember important details from the interview? Was there anything you would do differently in the future?

### C. Conclusion/ Reflection on Informational Interviews:

- Based on what you have learned and what you have experienced, what do you think are the benefits of doing an informational interview? What do you think are the challenges?

## Sample Student Reflections and a Thank You Letter

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**Reflection 1:** The information interview with Blanca Manrique: She shared some anecdotes about her field of Certified Nurses Assistant (CAN) and Community Health worker (CHW). I could note some nervous in her words, but I think that she tried to do her best effort. I like to know cases about people who were professional in their countries and want to overcoming their obstacles such as a language and regardless this barrier for reaching their goals. She is interested to help people and work with Latin community. Blanca said that it is important to be good listener, patient and respectful with others. She likes to do social work because she had contact with the same field in her native country. She graduated as a psychologist in Colombia, and when she came to USA, started to build her education in Health doing training in community work (CHW) and Certified Nurses Assistant (CAN). Blanca currently is working in Parenthood Program to educate woman in their sexual lives. Blanca helped me to find information about volunteers in Elmhurst Hospital. She sent me some email to contact the office and get one opportunity to familiarity with the hospital environment.

**Reflection 2:** Health field has different areas when we can learn diverse anecdotes, especially if these professionals work in emergency cases such as an EMT or Paramedic. Meghan has a lot of experience in this field. She has good public management and showed professionalism at the moment to do her presentation. She shared information about these two programs. EMT/Paramedics have to be prepared to confront difficult situations. Their environment are limited by the items that there are in the ambulance and the environment depends on what place the emergency happen. She can made decisions by her-self, but her job needs team workers, have strong knowledge, motivation, patience and good communication between her patients. It is really important that people who want to be in this program be a good student and do not miss any class because they could miss important information that will be useful in a future. EMT/Paramedics work in ambulances and are supposed to attend Emergencies like a car accidents, heart attacks, wounded by bullet, etc., but they have another responsibility as transporters of patients from hospital to hospital, hospital to house or vice versa. Meghan mentioned that the work of her EMT colleagues often affects their personal relationships because they are exposed to too much stress. Meghan has worked for 18 years as an EMT, loves her job and likes helping people.

### Sample Thank You Letter:

Dear Beth Godley,

I appreciate your time to meet with me and my classmates last Thursday. I learned a lot of things about health field. Especially, I knew information about international professionals who want to continue with their careers in this country. I followed your suggestions, I sent the application online, and I am waiting for the next step now. Your interview was very useful for me. I have contacted someone that you mention, and I made an appointment with her soon. Thank you again for giving me the opportunity to talk with you.

## Goals Storyboard

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Sketch a picture (a quick drawing) and write a caption for 5 steps you will take to reach your goal.

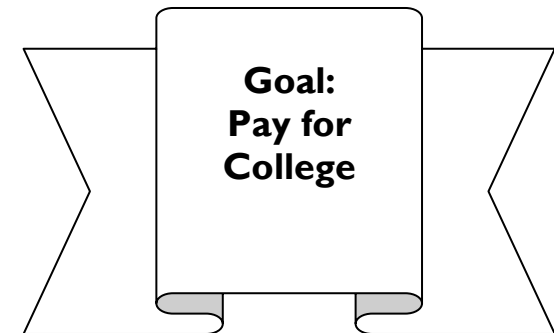
**Caption:**

**Caption:**

**Caption:**

**Caption:**

**Caption:**



## Goals Storyboard

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Sketch a picture (a sketch is a quick drawing) and write a caption for 5 steps you will take to reach your goal.

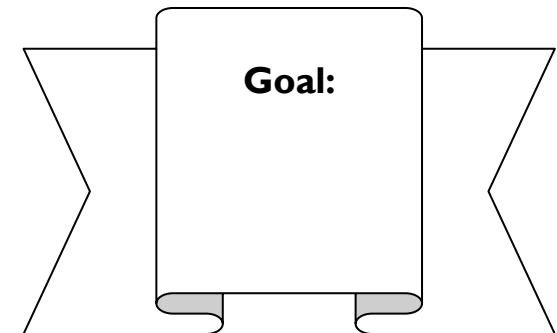
**Caption:**

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## Entrepreneurship & Business CAT-W Essay Practice

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### **Selection from *The Starbucks Experience: 5 Principles for Turning Ordinary into Extraordinary*, by Joseph A. Michelli, Ph.D.**

Joseph A. Michelli is a public speaker, consultant and author whose books include *The Zappos Experience: 5 Principles to Inspire, Engage and WOW* and *The Starbucks Experience: 5 Principles for Turning Ordinary into Extraordinary*. In this essay, you will write a response to a selection from his 2007 book about Starbucks (pages 2-3). This is excellent practice for the CAT-W and college classes. In fact, you are going to use the CAT-W directions as a guideline. Here are the CAT-W directions:

*Read the passage below and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author's most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced. Remember to review your essay and make any changes or corrections that will help your reader follow your thinking.*

Make sure you do everything that the prompt asks you to do. AND, you will also do one more thing. I want you to comment on the relationship between what Joseph Michelli writes about and one of the other readings that we have done in class. What connections or contrasts can you find? How does the passage add or build on something we've already read about? How does Joseph Michelli offer a new perspective? I want you to devote at least one long paragraph to explaining how Michelli's points add and mix with the ideas we're already read about in this class.

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### **From Seattle to Portland and Beyond**

In 1971, the Starbucks Coffee, Tea, and Spice store started business in Seattle, Washington. Before that first Starbucks opened its doors, people stopped by the corner coffee shop for a 50-cent cup that came with the promise of free refills. For some of us, the morning was not complete without a visit to the convenience store, where we poured our own black, murky brew into a white foam cup. To kill the taste, we doused the mixture with gobs of powdered cream and sugar, and stirred it with a thin red plastic stick (which was supposed to double as a straw). We would hand our change to an apathetic cashier who performed the job just well enough to earn the minimum wage. It was an unvarying and uninspired customer ritual and transaction.

Despite the monotonous nature and poor quality of this transaction, most of us didn't know that there was any other way to "enjoy" coffee. While we were slogging through our days with freeze-dried, burnt, or lackluster home-brew, Howard Schultz, Starbucks former CEO and current chairman, asked an intriguing question: "What would happen if you took the quality coffee bean tradition of Starbucks and merged it with the charm and romance of the European coffeehouse? His answer: Starbucks could transform the traditional American coffee experience

from the ordinary to the extraordinary. Of course, it is not clear that even Howard recognized the huge potential of his vision. At a shareholders' meeting, Schultz disclosed that up to 1980, "Our big dream was to open a store in Portland, Oregon." With over 11,000 stores worldwide, the company has certainly come a long way from its original goal.

By all accounts, Schultz's concept was an ambitious idea. How do you change people's view of coffee? After all, coffee has been with us for centuries, and there seemed to be little impetus for a major shift in customers' preferences.

How do you inspire a coffee drinker to give up her regular routine while also getting her to pay six or eight times more for rich, exotic coffee blends when "ordinary" is all she's ever known? Besides, who would make time for a European-style coffeehouse experience when one could grab a cup while buying milk, gasoline and a newspaper?

**Adapted from *The Starbucks Experience: 5 Principles for Turning Ordinary into Extraordinary* (2-3)**

## Entrepreneurship & Business CAT-W Essay Practice

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*Read the passage below and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author's most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced. Remember to review your essay and make any changes or corrections that will help your reader follow your thinking.*

Make sure you do everything that the prompt asks you to do. AND, you will also do one more thing. I want you to comment on the relationship between what Jeff Davidson writes about and one of the other readings that we have done in class. What connections or contrasts can you find? How does the passage add or build on something we've already read about? How does Jeff Davidson offer a new perspective? I want you to devote at least one long paragraph to explaining how Davidson's points add and mix with the ideas we're already read about in this class.

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### **Selection from *The Complete Idiot's Guide to Managing Your Time*, by Jeff Davidson, MBA, CMC3 (pages 3-5)**

One of the most insidious time traps you can possibly fall into is believing that by working a little longer (or taking work home on the weekend) you can finally "catch up." This is a fallacy that will keep you perpetually chasing the clock for at least the rest of your career – and maybe the rest of your life.

If you find yourself perpetually taking work home or working a little longer at the office, putting in overtime becomes the norm. Soon you're taking another 30 (or 40) pages of reading material home at night as if this habit were *simply the way it is*.

When you consistently work longer hours or take work home from the office, you begin to forget what it's like to have a free weeknight – and eventually a free weekend. I've observed the working styles of some of the most successful people in Eastern and Western society: multimillionaires, best-selling authors, high-powered corporate executives, association leaders, top-level government officials, educators, people from all walks of life. The most successful people in any endeavor maintain a healthy balance between their work and non-work lives.

Americans are working longer hours, but not everybody puts in marathon work days. The typical German worker, by comparison, works 320-400 fewer hours per year than his American counterpart. A journalist for *U.S. News and World Report* observed that Europeans are shocked to discover that most Americans only get two weeks of annual vacation time. The norm in Germany (as well as France and Great Britain) is five weeks off annually. American entrepreneurs, as a whole, work the longest: an average of 54 hours a week, if you believe they're reporting their true work time (they probably work many more hours than they reported).

Doesn't anybody get a break in this world? While you may have extra moments to yourself here and there, *everyone* who holds any position of responsibility today – and those responsibilities include studying, managing a home, caring for others, and nearly any pursuit you can think of – faces pressures unknown to previous generations.

Your key to reducing the time pressure you feel is not to stay longer at work. Indeed, to reclaim your day you *cannot* stay longer. Start with a small step. Choose one day a week to leave work on time. On that day, you will stop working on time and you will not take extra work home with you. Soon, this will become a habit. It's up to you to make the decision.



## Entrepreneurship & Business CAT-W Essay Practice

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*Read the passage below and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the authors' most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced. Remember to review your essay and make any changes or corrections that will help your reader follow your thinking.*

Make sure you do everything that the prompt asks you to do. AND, you will also do one more thing. I want you to comment on the relationship between what the authors write about and one of the other readings that we have done in class. What connections or contrasts can you find? How does the passage add or build on something we've already read about? How do the authors offer a new perspective? I want you to devote at least one long paragraph to explaining how the authors' points add and mix with the ideas we're already read about in this class.

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### **Selection from *True Green @ Work: 100 Ways You Can Make The Environment Your Business*, by Kim McKay and Jenny Bonnin with Tim Wallace**

Green business means putting environmental performance at the center of your working culture, expressed through your company's values, business objectives, performance measures, and management structure. Whether it means reducing waste, being smarter about energy, or simply adding more green plants to the workplace, every business decision has an environmental impact.

Paying attention to the environment makes good business sense. Without action, one economic report says, the costs will include dealing with up to 200 million environmental refugees, displaced by both desertification on the one hand and rising seas on the other.

Business has always profited from nature, creating the conditions for a more comfortable existence by exploiting the earth's resources. When those resources seemed limitless, the process of "taming" nature was acceptable, even necessary, but the conquest is turning into a hollow victory. Now, as Tachi Kiuchi and Bill Shireman write in *What We Learned in the Rainforest*, the real value of nature must come not from extracting its physical resources but from the lessons it teaches – and that includes how learning works.

Take a cue from biologist Allan Wilson's studies of birds: create a learning organization by working together as individuals, not in isolated territories. Have a culture that encourages sharing information and new skills both within your own team and across the business.

We usually think of business as being all about competition. Actually, we often think of nature that way, too – a war of all against all. But nature is both competitive and cooperative.

As Lynn Margulis and Dorion Sagan write in *Microcosmos*: “Life did not take over the globe by combat but by networking.” Species prosper through specialization, by finding niches and being useful to others: they serve themselves by serving the whole.

Green business takes the hint, balancing a competitive spirit with the power of cooperation. Especially internally, a cooperative approach results in more productive and healthier outcomes. Share leadership, resources and information. Let people flower and your business will reap the fruits.

Now is the time. Cities and businesses around the U.S. are engaged in some very exciting new thinking. Cities are competing to be the greenest and offering incentives to businesses that want to be greener. Businesses, meanwhile, are innovating at an unprecedented pace to change how their products are made, packaged, stored, shipped, used and disposed. They’re looking at every aspect of their operation, from the manufacturing plant to the supply room, from the cafeteria to the executive suites. Doing well and doing good, more executives will tell you today, work hand in hand.

## Entrepreneurship & Business CAT-W Essay Practice

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*Read the passage below and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author's most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced. Remember to review your essay and make any changes or corrections that will help your reader follow your thinking.*

Make sure you do everything that the prompt asks you to do. AND, you will also do one more thing. I want you to comment on the relationship between what Gail Margolies writes about and one of the other readings that we have done in class. What connections or contrasts can you find? How does the passage add or build on something we've already read about? How does Gail Margolies offer a new perspective? I want you to devote at least one long paragraph to explaining how Margolies's points add and mix with the ideas we're already read about in this class.

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### **Selection from *The Complete Idiot's Guide to Low-Cost Startups*, by Gail Margolies Reid, CPA (pages 17-20)**

Before you line up your first customer, before you spend a dime on equipment, before you decide what to print on your business cards, you need to have a plan. Why? Because the fastest, easiest path to creating a successful business is following a clear, realistic, and well-thought-out business plan.

The amount of planning required depends on the kind of business and the amount of your initial investment. Simple, low-cost startups require very basic, concise, simple business plans. The first steps include researching your market, analyzing your competition, and calculating your startup costs.

Study your competition and use this information to define the basics of your own business. Understanding the alternatives your potential customers can choose from allows you to tailor what you offer to fill in your competitors' gaps. By going beyond the rest of the pack and differentiating yourself, even in a small way, you set yourself up as the first choice for customers in your market.

When McDonald's entered the restaurant market in the 1950s, it created the entirely new concept of fast-food dining. In the 50-some years since opening its first restaurant, the market has been flooded with hundreds of competitors. Some have long since faded from memory, but others developed enormous market share by improving on the McDonald's concept. The competition's response to market demands has redefined customers' expectations of fast food, and in the last decade forced McDonald's to improve the nutritional value of their menu.

Some of the best ideas in business have been copied from competitors. By taking the time to study their websites, ads, brochures and other promotional materials, you can improve on what other companies offer. Start with a clear plan and see how far your business can take you.

## Entrepreneurship & Business CAT-W Essay Practice

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*Read the passage below and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author's most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced. Remember to review your essay and make any changes or corrections that will help your reader follow your thinking.*

Make sure you do everything that the prompt asks you to do. AND, you will also do one more thing. I want you to comment on the relationship between what David Segal writes about and one of the other readings that we have done in class. What connections or contrasts can you find? How does the passage add or build on something we've already read about? How does David Segal offer a new perspective? I want you to devote at least one long paragraph to explaining how Segal's points add and mix with the ideas we're already read about in this class.

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### **Selection from "In Pursuit of the Perfect Brainstorm" by David Segal, *New York Times*, December 16, 2010**

Last month, in a small room on the fifth floor of a high-rise building in San Mateo, Calif., three men sat around a table, thinking. The place was wallpapered with Post-it notes, in a riot of colors, plus column after column of index cards pinned to foam boards. Some of the cards had phrases like "space maximizers" or "stuff trackers" written on them. Many had little three-dimensional ink drawings and titles, like "color-coded Tupperware horizontal stacker." It looked as if these guys had been locked in and told they couldn't leave until they dreamed up 1,000 of the wackiest home-storage items they could imagine.

Which was pretty much what happened. "We're in our third month," said one of the men, Clynton Taylor, "so we're at about the halfway point."

This was a project room at Jump Associates, a company with 50 employees that comes up with ideas to solve what it calls "highly ambiguous problems." Exactly what problem was being solved in the room, and which client asked Jump to solve it, the company wouldn't say. But Jumpsters, as its employees call themselves, are chattier about closed cases.

Procter & Gamble asked Jump to study the future of water and what it portends for a company that makes water-dependent products like soap and laundry detergent. Mars, the candy maker, asked Jump to define the current meaning of "indulgence," on the theory that it now conjures pampering rather than stuffing your face. General Electric has retained Jump for at least 10 different projects.

Jump's work has elements of management consulting and a bit of design-firm draftsmanship, but its specialty is conceiving new businesses, and what it sells is really the art of innovation. The company is built on the premise that creative thinking is a kind of expertise.

Like P.&G. and Mars, you can hire Jump to think on your behalf, for somewhere between \$200,000 to \$500,000 a month, depending on the complexity and ambiguity of the question you need answered. Or you can ask Jump to teach your corporation how to generate better ideas on its own; Jump imparts that expertise in one- and five-day how-to-brainstorm training sessions that can cost \$200,000 for a one-day session for 25 employees.

This was a pretty exotic business model when Jump opened in 1998, but it isn't today. In the last decade, a quirky legion of idea peddlers has quietly invented what might be a new discipline and is certainly an expanding niche. How and why this happened is, naturally, a subject that everyone in the field theorizes about. What's clear is that in recent years, much of corporate America has gone meta — it has started thinking about thinking. And all that thinking has led many executives to the same conclusion: We need help thinking.

But even if you pay for that kind of help, don't expect to get instant solutions. Instead, you often hear this from idea entrepreneurs: Don't ask us for the answers. Let us help you frame the questions, so you can answer them yourself.

*Read the passage above and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author's most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced. Remember to review your essay and make any changes or corrections that will help your reader follow your thinking.*

## **Life, Liberty and the Pursuit of Happiness: Entrepreneurship and Your American Dream**

### **Essay Topics**

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#### **List of essay topics:**

1. Formative Experiences
2. In My Shoes: Shoe Stories
3. Managing Risk
4. Crowdsourcing Idioms Business Plan
5. A Core Value
6. The Best of “Business Day”
7. The Science and the Business of Happiness
8. How Hospitality Can Enlighten Student Life, Today and Tomorrow
9. Restaurant Review or Interview, or Review of Your Emotional Skills
10. Effectively Addressing Mistakes in the Language Learning Process, or Anatomy of a Business Failure, or The Characteristics of a Great Manager
11. Work History and Goals

#### **Additional topic options for unit 3:**

- Immigrant Entrepreneurs: Oral History Project
- Managing Time and Money in School and Work
- CATW Entrepreneurship/Business Topics

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Pic. 8. [http://upload.wikimedia.org/wikipedia/commons/a/aa/Tony\\_hsieh.jpg](http://upload.wikimedia.org/wikipedia/commons/a/aa/Tony_hsieh.jpg)

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Pic. 1. <http://lilywinfield.files.wordpress.com/2013/10/starbuckssecond.jpg>

Pic. 2. <http://www.losbanoslive.com/paper/wp-content/uploads/2014/02/silver-apple-logo-small.jpg>

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Pic. 4. [http://img2.wikia.nocookie.net/\\_\\_\\_cb20130722070530/logopedia/images/3/31/McDonald's\\_2006.png](http://img2.wikia.nocookie.net/___cb20130722070530/logopedia/images/3/31/McDonald's_2006.png)

Pic. 5. [http://typophile.com/files/Shake-Shack-Logo\\_3513.jpg](http://typophile.com/files/Shake-Shack-Logo_3513.jpg)

Pic. 6. <http://kcatt.commons.gc.cuny.edu/files/2013/04/CUNY-logo-01.png>

Pic. 7. [http://about.zappos.com/sites/about.zappos.com/files/press/Zappos\\_logo-1.jpg](http://about.zappos.com/sites/about.zappos.com/files/press/Zappos_logo-1.jpg)

**Page 149:** Photo by author.

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Pic. 2. [http://www.ushgny.com/wp-content/media/030912\\_Food\\_BPC22MS3-940x530.jpg](http://www.ushgny.com/wp-content/media/030912_Food_BPC22MS3-940x530.jpg)

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