## **Unit 5: Business and Prosperity**

iExplore 1:

The goal of strategy:

Win all without fighting



# I. A Briefing to The Class

Unit	Business and Prosperity								
iExplore 1	The goal of strategy: Win all without fighting								
Students	Non-English majors (CET-4 level or above)								
Class size	20 students, 4 groups								
Class duration	20 min								
Judging criteria	Based on students' task performance								

## II. Teaching Objectives

- 1. Understand the argumentative *structure*
- 2. Understand the *concept* of market dominance
- 3. Improve the sample *presentation*: Why is it possible to build a fast food chain restaurant on college campus?

## III. Teaching Focus

- How to *introduce* the inclusive business strategy market dominance
- 2. How to *prove* the benefits of dominant market share
- 3. How to *learn from* the text structure and improve the sample presentation

# IV. Teaching Procedures

Procedures	Contents
1. Pre-reading	<ul> <li>Study the Micro lecture</li> <li>Read the warm-up passage 1 and passage 2</li> </ul>
2. While-reading	<ul> <li>Assess the outcome of pre-reading</li> <li>Study Para 5-6</li> <li>Carry out the TSCA to improve the structure of the sample presentation</li> </ul>
3. After-reading	<ul> <li>Continue to improve the production</li> </ul>

## 1. Pre-reading: (tasks, activities, purpose)

Task 1 for Students: Watch the Micro lecture on

How to make an argumentative presentation



## 1. Pre-reading: (tasks, activities, purpose)

Task 2 for Students: Read two passages and understand

the concept of business dominance.

#### Passage 1:

Fred Smith and FedEx: The vision that changed the world



#### Passage 2:

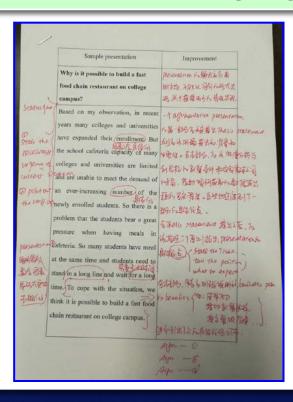
Building the dream of Starbucks



## 1. Pre-reading: (tasks, activities, purpose)

Task 3 For teacher: Select a sample presentation, study

the structure and language, make appropriate comments.



#### Comments

When we prepare an argumentative presentation, our main purpose is to convince the audience that our particular view or opinion on a controversial issue is correct. At times, we may have a second purpose for our argumentative presentation: we make a point and then support it. The difference here is that argumentation advances a controversial point; a point that at least some of the audience will not be inclined to accept.

- A title does not equal to thesis statement. Just like a motion does not equal to your
  position. In this case, you should specify your position like "a new fast food chain
  restaurant will bring multiple benefits to the students, workers, school authority
  and other stakeholders."
- After the thesis statement, you should give a brief account of its importance. In this case, you should introduce the importance of school canteen and the most obvious conflicts at present, to gaige up the urgency of your business proposal.
- 3. To convince the audience, it is important to provide them with a clear main point and plenty of logical evidence to back it up. Because argumentation assumes controversy, we have to work especially hard to convince the audience of the validity of our position. In your case, you should use examples and statistics to argue the importance of bringing in a new fast food chain to the campus. Learn to organize the evidences in a logical way, for example: compare and contrast. The following 5 strategies may help us win over audiences whose viewpoints may differ from us:
  - a. Use tactful, courteous language
- b. Point out common ground
- c. Acknowledge differing viewpoints
- d. When appropriate, grant the merits of differing viewpoints
- e. Rebut differing viewpoints
- In the last part, don't rush to a simple conclusion, or don't end your argumentation with a simple repetition of the thesis statement, you should restate the central argument and call for action.

#### **Teaching Process**

- 1. Assess the outcome of the pre-reading(5 points, 3 min)
- 2. Study Para 5-6of its structure and language(5 points, 7 min)
- 3. Assess and improve the sample presentation(10 points, 10 min)

Task 1:	Assess the learning outcome of micro-lecture							
	Assess the learning outcome of pre-reading							
Activity:	Individual work and group discussion							
	(5 points, 3 minutes)							

- Assessment of the micro-lecture
   Individual work,
   5 questions, 3 points
- Assessment of the warm-up reading main ideas, pair work

2 points

Homework from the micro-lecture (3points)
The purpose of a persuasive or argumentative presentation is to or
Different from a causal talk, an argumentative presentation is featured with,
and
Pick out the argumentative topics from the following:
A. My first meeting with my roommate
B. My most embarrassing moment
C. A time I felt most proud of myself
D. How are girls and boys brought up?
E. Should children be sent to boarding schools?
F. Should girls ask boys out?
G. Should animals be used for research?
4. To develop arguments, one should,,,
5. If you want to persuade people to eat breakfast, which of the following arguments
are more convincing?
A. Breakfast is good
B. Breakfast is helpful and necessary to you
C. A healthy breakfast will ensure you energy and strength of a better job
performance.
D. A healthy breakfast will guarantee your health and avoid tiredness
, , , , , , , , , , , , , , , , , , , ,
Passage 1 and passage 2(reference for discussion) (2 points)
The business success of both FedEx and Starbucks can be attributed to their market
dominance. In FedEx's case, they build up the air route and service units and finally

achieved market dominance. In Starbucks' case, they cultivated a new coffee culture and gradually expand the new idea to a larger territory, until finally achieved market

dominance.

Task 2:	Read paragraph 5-6: Learn how to elaborate the benefits of market dominance (7 min, 5 points)								
	market dominance (7 mm, 5 points)								
	• What do countries have to do in order to achieve								
	relative market dominance?								
	• In what different forms can market dominance appear?								
	• What is the relationship between market dominance								
	and market share?								
Activity	Individual reading and group discussion								

#### Influence the industry by:

- •setting the \_\_\_\_\_
- •defining the \_\_\_\_\_

Benefits of dominant market share

#### More advantage of:

- •higher \_\_\_\_\_
- •larger \_\_\_\_\_
- •better \_\_\_\_\_
- •strong \_\_\_\_\_

#### Increase profitability through:

- •increased \_\_\_\_\_
- •lowered \_\_\_\_\_

**Prosperity** 

#### Influence the industry by:

- •setting the <u>industry standards</u>
- defining the <u>playing field</u>

Benefits of dominant market share

#### More advantage of:

- •higher <u>customer loyalty</u>
- •larger volumes
- •better <u>economies of scale</u>
- •strong distribution capabilities

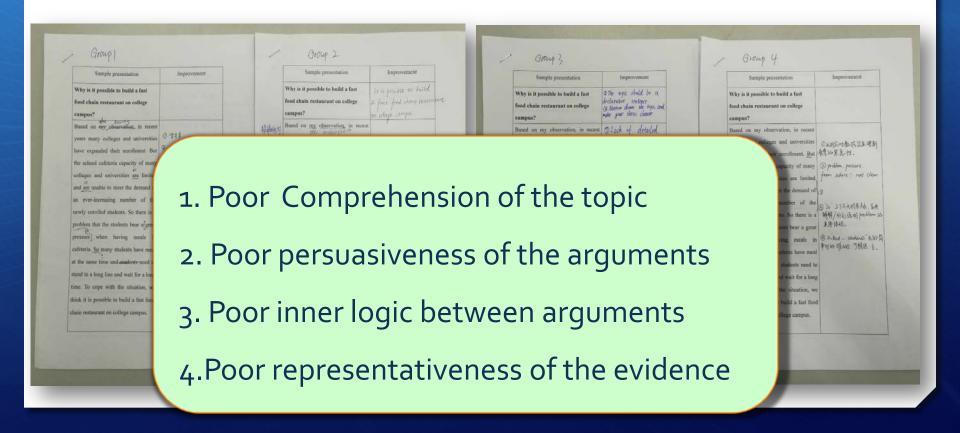
#### Increase profitability through:

- •increased <u>revenues</u>
- •lowered <u>unit costs</u>

**Prosperity** 

Task 3:	Teacher-student Collaborative Assessment (10 points)
Activity	1. Group discussion
	2. Class communication
	3. Teacher's comments
	4. Improvement of the sample presentation

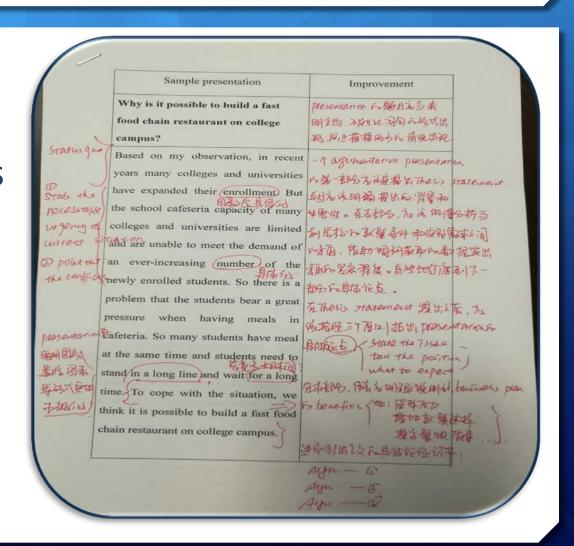
Step 1,2: Group Discussion and class communication



#### Step 3:

Teacher's comments and explanation

- Structure
- Logic
- Language



### Step 4: Improvement of the sample presentation

#### A new fast food chain restaurant brings benefits to various parties

A lot of students in our school, especially students who have to run to the canteens from the faraway classrooms, define the lunch and dinnertime the most burdensome moment in a day, they find it difficult to find a suitable seat and enjoy the food in the crowded canteen areas. In 2016, the number of registered students has reached to nearly 16,710, while there are only 5 canteens on the campus, with no more than 4000 seats, from which much pressure and complaints arise. Therefore, our business plan is to build a fast food chain restaurant on campus for the benefits of students, canteen workers and school management.

A new fast food chain restaurant on the campus will reduce the students' dining pressure. Under the current condition, most of the classes are scheduled in the morning from Monday to Friday with little flexibility, which lead to much pressure to the school canteen and students, i.e. Around 12'clock, the 4 canteens would be flooded with hungry students and become very crowded. According to our survey, in the "dining peak hours", an average of 10 minutes are needed to wait for the food, and it would become even more difficult for students to find a suitable seat and enjoy their meal, as a result, many students have to stand up for their food or take the food back to the dormitory, causing much inconvenience and unnecessary waste of food bags. While a new fast food chain restaurant will definitely release the pressure, and serve more students in the dining peak hours.

A fast food chain restaurant will help to reduce the pressure of canteen workers. According to the school canteen management, there are around 100 workers preparing and serving the food to students on campus. Our interviews indicate that these workers are under great pressure and have little relax time. To prepare the breakfast, they have to wake up at 4: 30 in the early morning and help with the loading and distribution of cooking materials, then spend another 30 minutes selecting and washing the food materials for the final cooking, which usually begin at 5:00, normally, the breakfast will be ready at 6:00, and these workers will continue to serve the breakfast to students for the next two hours. According to our survey, 60% workers complain about the pressure, little rest or relax between the meals. On the other hand, the canteen workers also have to guarantee the quality and safety of food and service. Thereafter, a new fast food chain restaurant will tremendously reduce the pressure of canteen workers.

A fast food chain restaurant will provide more food choices to students. The popularity of fast food is growing due to its food variety, taste and convenience. Based on our survey, hamburgers, French fries, fried chicken and soft drinks top the list of students' favorite food. In contrast, the current canteens offer limited variety of food with little choices, which fail to meet many of students' special dining need. Thus, a new fast food chain restaurant will offer more food choices to students.

A fast food chain restaurant will bring in competition and improve the canteen service. Many fast food chains like McDonald, KFC, Burger King began as seedlings, but used creative strategy to bring value to the marketplace, grew quickly, and continued doing business successfully for a number of years. They gained a position in the industry and achieved relative market dominance. To some degree, the campus canteens monopoly the school restaurant market, as has been proved in many business cases, too much monopoly will lead to slow innovation and poor management. While on the contrary, the production of fast food is under standard operation procedure, which guarantees the food quality and safety, a fast food chain restaurant is also under strict managerial principles, which greatly reduces the chances of mis operation and serious deviations. What's more, with new decoration and dining culture, the new fast food chain will bring in much competition to the existing canteens and stimulate more innovation and improvement in terms of food choices and management. Canteens that have achieved dominant market share most likely also enjoy the advantages of higher customer loyalty, large volumes, better economies of scale, and strong distribution capabilities. As a result, students will reap great benefits and enjoy a lot of convenience.

In conclusion, we believe it is possible and beneficial to build a fast food chain restaurant on college campus and the future will be promising.

# 3. After-reading: iProduce



#### Presentation judging criteria

What is your overall impression to the structure of the	1	2	3	4	5
presentation?					
What is your overall impression to the language of the	1	2	3	4	5
presentation?					
What is your overall impression to the persuasiveness of	1	2	3	4	5
the presentation?					
Does the speaker state the thesis statement clear?	1	2	3	4	5
Does the speaker develop strong arguments?	1	2	3	4	5
Does the speaker use examples to support the arguments?	1	2	3	4	5
Are the examples and statistics relevant to the arguments?	1	2	3	4	5
Is	1	2	3	4	5
the presentation of examples clear and logic?					
Is the statistics reliable and relevant to the arguments?	1	2	3	4	5
Does the speaker visualize the evidence?	1	2	3	4	5
	presentation?  What is your overall impression to the language of the presentation?  What is your overall impression to the persuasiveness of the presentation?  Does the speaker state the thesis statement clear?  Does the speaker develop strong arguments?  Does the speaker use examples to support the arguments?  Are the examples and statistics relevant to the arguments?  Is  the presentation of examples clear and logic?  Is the statistics reliable and relevant to the arguments?	What is your overall impression to the language of the presentation?  What is your overall impression to the persuasiveness of the presentation?  Does the speaker state the thesis statement clear?  Does the speaker develop strong arguments?  Does the speaker use examples to support the arguments?  Are the examples and statistics relevant to the arguments?  Is the presentation of examples clear and logic?  Is the statistics reliable and relevant to the arguments?	presentation?  What is your overall impression to the language of the presentation?  What is your overall impression to the persuasiveness of the presentation?  Does the speaker state the thesis statement clear?  Does the speaker develop strong arguments?  Does the speaker use examples to support the arguments?  Are the examples and statistics relevant to the arguments?  Is  the presentation of examples clear and logic?  Is the statistics reliable and relevant to the arguments?  1 2	presentation?  What is your overall impression to the language of the presentation?  What is your overall impression to the persuasiveness of the presentation?  Does the speaker state the thesis statement clear?  Does the speaker develop strong arguments?  Does the speaker use examples to support the arguments?  Are the examples and statistics relevant to the arguments?  Is  the presentation of examples clear and logic?  Is the statistics reliable and relevant to the arguments?  1 2 3	presentation?  What is your overall impression to the language of the presentation?  What is your overall impression to the persuasiveness of the presentation?  Does the speaker state the thesis statement clear?  Does the speaker develop strong arguments?  Does the speaker use examples to support the arguments?  Are the examples and statistics relevant to the arguments?  Is the presentation of examples clear and logic?  Is the statistics reliable and relevant to the arguments?  I 2 3 4

## 3. After-reading: iProduce



#### Students' performance

教师	姓名	耿	糜	教师单	忟	外国语学院	ŀ	课时间	2	016.12.01	上课	地点	南二-215
	学 号	ţ	姓	名		专 业		个人回答		小组讨论	成	果展方	总评分
								(5分)		(5分)	C	10 分)	(30分)
第	15024	12131	夏才荐		夏才荐 交通运输		3		3	7		13	
-	15054	11134	ĤŔ	小钰	工商管理		3 3		3	7		13	
组	15054	11329	Ξ	柳杏	工商管理		4		3	7		14	
	15054	15337	薛	俊磊	ক্ষিগ	管理		4		3	7		14
	15064	11205	窦	振宗	交通	经输		5		3	7		15
第	15074	1313	候	媫萓	交进	运输		3		4	6		13
=	15074	14241	谢	思源	电台	(工程及自动(	Ł	4		4	6		14
组	15141	14233	赵	亚甫	交通运输			2 4		4	6		12
	15114	12105	李	李雪馨 自动化		ble		3 4		4	6		13
	15114	12109	杨	鵩	鹏 电气工程及自动化		4		4			14	
第	15114	12110	冯	冯志浩 电气工程及自动化		5		3	6		14		
Ξ	15114	12111	李	百城	电气	(工程及自动化	Ł	3		3	6		12
组	15114	12112	李	林峰	电气	(工程及自动化	Ł	3		3	6		12
	15114	12114	李	向凡	电气	(工程及自动化	Ł	2		3	6		11
	15114	12115	梁	瑞珂	电气	(工程及自动化	Ł	3		3	6		12
第	15114	12117	刘	文军	电气	(工程及自动化	Ł	4		4	6		14
四	15114	12118	柳	志伟	电台	(工程及自动(	Ł	3	4		6		13
组	15114	12119	耳	吳	电气	(工程及自动化	Ł	4		4	6		14
	15114	12120	4	航	电台	(工程及自动化	Ł	3		4	6		13
	15114	12122	尚	佳旗	电气	(工程及自动化	Ł	5		4	6		15

# FAQ Thankyou!