



Unit Plan Template

Note: Type in the gray areas.

Unit Author	
First and Last Name	John Gagnepain
Author's E-mail Address	john.gagnepain@ucdenver.edu
Course Name(s)	Introduction to Theme Park Management

Unit Overview	
Unit Plan Title	So You Want to be a Lead(er)?
Curriculum-Framing Questions	
Essential Question	How do Leaders influence the daily lives of their teams?
Unit Questions	<ol style="list-style-type: none"> 1. What will your life be like as a member of the Six Flags Management Team? 2. How do you make the transition from being one of the gang to being in charge? 3. What expectations do Senior Leaders have of our Seasonal Management Team? 4. What does Guest Service look like from a Leader's perspective? 5. Do you know the legal requirements and understand the ramifications of your actions as a Manager?
Unit Summary	
<p>This course is the general primer covering basic elements of becoming part of the Seasonal Management Team at Six Flags St. Louis.</p> <p>Additional more job specific training will be delivered by their respective departments, thus this material covers a variety of topics meant to give new leaders a baseline of knowledge prior to beginning their new position</p> <p>It includes sections on transitioning into their new role, the business aspects of managing a theme park, human resources basics, communication skills, guest service, and coaching.</p>	
Subject Area(s): (List all subjects that apply)	
Coaching, Human Resources, Communication, Guest Service, Business Basics, Leadership Skills	

Grade Level (Click boxes of all grade levels that apply)

- | | |
|---|---|
| <input type="checkbox"/> K-2 | <input type="checkbox"/> 3-5 |
| <input type="checkbox"/> 6-8 | <input checked="" type="checkbox"/> 9-12 |
| <input type="checkbox"/> ESL | <input type="checkbox"/> Resource |
| <input checked="" type="checkbox"/> Gifted and Talented | <input checked="" type="checkbox"/> Other: Variety of individuals from age 16 to 80 |

Student Objectives/Learning Outcomes

- Learners will understand what it means to be a leader at Six Flags.
- Learners will know the expectations that are set forth for Six Flags leaders.
- Learners will develop a plan for making the transition to management.
- Learners will understand a variety of coaching methods they can use.
- Learners will develop action plans to execute the Six Flags Service Mantra (Friendly, Clean, Fast, Safe, Service).

Targeted State Frameworks / Content Standards/ Training Benchmarks/[NETS Standards](#)

- Understanding of basic leadership concepts and expectations from discussions and lecture
- Practical usage of leadership actions through group activities and role play
- Complete an assessment that includes leading a team throughout the highs and lows of a typical season.

Procedures (this section should be *detailed* enough that another instructor could teach this unit without assistance or questions)

Introduction

In this module, new leaders will learn about some of the people that influenced the presenter as well as others at the park.

Making the Transition

In this module, new leaders will learn about making the transition from Team Member to Manager. Discussion will center around acknowledging nervous feelings they may have about their new role, understanding the ways they will be viewed by senior leaders, setting expectations for their teams (and their friends), and supervising people that are dramatically different in age and backgrounds from them.

Developing Good Communication Techniques

In this module, new leaders will learn a variety of methods to communicate effectively with their Teams, fellow Managers, and with Guests. Topics will include recognizing verbal and non-verbal communication, types of barriers they will face when trying to getting their messages across, and how they can be active listeners.

HR Themes

In this module, new leaders will learn about basic principles of human resources. Topics will include their role in discipline, how to report incidents, and wage and break laws.

Delivering The Six Flags Service Mantra (Friendly, Clean, Fast, Safe Service)

In this module, new leaders will learn techniques to drive their team to deliver anticipatory guest service. Topics will include methods to motivate their teams, discussions of why it is important to deliver excellent guest service, how we measure guest service, and how to role model these actions in the park.

The Business of Running a Theme Park

In this module, new leaders will learn the basics of what factors affect the business decisions made at the park. Topics will include ways to maximize profit and minimize expenses, methods we use to manage labor, and how management reacts to the changes in attendance, the weather, and other outside factors.

Survival Coaching Skills

In this module, new leaders will learn techniques to getting the most from their team. Topics will include a variety of coaching methods from simple motivation to getting wayward Team Members back on track to disciplinary steps.

Closing

As a means to tie the entire unit together, we will end with a digital story. This story will review much of the material covered through the eyes of those leaders that came before them and from Team Members that are looking for guidance and leadership. The goal of the story is to present actual people and not just theory as they begin their journey to become leaders for the company. The digital story gives an emotional ending to a day of learning.

Approximate Time Needed (Example: 45 minutes, 4 hours, 1 year, etc.)

8 hours

Prerequisite Skills

Prior theme park experience is preferred, but is not mandatory.

Materials and Resources Required For Unit

Technology – Hardware (Click boxes of all equipment needed.)

- | | | |
|--|---|--|
| <input type="checkbox"/> Camera | <input type="checkbox"/> Laser Disk | <input type="checkbox"/> VCR |
| <input checked="" type="checkbox"/> Computer(s) | <input checked="" type="checkbox"/> Printer | <input type="checkbox"/> Video Camera |
| <input checked="" type="checkbox"/> Digital Camera | <input checked="" type="checkbox"/> Projection System | <input type="checkbox"/> Video Conferencing Equip. |
| <input type="checkbox"/> DVD Player | <input type="checkbox"/> Scanner | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Internet Connection | <input type="checkbox"/> Television | |

Technology – Software (Click boxes of all software needed.)

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Database/Spreadsheet | <input type="checkbox"/> Image Processing | <input type="checkbox"/> Web Page Development |
| <input checked="" type="checkbox"/> Desktop Publishing | <input type="checkbox"/> Internet Web Browser | <input type="checkbox"/> Word Processing |
| <input type="checkbox"/> E-mail Software | <input type="checkbox"/> Multimedia | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Encyclopedia on CD-ROM | | |

Printed Materials

Each of the modules will contain a job aid that includes fill in the blank sections as well as brainstorming and group actives.

Supplies	Notecards, pens, participation rewards
Internet Resources	None
Others	Trainers from around the company as well as park Managers and Directors will contribute to the techniques described and the stories told as part of the class.
Accommodations for Differentiated Instruction	
Resource Student	The job aid/handouts will be excellent takeaways from the class and to use in practice down the road. During class, these learners mix with more experienced ones who may have some management experience outside of Six Flags.
Gifted Student	These learners will act as table/group leaders and spokespersons during the class. They should also give person examples and used in any role-plays.
Student Assessment	
<p>The assessment is a group activity where they act as a leadership unit tasked with guiding a team throughout a typical season.</p> <p>Beginning during the Spring pre-season setup, through weekend operation, daily operation, and then back to weekends, they will need to solve a variety of scenarios.</p> <p>These scenarios will challenge them to use their learning to resolve issues. Some will require a simple answer (such as the park meal break policy), while others will require them to role-play their solution to a situation in front of the group (such as coaching a normally good team member who has made a poor decision).</p> <p>In the end, learners that do not appear to have fully grasped the material will not receive their promotion and will need to reapply at a future time.</p>	