VE New Facilitator Training

New (and Returning) VE Facilitators:

Welcome to the wonderful world of VE. This document is a self-paced guide to help you better understand the VE system as well as a place to go back to when you have questions.

Take time to go through each session. This is aligned with the National Training provided by VE and is a great refresher for topics covered.

Additional Mentoring & Support
Provided throughout the year. Check in with your Regional and National Team for more information.

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Week 1 (June 20)

Get to Know VEI Organization

What is unique about VE is that we are a part of a network of individuals. If we each don't do our part, then the VE Economy does not work. We strive for consistency across the country in the implementation of the program. Though the curriculum is flexible, there are four things we are required to do:

1. Submit the Business Registration form.
2. Write and submit an Executive Summary.
3. Develop a website with ecommerce capabilities. (Shopping cart provided by VE Office)
4. Write and submit an Annual Report.

So to get us started on the right track with training, it is important that you know about the VEI program.

Step 1: Go to www.veinternational.org. Scroll down to About Us - Read More. Read this page.

- If someone asked you what VEI is, what would you say?
- If an administrator wanted to know what skills students were developing through VEI, what would you say?

Step 2: On the About Us Read More Section, scroll down to Annual Report.

- Review the annual report.
- What are 3 key ideas you learned through reviewing the Annual Report?

Step 3: On the Annual Report page, scroll down to Explore - select Program Locations. Select Visit our Regions.

- Review the articles from the Great Lakes Region which consist of IL and MI.

Step 4: Scroll down to the bottom of the Regional Page. Under Explore, select Events.

- Review the Event Opportunities.

Step 5: Scroll down to the bottom of Events Page. Under Explore, select News & Updates.

- Select a few articles to review.

After reviewing about the organization, what questions do you have?

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Hopefully through reviewing the website you have gained a little bit more insight as to what VEI offers and what it can do for your students. This is more than a course a student can take. There are competitions, trade shows, leadership conferences, and networking competitions. Students have the opportunity to develop 21st Century skills in and out of the classroom. When we meet together, we will discuss ways you can give your students the same opportunities. Prior to our time together, be thinking of ways you can bring individuals in your classroom such as a Ribbon Cutting Ceremony for the opening of your business, an Open House, Bring Your Parent to Work Day.

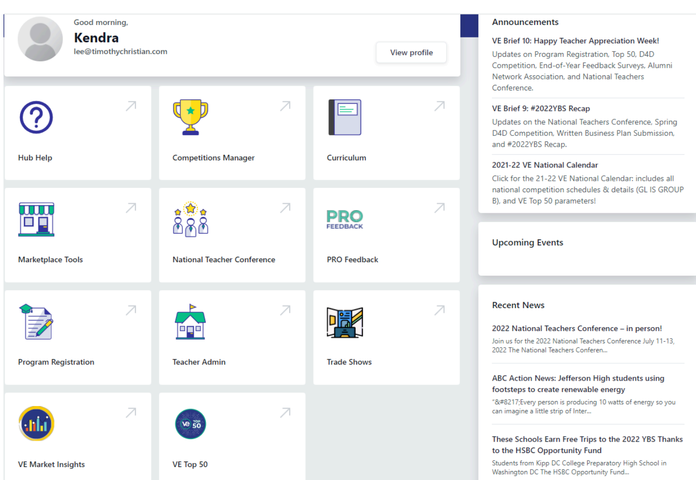
Get to know the Portal and Tools

The more you work with the VE Portal, the more useful you will find this tool to be. As a facilitator, your goal is to be the master of resources and not the master of answers. You can't possibly know everything and be an expert in every part of the business. Students need to use the resources provided. The more you understand the resources the easier it will be to direct/guide your students to the resources to find out the answers for themselves.

This week's focus will be on reviewing the VE Hub and the tools found in the hub.

Go to hub.veinternational.org
Select *Access the Portal* (top right hand corner)
Username:
Password:

When you log in to the Hub, you will see a screen that looks like this. This is where you will go for all materials that you and your students need to run the program.



Your students will also have a login and their screen will look very similar.

This is a system that only VE facilitators and students have access to. You and your students will daily go to the Hub.

Let's learn about each tool.

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Step 1: Select View Profile

- This where you can change your password if needed.

Step 2: Select Hub Help

- Here you will find the Hub User Guide.
- I recommend reviewing this as the school year gets closer.
- It provides information for student set-up and navigating the Hub.

Step 3: Select Curriculum.

*You will spend more time here in later weeks. Take note now of the set-up.

- Click on For Teachers - Getting Started
  - Here you find the Pacing Guide and Calendar
- Select Home on Left Hand side. Scroll down and review layout
  - Take note of the Foundation Tasks. These are completed the first 6 weeks of school. Open a few. Read through them
  - Take note of the layout for Department Tasks. Read through a few to understand the layout
- Select & Explore the Left Hand side Menu.
  - Take time to review each tab. Become familiar with the layout and where to find thing.
  - As mentioned, you need to be a Master at Resources. The more you understand the layout of the Hub and Curriculum, the easier it is to share with your students.

**When you are ready to return to the main Hub, select the Hub Icon on the bottom left hand side of the menu.

Step 4: Select Marketplace Tools

*This is where you will find all the tools necessary to run the VE program. Again your students Marketplace Tools looks very similar. Take time to explore each tool.

A. Select Firm Admin.

- Student Bank Accounts - you can see if and when they logged in. If you select a student's name, you can edit their account and give them access to various tools within the firm.
- Attendance - you can track student attendance in the program (HR department can do this)
- Attendance Report - you can print if needed
- Student Transaction Report - Shows activity that your student had in their bank account

- Firm Profile - Once you have your website, update here with website and hours of operation
- Marketing Information - Allows you to put in categories for searching feature in the firm directory
- Registration - Register for trade shows
- Trade Show POS Account - Password information
- Settings - Adjust shipping fees

**To get back to the Hub Main Landing page, top right hand corner, you will see T. Instructor. Hover your mouse on the drop down menu and select - Return to Hub or Marketplace Tools.

B. Select Firm Bank Account

- When you get started, this will have a zero balance.
- You will request a loan and capital stock funding to get started. We will cover this process in the training.
- Your Accounting/Finance Department will have access to this to pay the monthly bills and pay employee salaries.
- Again, feel free to play with the bank--add a payee, pay a bill, etc.

C. Select Wholesale Marketplace

- Once your firm has decided what products to sell, this is where they will purchase their inventory.
- When the students first go into the wholesale market place, there will not be any products. The students will add the products and the cost of the product. They can place them in categories, etc.
- Feel free to add products, etc.
- There is a Wholesale Marketplace User Manual

D. Select Store Manager

- The Store Manager allows you to manage your sales from your website.
- VE has created a shopping cart feature that works with the website platform of your choice. (Many use Weebly.) The students follow the instructions to attach the shopping cart to their website and all orders filter here.
- In addition, an email is sent to your company email when an order is placed. (You will receive this once your firm has decided on a name.)
- Students check here daily for their orders.

- ***It is your responsibility to determine the website platform you intend to use. It is recommended that you discuss with your IT individuals either at the building or district level to determine what should be used.

E. Select Firm Directory
- This is where all the VEI firms from around the world are located.
- Take some time to look around here and review some of the websites.
- Many may not be functioning due to the fact it is the end of the year.

F. Select Teacher Bank Account
- You will also have a bank account.
- This account looks like what the students account will look like.

G. Trade Show POS System
- Prior to a trade show, firms will add the products they plan to sell at the trade show.
- They provide access to all employees.
- During the trade show, employees have a device with the POS system open.
- When students make their sale with another student, they enter the sale in the POS System.
- It is connected to the VE system for banking.
- The next day, sales dollars will show up in Company Bank Account.

Step 5: Select National Teacher Conference
- Videos and materials provided from previous conferences
- Great resource as you go through the year and need a refresher.

Step 6: Select Program Registration
- Each year it is important that you register your program with VE to ensure you receive updated programing, stay on email list, etc.

Step 7: Select Teacher Admin
- This is where you will add your students so that they will have access to the portal and their own bank account.
- Once you receive your own login and password, there will be no students listed here as it will only include your students' names.
- Very easy to add students; Feel free to practice and add a name.

- You will notice that you will see a username and password for each student that is unique. Each student will have their own login and password to access the portal.
- Once you have entered in the names, you can download a CSV file with the information.
- I prepare a mail merge document for the students and hand out their username and passwords within the first few days of school.

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Week 2 (June 27)
Year Timeline; Orientation & Expectations

Now that you know more about the organization and have an overview, you are ready to see how each of these items are used in the day-to-day of running the business.

In the Hub (left hand side), go to Curriculum - Select Course - **For Teachers**. In this tab, you will see additional options to the left. Take some time now and review each of these tabs briefly to become familiar with the resources.

GETTING STARTED & COURSE IMPLEMENTATION
In this section you will find:

- VE Information - Take time to review again to gain a better understanding of the program.
- Calendars & Pacing Guides - Refer to these daily.
  - Use the Pacing Guide to determine what you and your students should do each day.
  - Print the calendars poster size and hang up in your classroom so everyone is aware of when things are happening.
- LMS (Learning Management System) - To better learn how to navigate the LMS system, review the user guides.

PORTFOLIO AND CAREER READINESS FRAMEWORK

- Career Readiness Framework - Share with your students and admin to demonstrate the learning taking place in VE. All tasks have listed what Career Readiness standard is being met.
- Portfolios - Great way for students to evaluate their learning. If you don't get to this the first year, no worries. Not of the 4 required things.

ASSESSMENT:

- This is the pre and post test from this year to help you prepare the students. This is a requirement of the course to show growth among your students.
- This is already set-up for you in the LMS system. You will publish when you are ready to give it. It grades it for you.

THE FUTURE OF WORK LEARNING SERIES

- Coming Soon!

<u>Year Timeline</u>

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This is the general overview for the year:

- **August/September:** Pre-Test, Foundation Tasks (Orientation, Career Development, Design Thinking, Business Registration)
  **Found in Hub - Curriculum - Home page - Scroll down
- **October:** Writing the Executive Summary, Setting Up Departments
  - Refer to the Hub - Curriculum - Competition Rubrics & Resources (left hand side in Curriculum) - Business Plan - Regionals
  - You will find the rubric here.
  - Take time to review the rubric as Page 3 shows what tasks are connected to preparing this part of the 4-pg. Executive Summary
  - Refer to the Pacing Guide and Department Tasks for specifics on each department

- **November-April:** Running the business
  - Students daily refer to the Hub - Curriculum - Home page - Department tasks to know what they should do.
  - Chiefs and Facilitator use the pacing guide to help employees know what to complete each week.

- **May:** Write Annual Report; Wrap-up the Year; Post-Test, Exit Survey
  - Annual Report Rubric and tasks
  - See Transition Tasks for each department

***Refer to the Pacing Guide under For Teachers - Getting Started. ***

Other ***Optional*** Opportunities in addition to basic curriculum:

- September-April: National Competitions--See Competitions & Rubric tab in the portal on the left hand side. It currently has old dates, but gives you an idea
- November: Great Lakes Trade Show - great event to participate in even if just a spectator
- December: IL Business Plan Competition
- February: Online trade show
- April: International Convention & Exhibit--NYC (National Business Plan Competition, Global Summit, Trade Show, & Competitions)

Though I have provided you with the full year's timeline to give you the big picture, we will focus on the August/September/Month 1 piece over the next few weeks. There are several things taking place during this time. We will take it piece by piece.

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For this week, let's focus on your Opening Days. Your goal is to make this "class" feel different than any other course the students are in. Consider what might be happening in other courses that day. Many of them will be listening to their teachers go on and on about the course, the syllabus, etc. What are you going to do to make it feel different?

What I have done is: Name tags, folders, water bottles, food of some sort, unique seating if possible, folder with materials for the next few weeks (see intro day folder and lesson plans document for more information on this)

As quickly as possible, get them doing some type of teambuilding. **(*See Orientation Task 2.**) What happens within the first 3 days in your room sets the stage for what will happen the rest of the year. You want to set the expectation that collaboration is key, they will be required to work together, and they will need to be create and solve problems. What type of team building activities can accomplish this?

I encourage you this week to begin planning out your first 3 days. How might you go about doing this?

- Review the [Sample Lesson Plans Document](). Note it refers to tasks found in the VE Hub Curriculum
    - *Note: First day I only have 23 minutes with the students. So I don't have time for a good team building activity. If you have more time include a teambuilder that day.
- Review the Pacing Guide.
    - Orientation Task 1 is Key
        - Materials in this lesson: Syllabus, Agenda, VE PPT
    - This is one area that I don't feel that VE does a great job of and that is the opening days.
- Review Professional Development Resources from the Hub - National Teacher Conference.
- Begin mapping out your days.
    - Use something similar to the Sample Lesson Plans or your own method.

For our training together in July, we will spend some time discussing what you plan to do. Come ready with ideas for discussion. You are welcome to use as described in the lesson plans or come up with your own plan. This is flexible.

Week 3 (July 4)

Career Development & Design Thinking

When your year begins, you will find that you are going back and forth between a few tasks:

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1. Orientation --Training & Setting Up Expectations; Team building Activities
   a. How much time you need to spend on this will depend on your students. I would error on the side of too many team building activities.

2. Career Development--Preparing cover letter, resume; Practicing Interview Questions; Setting up for the interviews
   a. See the Interview Folder for resources.

3. Design Thinking--Researching and determining what product your firm is going to sell.

These three things take place in the months of August and September. By the time that October hits, you want students to be ready to head to departments and begin writing the 4-pg. Executive Summary.

You will find that the first 4-6 weeks lesson plans look similar to a traditional classroom and grading is easier during this time as well. (We will discuss grading more in depth during the training.)

I have found that only taking one of these task at a time is difficult as your students need time to process and you need time to review interview materials. Going between the three tasks provides opportunity for this.

To see what this looks like in more detail, refer to theLesson Plans documents.

You will notice the first two weeks are focused on Orientation, Teambuilding, and better understanding VEI. During Week 3, we dive into the interview process. Then Week 4 has some interview and some business ideas. You will then notice Weeks 5 and 6 focus on Business Ideas and Interview. Then in Week 7, we are ready to be in departments.

So focusing on the interview process, what does this look like for the VE program? As a facilitator, we want this to look different than the traditional classroom. Perhaps when you have done the interview process with students before, you stood at the front, showed a few videos, evaluated the process, walked them through common answers, and showed them exactly how to complete a resume. There may be room for some of that, but I do encourage you to allow students to take on more of the role and discover for themselves.

The first step in this process is to help students determine what job they should apply for. Refer to **Career Development Task 1** for lesson and materials.

Once they better know what they want to do, then it is time to prepare the interview documents. Again, you want to facilitate and not teach. One way that I did this was to do a short Mini-Lesson to direct students to the **Career Development Task 2.** I show them the materials and we discuss the expectations. Then students use the resources provided to prepare their resume and cover letter. As students prepare the interview materials, I have rough drafts due that I review and provide feedback prior to the interview. Then the materials are placed in an interview folder that has the students name on it that includes the interview materials. When they are interviewing, the interviewer has access to the resume, cover letter, and any other information you would like them to see. In addition, I do take time to practice interview questions and handshaking, eye contact, and introductions. **(*See Career Development Task 3.)**

For your classroom, you will need to decide what is the best approach for your students. I recommend reviewing the Lesson Plans, Interview Process Folder, Pacing Guide, VE Curriculum - Career Development Tasks 1, 2, 3.

Another piece that you need to consider is who will complete the interviews. This is a great opportunity to develop business partners, invite administrators and district administrators in to see the VEI environment.

There are some logistics to consider.

1. When will you conduct the interviews?
    a. During class time only?
    b. How many days? All in one day or over multiple days?

2. Where will you conduct the interviews?
    a. Classroom?
    b. Conference Rooms?
    c. Other locations?

All of the questions above will determine how many individuals you will need for the interviews. I have moved to two days of interviews. Day 1 I have individuals interview the students interested in Chief Positions. Day 2 are the other students. I try to do the interviews during the class time and plan enough individuals accordingly.

The individuals I have complete interviews are my business partners. When I was at St. Charles I had business partners and then district administrators that came in to conduct the interviews. I typically plan a 20 minute slot of time--10 min interviews and 10 min feedback from the business professional on the interview process.

For the interview, I provide all the materials with step by step to help them through the interview. I typically send an email ahead of time with the materials for them to review prior to the interviews. Then I send an email reminder of time and location the day before the interview.

To prepare your interviewer materials, review the Interview Materials Folder. There are several resources here to help you with the process. Of course, feel free to take, revise, and/or develop your own. If you are at a school with a program, contact the current facilitators to find out what they use.

Prior to our training, review the materials and think through how you might prepare students for the interviews and how you will conduct the interviews. At our training, we will discuss your ideas and answer any questions you have about the process.

DESIGN THINKING

As mentioned previously, in August and September, your firm is working on four key areas: Orientation (Understanding VE expectations), Career Development, Design Thinking, and Business Registration. How you approach this may look different depending on if you have an existing firm or are creating a new firm. Regardless, each year your team must go through the process of making decisions about the company.

For a **new firm**, everything has to be determined from name to slogan to color scheme to logo, etc. For an **existing firm,** the students will keep the name of the company, but will evaluate the product line, slogan, etc. to determine what should be done this year. Regardless of if you are a new or existing a firm, a new business plan is written every year. (Business plan is an upcoming discussion.)

Name Selection

When selecting a name, realize that this is the name the firm will keep from years to come. You want to encourage your students to select a name that can be applicable to any product line as this will change from year to year. A few examples: Limitless, Bucketlist, Underground Mall--these names lend themselves to a variety of products. In addition keep in mind the target market is teenagers.

If you are an existing firm, you may change your name but realize that this is like starting over with a new firm and any money currently in your bank account will be removed, a new bank account created, and a request for a loan required.

Recommendation: Have your students go to the Hub-VE Firm Directory. Review the names of the current companies. Create a unique name that won't be confused with other names. For example, there is a Skyline and a Skyline Entertainment. Confusing!

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Product Determination

As students are determining the product to sell for the business, remember the target market of the 16-18 years old range. I would spend time talking about target market prior to product determination. You can discuss location, weather, hobbies, interest, values, regional differences, etc. Prior to starting the Design Thinking Tasks, I have my students review the Firm Directory to better understand the VE Marketplace. This is where your Design Thinking Tasks begin as you want students to process through a problem that their products will solve.

Here are few areas to research?

What do firms sell in IL?
What do firms sell in the Great Lakes Region (IL and MI)?
What do firms sell in the Southern Region?
What are firms selling across the country?
What types of products are being sold the most?
What are gaps in the VE Economy in which there is room to grow?

**As students are analyzing this, students need to keep in mind that there is a personal finance piece that many firms incorporate which requires students to keep a budget and to make specific purchases each month with their salary. Some of these purchases include: groceries, transportation, insurance, housing
Students will notice gaps in this market. Though this may not be the most exciting, it is an area that needs development in our VE Economy.

How you have students research this is up to you. Perhaps they are divided by state, category, region to research this. Consider the best way to share out this information--presentations, google document, etc. What is the best way for them to discuss the information?

As they are reviewing the firms, have them review how many products/product lines each company is selling. The more products and the product lines, the more work to do. Also consider growth for future years. Students do not need to do everything the first year. For example, my first firm was aWAKEn. The first year they had a water sports line with about 10 products. Next year's group did a SWOT analysis and noticed that a weaknesses was seasonal. So the 2nd year, they added a winter line. Then the 3rd year after the SWOT analysis, they wanted to add a fishing line to increase hobbies and interest target market. You get the idea.

Once the research is complete, then students share out their findings. Then move into the Design Thinking Tasks.

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For the Design Thinking Tasks, I group the students to work together.

The goal is to have the main business ideas determined by the time students are in departments as this leads to the transition of writing the Executive Summary in October.

Spend time reviewing each of the Design Thinking Tasks. By the end of the 4 tasks, you will have your basic ideas ready to go and ready to move into the Business Registration Tasks.

At the training, we will complete the Design Thinking process so you are familiar with what it will look like in your classroom.

BUSINESS REGISTRATION TASKS

The Business Registration Tasks take the ideas from the Design Thinking process and develops them into a useable plan. You will notice as you read through the Business Registration Tasks, they will refer back to the Design Thinking Tasks.

By the time you are ready to complete the Business Registration tasks, you will want students in departments.

The Business Registration Tasks 1, 2, and 3 can happen at the same time as it is different departments responsible for completing. Once Business Registration Tasks 1, 2, and 3 is completed.

For these tasks, the Chiefs begin to take the lead. When you read each tasks, it directs which individual or department is responsible. Once Tasks 1, 2, and 3 are complete, then Business Registration Tasks 4 can be completed.

At this point, your students are in their departments. They are now moving into department tasks. You and the Chiefs continue to refer to the Pacing Guide to determine what tasks should be completed each week and the timeline.

You are now moving into the next phase of the business - writing the Business Plan/Executive Summary and daily department tasks.

Week 4 (July 11)

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National Teacher Training- NYC

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Week 5 (July 18)
Executive Summary

Executive Summary

To this point, our focus has been in August and September tasks. You will notice that now there is a shift in your classroom. It is now October. Your students have been placed in their departments. For the month of October, there are two main areas of focus--Setting Up Departments and Writing the Business Plan/Executive Summary.

Prior to this month, everyone has been basically working on similar projects, lesson plans are more typical to a regular classroom. Grading has felt fairly normal. You at this point have a false sense that you've got this. You can handle this VE Thing--it's not so bad. Then........October hits!

This month is when you are going to notice chaos begins to happen. This is where you are going to feel like you have lost control of the situation and you are no longer in control of your own classroom. At this point you have 20-25 students and everyone of them is working on something different. There are 25 "different lessons" happening in your classroom at one time! If an administrator asked you what your VE students did today, you will probably have no idea except for the one or two students you had time to help. This is where students will have daily questions that you do not have the answer to and will need your attention. You will feel pulled in multiple directions and need to wear multiple hats. You will begin to feel overwhelmed and sure you have made a mistake in choosing to be a VE Facilitator. Even after telling you this, there is nothing that can quite prepare you for what will happen in October. THIS IS NORMAL and you will have a successful year! :o)

October is when grading changes, student tasks changes, and the overall flow of the day changes. At the training, we discussed how to best handle this situation, how to manage department tasks, and strategies to help you not feel so overwhelmed, but just know how you feel is normal and ALL facilitators regardless of the number of years you have been teaching will experience this. This is the time you will truly need support and when you need to reach out to me and other facilitators to help you through the process.

Now the focus of this section is on the Writing of the Business Plan/Executive Summary. This is happening while 25 other tasks are taking place, so having deadlines for your students is important. At this point, you also have Chiefs. This is the time to sit down with them and layout a plan for completing the business plan/executive summary on time. You will find you are going to need to meet with Chiefs outside of the normal class period as you will be pulled in too many directions during class time to have a meaningful, uninterrupted conversation. I have been fortunate at a small school that there are only 2 lunch periods and so my Chiefs meet with me every Thursday during lunch for our planning time for the next week and making decisions. At my previous school this was not possible with 4 lunches; so our meeting time was 30 minutes before school once per week. You and your Chiefs will need to select a time that works best for all of you.

There are 4 things required through the VE Program: Complete the Business Registration Form, Write a Business Plan (4 pg. Executive Summary), Create a Website with shopping cart capability for online VE purchases, and Write an Annual Report.

Everything we have done to this point is in preparation to write the business plan and to run a business.

So where should you start with writing the business plan/executive summary? Are you anticipating my next words…….Start with the Hub. :o)

In the Hub - Curriculum on the left hand side, there is a Competitions & Rubrics Tab.
Once you click on that, you will see Business Plan Competition.
You want the Regional Rubric for Written.

The focus for October is the written portion. The Presentation focus will be for November. You will want to direct yourself and students to the **Local Regional Business Plan Written Rubric and then to the Sample Business Plan**s. How you and your students choose to do this is up to you. There are different philosophies. There are pros and cons to each. I have listed below the philosophy and the pros. This was discussed at the training, so you will need to decide what works best for you.

1--All students take part in writing the business plan.

  Meet standards.
  Each student having a part creates engagement of all students.
  All students more aware of business which is necessary for consistency in company and completing department tasks.
  Each student receives a grade for their section.
  All students then are writing (Common Core Standard)
  All students learning and participating in business writing

2--Only a select students write the business plan

  Quicker process
  More consistency in writing

Less coordinating
Easier in the final stages of formatting
Could make for a stronger oral presentation later
Experts on the business plan

For me, I am a proponent of Philosophy 1. The ideas I share will be related to that, but this is your firm and you and your students need to make the best decision for them. In addition, if you already have existing firms at your school, you need to talk with those facilitators and find out the philosophy of that school and follow suite.

So for the business plan writing process, this is how I do it.

1. Meet with Chiefs and give them a copy of the business plan rubric.
2. Chiefs review the rubrics and determine which sections each department is responsible for completing.
3. Chiefs develop a calendar for due dates.
    a. Final Business Plan is due on Friday, November 11 to the online competition tool.
    b. Final revisions are then typically due one week prior to that (October 26). This gives the Chiefs one week to complete all formatting (pg numbers, footers, proofreading, etc.)
    c. We typically will start writing the plan on October 1--so Rough Drafts are due on Oct 5, 12, and 19.
    d. Once RDs are due, Chiefs review and provide comments. Then I review and provide comments. Then students have about 3 days to make revisions before reviewed again.
    e. Final grade is based upon how much revision has to be done to that specific section after the final revision date of October 26.
4. Chiefs then meet with the departments and share what sections they need to write.
5. Within the departments, each person then is responsible for writing a section.
6. Chiefs create a google document which is shared. They label each section and identify in parentheses for each section who is responsible for writing that section. (This helps me when grading and providing feedback.)
7. All employees review the sample business plan, complete research based on their section, and write their section by rough draft due date. Revisions are made over a 3 week period.
8. Chiefs finalize the business plan and submit on due date.

Tips and Tricks for Writing the Business Plan

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1. Find a real business that is selling similar products to you. Review their financials and annual report. This will help to determine what the mark up should be for your products. You need to make this as realistic as possible.
2. To determine financials, review the Department Tasks -Accounting Tab. There are many resources available to the students. The financial section typically is the most difficult.
3. Create a business plan document that outlines what ideas you want covered in each section prior to students starting to write. This will help with consistency and it helps give students idea what to write. The Chiefs and students create this with my help. We typically create after we have decided on our products and are transitioning to the business plan. I have provided an example in the Google Folder - Business Plan.
4. At the September Training, ask other facilitators the process they take to put together the business plan to gather additional ideas.
5. Review penalty point section on the rubric.
6. It is important that students read and pay attention to detail.
7. Business Plan should be written in the same order as provided in the rubric. Don't leave the judge guessing.

Prior to school year

Review the business plan rubrics and samples.
Identify areas of questions for the August Training.
Begin to consider the process.

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Week 6 (July 25)

Developing a Website & Setting up Departments

As we continue through the month of October, it is key to get your website up and running by the beginning of November. The two main ways you earn income is through your online sales and at Trade Shows. No online sales until you have a website and now all of the trade show sales will be tied back to the Store Manager which is connected to your website. So it is imperative to get moving with the website quickly.

Before making a decision on your platform, you need to start with your IT department. Due to privacy laws, each district has its own policies on internet and website usage. Many trust certain web-based platforms more than others. This is due to the advertising. Some web-based platforms have advertising that is not appropriate for school. In addition, your school may block certain websites such as Wix which is used by some of our VE firms. This can cause a problem when your students want to make purchases from other firms. Again talk with your IT department about this process. Many times there are work arounds for the VE firms.

The platform that I have seen used most often is Weebly. It is web-based with templates; no coding required. It is free, but you can also purchase with an education fee for a few more features. If you have a student that knows coding, then you could use an Adobe product. Once you have talked with IT and determined the best platform, then it is time to get students involved in the process.

This is about the time that I am no longer involved. I have taken one website class in my grad program and hated it. :o) So I stay away from this process except to review content, make sure it is appropriate, etc.

With Weebly, you truly only need a student with an eye for design to create. It can be someone in your marketing or design department. Typically there will be a student interested in stepping up and completing this. If not, then I would rotate it throughout the Marketing or Design Department.

Set-up the profile and then provide the student with the username and password. Connect it to your company email provided by VEI. Then let the student go.

All pages of your website need to have the following statement:
"Disclaimer: This Virtual Enterprise online store is for educational purposes only. (*School Year – Firm Name*)"

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Due to Copyright Violations, students need to be conscientious of graphics/photos/pictures used. Since it is for Educational purposes and we are not making real money through the use of the graphics, we do have some leeway in how we use graphics/photos/pictures, but we have had several situations in which company lawyers have seen letters requesting funds. It is important to discuss with students copyright infringements and what this means in the real world as compared to the virtual world.

Resources:

VE Hub - Design Tab - Task 8: Designing a Website

- Tips for Website Design and Additional Resources

VE Hub - Store Manager - Documentation

- How to for the Buy Buttons for the Website

VE Hubl - Firm Directory

- Students should evaluate other websites.
- Use the Website Rubric (Competitions - Rubrics) to evaluate

Let the students take charge of this. You stay out of the way. Remember you don't have to be involved in everything. You are the facilitator, provide the resources, and review for content purposes.

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Department Tasks:
Setting Up Each Department

Honestly, this is the area that begins to get overwhelming for you and your students. They are now in their own departments….now what??? This is the time to be the Master of Resources and help students.

So first you have to decide how you are going to set-up your departments. This should be determined back during the interview phase when you are deciding on organizational structure.

The VE curriculum provides you with ideas based upon the tabs, but you don't have to follow this exactly.

VE Recommendations for Departments:
Accounting & Finance
Operations & IT
Management, Risk Legal
Human Resources
Marketing, Sales, Design

VE Departments for Core Inc 2017-2018 (15 students)
Accounting, Finance, & Sales
Management
Human Resources
Marketing & Design

VE Departments for Core Inc 2018-2019 (24 students)
Accounting & Finance
Management
Human Resources
Marketing & Design
Sales

There is no right or wrong way. You need to analyze your number of students and review the number of tasks in each department.

As you review Department tasks, you will recognize that Human Resources is light on tasks as compared to Marketing and Accounting. I tend to put less students in Human Resources and more students in Marketing and Accounting.

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Facilitator: Preparing for Department Set-up

1. Review your resources
    a. Pacing Guide--What tasks should each department be working on?
    b. Activities Calendar--What are the big picture activities?
    c. National Conference Materials

2. Review the Department Tasks
    a. Review each department tab.
    b. Based upon how you are thinking about dividing the departments, what tasks are associated with that department? (i.e. Marketing & Sales tasks are under the same tab, but I have separate departments; tasks need to be seperated.)
    c. Based on the tasks in each department, what tasks are:
        i. Business Plan related
        ii. One-time only and when should it be done
        iii. On-going based upon need
        iv. Weekly
        v. Monthly

    d. Now based upon review, what tasks are missing and could be added?

Student: Preparing for Departement Set-up

As the facilitator, it is great if your departments are involved in this process. There are a few different strategies that I have incorporated.

1. **Department Tasks Review**
    Just like you did above in their departments on the first week, they review the tasks and based on the tasks in each department, what tasks are:
        vi. Business Plan related
        vii. One-time only and when should it be done
        viii. On-going based upon need
        ix. Weekly
        x. Monthly

Then based off of this, they create a google document. (I provide a template.) In the google document, tasks are listed by month. If it is a monthly tasks, it is listed in every month. If only once, then in the month it is needed. In addition to this, there is a column with due date and person responsible. This list is shared with all department members, chiefs and the facilitator. This is a way that I track what is happening in the departments, who is responsible for what, and when things are due.

I review these list with the Chiefs and we discuss on a regular bases timelines, due dates, progress, etc.

2. Facilitator prepared tasks list

At the beginning, you can take this on and prepare the tasks list for the departments. I would eventually allow your Chiefs to handle this process

Think back to the activity we completed at the National Conference. What is the process you want to take? What document will you use to share tasks information with students?

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Week 8 (August 1)

Department Tasks:
Monthly Tasks and Grading

As we have progressed through the year, your departments are now going to start getting into a nice groove and a routine. For the month of November, your departments are focused on monthly tasks and preparing for the Trade Show (November). In addition, you can add individual portfolio assignments or personal finance if you choose. Starting in October and especially in November, grading begins to become more of a challenge.

The focus is managing monthly tasks and grading. I will provide for you strategies; but of course, you need to determine for yourself what works best for you. In addition, I recommend that you employ your Chiefs to help you with this process.

Monthly Tasks

Staying on top of what needs to be accomplished each month (and helping your Chiefs do this) along with meeting deadlines can be challenging. You need to find something that works best for you. This is what I do and it has evolved over time.

At the end of the previous month, I meet with the Chiefs to discuss tasks for the next month. The Chiefs prepare their monthly tasks list in a Google Document. The Google Document is shared with me and the departments. The document identifies due dates, person responsible, and progress.

On the Thursday of each week, I meet with the Chiefs. We discuss tasks and the progress. On Friday each employee documents what they worked on and then that is turned in to me for review. I am able to compare conversation with Chief versus what was recorded on the students tasks list. If needed or a discrepancy, I discuss with the Chiefs.

At the end of each month, I use the Product Grading Rubric along with the Reflection questions to give students a grade. The grade title would be October Product, November Product, etc.

In addition, to department tasks, students complete portfolio assignment activities. For example, in the month of October, all students prepare a business card. (*See assignment.) Each students will receive a grade for the business card and it will be labeled business card in the gradebook. Then based upon the criteria, the company votes on the business card design we will use for all employees for the year. For the month of November, every does a Sales Presentation and is graded. This helps prepare for the trade show. The individual assignments are based upon what we are working in the company. Second semester each group does a professional development training. So there will be a grade for that. You can also grade the weekly sheet and give them so many points.

Take time to:

1. Review the Pacing Guide.
2. Review the department tasks tabs. Become familiar with what should be done each month.
3. Review the portfolio assignments.
4. Additional Individual assignments beyond Department Tasks

Grading Ideas

August/September
Cover Letter
Resume
Application
Thank you Letter
Interview Reflection
Elevator Pitch

October
Department Tasks
Business Plan
Budget
Business Card
Portfolio Website Set-up
Employee Evaluation

November
Department Tasks
Budget
Purchase Log
Sales Presentation

December
Department Tasks
Budget
Purchase Log
Portfolio Website

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Final Exam

January
Department Tasks
Budget
Purchase Log
Portfolio Website
Employee Evaluation

February
Department Tasks
Budget
Purchase Log
Portfolio Website
Professional Development

March
Department Tasks
Budget
Purchase Log
Portfolio Website
Professional Development

April
Department Tasks
Budget
Purchase Log
Portfolio Website
Department Manual
Department Challenges

May
Department Tasks
Budget
Purchase Log
Portfolio Website
Annual Report
Final Exam