

<b>Date</b>	10 <sup>th</sup> August 2023 to 21 <sup>st</sup> August 2023 (Compass)
<b>Time:</b>	11:10 am – 1:10 pm
<b>Venue:</b>	SH – 1
<b>Section:</b>	
<b>Batch:</b>	2023 - 25
<b>Semester:</b>	1
<b>Guest/Speaker Name:</b>	NA
<b>Guest/Speaker Designation</b>	NA
<b>Guest/Speaker Contact No &amp; Email Id:</b>	NA
<b>Guest/Speaker Company/ Institute Name:</b>	NA
<b>Faculty Coordinators Name:</b>	Dr Sarangapani Nivarthi, Capt Vaibhav Goutham Suresh, Dr. Salma Begum, Dr. Shalini, Dr. Sumbul Samreen, Dr. Uma Swadimath, Pro. Harshith, Dr. Hemanth Kumar, Dr. Xavier, Dr. M.K. Lodhi, Prof. Minerva Dass
<b>Topic:</b>	GMIC Club Activity

## 1. Introduction: GMIC Club Activity

### **Purpose and Fundamentals of Club Activities in the General Management Area of a Business School**

In the dynamic ecosystem of a business school, club activities play a pivotal role in complementing the academic curriculum by providing students with practical exposure, networking opportunities, skill development, and a platform for holistic growth. In the domain of General Management, these clubs serve as catalysts for nurturing well-rounded business leaders equipped with a diverse set of competencies.

#### **Purpose of Club Activities:**

#### **Skill Development and Leadership Opportunities:**

- Clubs provide a platform for students to hone their leadership, communication, and teamwork skills.
- Serving on club committees, organizing events, and leading initiatives develop students' abilities to collaborate, delegate, and inspire others.

#### **Specialized Learning and Focus Areas:**

- Within the realm of General Management, clubs often focus on specific areas such as marketing, finance, operations, entrepreneurship, and sustainability.
- This specialization allows students to delve deeper into

- their areas of interest, gain specialized knowledge, and explore potential career paths.

In conclusion, club activities within the General Management area of a business school serve as vital components of the overall learning experience. They not only complement classroom learning but also offer a platform for students to develop essential skills, explore diverse career paths, and build a strong professional network. By fostering a culture of innovation, leadership, and social responsibility, these clubs contribute significantly to the holistic development of future business leaders.

**Venue (Outside/Inside the campus): Inside the campus**

**Program Objectives:**

- **Launch the club activity, develop entrepreneurial skills and overall development of personality.**
- 

**Relevance to PO, Relevance to PEO and PSOs**

<b>PO</b>	<b>Program Objective (PO)</b>
PO1	PO1 - Apply knowledge of management theories and practices to solve business problems
PO2	PO2 - Develop analytical and critical thinking abilities for data-based decision making
PO3	PO3 - Understand, analyse and communicate global, economic, legal and ethical aspects of business
PO4	PO4 – Identify and apply trans-disciplinary tools and techniques for projects and solving problems
PO5	PO5- Lead oneself and others in the achievement of organizational goals and contribute effectively to a team environment
PO6	PO6 - Inculcate entrepreneurial mind-set for sustainability
PO7	PO7 - Imbibe value-based leadership for Excellence

**Activity Overview:**

Business 101

**BUSINESS FUNDAMENTALS EVERYONE SHOULD KNOW**

**1. Analytics (AFAELNSGB)**

The demand for professionals with a keen understanding of **business analytics** and **data science** is on the rise. Top companies, such as **Uber, Microsoft, and Blue Apron**, leverage data and analytics in their organizational processes to improve operations and drive performance.

Knowing how to develop and test hypotheses, perform a cost-benefit analysis, and visualize data can not only bolster your resume but also lead to more informed decision-making that benefits your organization.

**2. Financial Accounting**

The value of accounting knowledge isn't limited to just numbers-focused roles. No matter your profession, understanding the meaning behind the numbers on **financial statements** can be a boon to your career.

For instance, learning how to **prepare a balance sheet** can help you unlock critical insights into your organization's performance and become an indispensable member of your team.

### 3. Economics

Beyond an in-depth knowledge of your industry's market demands, **studying economics** can equip you with the necessary skills to craft a successful business strategy and help your firm succeed against competitors.

<https://www.bookwidgets.com/play/MGVTYW?>

#### 1. Leadership

The ability to lead and mobilize others is vital for all professionals. According to a recent **report by the World Economic Forum**, leadership is projected to be among the top 10 most in-demand skills through 2022.

Taking the time to develop your **personal leadership style** can cultivate greater **emotional intelligence**, enabling you to be a more effective collaborator and improve how you communicate and **share feedback** with colleagues.

#### 2. Negotiation

Developing negotiation skills can have a significant payoff in any field. Knowledge of **effective bargaining tactics** can help you resolve conflicts that are otherwise deadlocked and equip you with the skills needed to **maximize value** in agreements.

In addition to benefiting your company, being a strong deal-maker can lead to greater success when negotiating a starting salary or asking for a raise.

#### 3. Strategy

According to a survey by **Bridges Business Consultancy**, only two-thirds of business leaders believe their organization is good at crafting strategy. While half believe their firm is good at strategy implementation, just seven percent of business leaders believe their organization is excellent at it.

An understanding of **strategy formulation** and execution can help professionals across all industries, making it easier for their organizations to meet business goals and adapt to new challenges and opportunities.

By developing your **strategic thinking skills**, you can learn how to use available information to solve complex problems and make more informed, strategic decisions.

#### 1. Global Business

Global business impacts every organization, regardless of whether you conduct business internationally. Because of this, it's important to understand how your organization affects the global market, and vice versa.

Many of today's largest and most successful organizations, such as Apple and Walmart, are multinational corporations conducting business worldwide. In an age of

**globalization**, it's highly beneficial for today's professionals to broaden their knowledge of international business.

Whether you're employed by a small firm or a multinational corporation, becoming familiar with the global market and **challenges of international business** can help you better understand how your business decisions affect the global economy, community, and environment.

Examples of Business Principles: Goldman Sachs business principles:

[https://www.goldmansachs.com/our\\_firm/investor\\_relations/financial\\_reports/annual\\_reports/2003/pdf/GS03AR\\_businessprinciples.pdf](https://www.goldmansachs.com/our_firm/investor_relations/financial_reports/annual_reports/2003/pdf/GS03AR_businessprinciples.pdf)

<https://www.jpmorganchase.com/about/our-business/business-principles>

### **Activities Economics**

1. There are three basic economic problems facing any society. The problems are the same everywhere. The three basic problems are:
  - a) What to produce?
  - b) How to produce?
  - c) For whom to produce?

Consider India as an example and the present standing in a global market. Form groups of 5 each and in 10 minutes' time come up with action plans after discussing with your group members answering the above questions.

### **Island Game**

#### 2. The Scenario

Take a good look around, because these are the people with whom you have just been shipwrecked on a distant uncharted island.

As far as you know, you are the only survivors of global catastrophe and it is up to you to develop a new society. This society should meet your needs, as you define them, and it should avoid the mistakes of "the old ones", those who died in the recent tragedy.

Use the questions provided to guide your discussion of how you will set up this new society. Record your answers on a separate sheet of paper headed by the name you have given to the island.

This is a beautiful island. It is tropical (average temperature 80°F), it has many sources of food (fruit trees, fish, land for agriculture), and it has a steady wind from the West of about 15 m.p.h.. Remember, this is not a vacation, you have work to do . . . so get to it !

#### Roles

Interrogator Ask questions one at a time. Keep group moving along and on schedule.

Recorder Record any group response to each question.

Group Make sure answers do not conflict with one another and that they are Conscience consistent with economic plan. Ask questions to help group develop more specific responses.

Map Specialist Keep others aware of geography and natural resources of island to help group develop a realistic economy.

## HANDOUT 2-2

### SETTING UP YOUR ISLAND SOCIETY

#### **Economic Plan**

What will be your economic and/or socioeconomic goals? Choose only most important ones, recognizing trade-offs.

Overall, what will be produced? How will it be produced? For whom will it be produced? Who will make those decisions (government, individuals or a mix)?

How will your island government be involved in the economy?

Directions: Use answers to "Economic Plan" to determine the following. Make sure your responses are consistent with your overall plan.

#### **Land/Distribution/Location**

Will the land be privately owned? If so, who gets it and how? Should the land be owned by everyone together? Should you divide it up and distribute it?

If so, should it be divided equally? What constitutes equal? Where on the island should you live? (Draw this on map.) Should you consider the needs of the environment? How? Who has rights to the water? How will these be provided for? **Labor**  
What work must be done?

List the kinds of jobs required to sustain the lifestyle you desire. Who should do these jobs?  
What about the jobs that nobody likes?

Does each person just have one job or many?

#### **Land**

What natural resources will be used to produce goods?

Will there be rules governing use of natural resources? Why or why not? If yes, which?

### **Capital**

What kind of capital (tools, machines, etc.) will be used to produce goods? How will this capital be attained?

### **Basic Needs**

Are there some basic needs that you believe should be guaranteed for all? If so, what are they? Or do you think that individuals should secure their needs by themselves?

Create a name for your team that reflects the type of system you have developed.

## **3. PROBLEM SOLVING CARDS**

### **Population and Consumption**

You notice that your natural resources are becoming overused and studies indicate that your society is consuming more than can be sustained in the long term. Do you consider the needs of future generations? How do you deal with a growing population and the over consumptive habits of your society?

### **Energy**

You must come up with an energy policy. Your ship was a nuclear ship and the equipment could be adapted for the production of nuclear power. You also have oil reserves right off your Western coast that you can tap and internal combustion engines from the ship. And you have the capability to build windmills, solar collectors and steam generators. You have your forests and you have a student that has studied energy efficient architecture. What are the pros and cons of each of the sources of energy? For what purposes will you need energy? How will you generate this energy?

### **International Finance and Debt**

Representatives have visited you from another planet. They explain that although they cannot take you to their planet, they can assist you in improving yours. They will lend you the money and machinery to enable you to produce 10 times as much on your fields if in return you will grow and sell the crops needed by their society and if, once you have made enough money, you will repay them at 10% annual interest.

Remember, many of the fields that produce a variety of foods for your people will now get planted with cash crops for export. And these fields, because they are planted with one crop, may require pesticides and artificial fertilizers. Also, the visitors wish to lend the money to the most well off in your society to protect their investment, so the land holdings of these individuals may grow and force others to sell their land and become workers on the big farms. What are the pros and cons of this offer? Do you accept this offer? Why or why not?

### **Non-material Economy**

Some people want to devote themselves to philosophical thinking, poetry, art and spiritual development. Are these valid ways to make a living in your society? Are they contributing to society? How could such contributions be acknowledged or rewarded? Are there other types of non-material work that should be acknowledged or rewarded? What does it mean to be a healthy and productive citizen?

### **PROBLEM SOLVING CARDS**

#### **Welfare**

Some of the members of your group had various social problems, e.g. drug

addiction and mental illness when you arrived. These people do not work very hard, at least for now, and need special medical care and psychological help.

Will the other members of the society provide for these individuals' needs? How and for how long?

#### **Guns and Butter**

It is rumored that not far from you is an island of people who are very dangerous. Of all your time and resources, what percentage are you willing to devote to preparing to defend yourselves? What activities, services, luxuries might be cut in order to provide for your defense? Would you want a standing army, armed and ready to fight at any moment? Who would serve in an army were you to need one? What are the pros and cons to having a more "defense based" economy?

#### **Native Peoples**

You have just found out that in a remote area of the island (a place with fantastic groves of mango and banana) there exists a tribe of people native to this island. It is also rumored that the ground underneath this tribe is rich in coal deposits. You could use coal as a fuel for your new machines; what should you do?

Will you ask the tribe to join your culture and share the resources? Will you leave them alone? Will you remain separate but establish peaceful relations? Will you ask them to move? Give them another part of the island? How will you deal with these 'new' people and their resources?

### **Pollution**

Water pollution has become a serious problem. The streams that flow on your island are quickly becoming unsafe for swimming and fishing. In fact, 1/3 of the fish population has died off from pollution. The causes of the pollution are many: pesticide and fertilizer run-off from farms; oil and coolant run-off from cars; waste from factories; erosion and manure from overgrazing cattle; and litter.

How has water been treated as a free good? Develop a plan to deal with water pollution. What are the trade-offs to your plan? Who should be involved in making this plan?

#### **4. Evaluation of Your Island Economy**

**SHOW YOUR UNDERSTANDING OF KEY ECONOMIC CONCEPTS BY CLEARLY AND SPECIFICALLY ANSWERING THE FOLLOWING:**

Describe your group's economic plan **BRIEFLY** by listing the following:

- a. economic and/or socioeconomic goals
- b. goods and services produced; methods of production and distribution employed
- c. use of land, labor and capital.
- d. whether and which basic needs will be guaranteed for all.
- e. where decision-making authority lies.
- f. level/degree of government involvement

2. Is your system more capitalist or socialist? What type of economic system (market, mixed or command)? Explain referring to evaluation list (items a-f above).

3. Are there any Buddhist or subsistent characteristics to your economy?

If yes, explain which characteristics. If no, explain characteristics that could have been included to make it more Buddhist or subsistent. Be specific.



4. Explain the opportunity cost of pursuing any one of your goals.
5. How do economics and ecology interact in your island society? Are they in harmony or conflict? Explain using specifics from your island economy, particularly use of natural resources and the concept of scarcity.
6. Which problem did you have to address in your island economy? How did you respond? How was it consistent or not with your economic system described above in question #2? Be specific.

## 5. Dollar Auction

Links:

<https://www.investopedia.com/terms/d/dollar-auction.asp>

Description: You will auction off a dollar for more than a dollar. In the process, students will learn some important economic concepts.

Supplies: An actual dollar bill

Resource Type: Classroom Activity

Assumptions: None. Activity can be done on the first day.

Learning Objectives:

1. Demonstrate the importance of incentives.
2. Explain what sunk costs are.

Economics Vocabulary Used: Incentives, cost, benefit, sunk cost.

### 1. ACTIVITY

You are auctioning off a real dollar bill.

Produce the dollar bill and announce that you will sell the dollar bill to the highest bidder.

Tell the students that they can pay you via Venmo, Cash, Zelle, or another app you like. It is important that this is an actual auction.

There is one catch: The highest bidder pays you and gets the dollar bill (like a regular auction), while the second highest bidder also has to pay their bid but gets nothing.

Start the bidding.

As the bids approach one dollar, you might need to explain the following situation to the students:

Let's say someone has bid 95 cents and another person has bid a dollar. If someone who bids 95 cents doesn't bid \$1.05, they will lose 95 cents. If they bid \$1.05 and get the dollar, they will lose only five cents. Therefore, they should increase their bid to \$1.05.

Similarly, suppose that Bidder 1 bids \$10 and the next highest bid is \$9.50 made by Bidder 2. If Bidder 2 increases the bid to \$10.05 and wins, Bidder 2 will lose \$9.05 (i.e., \$10.05 Bidder 2 pays minus the dollar bill they get). If Bidder 2 keeps the \$9.50 bid, they will lose \$9.50 because Bidder 1 will win.

Continue the auction until it ends or stop the auction at a max bid of your choice.

Hopefully, it ends with you selling a dollar for more than a dollar and your students thinking you are an Econ Lord.

Give the dollar bill to the winner and collect your winnings from the highest bidder and the second highest bidder.

## 2. DISCUSSION

In this activity we can see two important ideas in economics:

### 1. Incentives

People respond to incentives. In this auction, the way you designed the incentives gave you more than a dollar. The bidders maybe didn't fully think through the incentives when they started bidding.

Understanding the incentive structure of a policy is key to understanding the outcomes. Many well-intentioned policies have backfired because policy makers did not fully think through the incentives.

If you like, you can give examples of such policies from your own experience.  
Here are some we use—

The rat tail policy in Hanoi:

<https://www.atlasobscura.com/articles/hanoi-rat-massacre-1902>

I personally like the story of Maurice Harkless and his three point bonus:

<https://www.businessinsider.com/maurice-harkless-bonus-3-pointers-2017-4>

Understanding incentives is key to understanding how people will behave.

Can students name some other examples of unintended consequences?

## 2. Sunk cost

Once the bidder begins bidding, the money she bids is already gone. If other bidders follow their incentives, the bids will escalate and she will lose more and more. It is better for her to stop bidding rather than to continue bidding and lose more.

The bid is an example of a sunk cost. People often make bad decisions because of sunk costs. The colloquial expression for a sunk cost is: “Throwing good money after bad.”

Some common sunk cost examples:

- Continuing to watch a bad movie or bad TV show just to finish it, even though you know it’s never going to get better. You should give up on it and do something better with your time, like learn economics.
- Staying in a bad relationship because you’ve “invested” so much time in it.

Can students think of some other examples of sunk costs?

## 5. Trading Game

Introduction:

In this game students will trade with each other and improve their knowledge of economics and improve their lives!

Learning Objectives:

1. Identify the gains from voluntary trade.
2. Recognize that the gains from trade increase with the size of the trade network (market).

The 3 Versions of the game

The core of the game is that students will trade items with each other in order to simulate a real life example of gains from trade.

How you get to the items is up to you (judge which version will work best for your classroom).

#### Version 1

The day before the activity, give the students a paper clip and ask them to trade the paperclip at home for an item before the following day and bring the new item to class. This version will work best if you trust your students to trade before the following day. It has the advantage that you can tie it into the story of the guy who traded from a red paper clip to a house. [Red Paper Clip trades \(Wikipedia\)](#)/ [Red Paper Clip TED talk](#) (starting at 7:30).

#### Version 2

You can provide items to the students. The advantage of this version is that that you can be sure everyone will have an item, but the downside is that you have to come up with the items. Alternatively, you could provide different types of candy to each student.

#### Version 3

You ask students to bring an item they wouldn't mind trading away to class. The advantage of this version is that the students bring interesting items, but like version 1, you have to hope that the students will do the assignment.

Alternatively, you could employ version 1 or 3 of the game but have some items in the classroom just in case students forgot to do the assignment.

### THE GAME

For Version 1 have the students answer the following pre-questions-

What did you trade the paper clip for?

How much did you value the paper clip (in dollars or cents)?

How much do you value what you traded it for (in dollars or cents)?

Are you better off as a result of the trade?

Do you think the person you traded with is better off? Why or why not?

Now move on to the next round (start here for versions 2 and 3)–

Round 1: Try to trade your item for another item one of your classmates brought, staying within your designated classroom region (limit the classroom regions to 5 students in each region).

Have students answer the following questions–

1. If you traded your item, what did you trade it for? If you did not find a trade, why do you think you couldn't trade?

Round 2: Try to trade your item for an item one of your classmates brought. This time you may trade with anyone in the class.

Have students answer the following questions–

2. If you traded your item, what did you trade it for? If you did not find a trade, why do you think you couldn't trade?

Was it easier to find a trade in round 1 or round 2? Why?

4. If you traded, answer this question. If not, go to question 5. How much do you value (in dollars or cents) your final item? How much did you value your original item (in dollars or cents)?

5. If you answered 4, skip this question. If you tried to trade, but the other person refused, how valuable was the other person's item to you?

6. If you made a trade, are you better off? If you didn't make a trade, would you have been better off if you had successfully traded for the item you were interested in? Why or why not?

7. Do you think that the person(s) you traded with is better off? Why or why not?

Debrief–

Learning Objective 1: Mutually beneficial exchange.

Trade allows for mutually beneficial exchange where both parties gain from trade. This happens because people have “preference differences.” You may value a Snickers Candy bar at a low amount because you are allergic to peanuts, and therefore trade it for a Hershey's Candy Bar. Conversely, I may value a Snickers bar highly because I like nuts in my candy bars. Trade allows for people to come together and make mutually beneficial exchanges (that leave both of them better off).

Have the students raise their hands if they are better off. Almost everyone should be better off.

Have the students raise their hands if they are worse off. No one should raise their hands. If someone does, ask the person why they made a trade that made them worse off.

This leads into the next point–

A crucial aspect of trade is that it is voluntary. All the trades that happened in the classroom must have made the traders better off. Why? Because if they didn't, why would the person make the trade?

In the real world, we see these trades all the time. Coffee shops specialize in producing coffee, they can produce a lot of it at a low cost. Consumers who love coffee are willing to pay for a morning coffee. The consumer values the coffee more than the price and benefits from buying it. The coffee shop sells the cup of coffee at a price higher than their cost of producing the coffee, and therefore benefits from selling the coffee.

Ask your students

8. Define "preference differences". How did preference differences allow the trade to occur?

Learning objective 2: Size of the Market

The larger the market, the higher the chance that these mutually beneficial trades occur. Throughout history we've seen countries grow richer as the size of their trading market increased. Look at ancient Rome or China since 1980.

The students should have seen that it was much easier to trade in round 2 than round 1.

Ask your students

9. What happened when you could trade with more people in round 2? How do you think your observations translate to international trade generally?

## STUDENT ACTIVITY SHEET - TRADING GAME

### PART 1 - Paper Clip

1. What did you trade the paper clip for?
2. How much did you value the paper clip (in dollars or cents)?
3. How much do you value what you traded it for (in dollars or cents)?
4. Are you better off as a result of the trade?
5. Do you think the person you traded with is better off? Why or why not?

### PART 2 - ROUND 1

1. If you traded your item, what did you trade it for? If you did not find a trade, why do you think you couldn't trade?

### PART 3 - ROUND 2

2. If you traded your item, what did you trade it for? If you did not find a trade, why do you think you couldn't trade?

3. Was it easier to trade in round 1 or round 2? Why?
4. If you traded, answer this question. If not, go to question 5. How much do you value (in dollars or cents) your final item? How much did you value your original item (in dollars or cents)?
5. If you answered 4, skip this question. If you tried to trade, but the other person refused, how valuable was the other person's item to you?
6. If you made a trade, are you better off? If you didn't make a trade, would you have been better off if you had successfully traded for the item you were interested in? Why or why not?
7. Do you think that the person(s) you traded with is better off? Why or why not?
8. Define "preference differences". How did preference differences allow the trade to occur?
9. What happened when you could trade with more people in round 2? How do you think your observations translate to international trade generally?

### 6. **Playing Card Game**

Introduction:

This is a game you can play in the classroom (no technology needed) to teach supply/demand and market equilibrium.

Supplies needed:

A deck of cards with the face cards removed.

Learning Objectives:

1. Demonstrate how Producer and Consumer Surplus are calculated/generated for individual buyers/sellers.
2. Demonstrate how a market arrives at an equilibrium price.

Game Overview:

Give each student a playing card from the deck.

Black playing cards are buyers. The number on the card is their willingness to pay for an item. For example, if they have a 9, they value the item at \$9. If they have an ace, they value the item at \$1. Their goal is to strike a deal with a seller for less than their willingness to pay (and therefore gain consumer surplus).

Red playing cards are sellers. The number on their card is their cost. For example, if they have a 3, their cost to produce the item is \$3. Their goal is to sell the item for more than their cost (and therefore gain producer surplus).

Explain to students the concepts of consumer and producer surplus.

For consumers (buyers), their consumer surplus is their willingness to pay minus the price they actually pay. They would pay up to their willingness to pay (WTP). The discount from that WTP shows how much better off they are.

The concept of producer surplus is easier to explain. It costs sellers a certain amount to make an item. If they sell the item at a higher price, they profit, i.e., gain producer surplus.

Explain that half of the class will be buyers (black cards) and half the class will be sellers (red cards). The goal is to find a seller if you're a buyer and to find a buyer if you're a seller. You also have to agree on a price. Students are basically haggling. Sellers can only sell once and buyers can only buy once per round. Sellers are trying to find a buyer who will pay more than the seller's cost and buyer's are trying to find a seller that will sell for less than the buyer's willingness to pay.

Buyers with a low "willingness to pay" card will find it hard to find a seller willing to sell to them below their WTP.

Sellers with a high cost card will find it difficult to find a buyer who will pay a price higher than their cost. So some students may not find a deal.

#### Game Play:

Pass out the cards. Instruct the students that if they strike a deal, they have to report it to you.

Let the students move around and talk, haggle.

When students have a deal, they should come to you. Collect their cards and keep track of the price the pair of students agreed to. NOTE: do not allow trades where one of the students has a negative surplus.

Students keep track of their trades on their worksheet (see the last page of this document).

After 5 minutes, halt trades and collect any student cards that were not traded.

You can announce the average sale price for the round if you like or keep it a secret.

Repeat for as many rounds as you like.



Debrief:

1. Consumer and producer surplus

Students should be able to calculate their consumer or producer surplus for each round they played (use the attached worksheet at the end of this document). They should notice that their surplus was greater when they were a seller with a low cost, or a buyer with high willingness to pay.

2. Equilibrium

After a few rounds, the market should arrive at an equilibrium price between 5 and 6 as supply and demand theory would predict. This should serve as a real life example of how markets can naturally arrive at equilibrium without any interference.

**Student Worksheet**

Round	Are you a Buyer or Seller?	Willingness to Pay / Cost	Price you sold/bought for (if applicable)	Consumer/ Producer Surplus
1				
2				
3				
4				
5				
6				
7				
8				
9				
			Total Surplus:	

7. The mind map widget

<https://www.bookwidgets.com/widget-library/mind-map#>

8. Follow Rules and Procedures

**Jenga**

Put a twist on the classic game of Jenga by setting up the wooden block of towers before class. If you notice something to correct, ask a volunteer student to make the correction and then remove one of the wooden blocks. The more corrections, the more blocks to remove, making the tower wobblier! If the tower falls down, students will receive a consequence. There isn't a more dramatic visualization of a classroom failing to follow the rules and procedures than a whole tower of wooden blocks tumbling down!

9. **Potato Classroom Organization**

**Hot**

To reinforce classroom organization, create a simple drawing of your classroom and a list of commonly used supplies. Make sure the supply list is long and comprehensive so it doesn't run out before the game ends. Divide students into small groups and set a one-minute timer. The group members take turns passing the list around. Each person labels one supply in the correct place on the drawing. Eliminate the person with the paper when the timer goes off. Play enough rounds to eliminate everyone except one person. The last person becomes the winner!

**10. Delegation Skill Practice**

Delegation observer sheet		
Did the delegator explain how important the task was?	Yes	No
Comments: _____		
Did the delegator explain the purpose of the task?		
Comments: _____		
Did the delegator explain the steps on how to complete the task?		
Comments: _____		
Did the delegator review the task with the employee on its completion?		
Comments: _____		
Did the delegator encourage the employee to do the task?		
Comments: _____		
Did the delegator ask any questions about the task? If not, did the employee understand how to complete the task?		
Comments: _____		

**Great for:** Teaching your team how to delegate tasks better.

**How it's played:**

- Divide your team into smaller teams of three people:
  - The delegator,
  - The employee, and
  - The observer.
- Instruct the “delegator” to define the most unpleasant task they usually have to perform at work,
- Have the “delegator” delegate this task to an “employee” and explain it,
- Give the “observer” a sheet of paper to write down notes about how well the delegator is explaining the task,
- Give the “employee” a sheet of paper to write down notes about the points to go over while working on the delegated task,
- Discuss how well the task was explained on a sub team level,
- Play three rounds of this game, to give everyone a chance to play all three roles, and
- Discuss how well the tasks were explained in all sub teams.
- **What you'll learn:** First, you'll better understand how to explain the tasks you are delegating.

Second, you'll all be able to learn from each other about the best delegation practices and approaches.

## 11. The Mayonnaise Jar Lesson

**Great for:** Teaching the team about the importance of scheduling their priority tasks first.

**How it's played:**

- Make sure you've got a jar, some golf balls, some pebbles, and sand,
- Gather your team to see the demonstration (alternatively, you can bring extra jars, pebbles, golf balls, and sand, divide people into teams, and instruct them to perform the task themselves),
- Then you'll need to add the pebbles, golf balls, and sand to the jar. The correct order is adding the golf balls first, then the pebbles, then the sand, and
- In the end, you'll notice that following this order you've made enough room for all items in the jar.
- However, in case you added sand first, you'll see that there's much less room for the other items, and that you won't be able to fit everything.

**What you'll learn:** The golf balls represent your priority tasks. The pebbles represent your less important tasks. The sand represents everything else.

By adding the golf balls first, you show that working on priority tasks is crucial for you. By adding the pebbles afterward, you show that you also have the tendency to save some time for other important tasks in your life.

Sand represents unimportant tasks that can always wait.

If you fill your days with unimportant tasks, you'll never have time for what is truly important — just like you'll never have room for the golf balls and pebbles if you fill the jar with sand.

## 12. Desert Island

**Great for:** Teaching the team how to analyze their priorities.

**How it's played:**

- Everyone is given a pen and paper — the task is to imagine being trapped on a desert island,
- Set a time limit — for example, two minutes,
- During this time, everyone should write down what they would bring to a desert island,
- All items deemed as essential by the group will bring them points, and
- All tasks not deemed as essential by the group will bring the player no points.

**What you'll learn:** Every player will get a chance to learn how to quickly assess their work priorities/essentials.

You'll learn to be more careful about assigning your time blocks to unessential tasks, just as you should be careful about what you're bringing to a desert island (if given the option to choose).

## 13. The Blind Polygon

**Great for:** Helping improve everyone's organizational and analytical skills.

**How it's played:**

- The players are divided into smaller groups and given a rope,
- Each group will have a leader and will need to organize the rope into a shape specified by the said group's leader — but, they'll need to do so while blindfolded,

- No one is allowed to take off the blindfold. All the members of the team need to be touching the rope at all times during the task, and
- Finally, replay the game a couple of times — the groups will have more difficulties in the first round, but they'll eventually learn to work together, despite the lack of sight and the need for constant coordination.

**What you'll learn:** If you decide to play this time management game, you'll master:

- How to better work together,
- How to analyze tasks from different angles, and
- How to organize your work in a way that helps you reach desired results — even if you don't have all the necessary data (i.e. if you are “blindfolded” in some way).

**Guest/Speakers' Profile: NA**

**Summary and Key Learnings of the session:**

- demonstrate analytical and critical thinking abilities for decision-making.
- understand global, economic, legal, and ethical aspects of the business.
- identify entrepreneurial solutions to different professional and personal challenges.

**Participant details:**

- **Semester 1 during boot camp**

**Details of Winners (if applicable): - NA**

**Details of the judges (if applicable): - NA**

**Attendance records: Needs to be downloaded for all the sections**

**Participants' Feedback, Feedback Analysis, and Attainment Calculation:  
Available in Compass & Boot Camp feedback.**

**Proposals for the Event/Programme:**

To,

The Programme Coordinator for kind approval,

Sub: GMIC Club Activities in Boot Camp

Club activities within the General Management area of a business school serve a multifaceted purpose that extends beyond academic learning. Economically, these clubs aim to instill a deep understanding of market dynamics, financial principles, and strategic decision-making among students. Through case competitions, financial modeling workshops, and market analysis projects, students develop the skills to navigate complex economic landscapes, make informed investment choices, and drive business growth. Furthermore, ethical considerations are at the forefront of club activities, emphasizing the importance of integrity, transparency, and corporate social responsibility in managerial decision-making. Discussions on business ethics, ethical leadership workshops, and sustainability initiatives within these clubs foster a culture of ethical awareness and responsibility among future business leaders.

In the realm of sustainability, General Management clubs play a pivotal role in promoting environmentally conscious business practices and sustainable development. From organizing sustainability summits to undertaking green business consulting projects, students engage in initiatives that explore the intersection of business and environmental stewardship. This focus on sustainability aligns with the growing global emphasis on corporate sustainability, where businesses are expected to balance profitability with social and environmental impact. Moreover, strategy lies at the core of club activities, with a focus on developing students' strategic thinking, competitive analysis, and business planning skills. Strategic management workshops, case studies on industry disruptions, and strategy consulting projects empower students to formulate effective business strategies, navigate competitive markets, and drive organizational success through informed decision-making. Through these diverse initiatives, General Management clubs in business schools prepare students to become ethical, strategic, and sustainability-minded leaders in the dynamic business landscape and will be held during boot camp as part of Compass for 10 August to 21 August, 2023.

Respected Programme Coordinator your kind approval is requested for the conduct of the same. The Dean has recommended this proposal.

Kind Regards,

Faculty Coordinator  
General Management Area  
Signature

Program Coordinator  
Approval Authority  
Signature

**Minutes of Meetings:**

**Trailing Emails/communications:**



**Rajani Rajani** <rajani@cms.ac.in>

Thu, Aug 11, 2023,  
11:20 AM

to me, Krishna, Sumbul, MBA, Manjunath, Yogesh

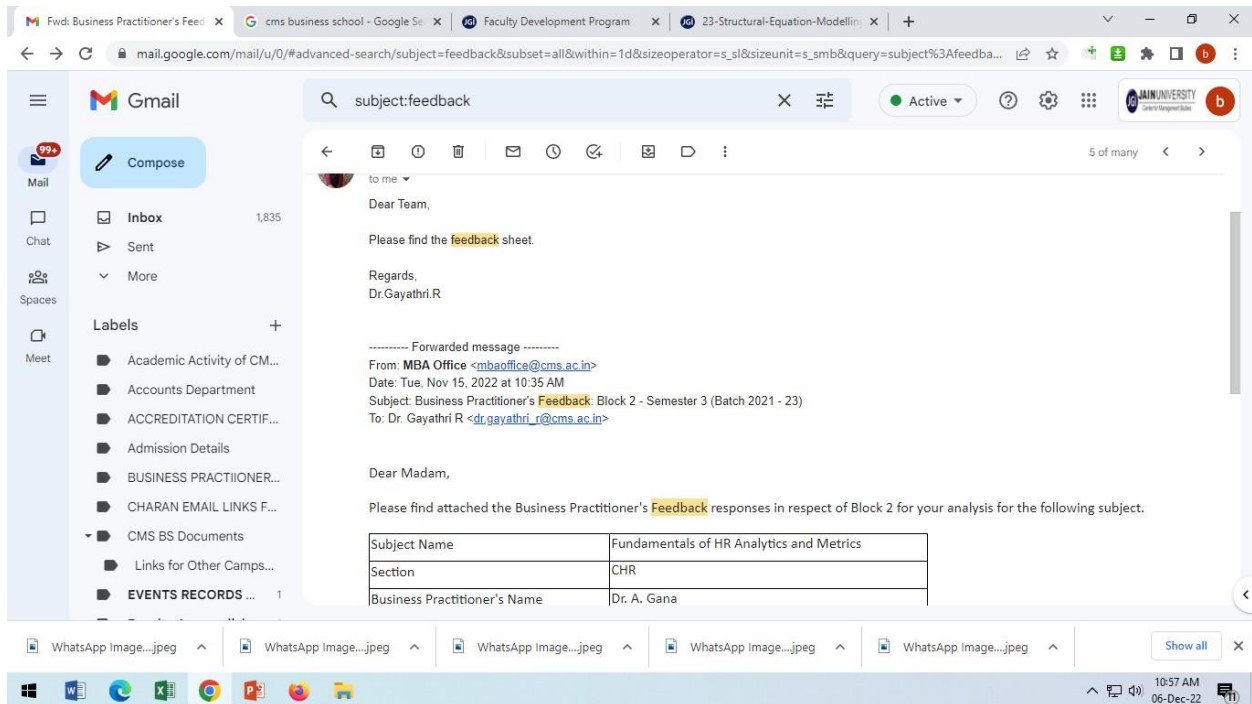
Dear Sarangapani Sir,

After discussion with Koppa Sir, kindly find a GMiC allocated to you for 17th Aug since you wanted to engage more with the club activities. Please find the revised timetable for your reference.

This session was allocated to Dr. Sumbul Samreen. She has applied for leave and will not be available on 17th.

Hope this is fine with you Sir. Kindly acknowledge the receipt of this mail. Thanks & regards,

**Rajani | Admin Executive | CMS Business School | JAIN (Deemed-to-be University) Ph: 94800 91088**



**Budget: - NIL**

**Pictures for the Event:**

