



Javier, a Junior, Plans: Entrepreneur/Business Owner



Meet Javier. Javier is a junior and has resided in Cedar Rapids his entire life. Javier comes from a large, close Hispanic family living not only with his 5 brothers and sisters but his maternal grandmother and his aunt and her son. All the adults in the home work full time and often long hours and Javier is often required to be at home to care for the younger children with his older sister, Marguerite, who is a senior. Javier would like to have a job and work towards getting a car but his duties at home with his younger siblings largely prevents any sort of before or after school job. Javier is very active and has had struggles with ADD. His 504 provides that he be allowed to move around and not be glued to a seat for too long. Javier loves baseball and is the starting shortstop back at his resident high school. Gregarious and warm, Javier is always found in the center of the group, having fun and enjoying his friends. He can tell

fantastic and humorous stories and keeps people entertained and laughing. Javier wants to own his own business someday in a career that will keep him active and outside. Javier is a middling learner academically and has an easier time with mathematics than with reading and writing. Javier is happy-go-lucky and will simply go-with-the-flow if allowed to.

Javier has been at City View since he was a freshman and his sister, Marguerite, was a member of the initial freshman class and will graduate this year, as early as December if she wishes to.

Javier “Week in the Life of”:

It is late-September and the City View teaching team is growing concerned about Javier. He is taking 3 classes on-line this semester and, while never an outstanding learner, has really struggled to keep up and keep focused. He chose a project that involves filmmaking and helping a local business pivot to appeal to a younger workforce. While interesting and helping him

understand marketing which he will need when he starts his own business, this doesn't fit what Javier is always talking about and his area of interest. As a result, he isn't a great team member and has been struggling to get his team tasks done. The teacher team suspects he chose this project more because his new girlfriend is on the team than because he cares about it. It has been decided that Javier's advisor, Shawn, will meet with Javier Monday to find out more.

Monday

Javier has a 9:30 meeting set with his advisor, Shawn. He has received permission to miss Community so that he can help his younger siblings get ready and off to school since both his parents had to be up and out early this morning. He suspects he knows what this is about as he's not been doing well with his virtual courses or his project.

"Good morning, J! How goes it today?" asks Nate.

"Okay. Yah know, it's no fun trying to get a 5 and a 7 year old dressed for school."

"No kidding. They really like to fight everything, don't they?"

Javier spots Shawn and Shawn waves him into a small conference room. As he enters he takes a deep breath and settles into a chair.

"Thanks for coming in, Javier," says Shawn. "I wanted to take this time to visit with you and learn a bit more about what's going on and how we can help."

"Sure," says Javier. "What is this about?"

"You're a bright young man, Javier. I suspect you already know what this is about. Do you?" asks Shawn.

"Yeah, probably." Javier waits to see if Shawn says anything. He doesn't. He continues, "I know I'm struggling with my two virtual classes, math and my government. I've not had much motivation to do them."

"Anything else?" Shawn asks.

"Well, yeah. I guess I'm not doing much with my project either. I know the team has had to get on me about getting my tasks done. I've been a bit overwhelmed at home this term as Marguerite has a full load 'cause she's trying to get a college scholarship so I've had more responsibilities with my younger brothers and sisters. Dad and Mom are putting in long hours too." Javier pauses a moment, "I know what you're going to say, that rather than make excuses I should be making plans."

Shawn chuckles, “So, you have been paying attention! Seriously, Javier, you’re spot on. That’s what we’re here to talk about. You see the same things the teachers see and you recognize that you need to make a different plan. So, why don’t you first tell me about your online classes and what plan you might have for getting back on top of that, then we can shift to your project work.”

“You know I really hate traditional type schooling and I can’t sit still. The virtual classes really feel like that and, besides, I don’t really care about algebra or government that much. And at home I don’t do it either because things are crazy and I can’t focus there.”

“Ok. So, what are your plans for getting back on track?” asks Shawn.

“I’ve only got one Discovery right now, which meets on Tuesday and Thursday. I need to put Monday, Wednesday, and Friday on my calendar and work on those classes over in the quiet area. Shawn, I also need to schedule time with you to help me with the math. Honestly, I’m lost most of the time,” replies Javier.

“That’s a great plan. Get your calendar out and get those times on your calendar so they are there and top-of-mind for you,” says Shawn. “Of course, I can help you with the math. I’m free on Tuesdays and Thursdays at 10:45. I know that works because you’re in my Discovery at 9:15 now. How about right at 10:45 both those days?”

Javier gets out his physical calendar and his phone calendar and blocks out an hour on Monday, Wednesday, and Friday and then reserves Tuesday and Thursday at 10:45 to meet with Shawn.

“Now, let’s talk about what’s going on in your project,” Shawn says. “I’m just going to be super transparent in my assumptions here, Javier. I think you chose this project more because it’s an interest of your girlfriends and your interest is in your girlfriend, not this project. Am I off on that?”

Javier sits and thinks for a moment. He doesn't really want to admit Shawn is right but he also doesn't really care about the project. “You’re probably more right than wrong.”

“Okay. Fair answer. Let’s go back to your purpose and flight plan, Javier.” Shawn pulls up Javier’s Head Rush account with his purpose statement and flight plan. “Okay. You’ve talked a lot about wanting to run your own business and you want to do something with your hands and outside. Is that still what you want to do?”

“It is, Shawn. I see my parents work so hard for so little. I want to be my own boss, decide my own fate. . . and I don’t want to go to no more school to get it,” replies Javier.

“Perfect,” Shawn says. “So, let’s get you off the commercial making project. You can spend time with your girlfriend at other times. Let’s use our time to get you to your dream. Do you have any ideas as to what you’d like to do.”

“Well, I’d like to get a lot of my remaining standards knocked out this year so focusing on those online courses is important. Honestly, I really don’t know what sort of work I want to do or what business I could start. My Dad works construction as a framer for Sullivan Construction, maybe I could start there.”

“Good idea. It sounds like we need to build you a Concentration study. What if you start by spending the next week exploring the various companies who do outside work like construction, landscaping, and lawn care and setting up appointments with the owners? In looking at your standards matrix, that would help round out some of your outstanding 11-12 English standards. Besides, you are very personable and enjoy talking with people so this should be easy for you AND will be an important skill when you own your own business.”

“That sounds good.”

“Javier, I think it is important you identify some minority-owned businesses you can talk to. They can likely help you understand incentives available and the challenges they have faced as they got started. I also think you need to identify a range in terms of years in business,” says Shawn.

Shawn and Javier spend the rest of the time building a specific plan, called a Concentration. Javier is going to identify 3 businesses in home construction, 3 in lawn care/landscaping, and 3 in the forestry/nursery industry. He’ll look for a minority-owned business as well as a newer (5 years or less) and a more mature business. He’ll make phone calls to the owner, explain that he’s a junior wanting to learn about starting a business, and ask if he can shadow the person and/or meet with them in the coming weeks.

Javier leaves the meeting feeling good. He’s off a project he didn’t like and getting started on his career seems exciting. As Javier heads to his Structured Break he plans to spend the rest of the morning getting started and then, begrudgingly, will start tackling the online courses per his new schedule.

Tuesday

Javier arrives by 8:30 this morning. He loves the half-hour before school when he doesn’t have kid duty so he can socialize. He joins a group of about 15 learners sitting in a small circle, drinking coffee and talking. “Javi!” says Quincy. “Sup?”

“Hey, Q, hey everybody.” Javier sits by Quincy. The group pours over last night’s baseball games and joke around before the day begins.

At this morning's Community Javier's team shares their progress. He doesn't have much to say and is pleased that Shawn talked to him yesterday. He should have pulled the plug on his involvement in that project much earlier. He smiles as his girlfriend, Anna, leads the group. "Wow," he thinks, "She's good at public speaking and really cares about this project." He lets the team know he is transitioning to another project.

He heads to his Discovery, "The Psychology of Sports." This was week three of a six week Discovery and he was loving this one. He is trying to figure out how to apply what he has been learning to becoming a better baseball player. Today's discussion focuses on "Anxiety and Energy Management." They were walking through some serious research, a research article called, "Anxiety Management through Psychophysiological Techniques: Relaxation and Psyching-Up in Sport" by Guilherme Pineschi & Andréa Di Pietro.

Javier's confidence as a reader makes this text really challenging. He'd tried to read it on his own but quickly got lost in a lot of big academic words. Dee, the English teacher, is in the class today and helps the learners visually break down the text. They get in small groups and read sections to each other. Becky, the other teacher, has prepared a "cheat sheet" helping put each paragraph into "teenager friendly" language. "I want you to struggle with this paper a bit," says Becky. "You need to see how the academics write and speak about these things. The real skill is, can you write it so that it is approachable to people who don't spend every waking minute thinking about this stuff? That's your task today as a group. Dee is here to help. The challenge: can your team write a short article explaining this research - managing anxiety through their psychophysiological techniques. On Thursday, come in with your short article and we'll see what you've learned. We'll then hone in on the psychology of sports anxiety and see if we can come up with a way to test their findings."

Javier's group decides to organize the paper into sections. Jaleesa, a friend of Javier's, knows Javier struggles with reading and comprehending. "I'll team up with Javi," she says." Javier smiles and is glad for the help and also knows Jaleesa is going to make him carry his weight.

The session is about over and Jaleesa and Javier agree to meet at the Early Bird Cafe right after Community tomorrow. Jaleesa will get permission to skip tomorrow's break so they can work a bit longer.

After Structured Break, where Javier is taking yoga to get more limber for baseball, he finds Shawn in the lounge area. "You ready to go, Javier?"

"Yep, let me show you where I'm stuck." They spend about 30 minutes walking through Javier's online class and discussing the concepts and assignments. Shawn has a real gift for making this stuff more understandable. He tried to connect some of the math to baseball and it was funny to Javier because Shawn didn't know much about baseball. Javier appreciates the effort.

After lunch Javier digs into his new Concentration. Since he has been at City View for two years now, he is very comfortable picking up the phone and talking to adults. He manages to get a hold of four of the nine and leaves messages for the rest. One contractor, David Garcia, who owns a roofing company, is fantastic on the phone. He seems genuinely interested in Javier and him wanting to be an entrepreneur. He agrees to meet with Javier Friday morning at 11:45 at City View. They will have some lunch together and talk.

Javier finds Mark, City View's business teacher, and asks him to review the questions he wants to ask. Mark finds them well written and they brainstorm a few more. Javier really wants to ask David about what it is like being a minority contractor in a city that is largely white.

Wednesday

After Community, Javier and Jaleesa walk to the Early Bird, grab a coffee, and start working through the research document. While it is hard, Javier starts to understand the research and is intrigued by the approaches to manage anxiety. He doesn't suffer a ton from anxiety but when it is a big at-bat or play, he does notice his anxiety rising. Perhaps one of these techniques will work. Javier is proud that he is able to write a good portion of their article. They'll be ready to go tomorrow.

In the afternoon, Javier finds a quiet space and digs into his online coursework. He is on a role and even misses Structured break, working straight through to lunch. He feels better already as he makes a lot of progress this morning.

Thursday

At Discovery, Javier and Jaleesa share a synopsis of their article. Most of the class has come to similar conclusions and Becky and Dee are pleased. "This was no easy task," says Dee. "The fact that you were able to distill it down and keep true to their findings is impressive."

"Indeed," says Becky. "Now, let's dig into the psychology of this and see how we might be able to apply it to something real . . ."

At Javier's 10:45 with Shawn he is able to show Shawn all he has done the day before. They go over a few difficult concepts and Shawn gives Javier a few strategies and things to think about.

Javier's afternoon is spent contacting the remaining contractors. He has interviews set up over the next week. One thing he hopes is that more than one of them will be willing to let him shadow them for a day. He really wants to understand what it is like being an owner and the specific work people do in these industries. He is looking forward to talking with David Garcia tomorrow.

Friday

This morning Javier rolls into school at 10:00 and digs into his online courses and preps for his interview. Shortly before 11:45 Pat, the school's administrative assistant, calls back, "Javier, you've got a visitor!"

Javier goes up front and extends his hand. "Mr. Garcia? It's a pleasure to meet you, sir. I'm Javier." Javier makes sure he makes direct eye contact and has a firm handshake as Mark had taught him.

"Good to meet you, Javier. Call me David, please." His warm smile causes Javier to relax a bit.

They go through the buffet line, provided by Need Pizza today, and find a small, quiet conference room.

"Do you mind if I record this interview, David? It will help me to go back through it again later."

"Absolutely. I'm excited that you are wanting to start a business. There are some amazing opportunities for someone who wants to work hard and work smart."

They visit for an hour. David tells Javier how he got the experience to start a business, how he chose roofing, and what he's learned along the way. Javier is impressed that David is so open about his challenges and failures. David has never had any formal training in bookkeeping and he got into trouble early because of it. He found he needed to hire someone good at that part of the business. David asks Javier where his weakness might lie. "I enjoy math and am working through some coursework. I probably should find some bookkeeping type courses or opportunities. I'm not a great writer and would worry about my marketing and professional materials."

"Excellent. So, when you get started, spend whatever resources you can to get help on that area of the business."

After the interview, Javier thanks David and escorts him back to the front entrance. David stops, shakes Javier's hand, and hands him his business card. "We've got another 6 weeks or so before roofing season ends. Would you like to jump in the truck with me one day soon and spend the day? I'd be happy to show you how a construction company works."

"Fantastic! Yes, Monday, Wednesday and Friday work best for me. Would next Wednesday be a good day?"

David opens his calendar. "Yep. Perfect. We start early. Can I pick you up at your home at 7am?"

Javier knows the rules about this so he says, "How about you pick me up here at 7. I need to check in here first."

“Great. Take care!”

“You too!” Javier is thrilled. He asks Pat for a parent permission form and finds Mark to ensure it is okay to be gone all day Wednesday. Mark is excited for him and reminds him, “You text me every hour or two. Just a quick, ‘All’s good.’” Pat initiates a quick background check on David just to be safe.

Javier knocks out a few more online assignments prior to Advisory group. At Advisory, Javier is able to log much of what he accomplished this week and reflects on the value of “community.” David Garcia is now part of his network and another person he can connect with here in this community. He heads out to the batting cages at Jefferson with a big smile.

Javier’s Semester Schedule (after his Concentration study begins)

Monday	Tuesday	Wednesday	Thursday	Friday
Community	Community	Community	Community	Virtual Day A Agile Coach Certification Training Day B
Online Coursework	Psychology of Sports	Online Coursework	Psychology of Sports	
Sports Training & Conditioning	Online Coursework	Sports Training & Conditioning	Online Coursework	
Lunch	Lunch	Lunch	Lunch	
NLM Commercial Development Project Planning & Work Time	Concentration: Construction & Business Ownership	NLM Commercial Development Project Planning & Work Time	Concentration: Construction & Business Ownership	