



The Executive's
**Agenda cum
Presentation**



ENGLISH FOR BUSINESS EXECUTIVES

July 2023

The Executive's Agenda cum Presentation



About this Book

The Executive's Agenda cum Presentation is a special guideline particularly intended for students of English for Business Executives. This module trains business executives to become more adept in the preparation of a formal or business presentation which commences from the writing of an outline and drafting of the Executive Summary to using PowerPoint or Canva as tools in delivering presentations.

The purpose of the class is for business executives to go through a structured and rigid process of comprehending a story written for businessmen and people managers, brainstorm with a partner on the ideas integrated in the story and be mindful of the steps undertaken in the preparation of presentation. In Module 1, the book titled **“Who Moved My Cheese?” by Spencer Johnson** will be the basis of book review, discussion and presentation.

For the first two weeks of the term, topics to be read, discussed and presented will be facilitated by the teacher. During the third and fourth week however, the students will choose their own topic, initiate discussion and prepare for a formal / business presentation on the fourth week.

Be ready to become a charismatic presenter!

THE EXECUTIVE'S AGENDA CUM PRESENTATION

Class Itinerary

	1 st Week	2 nd Week
Monday	Giving of topics	How to make an outline
	Setting objectives	Write a timeline of the special events from the passage
	Discussion of expectations	Identify the characters from the passage and explain their most vital contribution / describe their traits / quote a very meaningful statement from each
	Profiling of Learners	
Tuesday	Introduction of the reading selection	Retell the passage using the outline made and integrating the vocabularies and expressions learned the previous week
	Discussion on vocabularies and expressions in context	
	Explanation of guide questions	
Wednesday	Guided class discussion with semi-structured set of questions	How to write an Executive Summary - write an Executive Summary about the topic
Thursday	Writing of essay or reflection based on a structured set of questions	Prepare a 10-15 min presentation about the story and the insights gained from it.
	Note: The essay / reflection must be submitted for checking and will be given back to the students on the same day to be rewritten.	
Friday	The student/s will read the corrected essay in class.	Presentation of student's perspective about the assigned topic using PowerPoint, Canva or other tools convenient and practical to the student.

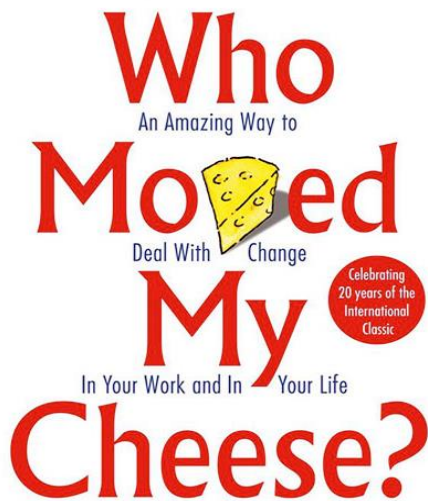
THE EXECUTIVE'S AGENDA CUM PRESENTATION

Class Itinerary

	3 rd Week	4 th Week
Monday	<p>Each student presents the chosen topic</p> <p>The student explains the reason for choosing it.</p> <p>The student discusses the objectives of presenting the topic to other language learners.</p> <p>Note: The teacher must ask for a copy of the chosen topic and must ask probing questions to each student based on the contents.</p>	<p>Discussion of vocabularies and expressions in context for the first two chosen topics to be facilitated by the teacher.</p>
Tuesday	<p>The teacher initiates the asking of questions to each student based on the chosen topic.</p> <p>Students may also ask questions to make the discussion interactive.</p>	<p>Discussion of vocabularies and expressions in context for the other 2 chosen topics to be facilitated by the teacher.</p>
Wednesday	<p>The student/s make an outline and a timeline based on the chosen topic.</p>	<p>Preparation for the tool-aided presentation. The teacher must actively supervise the student/s during class time for guidance and questions the student/s may have.</p>
Thursday	<p>Student/s identify main characters [if there are any], milestones, or highlights from the chosen topic. Striking quotes may likewise be included.</p>	
Friday	<p>Student/s write an executive summary about the chosen topic.</p>	<p>Presentation in the chosen topic using PowerPoint, Canva or other tools convenient or practical to the student.</p>

Day 1

Who Moved my Cheese? by Spencer Johnson An Overview



Change is a word and a concept that makes us all nervous and uncomfortable, be it in our personal lives, career, business, in the field of technology, in politics and in the society as a whole.

Indeed, with the ever-evolving world, change is inevitable and the only thing we can do is embrace it and thrive.

In this book, the author, Spencer Johnson talks about the story of two mice and two little humans living in a maze. One day, somebody moved their cheese and these characters had varying reactions. This book talks about the importance of mindset in any situation.

An overview is provided on page 2 of the book.

Objectives: At the end of two weeks, the learner is expected to:

1. identify the 4 major characters in the story and what they represent in real life;
2. examine the varying reactions of each character and relate their traits to people we know;
3. analyze the use of “cheese” and the “maze” as metaphors in the story;
4. relate the story to real-life scenarios and internalize the lesson that could be found;
5. acquire the vocabularies and useful expressions utilized in the story; and
6. present with the aid of a PowerPoint, Canva, or any tool his / her personal insight on the story in relation to his / her life.

Day 1

Who Moved my Cheese? by Spencer Johnson An Overview

Expectations

The teacher and the student/s must clearly express their expectations on the first day. The examples are given below.

Teacher's Expectations	Student's Expectations
1. I expect that you read your lessons every day.	1. I expect that you will be patient with me whenever I don't understand something.
2. I expect that you ask questions whenever something is confusing or ambiguous	2. I expect that you correct me whenever I mispronounce a word, say ungrammatical sentences, or use incorrect expression.
3. I expect that you come to class early and regularly.	3. I expect that you come to class early and regularly.
4.	4.
5.	5.

Rules

Rules are crucial to manage class interaction. The teacher and the student must be respectful of each other at all times and must observe proper conduct during class.

1. Worksheets and other handouts needed for the class must always be brought.
2. The teacher must do his / her best to engage the student in an active class discussion.
3. The student must listen attentively and speak whenever asked to recite or to clarify something unclear.
4. An output must be produced every end of the class and must be written in the student's separate journal [The Executive Hour] to track his every day progress.

Profiling of Learners

This refers to finding out demographic information about your student and using these data to create a more meaningful and efficient classroom interaction.

The following details may be asked. The teacher can probe deeper into the student's profile but must be done in a cautious manner.



1. What's your name? What does it mean in your language?
2. How old are you? Would you consider your age at present an advantage or a disadvantage? Explain.
3. Tell us about your family. How many children do you have? As a parent, what would you consider as your biggest achievement?
4. Have you been to other countries before coming to the Philippines? [If yes, where and how was your experience in those countries? / If no, what image do you have in mind about the Philippines?]
5. Do you have any experience learning the English or any other language? [If there is, tell us about your learning experience. / If none, what is your purpose in learning English?]
6. Why did you choose CBOA for your purpose of English language learning?
7. How do you learn the language on your own?

An Overview of the Selection

Note to the Teacher and the Student: Please go to Page 2 of the pdf file of the story.

These are the main characters in the story. A brief description of their individual characteristics can be read from the pdf file. Go to page 4.



Sniff

Scurry

Hem

Haw

Vocabularies and Useful Expressions

A Gathering [Chicago]

- gathered for lunch: to get together to eat and have informal meeting
- settle for an interesting conversation: to decide or to choose to have fun and meaningful conversation
- echoed: To repeat details that are similar to your own thoughts
- resist: to fight against something or to prevent something from happening





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Vocabularies and Useful Expressions

A Gathering [Chicago]

- cope: to deal with problems and handle difficult situations
- annoyed: to feel irritated, disturbed or bothered
- adapt: to become adjusted to new conditions

Who Moved My Cheese? The Story

- maze: refers to a path or a collection of paths, typically from an entrance to goal
- nourish: to provide food that is necessary for life, growth and good health
- possess: to have or own something or to have a particular quality
- race out: to go as fast as possible
- labyrinth: a place that has many confusing paths or passages
- corridor: a long hallway, especially one that has rooms opening up into it
- sophisticated: having or showing a lot of experience and knowledge about the world and about culture, art, literature, etc.



Image from hannahfielding.net

- clouded: confused; muddled, disordered
- headed: going in a particular direction
- assumed: to accept without verification or proof
- secure: free from danger or risk; free from fear or doubt
- pile: a number of things that have been placed on top of one another
- waddle: to walk with short steps, swaying or rocking from side to side, as a duck

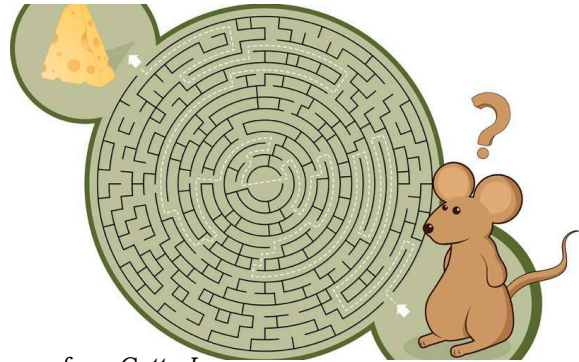


Image from Getty Images



Image from thehonestapothecary.com

- arrogance: the behavior of a person when they feel that they are more important than other people and are rude to them
- nibble: to eat in tiny bites
- inevitable: sure to happen and impossible to avoid
- instinctively: the manner by which one feels or does something without thinking
- take [took] for granted: to never think about something because you believe it will always be available or stay exactly the same
- hollered: to shout loudly
- frozen [with shock]: to be so afraid, shocked etc that you cannot move