

## ORIENTATION

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## ORIENTATION / TASK 1: WHAT IS VIRTUAL ENTERPRISE?

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VE Departments Involved

All staff

Time Frame/Month for Activity

First two days/September

Outcomes

*Students will:*

- learn what VE is about and the goals of the program.
- understand the types of activities they will be performing and how they will be evaluated.
- produce a weekly log of their activities.

Activities/Strategies

- The coordinator should read the attached [sample memo](#) re: Expectations and Requirements for the VE and re-write it to fit personal expectations and the particulars of his or her VE.
- Distribute and discuss the memo with your students.
- Discuss the form of communication used (memo) and when it is employed (typically sent as an attachment to an email).

*Existing Firms:* One of the last activities of the Human Resources Department last term was to assemble a company presentation/slide show. Present this to your new students and answer any questions. (*Note: If your firm did not create a presentation last term, you should create a short one to provide an overview of your company.* *New Firms:* Engage the students in a discussion about the components of a business. Ask students to indicate those departments they think are typical in a company. If they do not identify departments that are typical, ask them to think about the type of work that must be done to keep a company operating.

- Ask students what skills employees must possess to manage a company.
- Discuss with students the various jobs/responsibilities needed to manage a business.
- The coordinator may require students to submit a weekly log as part of their grade. Review the sample [Daily Progress Log](#) and modify it to fit your company.

Online Follow-Up

Direct students the VE National website ([www.veinternational.org](http://www.veinternational.org)) to further understand the program concept and view program videos. Then direct them to their state website, review the site and point out resources available to them.

Materials/Resources

- Two-page memo re: Expectations and Requirements for the VE
- Sample daily progress log

Mastery and Assessment

Students will complete the first day of their weekly progress log.

## ORIENTATION / TASK 2: MATCHING ABILITIES / SKILLS WITH JOB TRAITS

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VE Departments Involved  
All staff

Time Frame/Month for Activity  
One day/September

Outcomes  
*Students will:*

- identify their personality traits, abilities and interests.
- identify jobs in which their skills, interests and abilities would be used to their advantage.
- learn about the different jobs that exist within their VE Firm.
- identify the VE job that suits them best.

Activities/Strategies

- Distribute Activity 1, “Personal Inventory” and ask the students to complete it.
- Ask students to share their findings with each other so they can articulate what they learned about themselves and discover new things about each other.
- Distribute Activity 2, “Job Profile and Me.” Ask students to check off the job traits that appeal to them. Then, choose three job traits that they consider to be most important.
- Have students research the Internet sites below. They can take the Jung Typology Test, which is based on the Myers Briggs Exam used by career counselors, and they can learn more about various career paths from the Bureau of Labor Statistics.
- Create a chart of activities to be performed in the VE departments. Have students read it and identify the areas in which they might like to work.

Online Follow-Up

- Go to [www.humanmetrics.com](http://www.humanmetrics.com) and take the Jung Typology Test.
- Go to [www.bls.gov](http://www.bls.gov) to use the Occupational Outlook Handbook. It has comprehensive descriptions of jobs, including requirements, duties and salaries.
- Go to [www.nycareerzone.org](http://www.nycareerzone.org) to research various careers.

Materials/Resources

- Activity 1, “Personal Inventory”
- Activity 2, “Job Profile and Me”

Mastery and Assessment

- Complete Activities 1 and 2.
- Direct students to write a one-page essay explaining why they are best suited to work in the department they choose to work in.

Activity 1

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Personal Inventory

In the "Me Now" column, put an "X" beside each characteristic that you feel describes you. Put an "X" in "The New Me" column to show where you feel you could improve.

	Me Now	The New Me
Intelligent		
Personable		
Serious		
Organized		
Carefree		
Confident		
Witty		
Good-looking		
Capable		
Decisive		
Gentle		
Understanding		
Athletic		
Studious		
Modest		
Trustworthy		
Helping		
Generous		
Friendly		
Cheerful		
Warm		
Enthusiastic		
Courageous		

**Activity 2**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Job Profile and Me

**JOB TRAITS:** Check the job profile traits that appeal to you about a job. Not all traits will apply to you. Choose only those job profile traits that you would look for in a job.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Work indoors                   | <input type="checkbox"/> Dress casually              | <input type="checkbox"/> Get a sense of accomplishment         |
| <input type="checkbox"/> Work as part of a team         | <input type="checkbox"/> Work with my hands          | <input type="checkbox"/> Small company                         |
| <input type="checkbox"/> Work outdoors                  | <input type="checkbox"/> Work with machines          | <input type="checkbox"/> Keep busy                             |
| <input type="checkbox"/> Work involving travel          | <input type="checkbox"/> Work with people            | <input type="checkbox"/> Get ahead on the job                  |
| <input type="checkbox"/> A lot of responsibility        | <input type="checkbox"/> Use problem-solving ability | <input type="checkbox"/> Lead other people                     |
| <input type="checkbox"/> Close supervision              | <input type="checkbox"/> Move from place to place    | <input type="checkbox"/> Earn the money I need                 |
| <input type="checkbox"/> Not much responsibility        | <input type="checkbox"/> Stay in one place           | <input type="checkbox"/> Meet new friends                      |
| <input type="checkbox"/> No supervision                 | <input type="checkbox"/> Instruct others             | <input type="checkbox"/> Try out my ideas                      |
| <input type="checkbox"/> "9-to-5" office work           | <input type="checkbox"/> Repetitious work            | <input type="checkbox"/> Work with others                      |
| <input type="checkbox"/> Work alone                     | <input type="checkbox"/> Dangerous work              | <input type="checkbox"/> Receive praise from others            |
| <input type="checkbox"/> High status                    | <input type="checkbox"/> Work requiring physical     | <input type="checkbox"/> Have a sense of job security          |
| <input type="checkbox"/> Similar duties daily stamina   | <input type="checkbox"/> Do things for other people  | <input type="checkbox"/> Exciting, fast pace                   |
| <input type="checkbox"/> Be "somebody" in the community | <input type="checkbox"/> Paying attention to detail  | <input type="checkbox"/> Work requiring precision              |
| <input type="checkbox"/> Variety of duties daily        | <input type="checkbox"/> Frequent public contact     | <input type="checkbox"/> Do different things from time to time |
| <input type="checkbox"/> Slow, steady pace              | <input type="checkbox"/> Creativity                  | <input type="checkbox"/> Use my abilities                      |
| <input type="checkbox"/> Relocate                       | <input type="checkbox"/> Part-time hours only        | <input type="checkbox"/> Work in a pleasant place              |
| <input type="checkbox"/> Large organization             | <input type="checkbox"/> Have influence over others  | <input type="checkbox"/> Dress up (business)                   |

*continued*

Activity 2 (continued)

**Job Profile and Me (continued)**

**JOBS I WILL CONSIDER:** List three jobs that you think will match your the job traits you have checked, then tell why you think they will meet your needs.

Job No. 1

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Why:

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Job No. 2

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Why:

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Job No. 3

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Why:

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## ORIENTATION / TASK 3: UNDERSTANDING TIME MANAGEMENT

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VE Departments Involved

All staff

Time Frame/Month for Activity

Two days/September

*(Note: If you are under time constraints at the beginning of the year, you may want to reserve this activity for a later date when your VE business is up and running. The Human Resources or Administration Department could lead this activity as a workshop for employees.)*

Outcomes

Students will:

- plan a daily schedule in the case example provided.
- create a “To-Do” List template in Word to be used at their firm.
- generate a “To-Do” list for the next day.
- develop a monthly schedule by using a desk calendar and penciling in the activities/tasks due for each month, or using the calendar wizard in Word to create a monthly calendar.

Activities/Strategies

- Distribute “Time Management” handout, and the case study “Recognize that Your Time Is Valuable.” Assign these readings in preparation for a staff meeting the following day.
- At the staff meeting, elicit student reactions to the readings. Ask students to identify the basic strategy and principles of time management. Discuss the items that would be in a “To-Do” list. Elicit the definition of procrastination and the problems associated with it.
- Direct students to develop a daily schedule for Wesley (the student in the case study) using the attached “Test Study Planner.”
- Create, print, and distribute a “To-Do” list template in MS Word to be used by all employees in the VE firm.
- Direct students to complete a “To-Do” List for the next day (in the VE, they will begin the job application process) that includes work they need to prepare for the VE and for their academic classes. Students should note how long they think each of the items will take to accomplish, and then record the actual time for each task.
- Over the next few days, spot check individual “To-Do” lists that your students kept for themselves. Discuss inaccurate estimates, unexpected delays, and possible solutions.
- When the members of the Administration Department have been hired, make it their responsibility to print and distribute a monthly calendar for the firm on a regular basis.

Online Follow-Up

Research time management tools and recommended a tool that the firm might use.

Materials/Resources

- Time Management and Case study Handouts
- Desk Calendar/Word Calendar Wizard
- VE Calendar for current year

Mastery and Assessment

- Students complete “To-Do” Lists and submit them along with Progress Logs on a weekly basis.
- The Administration Department translates tasks from the VE Calendar onto the monthly calendar for the firm, updates and distributes this calendar on a regular basis.

## Time Management

### How can I better manage my time?

- **Determine goals:** Decide what you want to accomplish.
- **Set priorities:** Determine what has to be done first regarding time and importance.
- **Plan and schedule:** Make a "to do" list and include time that each objective will be accomplished.
- **Delegate:** Realize your limitations. Instruct others to do work you cannot accomplish alone, but always remember to follow up.

### What stops me from using my time efficiently?

- Procrastination
- Over-commitment
- Not knowing how to say "no."
- Interruptions
- No limits on phone time or visitors during certain times
- Stress

**Don't let it get to you.**

## Recognize That Your Time Is Valuable: A Case Study

**W**esley is a senior student at a local high school. He is taking seven subjects plus lunch, attends school from 8:30 A.M. to 2:30 P.M. and works part-time Mondays, Wednesdays, and Fridays from 3:00 to 6:00 P.M. In addition, he is a member of the FBLA Club, the Soccer Team, the School Technology Committee, the School Government the Peer Tutoring Program and plans to perform at the International Show. He is scheduled to participate in the following this week:

1. The FBLA Club will meet everyday after school to plan and develop activities for the District Conference scheduled for Friday from 1:30 - 4:30. (Flexible)
2. The International Show will hold rehearsals on Thursday and Friday from 3:00 - 5:00. (Somewhat flexible.)
3. The School Technology Committee will meet on Thursday from 7:45 to 8:30. (No flexibility.)
4. The Peer Tutoring Program will meet everyday after school from 3:00 - 5:00. (Flexible.)
5. The Soccer Team will play on Tuesday from 4:00 to 6:00 and Saturday from 10:00 - 2:00. (No flexibility.)
6. The School Government is scheduled to attend the High School Fair on Saturday and Sunday from 10:00 - 1:00. (Flexible.)
7. The following exams are scheduled for the week: Monday; Physics, Tuesday; Pre-Calculus, Wednesday; College Accounting, Thursday; Advanced Placement History and English, and Friday; Business Law.
8. His mother asked him to baby-sit on Sunday while she goes shopping. (No flexibility.)
9. His girlfriend Tamara invited him to go to the movies on Wednesday night because she got free movie tickets. (No flexibility.)
10. His friends asked him to hang out after the game on Saturday. (Somewhat flexible)

**TASK:** Develop a daily schedule for Wesley. Remember to establish priorities. Keep in mind the activities that are flexible as opposed to the ones that are not.

## Test Study Planner

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7 AM							
8 AM							
9 AM							
10 AM							
11 AM							
12 PM							
1 PM							
2 PM							
3 PM							
4 PM							
5 PM							
6 PM							
7 PM							
8 PM							
9 PM							
10 PM							

**Notes:**

## ORIENTATION / TASK 4: APPLYING FOR A JOB

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VE Departments Involved

All staff

Time Frame/Month for Activity

Five days/September

Outcomes

*Students will:*

- explain the purpose of a cover letter, resumé and employment application.
- prepare cover letter and resumé.
- complete a job application.

Activities/Strategies

- Distribute “The Resumé” and “The Cover Letter” handouts. Read and discuss with your students.
- Distribute Activity 3, “Personal Fact Sheet” and ask students to complete it. This can serve as the basis for the resumé.
- Distribute a list of company departments and positions available (see sample), so students have a choice of positions.
- Direct students to prepare their own cover letter and a resumé, using the samples provided under Resources on the VE website. Point out that resumé templates are also available in MS Word.
- Distribute a job application. You may use one that was created previously for your firm or you may adapt one from your corporate partner or from the Website below. Direct students to submit the application along with the cover letter and resumé to you by a given deadline. (*Note: When your Human Resources Department is formed, they file all application documents. You should keep a copy for your records.*)

Online Follow-Up

Search the Internet for sample job applications.

Materials/Resources

- Sample cover letter
- Sample resumé
- Sample job application
- Department job titles
- Handouts: Writing the Cover Letter, Writing the Resumé
- Activity 3: Personal Fact Sheet
- Resumé Worksheet

Mastery and Assessment

Students create a resumé, and cover letter and complete a job application, which must be filed with HR at the end of this task.

## The Cover Letter

### Writing the Cover Letter

*Most people spend hours writing and rewriting their resumés. Then they spend five minutes on cover letters—the first and sometimes the last thing an employer sees to form an impression about the person. Many managers believe the cover letter is as important or more important than the resumé. Given this fact, it’s time to change your approach to cover letter writing. The next time you see the ideal job opening for you, set aside a few hours and get to work, keeping the following tips in mind:*

- **Make It Easy for the Employer to Contact You.** Place and highlight your phone number underneath your return address. Listing your number on the top of both your resumé and cover letter can only help the employer and demonstrate your attention to detail and your consideration for the employer’s time.
- **Personalize the Letter.** Consult contacts in the industry or call the company directly so you can address the letter to an individual not “sir or madam” or a search committee. But don’t call the company if the ad asks you not to—you’ll only risk starting off on the wrong foot.
- **Tell Them What Position You Are Applying For.** Don’t assume they’ll know what ad you’re referring to when you write the letter. Tell them the position title and where and when the ad ran in the paper or on-line.
- **Research the Company.** Research the company and express a sincere interest in their current initiatives. You can find information about companies in the library or on-line. Mentioning a new project or even a setback can show your understanding of the industry.
- **Give Specific Examples of Your Accomplishments.** Employers look for detailed information and figures. Saying you increased sales isn’t enough; say by how much.
- **Tell What You Can Do for the Company.** Hint at what you can do for the company and take the initiative to set up a meeting. In your closing, refer to recent developments at the company or industry and explain how you can help. And it’s always a good idea to follow-up on your letter, so offer to call the employer within a week to answer any questions or provide additional information.

Sample Cover Letter

KRISTIN K. MARSHALL  
1418 Ocean Drive  
Miami Beach, FL 33133-3334  
(305) 555-5555

Today's date  
(4)

Ms. Alberta Rumoz  
Vice President ABC Financial Services  
40 Wall Street  
New York, NY 10005

Dear Ms. Rumoz:

Opening paragraph should state why you are writing, name the position or type of work for which you are applying, and mention how you heard of the opening or organization.

Middle paragraphs (s) should explain why you are interested in working for this employer and specify your reasons for desiring this type of work. If you have had relevant work experience or related education, be sure to do this in a confident manner and remember that the reader will review your letter of application as an example of your writing skills.

Closing paragraph should refer the reader to your enclosed resumè (which gives a summary of your qualifications) or whatever media you are using to illustrate your training, interests and experience. Have an appropriate closing to pave the way for the interview by indicating the actions or steps you will take to initiate an interview date.

(2)  
Sincerely,

(4)

Your name (typed)  
(2)

enclosure

<p>Create your own letterhead; include your name, address, and phone number.</p>
<p>Use current date.  Begin the dateline 2.5" from the top of the page. (Note: The numbers in parentheses indicate how many times to press the enter key between lines.)</p>
<p>Check the proper spelling and title of the person to whom you are addressing your letter. If possible, address the letter to a particular person within the firm.</p>
<p>Women are addressed by the salutation "Ms."</p>
<p>Be personable and be enthusiastic.</p>
<p>Be brief and specific; your resumè contains the details.</p>
<p>Always sign your letter here.</p>
<p>If a resumè or other item is enclosed in the envelope, mention it in the letter.</p>

## The Resumé

### Writing the Resumé

Your resumé is one of the most important tools you have. If you want the right doors to open for you, you have to have the right resumé. This, of course, is no easy task because there is no one resumé that is “right” or correct. “Right” only means that it gets the job done by getting employers interested in you.

Everyone has different accomplishments they would like to highlight, and other parts of their past they would like to forget. To put your best foot forward while still including your complete employment history, keep the following hints in mind when preparing your resumé:

- **List All Relevant Information**

Resumés should include contact information, work experience, accomplishments, education and training. Some people also like to include an objective statement and a background summary near the top of their resumé. This can clarify your goals for the employer and help him or her quickly review your experience. Be certain you have included enough complimentary information in the summary to keep the employer reading, but not so much that you are merely repeating your resumé. Also, do not use “I”; write in the third person.

- **Give Specific Information**

Detail exactly what you accomplished under each job title, not just your responsibilities. Give figures to demonstrate your success.

- **Make Your Resumé Readable**

A one-to-two page resumé with large margins is the easiest to read. Try to keep your resumé to one page. Keep things simple when designing each page: too many bullets will make it look like your resumé has the measles, and you’ll look like you are “screaming” if you use lots of underlining and uppercase words.

### Resumé Worksheet

The resumé worksheet that follows is a tool for crafting your resumé. It is not intended as a fill-in-the-blank form. Use it as a model. Sections may vary and the layout you choose will ultimately be a variation on this or other formats.

You can also use the many resumé templates that come with Microsoft Word. Click “File, New” to access them.



## Department Job Titles

### Chief Executive Officer

#### Administration

- *Vice President*
- *Office Manager*
- *Director of Purchasing*

#### Accounting/Finance

- *CFO*
- *Bank Manager*
- *Payroll Supervisor*
- *Accounts Payable Manager*
- *Accounts Receivable Manager*

#### Editorial/Communications

- *Vice President*
- *Director of External Communications*
- *Director of Internal Communications*
- *Communications Editor*

#### Graphics/IT

- *Vice President*
- *Graphic Designer*
- *Database Manager*
- *Web Manager*

#### Human Resources

- *Vice President*
- *Assistant Vice President*
- *Benefits Officers*

#### Sales/Marketing

- *Vice President*
- *Marketing Executives (2)*
- *Sales Executives (2)*

Total of 21-25 Employees

Activity 3

## Personal Fact Sheet

Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone number \_\_\_\_\_ Social security number \_\_\_\_\_

Date of birth \_\_\_\_\_ Driver's license number \_\_\_\_\_

Place of birth \_\_\_\_\_

	Name	Location	Attended	Graduated	Average
Primary School					
Junior High School					
High School					
College					
Training School					
Other					

**Employment record:** List all employment, starting with your present employer. Include significant summer, part-time, and volunteer work.

Dates (mm/dd/yr)	Name of company, address, telephone number	1. Job title 2. Name of supervisor 3. Supervisor's title	Describe major duties and skills developed.	Wages
From: To:		1. 2. 3.		Starting: Final:
From: To:		1. 2. 3.		Starting: Final:

## ORIENTATION / TASK 5: PREPARING FOR AND COMPLETING A SUCCESSFUL JOB INTERVIEW

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### VE Departments Involved

Task involves the newly created Human Resources Department and all staff

### Time Frame/Month for Activity

2-3 days/September

### Outcomes

*Students will:*

- learn interviewing techniques.
- understand the expectations of the workplace.

### Activities/Strategies

- Distribute Activity 4, “Getting Ready.”
- Working together, have students search the Internet for articles on body language “dos and don’ts” and develop a list. Discuss the importance of first impression and body language.
- Distribute “Typical Questions Asked During an Interview,” and have students work together in pairs to write appropriate responses. Discuss student responses.
- Collect applications from students who applied to the Human Resources Department. Interview these students, and inform them of your hiring decisions.
- Direct HR designees to choose appropriate questions for each VE department/position. (They may also want to visit the web site listed below for more options.)
- Distribute “Questions You May Want to Ask the Employer at an Interview” to all students. Have the members of the HR Department write responses to these questions in case they are asked.
- Arrange for employees to be interviewed by Human Resources.
- In consultation with the VE Coordinator, HR personnel should notify VE employees of the jobs to which they are assigned.

### Online Follow-Up

Go to <http://interview.monster.com/> and go through “virtual interviews” for a variety of job fields. While waiting to be interviewed, students can answer the practice questions and see how they would rate (or the Human Resources Department can use some of the sample questions to prepare for their interviews with new employees).

### Materials/Resources

- Activity 4, “Getting Ready”
- Handout: “Typical questions asked during and interview”
- Handout: “Questions you may want to ask the employer at an interview”

### Mastery and Assessment

Students exhibit appropriate behavior and dress appropriate for an interview.

Activity 4

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Getting Ready

**What to Take:**

- \_\_\_\_\_ Pen and pencil
- \_\_\_\_\_ Social Security card, driver's license, personal fact sheet, and any other necessary information

**Body:**

- \_\_\_\_\_ Hair clean and neat
- \_\_\_\_\_ Teeth brushed
- \_\_\_\_\_ Freshly bathed
- \_\_\_\_\_ Face, neck, ears clean
- \_\_\_\_\_ Neatly shaven or made up
- \_\_\_\_\_ Hands and fingernails clean and neat
- \_\_\_\_\_ Proper amount of scent, talc, deodorant

**How Your Clothes Look:**

- \_\_\_\_\_ Clean and neat
- \_\_\_\_\_ Appropriate for type of job
- \_\_\_\_\_ Properly belted/buttoned
- \_\_\_\_\_ Coordinating colors
- \_\_\_\_\_ Appropriate jewelry
- \_\_\_\_\_ Proper length of pants or skirt for business

**Appearance of Footwear:**

- \_\_\_\_\_ Appropriate style
- \_\_\_\_\_ Heels not run down
- \_\_\_\_\_ Shoes clean
- \_\_\_\_\_ Proper stockings or socks

Handout

## **Typical Questions Asked During an Interview**

*(Think of possible responses before the interview.)*

### **General**

- Tell me about yourself.
- What kind of job do you want?
- Why do you want to work for us?
- What qualification do you have that makes you feel this position would suit you?
- What are your strengths and weaknesses?
- What do you think you'll like most about this position? What do you think you'll like least?
- What goals have you established for yourself in the next five, ten years; or, where do you want to be five years from now?
- What are your own special abilities?
- What do you see yourself doing in the future?
- What are your salary expectations?
- Why should I hire you?
- What do you do in your spare time? Hobbies? Clubs?

### **Evaluation of Your Education**

- Why did you select your college or university?
- What motivated you to choose your major?
- Describe your most rewarding college experience.
- What courses did you like the best? What did you like least and why?
- How often have you been absent from school or work in the last year? Why?

### **Evaluation of Your Work Experience**

- Tell me about some of your work experiences. What have you liked most about a work experience and why? What have you liked least and why?
- How would you describe the ideal job for you following graduation? In your last position, what were some of your accomplishments?
- How do you work under pressure?
- In what significant ways do you think you can make a contribution to our organization?
- Do you prefer working with others or by yourself?
- How do you feel about overtime work?
- Why did you leave your previous employer? (Never say anything negative about a previous co-worker, employee, or company.)
- How is your previous experience applicable to what we do here?

### **Knowledge of the Employer**

- Why did you decide to seek a position with this organization?
- What interests you about our products/services?

Handout

## Questions You May Want to Ask the Employer at an Interview

*Always remember a job is an exchange of information so both parties can make a decision. An interview is not an interrogation.*

- What are the major responsibilities of the job?
- Is this a new position? If not, why is it open?
- What are the skills or technical prerequisites necessary for the job?
- What type of person are you looking for? What are the attributes for success in the position?
- To whom will I report and what is his/her background?
- How will success on the job be measured? What are the main criteria?
- Is there any training? From whom?
- Is overtime often required?
- What is the typical career path in the group?
- What are the problems in doing the job?
- What results will be expected of me in the short term? In the long term?
- Describe a typical day.
- How is job performance evaluated and how often?
- Is it possible to transfer from one division to another?
- What are the goals of the department?
- What are the goals of the company? Growth prospects?
- How many people have been in this position and why have they left, or why is this position open?
- How many people are you interviewing for this position?
- When do you expect to make a decision?
- When can we meet again? What is the next step?

**DON'T ASK** about company benefits like vacations, paid holidays, insurance, and salary. Let the employer bring them up or wait until the job is offered.

**DO ASK** for a copy of the employee handbook.

## ORIENTATION / TASK 6: CREATING JOB TITLES AND JOB DESCRIPTIONS

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VE Departments Involved

All Departments, Human Resources

Time Frame/Month for Activity

1-2 days/September

Outcomes

*Students will:*

- research the job they assume in the VE.
- develop a sample job description form.
- write an in-depth job description for each position in the company.

Activities/Strategies

- Distribute the handout titled “Creating a Job Description,” and explain the task to employees.
- Have students use the Internet and other sources (library, corporate partner) to research the job for which they were hired.
- Review a sample job description with the students and in particular with the HR Department.
- Ask each student to write a job description for his/her job using a sample developed by the members of Human Resources, with input from the coordinator.
- All job descriptions should be reviewed and revised by each department and by the members of Human Resources. A copy of the final version should be kept on file with HR, the appropriate department, and with the coordinator.

Online Follow-Up

- Search the Internet for various job descriptions.
- Go to [www.careerbuilder.com](http://www.careerbuilder.com), where students can select a career field and then search for jobs in a particular city and sub-field. The search turns up job openings with *brief* job descriptions.

Materials/Resources

- Handout on creating a job description
- Sample job description
- Blank job description form created by Human Resources

Mastery and Assessment

- Each employee will file a copy of his/her job description with the Human Resources Department.
- Job descriptions will be periodically reviewed and updated based on changing business responsibilities.



## Vice President of Human Resources

Reports \_\_\_\_\_ to:

Department: \_\_\_\_\_

Classification: \_\_\_\_\_

Division: \_\_\_\_\_

Date: \_\_\_\_\_

Approved: \_\_\_\_\_

### Major Function:

- Develops Human Resources policies and programs for the entire company.
- The major areas covered are organizational planning, organizational development, employment, indoctrination and training, employee relations, compensation, benefits, safety and health, and employee services.
- Originates Human Resources practices and objectives that will provide a balanced program throughout all divisions.
- Coordinates implementation through Human Resources staff.
- Reports to the Chair as the ranking Human Resources executive in the company.
- Assists and advises senior management on Human Resources issues.

### Essential Functions:

- Formulates and recommends Human Resources policies and objectives for the entire company.
- Determines and recommends employee relations practices necessary to establish a positive employer-employee relationship and promote a high level of employee morale.
- Identifies legal requirements and government reporting regulations affecting Human Resources function (e.g., OSHA, EEO, TEFRA, ERISA, Wage and Hour). Monitors exposure of the company. Directs the preparation of information requested or required for compliance. Approves all information submitted. Acts as primary contact with labor counsel and outside government agencies.
- Protects interests of employees and the company in accordance with company Human Resources policies and governmental laws and regulations. Approves recommendations for terminations. Reviews employee appeals through complaint procedure.
- Directs a process of organizational planning that evaluates structure, job design, and manpower forecasting throughout the company. Coordinates activities across division lines. Evaluates plans and changes to plans. Makes recommendations to senior management.
- Directs a process of organizational development that primarily addresses succession planning throughout the company. Coordinates activities across division lines. Evaluates plans and changes to plans. Makes recommendations to senior management.
- Establishes wage and salary structure, pay policies, performance appraisal programs, employee benefit programs and services, and company safety and health programs. Monitors for effectiveness and cost containment.
- Establishes standard recruiting and placement practices and procedures. Reviews variances to schedules. Interviews executive-level candidates.

**Essential Functions (continued):**

- Establishes in-house management training programs that address company needs across division lines (e.g., MBO, Performance Appraisal, Interviewing).
- Defines all Human Resources programs, and authority/responsibility of Human Resources and line management within those programs. Provides necessary education and materials to line management and employees-workshops, manuals, employee handbooks, standardized reports. 1. Oversees implementation of programs through Human Resources staff. Monitors administration of standards. Identifies opportunities and resolves discrepancies.
- Selects and coordinates use of Human Resources consultants, insurance brokers, insurance carriers, pension administrators, training specialists, labor counsel, and other outside sources.
- Conducts a continuing study of all Human Resources policies, programs, and practices to keep top management informed of new developments.
- Directs the preparation and maintenance of such reports as are necessary to carry out functions of department. Prepares periodic reports to top management, as necessary or requested.
- Keeps supervisor informed of significant problems that jeopardize the achievement of objectives, and those which are not being addressed adequately at the line management level.

**Additional Responsibilities:**

- Assumes other duties as assigned by supervisor.
- Specialized training in organizational planning, compensation, and preventive labor relations.

**Prerequisites for the Job:**

- Bachelor's degree or equivalent in Human Resources.
- Affiliations with successful companies who practice effective Human Resources Management.
- Generalist background with broad knowledge of employment, compensation, organizational planning, employee relations, and training and development. Well developed administrative skills. Strong management skills-principles and people. Experienced working with more than two divisions.
- From eight to ten years' experience gained through increasingly responsible management positions within Human Resources.
- A minimum of three years' recent experience as the top Human Resources executive of a company with 800 to 1,000 employees in a nonunion manufacturing and office environment. Direct marketing companies a plus.

**Personal Characteristics:**

- High energy level, comfortable performing multifaceted projects in conjunction with day-to-day activities.
- Superior interpersonal abilities. Ability to get along with diverse personalities, tactful, mature, flexible.
- Good reasoning abilities. Sound judgment.
- Good communication skills.
- Resourceful and well organized.
- Participative management style-advocate of team concept.

**Personal Characteristics (continued):**

- Ability to establish credibility and be decisive—but be able to recognize and support the organization's preferences and priorities.
- Results and people oriented, but have sound judgment-ability to balance other business considerations. Service oriented, but assertive/persuasive.

**Organizational Relationships:**

- Accountable to the Chair for all phases of activities.
- Positions accountable to the Vice President, Human Resources, for all phases of their activities:
  - Manager, Employee Relations; Manager, Employment and Training
  - Human Resources Representative
  - Human Resources Administrative Assistant
- Advises, consults, and coordinates with:
  - Senior Management: organizational plans, succession plans, company policies, legal issues, divisional results
  - Treasurer and Controllers: compensation costs, budgets, and expenses
  - Director, MIS: Human Resources Automated System
  - Middle Management and Supervisors: as needed

## ORIENTATION / TASK 7: CREATING DEPARTMENT WORK FLOW DIAGRAM

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VE Departments Involved

All Departments, Administration

Time Frame/Month for Activity

1-2 days/September

Outcome

- Students will complete a departmental workflow chart for each VE department.

Activities/Strategies

- Distribute the VE Calendar to all employees. Discuss which departments will have primary responsibility to accomplish the tasks/meet the deadlines on the calendar. Discuss how one department in the company may be responsible to provide critical information to the primary department if tasks are to be accomplished in a timely, organized fashion. (For example, the Human Resources Department must give an accurate list of employees, their salaries, and hours worked to the Accounting Department if employees are to get their paychecks on time.)
- Ask students to meet in departments and review the tasks on the calendar. Direct each department to discuss tasks that are most important to the company:
  - Accounting/Finance – Payroll
  - Administration – Mail Distribution
  - Human Resources – Attendance
  - Sales/Marketing – Customer Sales
  - Graphics/IT – Advertising/Promotional Layout
  - Editorial/Communications – Web Development/Maintenance

For each task, the department needs to identify:

- which members of the department need to work together to accomplish the job, and
- which other departments will be involved at some point in the process. The

students should write down the steps to achieve each task in outline form.

- Distribute a sample workflow chart to each department and explain how students may use the flowchart shapes in MS Word to create their own chart.
- Each VE department will then create its own workflow diagrams. (Note: They may need more than one, e.g. Accounting may have one for payroll and one for order processing.)
- The Administration Department collects workflow charts from each department and is responsible for establishing inter-departmental workflow procedures. They must create a company Workflow Diagram. They will monitor the workflow procedures on a daily basis and update the diagram when necessary.

Online Follow-Up

Research the Internet for sample workflow charts

Materials/Resources

- VE Task Calendar from Central Office
- Sample workflow chart

Mastery and Assessment

Department workflow charts and the company Workflow Diagram will be filed with Administration and posted on each department bulletin board.

## ORIENTATION / TASK 8: WRITING A BUSINESS LETTER

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VE Departments Involved

All

Time Frame/Month for Activity

September

Outcomes

*Students will be able to:*

- write professional business letters.
- effectively communicate purpose and intent through a business letter.
- become familiar with the format and structure of a business letter.

Activities/Strategies

- The coordinator should convene a staff meeting for this activity.
- Have students visit Purdue University’s Online Writing Lab to read their article on writing a business letter. (See link below.) The article clearly illustrates format and then includes a sample at the end.
- Ask students to read the sample from the Online Writing Lab (or read another sample obtained from the second link shown below.
- Students should identify each part of the letter as illustrated in the article above. Coordinators should make the distinction between a personal letter and a business letter.
- Ask each department to write a collaborative sample business letter. The purpose of each letter should pertain to their department, for example: Accounting might write a letter about a delinquent payment; Human Resources might write a job acceptance to a prospective employee; and Sales might write to another company to solicit business.

Online Follow-Up

- Have students read an article published by Purdue University’s Online Writing Lab called “The Basic Business Letter,” found at: [http://owl.english.purdue.edu/handouts/pw/p\\_basicbusletter.html](http://owl.english.purdue.edu/handouts/pw/p_basicbusletter.html).
- Students may also visit a site that contains hundreds of examples of professional business letters at <http://www.4hb.com>.

Materials/Resources

- Samples of business letters from website.
- Online article as listed above.

Mastery and Assessment

- Students will be able to write and disseminate clear and purposeful business letters.
- Students will recognize the format of a professional business letter.

## ORIENTATION / TASK 9: WRITING A COMPANY MEMO

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VE Departments Involved

All/Administration

Time Frame/Month for Activity

September

Outcomes

*Students will be able to:*

- write an effective memo.
- become familiar with the format and content of a memo.
- recognize situations when writing a memo is needed.
- recognize how to effectively circulate memos.

Activities/Strategies

- Introduce the topic of “the memo” to your students. Ask them what a memo is and ask them what a memo is used for.
- Then ask students: “When might a person need to send a memo?”
- Students should discuss possible situations when writing an interoffice memo would be needed.
- Then ask students: “Who gets a memo?” Give students some examples and ask them who would need to read that memo. (For example, a member of the Sales team will be away for three days because of a family emergency; a recent sale was made; a member of the class received an overdue notice from another firm; the firm won an award at the business plan competition).
- Direct students to the Memo template on MS Word.
- Direct students to an online article entitled “Memo Writing” published by Purdue University. (See link below.)
- The Administration department will appoint a person within the department whose primary responsibility it will be to write memos that will be circulated to the entire company. Typically, a memo is sent as an email attachment.
- Using information found in that article, that person will write the first company memo. This memo will announce the staff’s new responsibility, give some examples when a memo might be needed, and alert the staff that the Administration Department can assist with memo writing.
- The VP of Administration, the CEO, and the Coordinator will review the memo and make necessary revisions. The Administration department will circulate the memo to all staff.
- A blank memo template (which has been customized with the company’s logo) should be posted on the firm’s computer network, so students may access the template when writing their own memoranda.

Online Follow-Up

Students will read “Memo Writing,” an article published by the Online Writing Lab at Purdue University.

URL: [http://owl.english.purdue.edu/handouts/pw/p\\_memo.html](http://owl.english.purdue.edu/handouts/pw/p_memo.html).

Materials/Resources

Online article entitled “Memo Writing”

Mastery and Assessment

Students will communicate internally using memos disseminated by the Administration Department and sent as an email attachment. The first company memo will be written and circulated among the staff (through a list serve once that feature has been taught), and a company memo template will be accessed and used by all students.

## ORIENTATION / TASK 10: COMMUNICATING VIA FAX

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VE Departments Involved  
All/Administration

Time Frame/Month for Activity  
September

Outcomes  
*Students will be able to:*

- understand how faxing is used in business.
- use the fax machine to communicate.

Activities/Strategies

- Discuss the purpose of sending a fax. Explain that faxing is primarily used to send documents.
- Explain that a fax must be accompanied by a fax cover sheet. Search the Internet for sample fax cover sheets (there are several templates in MS Word). Review typical information found on a fax cover sheet.
- Search the Internet for articles on “Fax Etiquette.”
- Have students brainstorm some guidelines for communicating via fax. Have a student from the Administration Department take down the ideas solicited from the class.
- The Administration Department will issue a fax policy for the firm that will incorporate guidelines for use. (See Administration/Task 2: Establishing an Office Machine Usage Policy.)

Online Follow-Up  
Search the Internet for information on “fax etiquette” and sample fax cover sheets.

Materials/Resources  
Samples obtained from the Internet.

Mastery and Assessment  
Students will be able to prepare a fax for transmission, have it reach the intended party.

## ORIENTATION / TASK 11: WRITING AN EMAIL MESSAGE USING EMAIL ETIQUETTE

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VE Departments Involved  
All/Administration

Time Frame/Month for Activity  
September-October

Outcomes  
*Students will:*

- understand how to communicate effectively using email.
- become familiar with email protocol and etiquette.

Activities/Strategies

- The coordinator or CEO will ask students to brainstorm ideas for using email to communicate in a business setting; a member of the class will take notes. (See “Orientation/Task 12: Brainstorming.”)
- Elicit three business uses for email: (1) interoffice communication, (2) communication with other VE firms, and (3) direct mail/promotion. Students should understand that email can be a powerful tool, but it needs to be used correctly and wisely to be effective.
- Ask: (1) How many students receive email “spam”? (2) How do they recognize spam? (3) Which emails do they respond to, and which emails do they delete? Why/why not?
- Distribute list of VE companies and point out the email addresses. Discuss Internet Service Providers that provide email services.
- Identify some ways that an email can be effective: keeping it short, simple, and clear; making it easy to read and download (no large attachments); putting a relevant topic in the subject line; addressing the email to the correct department or person; writing professionally and free of errors.
- Ask the staff department to read the article, “Email etiquette,” and discuss what they have learned about communicating electronically.
- Discuss the ethics of electronic mail. It is important for the coordinator to emphasize that email is not private. Anyone can read anyone else’s email, but doing so can have criminal implications.
- The Administration Department will write an email policy for the firm.

Online Follow-Up

Students will also read the article entitled, “Email Etiquette,” published by the Online Writing Lab at Purdue University (URL: [http://owl.english.purdue.edu/handouts/pw/p\\_emaillett.html](http://owl.english.purdue.edu/handouts/pw/p_emaillett.html)).

Materials/Resources

Article entitled “Email Etiquette,” published by Purdue University

Mastery and Assessment

Each student should establish his/her email account for business use according to the guidelines set by the coordinator. Students will be able to effectively use email to further their business goals. Students will come up with an email policy for their firm.

## ORIENTATION / TASK 12: BRAINSTORMING

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VE Departments Involved

All

Time Frame/Month for Activity

September

Outcomes

*Students will:*

- understand the concept of “brainstorming.”
- participate in a brainstorming exercise to exchange ideas and/or find a solution to a problem.

Activities/Strategies

- Explain the concept of “brainstorming”: a formal, structured process in which certain “holds” normally used in ordinary discussion and debate are very definitely “barred.” It is a process that allows for creative activity to generate ideas.
- Direct students to the website indicated below. After reading the “step-by-step” guide, ask students to explain the steps for brainstorming: All participants freely offer proposed solutions to the problem; no one may directly or indirectly be critical of another’s idea; each person must encourage others to be as outlandish in their ideas as possible; each person must build or “feed” on the others’ input to come up with as many ideas as possible; however, outrageous they may be. Speed, quantity, and spontaneity are the goals of the process.
- Review/explain the steps to conduct a brainstorming session:
- **Find a place** where you and the other participants won’t be disturbed for a minimum of one hour and make sure you have a good supply of marking pens, large sheets of paper and wall space to hang the paper. Visual feedback is critical.
- **Take a little time to warm up** the participants. If they are new to brainstorming, give them examples of “off the wall” ideas that have worked well in the past. Ask students to brainstorm as many “business terms” that they can think of (throw out a few examples if they’re not sure what you mean). Write down the words/phrases they say on a blackboard or a place where all can see. Add terms that you feel are crucial to the list, and which may have been forgotten by the students
- **Focus on the problem** by asking participants. If they are new to brainstorming, give them examples of “off the wall” ideas that have worked well in the past and go through the ground rules.
- **Start the session by seeding a few ideas of your own.** As the ideas start to flow, write them all down on the large sheets of paper, number each in order and hang the paper on the wall for everyone to see. Remind participants to stick to the rules. Try to keep each idea expressed in as few words as possible (without losing the meaning, of course). Numbering is important for later reference and to gauge process. Quality is paramount. A typical brainstorming session will yield 50 to 100 ideas.
- **Take a break.** When the flow of ideas has dried up, take a brief break and return later to review all of the ideas generated. Most will be easily dismissed as impractical, but the remaining ideas may provide some surprisingly different paths to follow to solve the problem.
- Explain to students that like all creative activities, brainstorming carries no guarantee of success. They may end up dismissing 100 percent of the ideas generated. On the other hand, participants may discover a most unexpected solution to the problem.

Internet Activity

Go to <http://www.jpb.com/creative/brainstorming.html>

Materials/Resources

Website indicated above.

Mastery and Assessment

Engage students in a brainstorming session as needed by the task at hand.

## ORIENTATION / TASK 13: IDENTIFYING BUSINESS RESOURCES

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VE Departments Involved

All

Time Frame/Month for Activity

September

Outcomes

- Students will be able to identify business resources that will aid them throughout their year in Virtual Enterprise.

Activities/Strategies

- Ask students to identify business publications they are familiar with (*Wall Street Journal*, *New York Times*, *Business Week*, *Fortune*).
- Direct students to various business online publications.
- Have each department convene their group for this activity.
- Have each member of the group identify an online business article that interests them.
- Reconvene the entire staff. Then ask a representative from each group to explain how this information they have gained might be of help to a business and/or to their department.
- Show students a few business online resources that they can consult if they need further help, forms, or other advice. (The sites listed below are also listed on the VE State websites under Resources.)

Online Follow-Up

- Websites that list business terms:  
*The Washington Post Business Glossary* (<http://www.washingtonpost.com/wp-dyn/business/specials/glossary/index.html>),  
*CNN's Money 101* (<http://money.cnn.com/services/glossary/a.html>)  
*ABC News' Business Glossary*
- Online business publications:  
*Wall Street Journal Classroom Edition* (<http://wsjclassroomedition.com>)  
*CNN/Money* (<http://money.cnn.com>)  
*CNBC* (<http://moneycentral.msn.com>)  
*Black Enterprise* (<http://www.blackenterprise.com>)  
*Business Week* – limited access without subscription (<http://www.businessweek.com>)  
*New York Times/Business* (<http://www.nytimes.com/pages/business/index.html>)  
 NOTE: Wall Street Journal Online is only accessible when you are a subscriber.
- Online business resources:  
 Small Business Administration (<http://www.sba.gov>)  
 All Business.Com ([www.allbusiness.com](http://www.allbusiness.com))  
 US Business Advisor, (<http://www.business.gov>)  
 Bloomberg Financial News ([www.bloomberg.com](http://www.bloomberg.com)).

Materials/Resources

Websites listed above, business publications, both online and in print, online business resources.

Mastery and Assessment

- Students will be able to identify key business resources.
- Students will be able to reference various business publications and websites to use as resources throughout the year.