



Module IO2: Student Company Work and Career Guidance

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Introduction into the module and the didactic objective

This module will provide methodological-didactical support to teachers who want to integrate career guidance into the work of the Student Company. The following teaching sequences, teaching tips and lesson materials will show how students can be encouraged to think about careers through the work of the Student Company. Here the teaching units and materials are constructed in such way that they can be integrated into the learning and working processes of a Student Company, selected according to need and can also be delivered separately from the complete module.

Module IO2 Student Company Work and Career Guidance arose (alongside the other specified modules) in the context of the EU-project *WIN² Wirtschaftsunterricht international gestalten¹*. It is the second in a series of five modules:

Module IO1: Setting up a Student Company

Module IO2: Student Company Work and Career Guidance

Module IO3: International Student Company Work

Module IO4: Peer Learning in the Student Company

Module IO5: Sustainability of the Student Company

Each module focuses on the theme of the Student Company. This reoccurring main theme is the basis of the content structure of each module, which is portrayed with a mind map at the beginning. In this module, the main content themes—*business idea*, *finances*, *market*, *working processes and team*—form the structure of the chapters. These themes are adapted, in terms of content, to core theme of career guidance. Thus, *job idea*, *market* in terms of jobs market, job advertisements, applications and the company as an employer, *work processes* in terms of the content of an employment contract as well as *team* concerning soft skills and abilities required for certain jobs.

¹ The Erasmus+ project (2014-2017) is conducted in cooperation with educational institutions as well as schools in Poland, Bulgaria and Germany and is coordinated by the Institute of Economic Education (Germany). The main goal of this project is to set up student companies in participating schools and to connect them internationally.

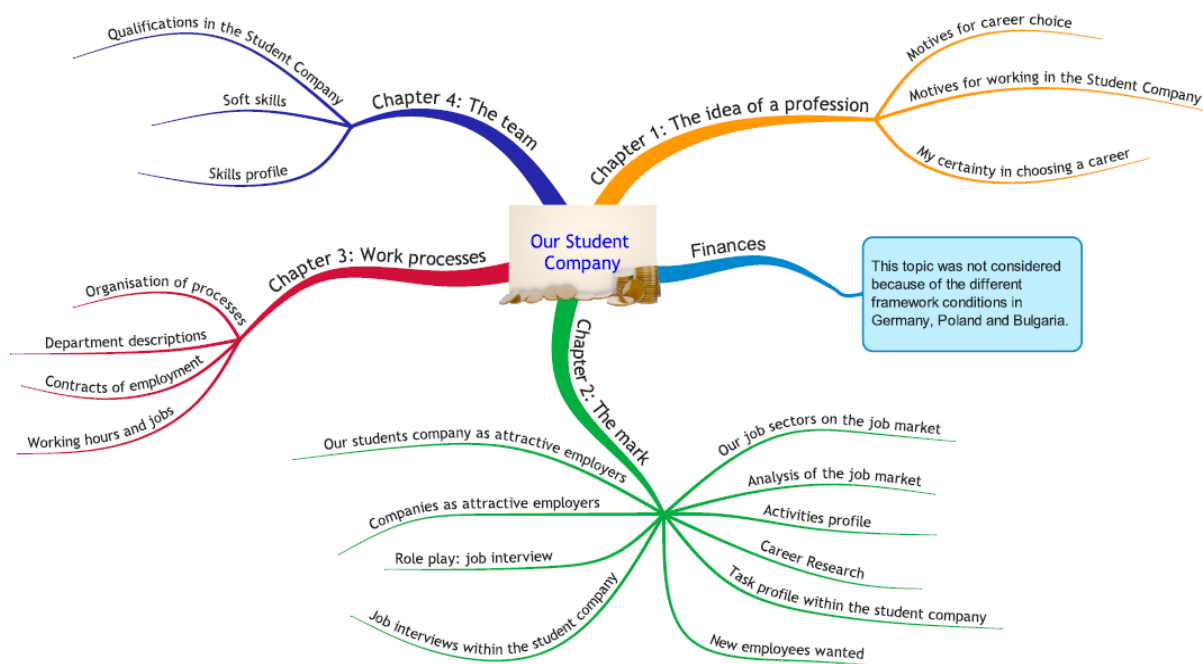


Figure 1: Content and structure of Module IO2: Student Companies and Career Guidance

What is Career Guidance?

Educational career guidance is regarded less as preparing for a specific job, but rather as education delivered prior to embarking on a job, something that, according to Müller (2002, 180), is aimed at

1. enabling the students to make independent, autonomous, informed and person-related decisions in the process of choosing a job (career guidance in the narrow sense);
2. [and] to impart basic knowledge, insights and critical reflections on the areas of society, technology and economy (career guidance in the broadest sense);

Career guidance is also described as a lifelong process of “converging and coordinating the individual’s interests, desires, knowledge and abilities on the one hand, and the possibilities, needs and requirements of the world of work on the other hand” (German-language publication by Butz 2008, 49).

The work of the Student Company can significantly contribute to supporting the transition from school to the world of work as it can promote qualifications, such as the collecting and analysing information or developing skills and to be able to compromise realistically as well as also overcoming fears and frustrations (see German-language publication by Hübner/Windels 2008, 248). Consequentially, work in the Student Company not only provides insights into business and macroeconomic relationships, but of social networks, so much so that the students acquire “personality traits and a disposition in terms of their manner and conduct, something to which employers attach a great deal of importance” (see German-language publication of Hübner/Windels 2008, 247). All in all, Hübner and Windels (2008, 248ff.) identify four levels of meaning of a model student company:



- the dimension of career guidance
- the dimension of economics
- the dimension of supporting independence
- the dimension of personal development and promoting a learning culture of independent work and study

Work in a Student Company allows the students to experience the real world of work and professional life. It also allows them to encounter the demands and expectations which will confront them as future apprentices and employees. In addition, work in a Student Company also consolidates students' knowledge and strengthens their level of conduct.

In addition to researching companies and asking experts their opinion, as described in Module IO1, an important method for real-life encounters with work expectations and working areas is for the students to conduct careers research (see Material IO2_2_5).

Just as in researching companies, the students go off-site, away from school, and conduct careers research, informing themselves of the requirements and nature of a profession or vocation in its immediate context. Relocating the place of learning gives the students a concrete, sensual experience, social contacts and close interaction with the profession or vocation, something that affects the students in a positive manner (see German-language publication Kaiser/ Kaminski 2012, 247). In the context of the work of the Student Company, professionals can be used as advisors when the students conduct their careers research. In acting as advisors, professionals describe positions and the scope of these fields, putting the students in touch with the reality of work life and furthering the students' understanding of professions and vocations.

Butz, B. (2008): Grundlegende Qualitätsmerkmale einer ganzheitlichen Berufsorientierung. In: G.-E. Famulla (ed.): Berufsorientierung als Prozess. Persönlichkeit fördern, Schule entwickeln, Übergang sichern. Ergebnisse aus dem Programm „Schule-Wirtschaft/Arbeitsleben“, Volume 1, Baltmannsweiler: Schneider-Verlag, 42-62. [German-language publication]

Müller, W. (2002): Abitur – und dann: Berufsorientierung in der Gymnasialen Oberstufe. In: Schudy, J. (ed.): Berufsorientierung in der Schule: Grundlagen und Praxisbeispiele. Bad Heilbrunn: Klinkhardt, 175-190. [German-language publication]

Hübner, M./Windels, G. (2008): Schülerfirmen und Praxistage. In: Jung, E. (ed.): Zwischen Qualifikationswandel und Marktenge. Konzepte und Strategien einer zeitgemäßen Berufsorientierung. Basiswissen Berufsorientierung, Volume 1, Hohengehren: Schneider Verlag, 238-256. [German-language publication]

Kaiser, F.-J./Kaminski, H. (2012): Methodik des Ökonomieunterrichts. Grundlagen eines handlungsorientierten Lernkonzepts mit Beispielen, 4. Edition, Bad Heilbrunn: Klinkhardt Verlag. [German-language publication]



Chapter 1 – Idea of a profession or vocation

Didactic objective:

The following materials should support the work of the Student Company in promoting career guidance. By discussing the intrinsic and extrinsic motives for choosing a career, students should reflect on which factors are important in deciding on a career. Are they more influenced by their intrinsic motives, such as interests and abilities, or rather by the extrinsic motives, such as recommendations from their own surroundings or the prestige of a certain career? Involvement in the Student Company allows the students to compare their own motives for choosing a career path with those of their school peers.

Building on the specific motives for company start-ups, as dealt with in Module IO1, this module will get students to reflect on personal reasons for setting up a company. The students can deduce that intrinsic motives mainly contribute to setting up a company as self-employment requires a rather high level of self-motivation that is directly connected to the identification of the profession or vocation.

Time required (lessons including preparation and evaluation)	Main topics
One lesson	<ul style="list-style-type: none">▪ Motives for career choice▪ Certainty of career choice▪ Personal interests and abilities

Materials:

Material IO2_1_1_Teacher: Motives for career choice

Material IO2_1_2: Why are you working for the Student Company?

Material IO2_1_3: The certainty of my career choice



Material IO2_1_1_Teacher: Motives for career choice

The motives for choosing a career or a course of studies can be numerous and complex. There is hardly ever just one motive; yet one motive can appear very dominant in certain instances. Most students deciding on a career or course of studies pursue their interests and talents. This is a very important factor concerning job satisfaction and performance; however, it also presupposes that students are aware of their interests and talents.

Intrinsic motives

- Specialist interests
- Inclinations and talents
- Desire for personal development
- Academic interest

Extrinsic motives

- Good chances on the job markets
- Numerous professional and vocational options
- Able to work independently
- Safe job positions
- High salary/good earning potential
- Respected vocation/professional prestige

Social motives

- Endeavours to help others
- Lots of contact to people
- Contribute to social change

Recommendations by others

- Advice from parents
- Advice from friends
- Advice from career advisors

Other

- Early wish to work in a particular job, profession or vocation
- Short apprenticeship or university
- The easiest choice

Support through the work at the Student Company

Just as students will have their own reasons for a preferred choice of profession or vocation, they will also have different motives for working in the Student Company. These motives can be explored. Equally, the importance of the different motives of an entrepreneur setting up a company can also be explored, too.



Material IO2_1_2:

Why are you working for the Student Company?

There are many different reasons why people choose a certain career over another, or why they want to work at a certain company. Using the following descriptions, consider why you want to work for the Student Company.

I would like to work for the Student Company because	I agree	I partially agree	I hardly agree	I don't agree
1. ... I'm interested in the job.				
2. ... I want to work independently.				
3. ... my friends advised me to work there.				
4. ... I would like to have the social contacts.				
5. ... I'm good at the tasks.				
6. ... I can introduce my own ideas.				
7. ... the work will prepare me for an apprenticeship.				
8. ... we can earn money with the Student Company.				
9. ... I would like to help others.				
10. ... the work at the company is highly regarded.				
11. ... my parents advised me to do so.				

1. Discuss your answer with your classmates. What are the similarities and what are the differences?

The described reasons can be divided into intrinsic motives, ones that come from within a person; and extrinsic motives which are derived from the social surroundings of the person:

Intrinsic motives: Interests, talents, desire for personal development

Extrinsic motives: High salary, highly regarded, secure position, good chances on the job market, being able to work independently

2. Discuss with a partner which motives would be important for setting up a business. Name and discuss them with the rest of the group.



Material IO2_1_3:

The certainty of my career choice

You have a free choice of your dream job which you would like to pursue after you have finished school. The choice is very big indeed. How certain are you about your choice of career?

1. Mark on the scale which best describes your situation.

very certain 10 5 1 very uncertain

2. Decide the level of certainty you can give to the answers of the following statements:

1. I know my professional interests.

☐ No ☐ Yes, they are _____

2. I know about the requirements my choice of career has:

☐ No ☐ Yes, they are _____

3. I know what I'm very good at.

☐ No ☐ Yes, I am good at _____

4. I know the training conditions of my choice of career.

☐ No ☐ Yes, they are

5. I feel well informed about the possible career possibilities.

☐ No ☐ Yes, they are

6. I am very serious about my desired career.

☐ No, there are the following alternatives: _____

☐ Yes, it will be: _____

Discuss your findings with one of your classmates. Think together about those statements which you answered with “no”, and how the work at the Student Company can help you to gain more certainty in those areas.

Why could the work at the Student Company, for instance, help you figure out your professional interests? Or how could you find out more about requirements of your desired profession and vocation through working at the Student Company?



Chapter 2: The market

Didactic objective:

Within this thematic block, the students will deal with the jobs market. Based on profession and vocation clusters, students will create a mind map of professions and vocations on their own Student Company; analyse the requirements and abilities of comparable professions and vocations in the real world of work; and will finally develop job advertisements to fill vacant posts with younger students.

Even business itself would like to present itself as an attractive employer to prospective employees, attracting qualified workers. Some companies are, for instance, renowned for being particularly family friendly. Students will question what has positive impacts on how a company is judged; and what employers should consider when selecting employees. From the insights gained, students will think about those aspects that could be transferred onto the Student Company - how could they, for example, transform the company into an employee friendly one?

Time required (lessons including preparation and evaluation)	Main topics
Five lessons	<ul style="list-style-type: none"> ▪ Allocating jobs to specific job sectors ▪ Describing work tasks in professions and vocations ▪ Description of task profiles within the Student Company and development of job advertisements ▪ The company as an employer ▪ Careers Research

Materials:

Material IO2_2_1: Job sectors on the job market

Material IO2_2_2: Job sectors

Material IO2_2_3: The activities profile

Material IO2_2_4: The job mind map of our Student Company

Material IO2_2_5_Lehrkraft: Careers Research

Material IO2_2_6: Survey sheet for Careers Research

Material IO2_2_7: Task profiles within the Student Company

Material IO2_2_8: New employees wanted

Material IO2_2_9: Job interviews for the Student Company



Material IO2_2_10: Role play: Job interview

Material IO2_2_11: Companies as attractive employers

Material IO2_2_12: Our Student Company as an attractive employer

**Material I02_2_1:****Job sectors on the job market**

Job sectors form the umbrella term for focal points, in which employees work in similar spheres of activity.

1. **Farming, nature, environment**
includes jobs concerned with plants and animals or the environment and nature conservation
2. **Production, manufacture**
includes jobs, in which something is produced with different materials, e.g. wood, glass, porcelain, gemstones, colours, textiles or musical-instrument making
3. **Construction, architecture, measurement**
includes jobs in building construction and civil engineering, e.g. bridges, houses or streets as well as in special and landscape planning and measurement
4. **Metal, mechanical engineering**
includes jobs in metal production, processing and treatment as well as professions in machinery and plant engineering or in precision mechanics and in tool construction
5. **Electronics**
includes jobs in energy technology, information and communication technology or automation technology
6. **IT, computing**
includes jobs concerning the internet and computers, e.g. in administration, hardware and software development or customer support
7. **Natural sciences**
includes jobs in the areas of laboratories, biology, chemistry, physics, mathematics and statistics or geology
8. **Technology, technological fields**
includes jobs in the fields of renewable energy, aerospace technology, optics, vehicle and traffic engineering, biotechnology and genetic engineering as well as construction and technical drawing
9. **Economy, administration**
includes jobs in office and administration, distribution and sale, trade, insurance and real estate, accounting and controlling, law and administration, taxes, human resources and management
10. **Transport, logistics**
includes jobs in the areas of rail and road transportation, transport, logistics, storage as well as air and shipping



11. Services

includes jobs in the areas of hotel and catering industry, tourism, event management, foreign languages, cleaning, cosmetics and body hygiene, safety and security, waste management, funeral

12. Health

includes jobs in the fields of medicine, therapy, nursing, diet, emergency service, psychology, sports and motion as well as medical and rehabilitation technology

13. Social, pedagogic

includes jobs in education, schools, training and further development, working with children, young disabled and elderly people as well as social work and nursing or in religious institutions (e.g. church)

14. Humanities and social sciences

include jobs in the fields of languages, literature, history, archaeology and society

15. Art, culture, society

includes jobs in the areas of art, culture, design, theatre and stage, museum, protecting historical buildings and monuments, music, jewellery and crafts

16. Media

includes jobs in the fields of photography, print, film, radio and television, archives, library, documentation, journalism and editing



Material I02_2_2:

Job sectors

The jobs market is divided into several different sectors into which professions and vocations can be assigned. For a company to function well and to achieve its goals, it needs skilled workers, ones who possess relevant knowledge and abilities about the developments of each of their respective areas.

Together in your team, think about which tasks exist in your Student Company and which sector on the job market they would fall into.

Tasks	Job sector
Example: <i>Design Poster for the cake sale</i>	<i>Media</i>

**Material I02_2_3:****The activities profile**

With a partner, find out more about an apprenticeship connected to one of the activities and describe the broader work tasks that a person specialized in this job has to perform.

Job: *Media designer*

Task:

Design poster for the cake sale

Job sector:

Media

Apprenticeship:

Media designer/in digital and print

**Activities:**

Media designers create many different products, such as posters, leaflets, wrappings or advertisements, and plan the creation process. For that, they collect different media elements like texts and pictures.

Find out what abilities are important for a media designer (in digital and print).

Important school subjects are Mathematics, German, Art and English.

Important abilities are creativity, the ability to draw, spatial imagination, organisational abilities, capacity for teamwork and customer orientation.

Compile a work mind map of your Student Company. It should show which activities are to be done and in which real job these tasks can be found.



Material I02_2_3_template: The activities profile

With a partner, find out more about an apprenticeship connected to one of the tasks and describe the activities that a person specialized in this job has to perform.

Job:

Task:

Job sector:

Apprenticeship:

Activities:



Find out what abilities are important for a/an

Important school subjects:

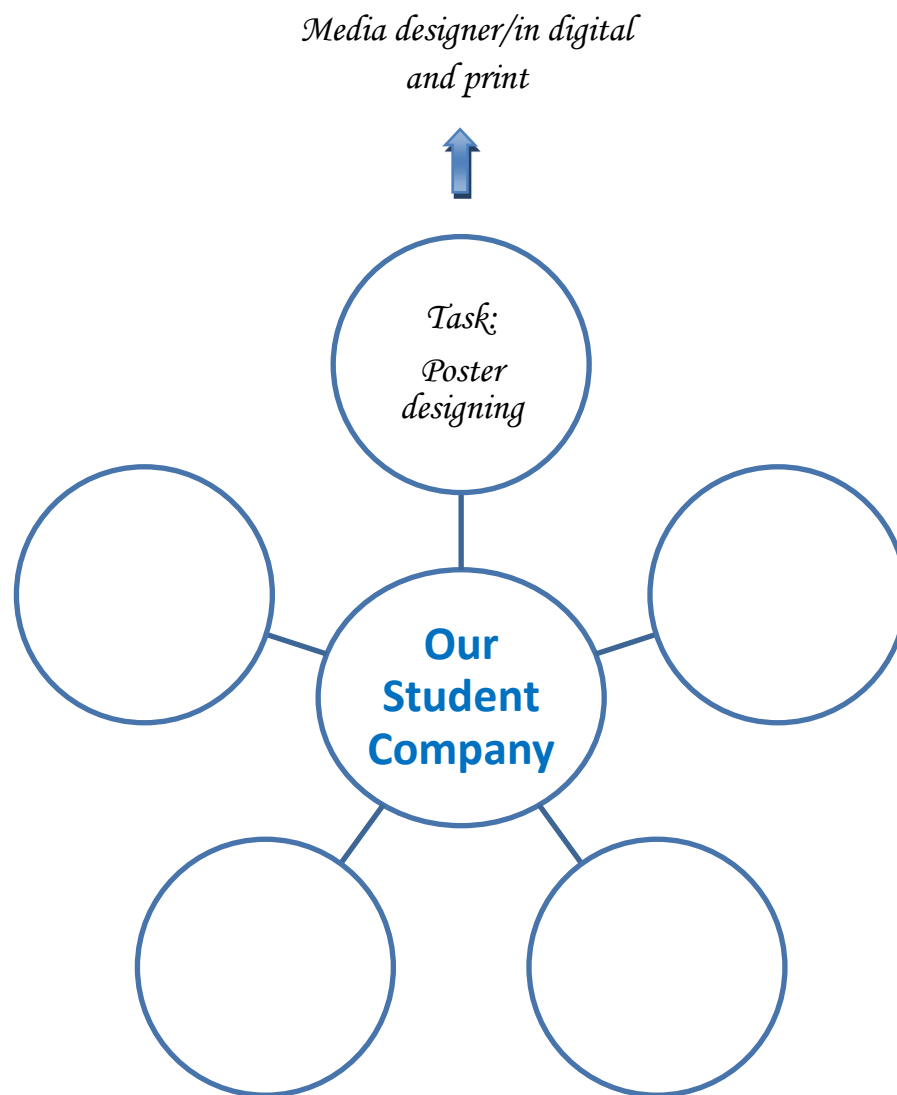
Important abilities:

Compile a work mind map of your Student Company. It should show which activities are to be done and in which real job these tasks can be found.



Material I02_2_4:

The job mind map of our Student Company





Material IO2_2_5_teacher: Careers Research

Careers research may help the students to gain an insight into the different professional and vocational fields. By visiting work places, they will get an impression of the work setting, the equipment and the subject-specific requirements.

Changing the learning location from school to companies gives students a concrete sensual perception, provides them with social contacts and practical experience (see German publication Kaiser/Kaminski 2012, 247).

Looking towards the perspective of the Student Company, careers research in the companies may open up possibilities for the students to experience jobs in the real world which may also overlap with jobs in the Student Company. In that way, careers research has a direct impact on the work of the Student Company.

Generally, the following points should be considered when embedding careers research (see German-language publication Kaise/Kaminski 2012, 249):

- ✓ Any form of careers research will be prepared and evaluated
- ✓ Research should concentrate on one sub-area that could be used as a visual or as a source of information for a topic
- ✓ The students will embark on their research with pre-prepared questions and observational tasks
- ✓ Material gathered during the research is evaluated afterwards

Preparation

- Students will deal with the descriptions of the professional and vocational images (material IO2_2_3)
- Students will gather information on the company and on the job sectors that will be researched
- Students will be given information on the specific date and time of the career research project (organize meeting point)
- Students will receive advice on code of conduct (e.g. punctuality; closed, flat shoes; no short clothes; no mobile phones)

Implementation

- The careers research will take place with a research sheet, on which relevant questions will be formulated prior (material IO2_2_6)
- After completing the careers research, the company will be handed a thank-you note (produced by the Student Company)

Evaluation

- Summary of the information received (what was unexpected? What was particularly interesting?)
- Discussion about the importance of the information for the Student Company



Material I02_2_6: Survey sheet for Careers Research

at _____

Date: _____

Name of the interviewee: _____

Information on the job:	
What are the most important tasks and activities in your job?	
Where are you mainly working (office etc.)?	
What are you mainly working with (materials)?	
Which conditions are you working under (e.g. time pressure, irregular working hours)?	
What are the requirements for long-term professional success and professional satisfaction?	

Questions on the apprenticeship/university programme:	
Which previous schooling is expected (A-levels or secondary school leaving qualification, etc.)?	
Which school subjects are beneficial?	
How long does the apprenticeship/university degree last?	
What are the requirements so that the apprenticeship/degree course is completed successfully?	
What are the critical aspects of the apprenticeship/degree course (e.g. pressure)?	

Notes:

**Material IO2_2_7:****Task profiles within the Student Company**

In your Student Company, there are different people who need to work on different tasks. Using the activities profile (material IO2_2_3), compile a suitable task profile for one area of your Student Company.

Beforehand, discuss with your classmates who will compile which task profile, so that all jobs are considered on your job mind map (material IO2_2_4).

The task profile on the job: _____

Tasks:

Present the task profile to your classmates in the Student Company and check together whether the listing is complete.



Material I02_2_8:

New employees wanted

Due to a variety of reasons, positions in a company can become vacant and need to be filled. Even in your Student Company, areas of responsibility will have to be filled by younger students, if older students have to leave the Student Company when they finish school. In these cases, you should think early on about who could take over this area of responsibility and should advertise the vacancy at school.

1. Using previous materials from work completed beforehand, create a job advertisement for each job in your Student Company. Take note of the following content which should be included in your job advertisement.

Specimen sample

<p style="text-align: center;">Fortune cookie</p> <p>At Sample School, we provide you with cookies and waffles at breaks and at school events, for happy moments, for young and old</p> <p>To enhance our team, we are looking for an ...</p> <p style="text-align: center;">Office Manager</p> <p>Main tasks:</p> <ul style="list-style-type: none"> ▪ Work on creating offers and generating invoices ▪ Coordinating with the management on client appointments ▪ Creating letters ▪ Client contact via telephone and e-mail <p>Your profile:</p> <p>You are sociable and like to work in a team. Appointments of clients will be agreed on with the team and processed carefully. At school, you particularly enjoy mathematics and German.</p> <p>If you can identify with this description, you are the right person for this area of responsibility in our Student Company.</p> <p>We are looking forward to receiving your written application.</p> <p>Student Company Fortune Cookie</p> <p>Sample School Sample Road 1 12345 Muster Town</p>	<ol style="list-style-type: none"> 1. Name of your Student Company 2. Description what the Student Company produces 3. Name the job 4. Describing the principle focus of the tasks 5. Description of abilities required 6. Motivation to apply 7. Information on the form of the application (written, e-mail, telephone call) 8. Address of Student Company
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Material IO2_2_9:

Job interviews for the Student Company

Material IO2_2_7 has shown which contents are included in a job advertisement. To compile a job advertisement, you need to think in advance about the kind of knowledge and abilities that a future employee needs to possess. An effective job advertisement will speak to those students, who are interested in the work of the Student Company on the one hand; and possess the competencies required by the Student Company on the other hand. Apart from that, the job advertisement should clearly communicate what sort of person is being searched for. The advertisement will also help you to determine a shortlist of candidates, whom you can invite to a job interview. Even questions asked during the interview can be formulated based on the qualities that the Student Company is searching for. If several students apply for one position, you could ask all the applicants the same question, making the comparison between the applicants easier. This, in turn, makes choosing the right candidate easier.

In bigger companies, preparing job advertisements, shortlisting potential candidates for the advertised position as well as doing job interviews are the responsibility of the Human Resources (HR) Manager (also sometimes called Personnel Manager). This manager's range of tasks is, however, much broader. Alongside hiring new employees, the HR Manager is also concerned with human resources planning in general as well as being responsible for all the human resources matters which affect the personnel in the company. The HR Manager also has the responsibility to coordinate all the employees in the company, personnel development (education and training for employees) as well as processing employment contracts, terminations and maintaining employee records.

Using material IO2_3_8, you have already created a job advertisement to which several candidates have applied in writing.

1. Go through the applications together and decide whether all the students who applied for the advertised position should be invited for a job interview.

Are there any students among the applicants who do not meet your requirements or partly meet your requirements?

2. Think about who will conduct the job interviews in your Student Company. It is recommended that the manager of your Student Company and a representative of the department, in which the vacancy needs to be filled, should conduct the interview together.
3. In the next step, prepare the job interview. First, analyse the typical structure of a job interview in a company (figure IO2_2_9_1).
4. Prepare the job interview for your Student Company and consider how the interview could be structured. Formulate questions that you would like to ask the applicants. Use the job interview flow chart as a guide (figure IO2_2_9_1) and keep in mind the skills, which you expect according to your job advertisement.

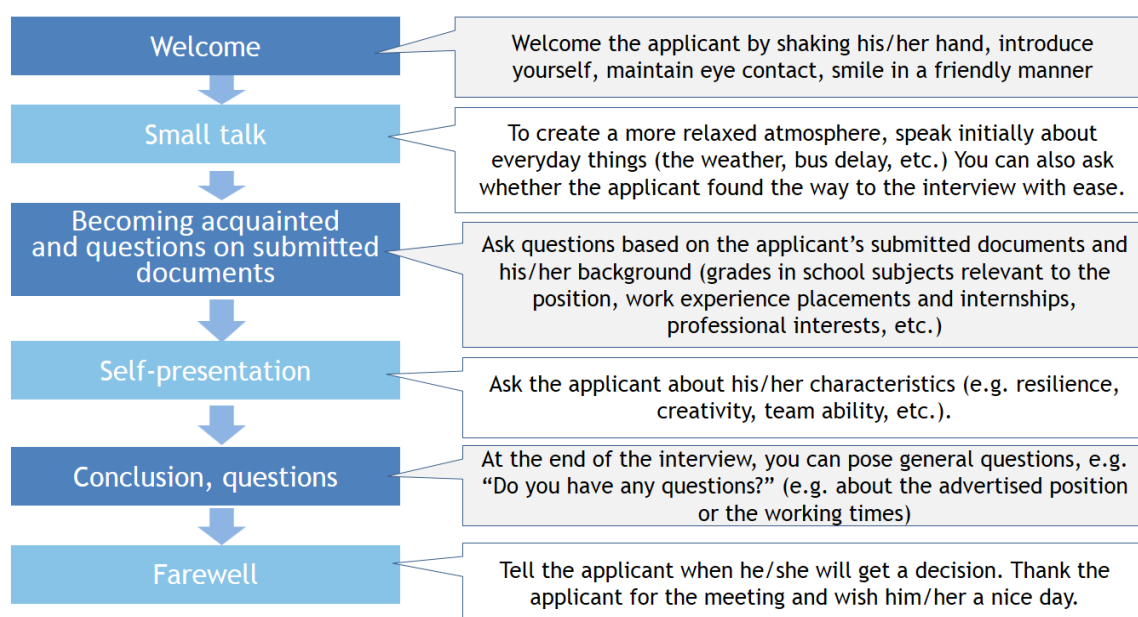


Figure IO2_2_9_1: Typical structure of a job interview

Tips on formulating questions:

1. Try to ask the applicant open questions, so that he or she has to say more about him-/herself. In doing so, you will learn more about the applicant than him/her only answering just "yes" and "no". Therefore, try to start your question with a question word (e.g. why, when, who, which, what).
2. Think about what would be important for the new employee to have. Is he/she supposed to possess other qualities that were not outlined in the job advertisement? Could they be addressed or be derived by observing the applicant during the interview? (e.g. does he/she fit into the team? Does he/she show enough interest to work for the Student Company? Is he/she motivated? What else would be important to you in a new co-worker?)
3. Compile a questionnaire with key questions; organize some space for notetaking during the interview.
4. Try to use the same questionnaire with all the candidates, making the comparison between them easier later.
5. Should more than one person represent the Student Company during the conversation, then decide on who is going to ask which question. If the manager of the Student Company is present, then he should open and end the interview. He/she could, for example, start the interview with some general information on the reasons for the interview and then hand the role of the interviewer over to another colleague(s).



The job interview

1. Before the interview, review the applicant's documents again. Do you notice anything in the candidate's documents that you would like to ask him/her during the interview?
2. Don't ask for information which can be found in the application. Doing so would give the impression that you have not read the application.
3. Don't forget that you are also representing your Student Company during the interview. For that reason, it is important that the interview is conducted professionally and, for example, you don't start to chat.
4. Greet the applicant, introduce yourselves and your position in the Student Company, and also talk a little bit about your work areas. At the end of the interview, you can name the period of time in which you would have decided on a new employee. Finally, you bid farewell to him/her in a friendly manner.
5. Keep in mind that a job interview is a stressful situation for every candidate. Therefore, try to take out the tension of the situation by talking to the candidate about the purpose for the interview, and for him/her not to lose patience if the correct answer to one of your questions doesn't occur to the him/her immediately.
6. During the interview, take notes of the answers to your questions in the area provided. Record all the information that is relevant for the Student Company on the applicants as well as observations which you made during the interview. This will help you to gain an overview on the candidates and for later discussions on the applicants.



**Material IO2_2_10:****Role play: Job interview**

Material IO2_2_9 showed you how to prepare for a job interview. Using the role play, you can first practice the job interview and then reflect on it.

Choose one of the job advertisements that you have compiled (Material IO2_2_8). Then form two groups.

Group 1: supports the person who is preparing for the job interview
(See sheet: Applicant).

Group 2: supports the personnel manager who will conduct the job interview (See sheet: Personnel Manager). The job interview can be conducted by two people as well.

Both groups will receive one role play card each (see below) and will have 15 minutes to prepare.

The next step involves doing the actual job interview (role play). Students not participating in the interview should watch how the interview progresses and note down their observations of the interview (see Observation Sheet).

Afterwards, there will be a reflection conversation (see the Guidelines for the reflection of the role play).

Worksheets:**I. Role Play Cards**

1. Applicant
2. Personnel Manager
3. Observation Sheet

II. Guidelines for the reflection of the role play



Applicant

1. Think about how to prepare for the job interview.

What do you really need to keep in mind, so that you will leave a good impression as an applicant? Write down your thoughts!

2. Think about what information could be useful for the vacancy that needs to be filled. Which school subjects, hobbies or interests correspond to the tasks that are outlined in the job advertisement? What could be important for the personnel manager in deciding to give you the job? Write down your thoughts!

3. In a job interview, the applicant should show that he/she has taken a close look at the company, for which the position is advertised. In doing so, the candidate signals an interest in the advertised position and has prepared well for the interview.

What do you already know about the Student Company? What specific information do you have on the job advertised? Collect background information! Are there any questions on the Student Company or the advertised job that you would like to ask (e.g. how many hours and at which times would you be working for the Student Company? Which tasks would the new employee be taking on etc.)?



Personnel Manager

1. Think about which questions should be asked in the job interview to find out whether the applicant could be an appropriate employee (knowledge, skills)? Write down the questions and main points.

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

2. Which questions can you pose to find out the student's motivation and interest in working for the Student Company? What does the applicant know about the Student Company or the advertised vacancy?

3. Ask about hobbies, interests and dream career! Perhaps certain interests of the applicant could be relevant for the work of the Student Company?



Observation Sheet

You will participate as an observer during the job interview. You will observe either the applicant or the Personnel Manager (underline the one you are going to observe). Write down notes so that you can give constructive feedback after the interview.

How does the applicant/personnel manager appear? (body language, facial expressions, gestures, language, etc.?)

Does the applicant have the competencies that the job requires?

Yes, e.g. these:

No, not these:

After the job interview, reflect:
What did you like about the job interview and what would you improve?

I liked this!

Applicant:

Personnel Manager:

I would change this:

Applicant:

Personnel Manager:

How did you find the interview in general? Justify your answer:

I thought the interview was ...



Worksheet: teacher

Guidelines for the reflection of the role play

Following questions can be discussed together:

1. How did the students feel in their roles (Applicant/Personnel Manager)?
2. What did they pay attention to during the interview? What occurred to you during the interview?

Personnel Manager:	
Applicant:	
Observer:	

What impression did _____ leave behind?

a) Applicant

b) Personnel Manager

Was the Applicant's and the Personnel Manager's conduct professional?

Yes, especially when ... (give examples):	No, especially when ... (give examples):

3. How did the observers perceive the job interview?
4. What could be done better and what was done well?
5. What do we learn from the role play?



Material I02_2_11:

Companies as attractive employers

Employees also choose their employer by the attractiveness of the company. This is because attractive employers try to give something back to their employees, motivating and engaging employees with their work and making them feel well in the company. So, what exactly makes an employer attractive? What is important to employees?

We have a large common room where we can spend our breaks together – have a coffee or play table football.



In the mornings and afternoons, my daughter and I can travel together as my employer has arranged child day care.



My employer subsidizes membership of a gym, so I'm able to work out at the fitness studio much cheaper

My employer allows us to work from home.



My employer offers many different opportunities, such as barbecues, watching football World Cup and European Cup matches, bike tours or participation in sports events.

Once a week, each department receives a fruit basket from our manager. And the canteen always prepares fresh food.

My manager takes care that we all comply with our working hours and break times and we really relax.



**Material I02_2_12:****Our Student Company as an attractive employer**

Think about what would be important to you as employee in a company. How would you describe a company as an attractive employer?

I would describe a company as an attractive employer, if ...

In groups, compile the reasons why you feel comfortable in your Student Company.

Finally discuss what you could change. How could your Student Company position itself as an employee-oriented company?



Chapter 3:

Contracts of employment, working hours and work tasks

Didactic objective:

In setting up a Student Company, students have already encountered the basics of organisational processes and structures in business (see e.g. Chapter 4 of Module I01 “Setting up a Student Company”). They have also been addressed in Chapter 2 of this Module on activity profiles. After a short review using a role play, this chapter will interlink with contracts of employment as they contain not only descriptions of tasks and activities which the employee is required to do. These tasks require certain qualifications to execute them, through which the measure of salary will be inferred.

At first glance, the employment relationship would appear to be a mere exchange of work from the employee with financial remuneration from the employer. Closer examination reveals that the mutual obligations between the employer and the employee are much more complex. Although the obligations are agreed upon in the contract of employment, they, however, cannot be negotiated completely freely by the employer and employee. On the one hand, a legal framework exists which needs to be observed; on the other hand, key data of many contracts of employment are set by collective wage agreements.

Time required (lessons including preparation and evaluation)	Main topics
One lesson	<ul style="list-style-type: none"> ▪ Case studies on company organization issues ▪ Development of department descriptions within the Student Company
Two lessons	<ul style="list-style-type: none"> ▪ Development of activities descriptions for areas of responsibility in the Student Company
Two lessons	<ul style="list-style-type: none"> ▪ Important obligations which employers and employees agree upon ▪ Possible content of a contract of employment ▪ Developing a contract of employment for the Student Company
One lesson	<ul style="list-style-type: none"> ▪ Working-hour models and jobs



Materials:

Material IO2_3_1_ Organization of processes and structures

Material IO2_3_2_ Developing department descriptions

Material IO2_3_3_ Developing activities descriptions

Material IO2_3_4_ The contract of employment as a mutual obligation

Material IO2_3_5_ Contents of the contract of employment

Material IO2_3_6_ Working hours and jobs



Material I02_3_1:

Organization of processes and structures

Organisation of structure determines who, where and with which resource something in a business is done, thereby defining the tasks which are allocated to employees. Activity areas are summarized in departments and then filled with appropriate employees. Organisation of structures also determines who is responsible for certain tasks and who is authorized to give instructions. Specialization, delegation and division of labour are, therefore, central determining factors in the organisational structure and are required to ensure smooth running of processes within a company.

Process organization defines the sequence of work processes in a company and answers the question of how, when and why certain tasks have to be completed. Process organization concerns the work within and between departments as well as working together with the company and external actors, particularly customers and suppliers.

Case study: Mrs. Gerlach opens a photo shop with studio

Mrs. Gerlach, a photographer, has 60,000 euros at her disposal. Her dream has always been to open a photo shop and studio. Having two children, who have since moved away from home, she only pursued her profession as a hobby and therefore still knows the latest technologies. She rented a shop with a studio in a particularly favorable place for a shop. She took on two employees, a female sales assistant and a female apprentice. They were happy to retain their jobs, but have difficulties adjusting to the style of leadership of their new boss. The following situation occurred in the initial weeks after the shop opening:

1. The Sales Assistant Mrs Arnold had to send away several customers asking for the latest digital single-lens reflex camera as this camera was yet not in stock.
2. As Mrs. Arnold was used to working independently and wanted to fix the problem, she called one of the usual suppliers and ordered five cameras.
3. Mrs. Gerlach is quite unhappy about this unauthorized decision and lack of consultation as Mrs Gerlach believes the cameras should be in stock. She finds the delivery note in her inbox on the computer goes into the stock area and finds four cameras on the shelves. She had to search for the cameras for quite some time because the apprentice had reorganized the stock area on Mrs. Arnold's authority.
4. A customer agrees upon a family portrait appointment with the apprentice, Ms. Schubert. The client wants to be photographed by Ms. Gerlach herself. Ms. Schubert schedules an appointment on Monday afternoon at 3:00 p.m. On Monday afternoon, the family arrives on time, but Ms. Gerlach is at an external appointment, away from the shop. After a harsh and loud discussion, the client finally agrees to apprentice taking the photo, but threatens not to come and collect it. Customers in the shop are clearly embarrassed.



1. Looking at this example, describe the problems that occurred in the organisation of structure and process.

2. Explain how the problems presented in this case study can be prevented through a modified organisation.

3. Describe your experiences with organizational problems from your Student Company and describe possible causes!

Problem	Cause

**Material IO2_3_2:****Developing department descriptions**

Every company, even your own Student Company, needs a clear structure. To that end, the departments of the Student Company must be determined first. The work of the departments as well as the cooperation between the different departments must be defined in detail. Each department employs employees who are responsible for specific activities.

What does the organizational chart of your Student Company look like? Write your organizational chart in the box below and write the names of the students next to the departments in which they work.

1. Organise yourself into groups. Develop a department description for each department and record it in the Table IO2_3_2_1.
2. Consult the activity profiles (Material IO2_2_7) which have possibly already been developed.
3. Discuss defining activities with the team members and change them again, if necessary.
4. File newly documents that you have developed in your Student Company folder. You will need them again to write job advertisements and to conduct job interviews, if you need to decide between several applicants.

Additionally, collect important information on what activities the applicant needs to take on, with whom he/she will work together and on which skills you require from the applicant.



Description of the department:
1. Department members
2. Goals
3. Activities
4. Processes requiring close cooperation with other departments

Table I02_3_2_1: Description of the departments

Material I02_3_3:**Developing activities descriptions**

Job descriptions for the workplace in the departments can be developed based on the department descriptions. Workplace job descriptions mainly contain the technical equipment at the working space and the activities description of the holder of the job.



http://www.toonpool.com/cartoons/Stress_251922

Activities descriptions are an important foundation for the recruitment and development of personnel in companies. This is because the tasks derived from activities descriptions determine the requirements which the relevant employees should fulfil. In this context, job advertisements can be written. The general activities description also helps you write the contract of employment, defining the type of work that the employed student is required to do.

1. Develop activity descriptions for the different work places in your Student Company. The description should be formulated as neutral as possible. Of course, experiences and qualifications of the current employee of this position can be included.



1. Name of the position

2. Important activity areas for the holder of the position

3. Time required for the position (hours/week)

4. Practical activities

No.	Job	Description of the activity to be completed	Proportion of total working time



<p>5. Authority</p> <p>5.1.The position holder has the following authority:</p>
<p>5.2.The position holder is directly in charge of the following employees:</p>
<p>5.3.The position holder substitutes:</p>
<p>6. Personal qualifications</p> <p>6.1.Education, subject grades which are relevant for the Student Company:</p>
<p>6.2.Other subject-related knowledge, qualifications, and experiences:</p>
<p>7. Issued by (name and date)</p>

2. Highlight which information must be mentioned in a job advertisement. Consider which information entered in the table would be important for a job interview and which could usually be found in the contract of employment?

**Material I02_3_4:****The contract of employment as a mutual obligation**

A contract of employment is a mutual declaration of intent between both the employee and the employer, in which both contractual partners comply agree upon the exchange of services and benefits. At first glance, the contract of employment concerns the exchange of work for wages or salary.

Find information and explain the difference between wages and salary:	
Salary ...	Wages ...
Name jobs or job sector groups that ...	
Get a salary:	Get wages:
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

The level of wages or salary cannot always be chosen freely by the employer. This is because the employer is sometimes obliged to adhere to legal requirements, such as minimum wages or collective wage agreements.



1. Research task: Form two groups and collect information on the following questions:

What do the “minimum wage” mean? Why was this introduced and how high is it now in Germany?

What does a “collective wage agreement” mean? Does this involve all employees and employers in every job sector?

A contract of employment goes beyond agreements on salary or wages, but defines other agreements between the employer and employee. Analyse the figure I02_3_4_1 below concerning that issue.

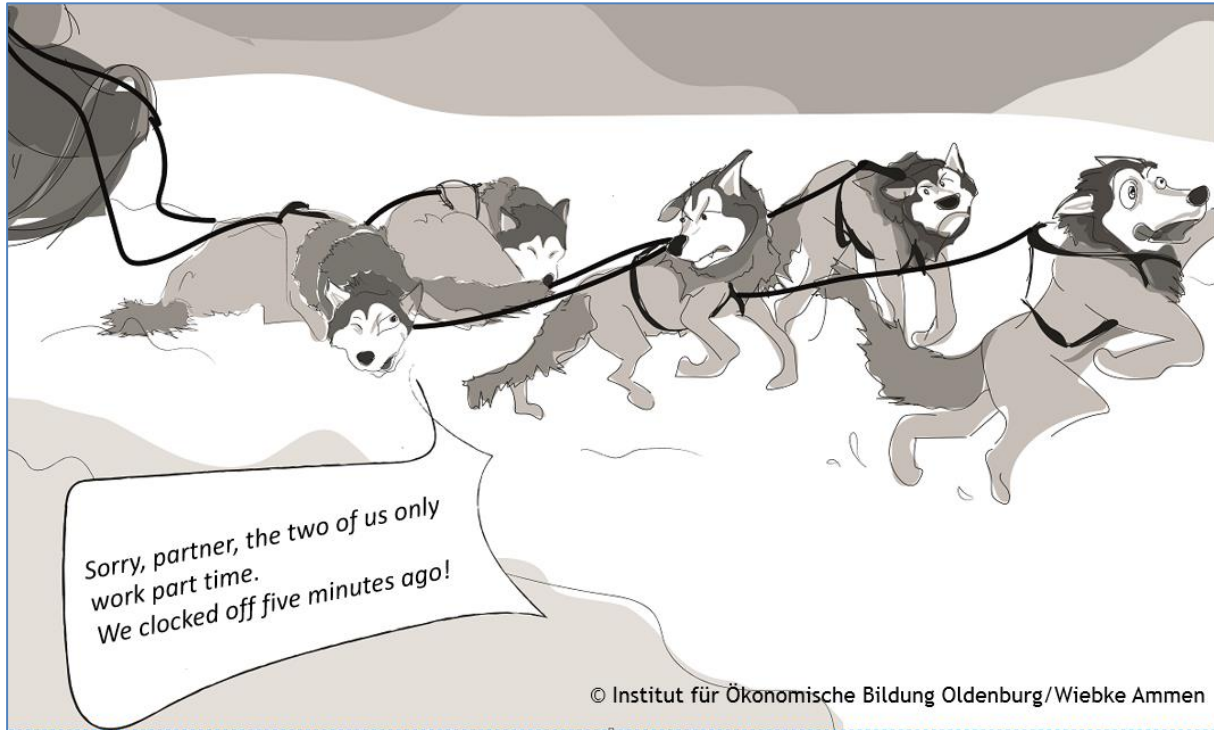


Figure I02_3_4_1: Contract of employment as a binding agreement

2. Explain Figure I02_3_4_1. Think about where the misunderstanding occurred. Find the relationship with the contract of employment.



The contract of employment determines an agreement between both parties: the employer and the employee. Contractual agreements could be the following: the employee will do the work described in the contract of employment and that the employer will pay for the work done, as agreed. Work tasks and areas of responsibility are also defined in the contract of employment. When employed, the contract of employment is signed by both the employer and the employee. In doing so, both parties agree on the content of the contract of employment and this agreement becomes legally binding.

3. Based on your background knowledge, make notes on what is written in contract of employment:

4. Analyse in groups figure I02_3_4_2.

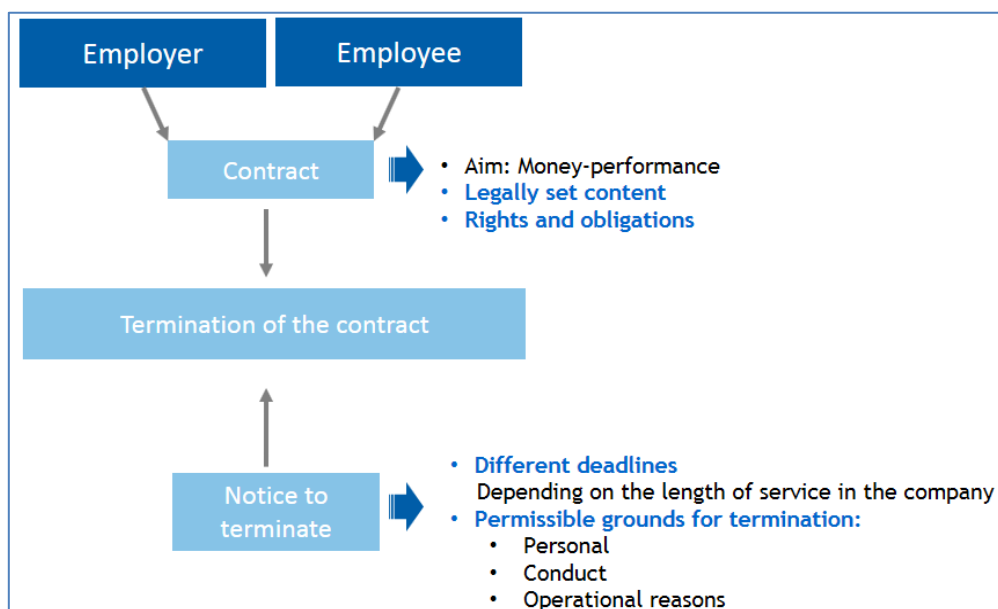


Figure I02_3_4_2: Components of the contract of employment



Now form four groups and collect information to put in the boxes with questions highlighted in blue (figure IO2_3_4_2). Then present your findings to the group.

Group 1

What does the law require the contract of employment to contain?

Group 2

What rights and obligations does the employer have?

**Group 3**

What rights and obligations does the employee have?

Group 4

What deadlines must be met when handing in a notice?

Which reasons for handing in a notice are acceptable or unacceptable?

Permissible deadlines for dismissal:

Permissible reasons for dismissal:

Unacceptable reasons for dismissal:



Material I02_3_5:

Contents of a contract of employment

The new employees for your Student Company have been chosen; now they need to be employed. Their rights and obligations as well as activities and areas of responsibility are written into the contract of employment. The contract also determines from what point the person is employed and how terminating the contract will be regulated.

1. Analyse the specimen example of a contract of employment and consider the content which must be included under the individual points in the contract of employment. Have a look at some examples of contracts of employment on the internet.

Specimen example: Contract of employment	
<p>Between</p> <p>the Student Company In school</p> <p>and the student born on in:</p>	
<p>§ 1. Start of employment</p> <p>§ 2. Areas of responsibility</p> <p>§ 3. Financial reimbursement</p> <p>§ 4. Referrals/warnings</p> <p>§ 5. Termination of contract</p> <p>§ 6. Other agreements</p>	
<p>_____</p> <p>Employee's signature</p>	<p>_____</p> <p>Management of Student Company signature</p>

Figure I02_3_5_1: Specimen example of contract of employment

2. Create a template for a contract of employment for your Student Company which must be signed by newly appointed employees to your Student Company. Which sections of the template remain identical and which ones must be adapted for each new employee? Highlight those sections and write down notes on them.



Material I02_3_6:

Working hours and jobs

The extension of business and opening hours is not a trend confined to shops and retail, but impacts on other branches too. But there are also very many jobs, e.g. fire brigade officers, policemen and women, doctors, pilots, actors and hotel managers, who often have to work at inconvenient times of the day.

1. In the working world, there are many different working time models. Some terms listed below describe them. Find out what is understood exactly by each term and identify jobs in which they are practiced.

Shift work means:	
Often in following jobs:	Doctors, service staff, ...

Sunday work means:	
Often in following jobs:	Chefs, travel agents, ...

Part-time means:	
Often in following jobs:	Nursing staff, retail assistants, ...

On-call duty means:	
Often in following jobs:	Fire brigade officers, service staff, ...

Strict working hours are increasingly giving way to the tendency of greater flexibility in working hours on the labour market. That is why there has been an increase in recent times in new working models, some of which are listed in Figure I02_3_6_1. Briefly describe what is meant by each of them.

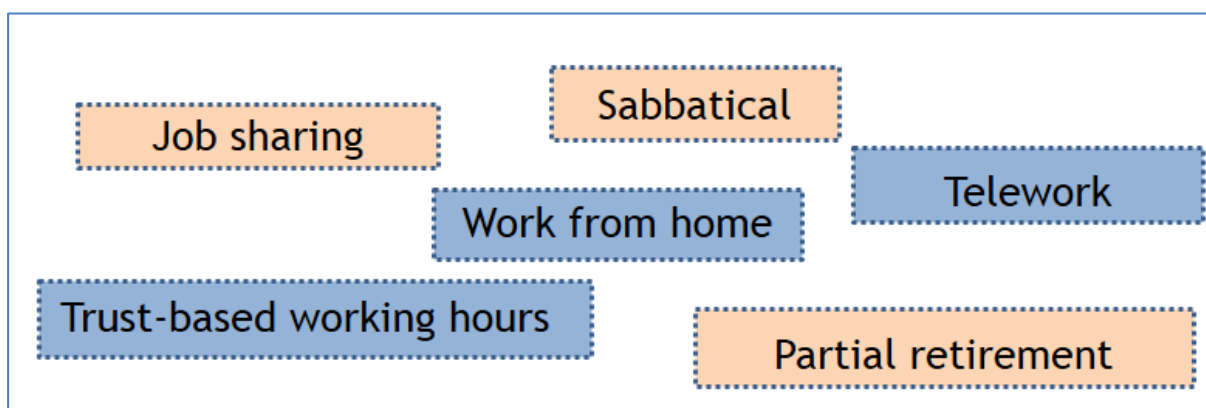


Figure I02_3_6_1: Working hour models, working time

Think about whether you have learned something about working hour models that you would dismiss for your own working life, or some with which you can identify very well. Note them down and try to justify why you feel this way.

In my dream job, I wouldn't like to ...

because _____

This working hour model is something I could imagine for myself very well:

because _____



Chapter 4: The team

Didactic objective:

Alongside subject-related knowledge, soft skills play an important role in the working world. Increasingly, work in every department is done in teams, even with ever-changing teams. Consequently, personal skills such as team work, approachability, willingness to learn or conflict resolution are vitally importance.

Depending on the position or area of work, more weight may be given to certain skills over others, e.g. an employee in accounting should work very meticulously, whilst an employee in marketing needs to be especially creative. These different personality profiles and the general importance of soft skills can already be observed by students in the Student Company. Students also recognise from this example how a strong team can emerge through a wide range of personalities.

Time required (lessons including preparation and evaluation)	Main topics
One lesson	<ul style="list-style-type: none">▪ Describing soft skills▪ The team resulting from different personalities

Materials:

Material IO2_4_1: The team

Material IO2_4_2_Teacher: Soft skills

Material IO2_4_3: Skills profile

**Material I02_4_1:****The team**

A team is called a group of people who are working on one activity. Everyone contributes with their own capacities that are important for the activity. The goal of working in a team is to combine all the abilities and capacities of each team member, finally achieving a result that could not have been managed by one person.

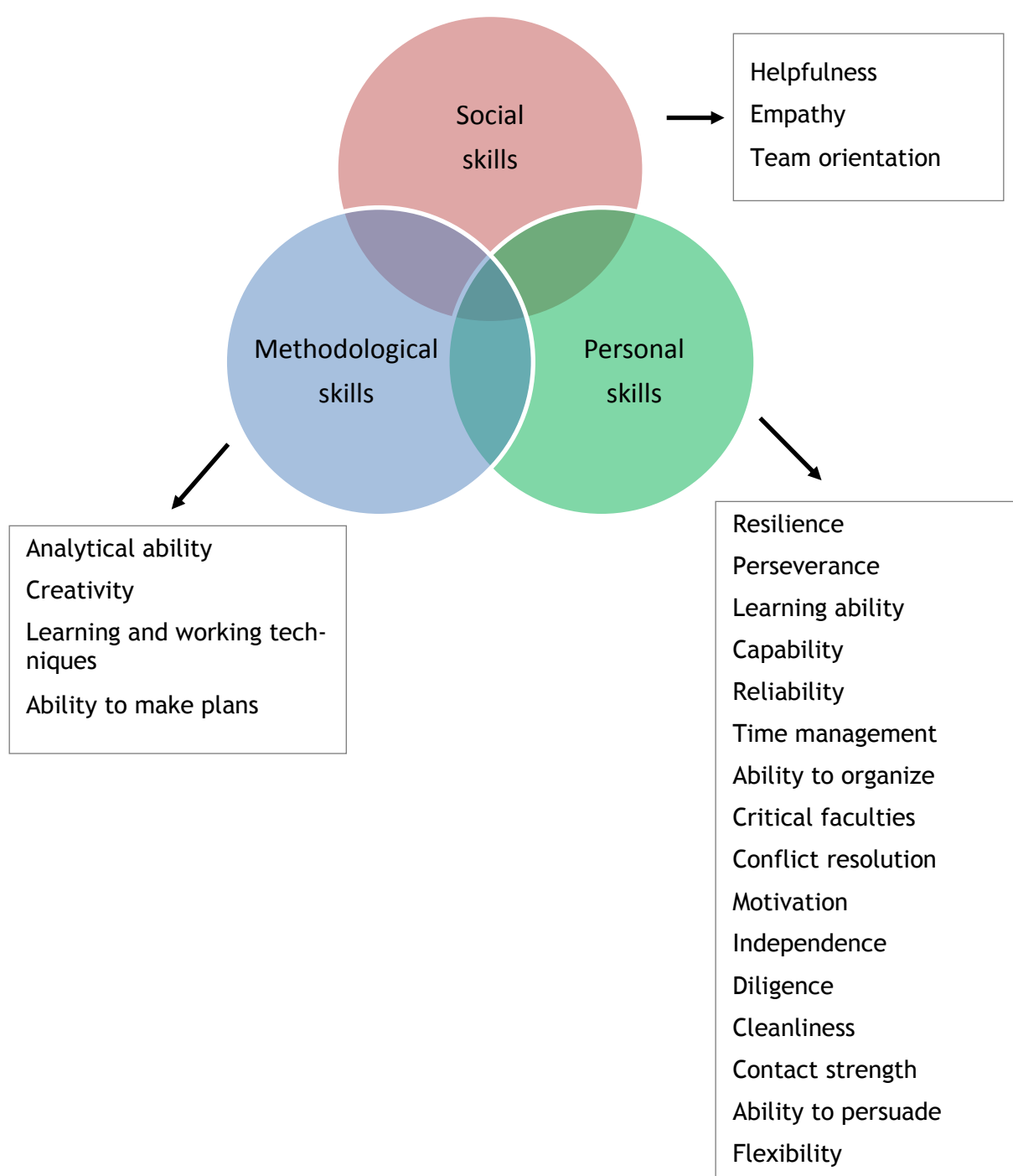
Alongside specialist knowledge, soft skills also play an important role.

1. In pairs, compile a list of soft skills that you know.



Material I02_4_2_teacher: Soft skills

“Soft skills are skills, attitudes and elements of knowledge that can be acquired. They are useful in solving problems and in gaining new skills in a wide variety of areas, creating an ability to act. This enables both individual and social challenges to be met.” (Education Commission for North Rhine Westphalia (1995): German publication: “Zukunft der Bildung - Schule der Zukunft.” [Future of Education - Schools of the Future] Neuwied: Luchterhand.)





Material I02_4_3:

Skills profile

In different positions in a company, different skills are sometimes needed. Compile a profile on every member of your Student Company.

1. Describe which skills are important for the area of responsibility and provides example of work tasks.

Name/Area of responsibility	Skills required	Examples of work tasks
<i>Sarah/cash audit</i>	<i>diligence</i> <i>reliability</i>	<i>... check invoices</i> <i>... manage cash payments</i>



Picture sources

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