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If not you, THEN WHO?



Congratulations to all partners of this project and your initiative to promote Economy for the Common Good values to young people. From the point of view of the Economy for the Common Good, the skills and values needed to become an entrepreneur are the same as the skills and values we use in daily life: the way we learn, the way we relate to family, friends, work, free time; the way we face challenges and meet our responsibilities (to the unemployed, the elderly, children, children with special needs etc).

At present we face serious global problems (climate change, loss of bio-diversity, pollution, inequality, unemployment, among others), and these problems look set to grow. Solving these problems will require the collective response of several generations. We should see young people as challengers to the false reality made by profit and competition; and champions of a more respectful, caring and cooperative reality, a reality that includes the human being and the environment as a whole. We see this book as an example to be implemented and followed by society: an example of courage, initiative and non-conformity, which can contribute to new economic renovation, based on the Economy for the Common Good.

Together we can achieve a just world for all!



Concepción Martínez
Cristina Ferrer

About this course

The Young Entrepreneurs course *If Not You Then Who?* uses a learner-centred approach to develop responsible entrepreneurship and creativity in young people. In particular, the course aims to:

- familiarise young people with the Economy for the Common Good (ECG), an economic model that is designed to address the needs of the entire population and not just the fortunate few
- offer opportunities for young people to reflect on the benefits and challenges of a model based on values such as social justice, transparency and environmental sustainability
- give young people the skills, knowledge and attitudes needed to become successful entrepreneurs.

The course is designed to be used flexibly with young people aged 14 and above by educators within both formal and non-formal learning contexts, for example, secondary school teachers, college or vocational tutors, independent trainers or youth workers.

Using a non-formal learning approach

This course is designed according to the principles and methodology of non-formal education, which means:

- *it is learner-centred*: the trainer/facilitator supports and empowers learners in their learning
- *it is designed to develop learners' competences*: that is, the development of skills, knowledge and attitudes
- *responsibility for learning is shared between the participants and the trainer/facilitator*: this means respecting the knowledge and experience

of everyone involved – through a willingness to participate, and share expertise, everyone will learn

- *it is flexible*: the facilitator can design their own course structure from the sessions available, selecting those that are most appropriate for the learners’ needs. The trainer/facilitator should respond to the level of knowledge, circumstances and expectations of the learners and shape the content and style of the sessions accordingly.

Occasionally, the important differences between non-formal and informal education are overlooked. The Salto Training and Cooperation and SALTO South East Europe Resource Centre’s publication *Unlocking Doors to Recognition* offers this analysis of the distinct approaches of informal learning and non-formal education/learning and how these relate to formal education:

	<i>Formal education/learning</i>	<i>Non-formal education/learning</i>	<i>Informal learning</i>
Programme	Structured	Structured	Mostly not structured
Participation	Often obligatory	Voluntary	That’s life
Learning objectives	Set by the programme designer	Set in co-operation between the learner and the programme designer	Set personally, if set at all
Documentation of achievements	Diploma confirming the qualifications acquired	If any – certificate of participation, at times together with an assessment of competences (self-assessment or external assessment)	Valuable life experience

Background to the course

This project was funded by Erasmus+, the EU Programme in the fields of education, training, youth and sport for the period 2014–20. It is designed to support programme countries' efforts to efficiently use the potential of Europe's talent and social assets in a lifelong learning perspective, linking support to formal, non-formal and informal learning throughout the education, training and youth fields. The programme also enhances the opportunities for co-operation and mobility with partner countries, notably in the fields of higher education and youth work. This project responds to the one of the Erasmus+ programme aims, which is to tackle rising levels of unemployment – particularly among young people.

The course and training pack were designed, developed and piloted by staff within the following organisations:

- Asociación Jóvenes Solidarios (AJS), Arenas de San Pedro, Spain
- Patrónus, Veľké Kapušany, Slovakia
- London Borough of Hackney, London, UK
- Hacettepe University, Ankara, Turkey.

As well as having previously collaborated on other projects, we have a strong track record of working in the youth work sector, in formal and non-formal settings and in rural and urban environments. Our combined experience and expertise ensure that the resources developed as part of this programme meet the learning needs of young people aged 14 and above.

We have developed this programme to address the lack of entrepreneurship we have observed among young people who are approaching the end of their formal school education. In order to respond quickly to the current and future needs and challenges facing our society, we need young people who are creative, motivated, innovative, and effective at decision making.

The course was conceived as a way of supporting the young people you work with to:

- explore different entrepreneurial experiences and ideas
- develop creativity, innovation and motivation
- gain a fuller understanding of their communities
- develop innovative solutions to meet local needs and challenges in an effective and practical way
- develop the confidence and self-esteem they need to embrace their future.

We hope it will give you, as educators working in formal and non-formal settings, practical and useful tools to develop young people's entrepreneurial skills and help them find their place in society.

With very best wishes
The Young Entrepreneurs Team

Using the course

This pack contains step-by-step guides and a range of other resources (for example, case studies, business scenarios, resources and printable materials) to support the delivery of each session.

The course is divided into two levels:

- *Start-up*: The Start-up sessions provide an introduction to entrepreneurship and the Economy for the Common Good and are designed to develop young people's creativity, capacity for problem solving and tenacity. The Start-up sessions will allow young people to reflect upon their own aspirations and consider whether they have the motivation and drive to become a successful entrepreneur.
- *Ready-to-go*: The Ready-to-go sessions explore each topic in more detail and provide practical tools to turn what may only be an idea for a business into a viable and sustainable enterprise. Note that the Business Plan session has been split into two hour-long session plans: an introduction to using ECG within the context of a business plan, followed by the practical application of ECG values in relation to a real example. We recommend you read through both sessions, and consider using both Part One and Part Two.

The course is made up of eleven sessions at each level. The sessions are designed to last approximately one hour.

You may wish to work through the sessions in the order they are presented in this pack, or you may prefer to pick and choose in order to meet the needs of the young people you are working with.

The icons in the margins of the session plans are there to support you and give you inspiration, and include some tips from our experience of piloting the activities.

Throughout the session plans we have included pointers to additional resources we think will be helpful as background information.

All the materials within this pack are based on the principles of the Economy for the Common Good. We have provided a basic introduction to the history and purpose of ECG as part of the introduction. For more information, visit:

www.ecogood.org/en/information/idea-behind-economy-common-good

Additional information

You can download electronic versions of this training pack and all the materials by visiting: *<https://ifnotyouthenwho201.wixsite.com/young>*

Economy for the Common Good

It is a paradox of our society that the values that underpin our economic system are so removed from the values that guide our everyday conduct. We teach our children the importance of being trustworthy, honest, respectful and empathetic. Nevertheless, through our patterns of consumption, made possible through the free market economy, we are (perhaps unwittingly) complicit in the exploitation of the low-paid, the pillaging of natural resources and the sharp practices of financial institutions. It is not an exaggeration to say that economic inequalities bring disharmony and conflict, and have a profound effect upon us, both as individuals and societies.

Trade has always been based on the principle of mutual benefit. The monetary economy was created because people needed to translate the value of the utilities into an exchange value of products and services. The problem is that today the measurement (the exchange value) has become the indicator of the success of a business, and what was once the purpose (social utility, that is, meeting people's real needs) has been removed from the equation. The Economy for the Common Good is an attempt to recalibrate this equation.

What is the Economy for the Common Good?

The Economy for the Common Good (ECG) is an economic model that aims to measure the true cost and benefit of economic behaviour. It places the values human dignity, global fairness and solidarity, ecological sustainability, social justice, and democratic participation at the heart of the economy.

Although the concept of the Common Good extends back through centuries, the contemporary movement has its roots in the work of an Austrian economist, Christian Felber. His seminal work *50 Suggestions for a More Just World* led to a group of entrepreneurs, the Attac group, to commit to the idea and support its practical application. A symposium, *Rethinking Enterprise*, followed in 2010, and this led to a core group of companies contributing to the development of the essential part of the ECG model, the Common Good Balance Sheet.

What started as the idea of a few Austrian entrepreneurs is now a global movement, adopted by businesses and corporations in 26 countries (Austria, Belgium, Germany, United Kingdom, Greece, Italy, Luxembourg, Netherlands, Portugal, Spain, Sweden, Switzerland, Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Peru, Venezuela and USA).

The Common Good Balance Sheet

The Economy for the Common Good proposes going back to measuring what really counts – the Common Good Product, instead of the Gross Domestic Product.

The model recognises that the function of an economy is still to produce, sell and provide services; but through the systematic measurement of social, environmental and democratic indicators in addition to the measurement of financial indicators, the hope is that it can be used to create an ethical market economy, improving the wellbeing of the majority, rather than the fortunate few.

Other initiatives exist to promote ethical business practices – for example, the Fairtrade movement or initiatives that ostensibly exist to support the community (Corporate Social Responsibility). However, these only relate to one aspect of a company's activity, and do not address structural inequalities in a systemic way. The Economy for the Common Good proposed a creation of a new tool, the Common Good Balance Sheet, which offers a more complete picture of the social, environmental and ethical activity of a company.

The aim is for the Common Good Balance Sheet to become the measure of a company's success, an obligatory report released annually by every company. The financial report, therefore, becomes secondary. The Common Good Balance Sheet translates the human and constitutional values into the economic context and rewards those who apply them, making the common good the goal of businesses and the indicator of success.

The Common Good Balance Sheet is based on 18 indicators, which show how a business applies five key values: human dignity, solidarity, sustainability, social justice and democracy. The indicators measure the impact of a company's activity on stakeholders, including suppliers, investors, employees, clients, local communities and the environment. For each indicator, there is an information sheet with the explanation of the idea, the description, sources and measures. On the horizontal axis, you read the five core values, and on the vertical axis, groups of stakeholders.

The Balance Sheet allows the business to audit its activity through some key questions: how useful are the products/services it produces; what are the working conditions for employees; are women treated equally to men; how are decisions made within the organisation; what is the impact of the organisation's activity on the environment; how are suppliers treated; how are profits distributed?

Companies conduct a self-assessment, producing a score out of 1,000. External auditors from the ECG Team evaluate the final Common Good Report. Once evaluated, the company is given a traffic-light rating to print on their goods, so it is easy for consumers to judge a company's ethical credentials.

Political and social change

If the Economy for the Common Good Balance Sheet offers a way to a more ethical and sustainable economy, the Economy for the Common Good movement also seeks changes on a social and political level, so that the spirit, values and objectives of the model are implemented consistently. The movement proposes economic benefits for ethical and sustainable companies, for example, tax breaks and low-interest loans, or preference in public purchasing and government contracts. Christian Felber and his supporters are aware that it will be difficult to convince governments to change their policies, so they focus on grass-roots work – starting locally and creating hubs and local chapters, which will eventually be able to apply pressure politically.

On a social level the ECG raises awareness of the need for systemic change and motivates people to co-operate and act in a more conscientious way.

The Economy for the Common Good doesn't claim to be the ultimate solution for the future. It is not a complete, nor a closed model. The Common Good Balance Sheet is still evolving, with hundreds of companies involved in its development, improving the definition of the indicators and the system of measurement. Nevertheless,

ethical business is the future and the Economy for the Common Good offers a vision for a sustainable future on a local, national and international level.

Ten Guiding Principles of the Economy for the Common Good

1. *The Economy for the Common Good strives towards an ethical market economy designed to increase the quality of life for all and not to increase the wealth of a few.*

2. *The ECG helps promote the values of human dignity, human rights and ecological responsibility into day-to-day business practice.*

3. *The Common Good Matrix indicates to what extent these values are put into practice in a company. The Matrix is being continually improved upon in an open, democratic process.*

4. *The Matrix provides the basis for companies to create a Common Good Balance Sheet. The Common Good Report then describes how a company has implemented these universal values and looks at areas in need of improvement.*

The report and the balance sheet are externally audited and then published. As a result, a company's contribution to the Common Good is made available to the public and all stakeholders.

5. *Common Good companies benefit in the marketplace through consumer choice, co-operation partners and common-good-oriented lending institutions.*

6. *To offset higher costs resulting from ethical, social and ecological activities, Common Good companies should benefit from advantages in taxation, bank loans and public grants and contracts.*

7. *Business profits serve to strengthen and stabilize a company and to ensure the income of owners and employees over the long term. Profits should not, however, serve the interests of external investors. This allows entrepreneurs more flexibility to work for the Common Good and frees them from the pressure of maximizing the return on investment.*

8. *Another result is that companies are no longer forced to expand and grow. This opens up a myriad of new opportunities to design business to improve the quality of life and help safeguard the natural world. Mutual appreciation, fairness, creativity and co-operation can better thrive in such a working environment.*

9. *Reducing income inequality is mandatory in order to assure everyone equal economic and political opportunities.*

10. *The Economy for the Common Good movement invites you to take part in recreating an economy based on these values. All our ideas about creating an ethical and sustainable economic order are developed in an open, democratic process, will be voted upon by the people and will be enshrined in our constitutions.'*

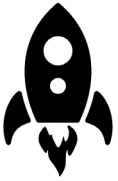
(source: www.ecogood.org/en/general-information/ecg-idea/our-ten-guiding-principles)

Bibliography:

Book: *The Economy for the Common Good - an Economic Model for the Future Executive Summary*, Felber, C. (2013) http://economia-del-bien-comun.org/sites/default/files/Economy-for-the-Common-Good_executive%20summary_April%202013_final.pdf

Introduction

Duration:
1 hour



START UP

More interesting information

Book: "Economy for the Common Good" 2010 - Christian Felber
100 ways to energise groups. Games to use in workshops, meetings and the community PDF document

"Social entrepreneurship for dummies" by Mark B. Durieux and Robert A. PDF document

Aim(s)

- To give participants an overview of the course and a brief introduction to the Economy for the Common Good.
- To set some ground rules.
- To gain an understanding of the participants' experiences, aspirations and capabilities (and to use this information to determine which of the sessions in the course you should choose, and at what level).

Learning Outcomes

By the end of the session participants will:

- gain an understanding of each other's experiences, ambitions and entrepreneurial aspirations;
- understand that the Economy for the Common Good encourages the idea of sharing knowledge and mutual support in building a business;
- establish a baseline for their learning throughout the course.

Materials and Equipment

- Pens

From the printable materials:

- Outcomes Star

Step-by-step guide

Step 1

- Welcome participants to the session. Explain to the group they will learn how to create a business using a different approach to entrepreneurship, based on an economic model called the Economy for the Common Good. Under the Economy for the Common Good the success of an enterprise is measured not just by its profitability, but also by the contribution it makes to society.



3 mins

Step 2

- Introduce the icebreaker. If the members of the group do not know each other, ask them to first introduce themselves by name.
- If the room is big enough, ask the group to arrange themselves in a line, according to their first names, in alphabetical order.
- If you do not have space, ask the group to work out, through discussion, the alphabetical order of their first names. List the names on the flip chart paper.



10 mins

Step 3

- Set the ground rules for the programme. In drawing up the list of the ground rules, it is important to reinforce the values of the Economy for the Common Good, particularly the core values of co-operation and solidarity. Throughout the programme, participants will be asked to share knowledge, contribute to each other's business ideas, and respect the contribution of others.
- Briefly explain the principles of non-formal education. If you are working in a non-formal education setting, it is usual at this stage to agree rules around time-keeping and conduct.



10 mins

Step 4

- As a group, discuss the participants' expertise and ambitions. This is an opportunity to encourage active participation. Ask them whether they have any experience of running their own business. If not, do they know what kind of business they would like to set up? If they don't have an idea for a business, what are their career aspirations?
- Next, talk about their expectations for the course.



25 mins



10 mins

Step 5

- Hand out the Outcomes Star from the printable materials. Explain to the group that in order to take responsibility for their own learning they need to think about what they already know, and what they need to find out. Ask the group to rate their initial understanding or skills on each of the points on the Outcomes Star. If they are unsure how to, you can use the following prompts:
 - *Creativity: ability to solve problems* Do they regard themselves as creative; do they find it easy to come up with solutions to problems?
 - *Entrepreneurial skills* How much do they already know about running a business? How close are they to starting an enterprise? Do they feel they know the core skills needed to start as an entrepreneur?
 - *Motivation* How would they rate their drive to succeed? How would they rate their desire to learn?
 - *Self-confidence* Are they confident in themselves? Are they confident in their business idea (if they have one)? Are they sure of their strengths, and aware of their weaknesses?
 - *Knowledge: Economy for the Common Good* How much do they know about ECG?
 - *Knowledge: sustainable business practice* If they have not heard about ECG, what do they know about sustainable and ethical approaches to business?
 - *Knowledge: creating a business plan* Do they already have a business plan? If not, would they know how to create one?
- Tell the participants that, at the end of the course, they will return to the Outcomes Star in order to measure their personal development. They may find they have overestimated (or underestimated) their knowledge and skills in their initial assessment, but the important thing is that they are willing to be honest about their strengths and weaknesses, and are willing to learn.

Step 6

- Summarise the session. In feedback, give an assessment of the strengths and the weaknesses of the group, and see if the group agrees. Thank the participants for taking part in the session.



2 mins

Observations/Tips

Step 2 The icebreaker may not be appropriate with an older group.

Step 2 If the members of the group already know each other, substitute names with some other category – for example, their favourite food or favourite colour.

Step 3 The sessions will work best if everyone is encouraged to participate. You could use the following suggestions: 'Participants should support each other and take collective responsibility for their learning'; 'No idea is stupid'; 'You are responsible for your participation'; 'It's okay to say I don't know'; 'Support each other by sharing your ideas'; 'Constructive criticism only'.

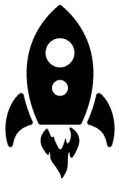
At the end of each of the sessions in the course, the facilitator should check with participants if they feel they have achieved the learning outcomes for the session, whether they need more information about key concepts, and if the pace of the sessions is too fast or too slow.

Follow-up Ideas

For those young people who do not have a clear business idea they may like to research the concept of sustainopreneurship (creating a business idea to solve a social problem).

The Economy for the Common Good

Duration:
1 hour



START UP

More interesting
information

Book: *Economy for the
Common Good*,
2010 - Christian Felber
Official ECG website:
<http://economia-del-bien-comun.org/en>

Aim(s)

- To introduce and summarise the principles of the Economy for the Common Good (ECG), focusing on the 'Common Good and Human Values'.

Learning Outcomes

By the end of this session, participants will be able to:

- give a definition of the Economy for the Common Good;
- describe the values of the ECG;
- explain how the Common Good Balance Sheet can be applied to an enterprise.

Materials and Equipment

- Five tables for the shop (one for each set of products)
- For each table, three different brands of the following: milk, pasta, cheese, nuts, jam/marmalade
- Flip chart/whiteboard/blackboard
- Marker pens
- Laptop and projector

From the printable materials:

- Descriptions for each product
- Prices for each product
- Common Good Balance Sheet
- Scenarios

Step-by-step guide

Before the session

- On each of the tables, put three sets of products (that is, three different brands of milk, pasta, cheese, nuts, jam/marmalade). Put different prices on each product.

Step 1

- Welcome participants to the session. Ask participants to make a shopping list. They should write down the name of one product from each set that they would choose to buy.



5 mins

Step 2

- Ask participants about the reasons for their choices. Why did they choose the products they did?



5 mins

Step 3

- Now add additional information to each product (product description from the printable materials) and ask the participants to make a shopping list again.



5 mins

Step 4

- Ask participants to reflect again on the reasons for their choices. Was their second choice different from the first one? Why was this?



5 mins

Step 5

- Ask participants to write down the factors they think are important when choosing products, and to then add to their list other values that are important in their lives. You might want to give an example, such as solidarity, co-operation, common good, just wealth or power distribution.



10 mins

- Now ask participants to brainstorm the values that exist within the current economic system. Write their ideas on the board. Suggestions might include competition, obtaining the highest profit with the lowest costs, greed, selfishness and win/lose culture. How similar is this list of values to their own original list?



Step 6

- Ask participants to suggest a definition for the Common Good. Explain that the Common Good is a specific 'Good' that is shared and beneficial for all or most members of a given community.

Step 7

- Present the concept of the Common Good Balance Sheet, explain briefly its structure and purpose, and show an example.



Step 8

- Working with scenarios:
 - A) *Small groups*: Read the first scenario and ask the group how they would solve the problem. Review each of the scenarios, connect each scenario with the values of the ECG: 1. Human Dignity, 2. Co-operation and Solidarity, 3. Ecological Sustainability, 4. Social Justice, 5. Democracy, and show them if they would receive points on the Common Good Balance Sheet.
 - B) *Large groups*: Divide the group into five smaller groups. Hand out copies of the scenarios (each group receives one scenario). Ask participants to read the scenario and discuss the questions (5 mins). After that ask them to share their conclusions with the rest of the group. Connect each scenario with the values of the ECG: 1. Human Dignity, 2. Co-operation and Solidarity, 3. Ecological Sustainability, 4. Social Justice, 5. Democracy, and show them if they would receive points on the Common Good Balance Sheet.

Step 9

Summarise what participants have learnt, thank them for their contributions and signpost them to where they can find further information about the Common Good Balance Sheet.



5 mins

Observations/Tips

Step 1 Use products that are easy to source, and base the prices on local prices.

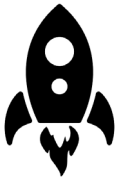
Step 1 The activity works best if you use real products, but if it is impossible for you to buy them, you can use pictures of products.

Follow-up Ideas

This session has provided an introduction to the Common Good Balance Sheet. You may wish to analyse this in more depth with participants, or direct them to further information at: www.ecogood.org

Case Study – Mondragon

Duration:
1 hour



START UP

More interesting
information

Official Mondragon website:
www.mondragon-corporation.com/

Examples of companies
working with ECG:
<http://economia-del-bien-comun.org/en/content/examples-companies-working-common-good>

Aim(s)

- To understand the principles of the Economy for the Common Good (ECG) model in relation to a real business.

Learning Outcomes

By the end of this session, participants will be able to:

- highlight some of the key benefits of adopting the ECG model;
- identify some potential challenges of the ECG approach.

Materials and Equipment

- Flip chart paper
- Marker pens

From the printable materials:

- The ECG values flashcards
- Case study 'Mondragon' for each participant

Step-by-step guide

Step 1



10 mins

- Welcome participants to the session. Tell them that in this session they will see how the principles of the Economy for the Common Good (ECG) apply to a real business: Mondragon. To remind the group of the ECG values, use the flashcards from the printable materials.
- Ask them to note on the flip chart anything they know about the company Mondragon (for example, where it is based, its areas of business).
- During feedback, highlight a few key facts about the business:

'The Mondragon Corporation is a corporation and federation of worker co-operatives.'

'The Corporation was founded in the town of Mondragón, in the Basque region of Spain, in 1956 by graduates of a local technical college.'

'In terms of asset turnover, it is the tenth-largest Spanish company and the leading business group in the Basque Country.'

'Its first product was paraffin heaters, it now works across many different sectors globally; with interests in manufacturing, construction, service industries and logistics.'

- Ask the participants to define the key terms - corporation, federation and co-operative.
 - *Corporation: 'A large company or group of companies authorised to act as a single entity and recognised as such in law.'*
 - *Federation: 'An organisation or group within which smaller divisions have some degree of autonomy.'*
 - *Co-operative: 'An autonomous association of persons united voluntarily to meet their common economic, social, and cultural needs and aspirations through a jointly owned and democratically-controlled enterprise.'*
- Ask the group if they can think of other sectors - for example, creative industries, banking, or energy. If necessary, define service industry and logistics. You may wish to define primary sectors (direct use of natural resources - for example, mining, oil or forestry); secondary sectors (conversion of raw materials into commodities); and tertiary/quarternary sectors (service industries).

'As of 2014, it employed 74,117 people in 257 companies and organisations.'
'Mondragon Co-operative is composed of many co-operative enterprises grouped into four key areas of business: finance, industry, information and distribution. Co-operative members collectively own and direct the enterprise.'



10 mins

Step 2

- Hand out a copy of the case study 'Mondragon' to each participant.
- Ask them to start by reading Part 1 of the case study.
- To what extent are the values, mission and vision of Mondragon similar to or different from the ECG model?



10 - 15 mins

Step 3

- Ask participants to read Part 2 of the case study and then discuss in pairs what each of the ten basic principles might mean in practice.
- During feedback, ask participants to compare their ideas with the explanations in Part 3 of the case study. Answer any questions they might have.



10 mins

Step 4

- Ask participants to read Part 4 of the case study. How is Mondragon's approach similar to or different from capitalist enterprises? In feedback, point out that the reverse generally occurs (for example, in US corporations, CEOs can expect to be paid 400 times an average worker's salary).



14 - 19 mins

Step 5

- Ask participants to discuss in small groups (a) the benefits and (b) the challenges facing companies using approaches such as those adopted by Mondragon.
- In feedback, point out some of the issues that Mondragon itself has faced in recent years, such as the following:

'Fagor Electrodomésticos used to be one of the companies within the Mondragon Corporation. Sales fell sharply due to Spain's property bust and

low-cost competition from Asia, and in 2013 the company filed for protection from creditors while it tried to refinance and renegotiate debts of €1.1 billion. Previously, losses in one part of the Mondragon group were covered by others, but this time other co-ops vetoed Fagor's plan, fearing the impact on the rest of the group. Fagor went into receivership and was taken over by Spanish appliance manufacturer CATA Electrodomésticos (CNA Group) in autumn 2014.'

Step 6

- Thank the participants and summarise the session.



1 minute

Observations/Tips

Step 3 You may wish give an example to start the participants off (for example, open admission means that the Mondragon co-operative experience is open to all men and women who accept the principles without any type of discrimination).

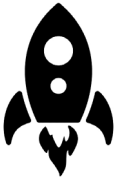
Step 5 You may wish to give some examples of the benefits (for example, pooling resources) and the challenges (for example, if a company goes bankrupt, workers might lose any funds they invest in the co-op as well as their jobs).

Follow-up Ideas

Participants can, if they wish, find out more about the company Mondragon and its values at: www.mondragon-corporation.com.

Developing Skills: The Skills Fair

Duration:
1 hour



START UP

More interesting
information

Website:
www.mindtools.com

Aim(s)

- To give participants an understanding of the skills they need to be successful and responsible entrepreneurs.
- To give them an opportunity to reflect on their skills, strengths and weaknesses.

Learning Outcomes

By the end of this session, participants will be able to:

- identify the skills necessary to become an entrepreneur;
- gain an insight into their skill-set, and reflect on their strengths and weaknesses.

Materials and Equipment

- A minimum of five tables
- Table One: two packs of playing cards and ECG money for the 'bank'
- Table Two: three identical sets of 15 pieces of Lego (mixed sizes and colours); one castle already constructed; a cloth to cover the Lego castle; a stopwatch or timer
- Table Three: spaghetti counted out into bundles of 20 sticks, marshmallows counted out into bundles of nine; a stopwatch or timer
- Table Four: A5 paper, pens; a stopwatch or timer.
- Table Five: paper and drawing materials; a stopwatch or timer

From the printable materials:

- 100 units of ECG money (different values)
- Pictures for the Drawing Blind activity
- Instructions for each table

Step-by-step guide

Before the session

- Set up all the tables with the materials and instructions.
- On Table One lay out a set of twelve cards on the table: 2, 3, 4, 5, 6, 7, 8, 9, 10, Jack, Queen, King. At the top of the table, place one red Ace and one black Ace.
- Construct a Lego castle for Table Two. Cover this with a cloth.

Step 1

- Welcome participants to the session. Explain that the aim of the session will be to practise some of the skills you need as an entrepreneur: risk-taking, negotiation, strategic thinking, self-control and self-confidence. Ask participants to think about the skills they are using in each of the activities, and how they might apply these in the world of business.
- Explain how the Skills Fair works. Each participant gets 100 units of ECG money (different values), which they can use to bet at different tables. In most of the activities the participants will need to find a partner to bet against. There are fewer tables than pairs of participants, so they will need to manage their time and try to visit all the tables. Of course they can decide not to bet, but without risking anything, they will not gain anything.
- Go to each table and briefly explain how each activity works.



10 mins

Step 2

- Start the activity.
 - *Table One: Red or Black*

In this activity, participants act alone. Participants can bet on an a particular value (by laying their money on any one of the set of twelve cards), or they can bet on 'red' or 'black' by placing their money on either of the aces. The banker holds an extra pack of cards. Before each turn, the banker shuffles the cards and turns over a card from the pack they are holding. If the participant has bet on 'red' or 'black' and has guessed correctly, they win double their stake; if they have bet on a particular value, for example, the Jack, and they have guessed correctly, they win three times their stake.



40 mins

- *Table Two: Castle Construction*

The participants must act in pairs and find another pair to compete against. On this table there is a small castle made from 15 pieces of Lego, hidden under a cloth. When the pairs are ready, the castle is revealed. The participants have the opportunity to examine the castle (they can't touch it, but can view it from different angles) for two minutes. They must memorise the colour and the order of the blocks. The castle is hidden again. The participants now have two minutes to construct an identical copy of the castle. The winner is the pair that comes closest to the original version. If neither group reproduces the castle exactly, the facilitator must choose which one comes closest, and that group wins their original stake and half their money (if there is no facilitator, the groups can agree the winner between themselves).

- *Table Three: Marshmallow Challenge*

The participants must act in pairs and must find another pair to compete against. They must agree how much they are going to stake (in this game, the winning pair takes all). Each pair is given 20 pieces of spaghetti and nine marshmallows. The marshmallows cannot be split and the spaghetti cannot be broken.

The winner is the pair that manages to build the highest tower in four minutes. The tower cannot be propped up against a wall or furniture, or attached to the ceiling. The tower must stand without assistance for 15 seconds.

If the towers are the same height, both pairs can reclaim their stake. If neither creates a freestanding structure, the bank wins and both pairs lose their investments.

- *Table Four: Brainstorm*

In this activity, participants act alone, but must find a partner to compete against. Each participant must list as many types of business as they can in one minute. The winner is the one who lists the most. In the event of a draw, both participants win their stake. If neither participant can think of anything, they both lose their stake.

If there is a discussion about some of the examples listed and whether they are valid, set a time limit for the discussion.

- *Table Five: Drawing Blind*

The participants must act in pairs and they must find another pair to

compete against. In each pair, one participant is nominated as the artist and one as the guide – they must be sitting a few metres apart. The guide in each pair is given a drawing (see the printable materials). They cannot show their drawing to their partner. The guide describes the drawing, and the artist draws a picture based on the guide's description. They have five minutes to complete their work. The pair that has produced the most accurate depiction of the original drawing wins the stake.

Step 3

- Summarise the session. See who won the most, and who lost the most. Discuss their strategy for playing.
- Ask the groups which skills they used in each of the activities (creativity, teamwork, application, risk-taking, co-operation, competition, negotiation, decision-making). Ask the group how they might apply these skills in a business. Make sure you reflect on why it may be necessary to take risks when running a business – and how it is possible to make better decisions through strategic thinking.



10 mins

Observations/Tips

Before the session This session works best if you can assign a moderator at each table – if there are not enough workers or volunteers to man each table, it is possible for participants to self-regulate activities on Tables Two, Three, Four and Five. As the activities are designed to encourage participation and negotiation, this can be an important part of the learning process.

Before the session If possible, put a timer on each table. If you do not have a timer, participants can time the activity themselves using the timer on their phones.

Step 1 Adapt or substitute the activities if you feel there are other skills the group needs to improve.

Step 2 Red or Black Make sure you have printed out enough money for the 'bank'; if you can, improve the odds for successfully betting on an individual card value – so participants win four or five times their original stake rather than three times (this requires a more sophisticated assessment of risk and reward).

Step 2 Castle Construction If it is not possible to have a moderator for this activity, then create two castles. Each pair takes it in turns to look at their castle and then creates a copy.

Step 2 Marshmallow Challenge The Marshmallow Challenge works with paper and Sellotape, or straws and pins.

Step 2 Marshmallow Challenge If you have time, count out the exact amount of marshmallows and spaghetti sticks and put them in bundles for the activity. If you put an open bag of marshmallows and a packet of spaghetti on the table, and ask the participants to count out the correct number themselves, you may find they add a few sneaky sticks of extra spaghetti or a couple of extra marshmallows.

Creativity, Innovation and Problem -solving

Aim(s)

- To introduce basic techniques that will help participants think creatively, innovate and solve problems.
- To consider how networking and sharing can help generate ideas and work to everyone's advantage.

Learning Outcomes

By the end of this session, participants will be able to:

- understand the value of lateral thinking when confronted with problems;
- assess their capacity to make decisions under pressure of time;
- contribute, as part of a group, to improved decision-making, by offering critical evaluation and fresh perspectives.

Materials and Equipment

- Two or three tables
- A cardboard box, a brick, a toothpick and a piece of cloth for each table
- Flip chart paper
- Marker pens
- Pens

From the printable materials:

- Overcoming Obstacles worksheet

Duration:
1 hour



START UP

More interesting information

Article, PDF: *The value of creativity and innovation in entrepreneurship*, Rosel Fonacier and Jens Mueller.
Website: www.mindtools.com
Video: (Do you dare to dream?: <https://www.youtube.com/watch?v=HhFxQIDPjaY>)

Step-by-step guide

Before the session

- Set out the tables. Put a cardboard box, a brick, a toothpick and a piece of cloth on each table.



2 mins

Step 1

- Welcome the participants to the session.
- Introduce the session by saying that, in business, you will be required to solve problems under pressure. The ability to think creatively, to decide upon the best option from a wide range of potential solutions, and to know when to ask for help, are all useful skills for the social entrepreneur.



10 mins

Step 2

- Ask the participants to organise themselves into two or three smaller groups (depending on the size of the group).
- Tell the group they need to imagine that there is a cat in the box on the table. They will need to devise a plan for releasing it using only the materials they have been given. They are not allowed to touch the box (with any part of their body) and they only have two minutes to think of a solution.
- After two minutes, bring the group together. Ask each group to present their solution. Ask them to reflect on how they arrived at their solution. Did it matter that there was a live animal in the box? Did they consider its welfare? Was the solution easy/difficult to arrive at? Having heard other people's ideas, could they improve on their own solution?



15 mins

Step 3

- Give each participant a piece of flip chart paper and a marker (if you do not have space, then this activity can be completed on A4 paper). Ask them to draw two columns on the paper and leave a space at the top.
- As a group, ask them to describe some problems in society, or in their local area. Try to make the list of problems as wide-ranging as possible – for instance, anything from global warming to the fact that the town traffic lights do

not work. Each member of the group should list these problems in the left-hand column of their sheet. Stop the activity after a few minutes, when the stream of ideas is running out, or if they run out of space on the flip chart paper.

- Ask each participant to list their passions and talents in the right-hand column. What is it they really care about? What are they good at?
- Once they have done this, working individually, they need to connect their passions and talents to the list of problems, asking the question: what have I got to offer that can help solve these issues?
- Ask each member of the group if they have an idea for a business and, if they do, to write this at the top of their sheet of paper.
- Ask them to evaluate their business idea. Does it connect with their passions? Does it connect with their talents? Does it connect with any of the problems that need a solution? If any participant does not yet have a business idea, ask them to look at their passions and their concerns – what business idea could they apply to solving a problem in society that would utilise their skills and passions?

Step 4

- For this activity, you will need to refer to the charts the participants have created in the previous Problems vs Passions exercise. If you have space, pin them around the room.
- Pick one business idea. Ask the group for their positive contributions. What advice could they offer? Ask the rest of the group to look at their own talents, passions and business idea – could they offer any practical help? Ask the group whether it helps to work together as a community, or in isolation. Do we get to our goals quicker? Who benefits through co-operation?



10 mins

Step 5

- Ask the group to split into pairs. In each pair one person must volunteer to be 'The Entrepreneur' and one person must volunteer to act as 'Life'.
- Give each pair a copy of the Overcoming Obstacles worksheet. At the top of the sheet of paper the Entrepreneur writes a goal (examples could include starting a business, learning a language, thinking of a new product).



20 mins

- The Entrepreneur must first think of the five essential steps they need to get from where they are now to achieving their goal. Tell them they must not write them down straightaway.
- After they have decided on the five essential steps, the Entrepreneur writes the first step they need to take towards achieving their goal on the worksheet.
- Their partner, who is playing Life, thinks of an obstacle and writes it on the sheet. The Entrepreneur must think of a way of overcoming that obstacle in order to move on to the next step. They must now move on to the next step – bear in mind that the circumstances may have changed as a result of Life’s obstacles, and they may need to rethink their plan. Continue the process until the goal is reached.
- When the goal is reached, the partners swap roles.
- If they complete the exercise before the allotted time, the first Entrepreneur can choose a new goal, and the pair can repeat the exercise.
- After about ten minutes, bring the group together to reflect on the process. Did their plan change in response to the obstacles? What was their reaction to being thwarted – did they laugh/feel frustrated/feel like giving up? What are the personal qualities they need in order to achieve their goals when faced with obstacles (for example, tenacity, creativity, patience)?
- List these qualities on a sheet of flip chart paper.

Step 6

- Thank the group for their contributions. Summarise the skills that are needed in order to think creatively and overcome obstacles. Reflect on how the group has co-operated to develop more robust solutions.



3 mins

Observations/Tips

Step 1 You can substitute items as you please, for example, if you can’t find enough bricks, use another heavy object.

Step 5 Remind the group that the aim of the activity is to develop people’s ability to think around problems. The obstacles may be difficult, but it must be possible for them to be circumvented (this is to avoid people writing ‘The Entrepreneur dies’, ‘The world ends’ etc.).

Step 5 As the facilitator, you may want to set the goal – so everyone has to devise their own route to a solution. For example, the exercise could be used to problematise the development of a new product.

Step 6 Depending on the level of the group, you may wish to summarise the session in relation to the following principles of the Common Good Balance Sheet (see the printable materials):

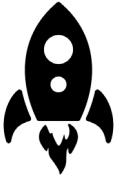
D2: Co-operation with businesses in the same field. Transfer of know-how, personnel, contracts and interest-free loans to other businesses in the same field, participation in co-operative marketing activities and crisis management.

E2: Contribution to the local community. Mutual support and co-operation through financial resources, services, products, logistics, time, know-how, knowledge, contacts, influence.

Follow-up Ideas

The Creativity and Innovation activities in the Ready-to-go section can easily be adapted for a Start-up group.

The Business Plan Part One



Duration:
1 hour

START UP

More interesting information

Book: *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*

Video: Canvas model

explained: <https://www.youtube.com/watch?v=XxfbZoRLiDI>

PDF document: *Dragon*

Dreaming, project design:
http://www.dragondreaming.org/wp-content/uploads/DragonDreaming_international_ebook_v02.01.pdf

Website: Bill Berkowitz, Creating a business plan, in: Community Tool Box, Kansas University: <http://ctb.ku.edu/en/table-of-contents/finances/grants-and-financial-resources/business-plan/main>

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Aim(s)

- To introduce the group to each section of the business plan, in preparation for the Business Plan Part Two session.
- To relate the business plan to ECG values.

Learning Outcomes

By the end of this session, participants will be able to:

- understand the basic elements of the business plan;
- understand how a business can be assessed in terms of its impact on and relevance to the local community and how ECG values can be applied in practice;
- understand that a business created in accordance with ECG values should also be profitable.

Materials and Equipment

- Pens

From the printable materials:

- Business Plan worksheet
- Start-up Business Plan: Blue Sky Bakery
- ECG flashcards

Step-by-step guide

Before the session

- For this session, you will need to use a completed plan as an example. You can find a basic case study in the printable materials (Start-up Business Plan: Blue Sky Bakery) or (better) you can use one of the business ideas created as part of the Problems vs Passions exercise (see the Start-up session: 'Creativity, Innovation and Problem Solving').

Step 1

- Welcome the group to the session. Hand out copies of the completed business plan (either Start-up Business Plan: Blue Sky Bakery or your own example). Explain that the session will describe the basic elements of a business plan, with an emphasis on how the business plan relates to ECG values. Once they have understood each section they will have an opportunity to fill out their own business plan (see the session Business Plan Part Two).



2 mins

Step 2

- Using the ECG flashcards (see printable materials), review each of the ECG values.



4 mins

Step 3

- With the group, go through each section, and explain what is required. If participants already have a business idea, they should take brief notes (there will be an opportunity to complete their own plan in the follow-up session, Ready-to-go Business Plan Part Two). In explaining each of the sections, make sure that discussions are focused on the values of ECG. You should allow about 5 minutes for each section. Pay particular attention to the following sections:



50 mins

Section 2 'Identifying the Need' What is the social, environmental or economic need that this business meets? This section will be an opportunity to discuss and challenge some preconceptions about business practice. For example, it is a legitimate business idea to provide lower-income families with affordable appliances, but there may well be an environmental

and social cost in producing cheap goods (through exploiting labour, or by producing poorly manufactured goods that will break after one or two years).

Section 3 *'Success Factors'* Point out that adopting ECG values is a potential asset in the market. For example, people may be encouraged to buy their products if they know they are ethically sourced, or if they are Fairtrade. Point out some examples of multinationals that are adopting more ethical approaches. Note that this section also asks for a basic cost-benefit assessment. The group should discuss how a business can adopt a sustainable approach and remain competitive.

Section 6 *'Economy for the Common Good'* By identifying the need, and clearly stating the business aims, the group should now be able to summarise how the business will support the community. This section is also an opportunity to analyse potential negative impacts. You can summarise discussions about costs versus benefits at this stage.



4 mins

Step 4

- Summarise the session. Ask the participants if they feel they understand the business plan and whether they would like to spend additional time on any section.

Observations/Tips

Follow-up Ideas

Participants should be encouraged to research sample business plans on the internet.

It is likely that participants will need both business plan sessions (Start-up and Ready-to-go) in order to complete their own plan. With more advanced groups it may be possible to conflate the two sessions, but time should still be spent relating the business plan to ECG values.

You may want to write the ECG values on large sheets of paper and display them around the room. Emphasise the fact that a business built on ECG values should still be profitable. Without financial stability, the business will not survive.

Participants should be made aware of open-source applications that can be used to market a business. It is unlikely, in the first stage of setting up a business, that they will need to pay for online marketing as they should be able to use a free blogging site or social media.

Aim(s)

- To introduce the basic principles of profit and loss.
- To consider how different factors affect profit and loss.

Learning Outcomes

By the end of this session, participants will be able to:

- understand the basic principles of profit and loss and the importance of planning to secure cash flow.

Materials and Equipment

- Pens and paper
- Flip chart paper
- Marker pens
- Laptop and projector

From the printable materials:

- Profit and Loss worksheet A
- Profit and Loss worksheet B
- Profit and Loss worksheet C
- If you are using the laptop and projector, the Profit and Loss Excel worksheet

Duration:
1 hour



START UP

Step-by-step guide



Step 1

- Welcome participants to the session. Divide participants into small groups, with no more than four participants per group. Tell them they are planning to open a bakery, and by using basic budgeting they will learn how to run a business. Using a simplified sales forecast sheet, they will calculate how many loaves of bread they need to sell, at what price, and how much they need to borrow at the beginning of the year in order to keep the business going.



Step 2

- Give each group Worksheet A. Lead a quick discussion reviewing the steps you need to take in order to open a bakery (rent a place, equipment, suppliers, etc.). Ask the participants to list these various actions in chronological order on the sheet. Point out there may be more than one activity to complete at any one time.



Step 3

- Hand out Worksheet B and Worksheet C. Explain that to help them set up the business, and keep it going successfully, they will need to devise a basic budget. Tell the group there is no one right answer in this activity; as long as the total income exceeds the total costs then the business is 'in profit'.
- Tell the group they will first have to calculate their income. Using Worksheet B as a reference, lead the participants through the calculations below. Give them time to reflect on the information received, to discuss it and to write down their calculations in Worksheet C.
- First, the group needs to estimate the number of loaves of bread they need to sell per day ($S = \text{Sales}$). This figure goes in the blue box. Then they need to calculate the number of loaves sold every month. The sales per month figure is calculated by multiplying the number of loaves sold per day (S) x 25 (an average number of trading days per month). This figure should be entered into the box directly below.
- Each group must set a price for every loaf they sell – the Unit Cost. This figure goes in the yellow box.

- Ask the participants to calculate the monthly income (MI) (in this exercise, monthly income is calculated by multiplying the number of loaves sold a month by the Unit Cost). The figure for monthly income goes into the green box.
- In this example, the business grows quite slowly. Every month, the business makes an extra €10. Each group can calculate the increase in their monthly income by filling in the boxes A – L. Over the course of a year, their monthly income rises from an initial point $U \times (S \times 25)$ in January to $U \times (S \times 25) + €110$ in December.
- Estimate how much money you need to borrow in order to get the business up and running. This figure, the LOAN, is entered in the purple box.
- The total income for the year is given by the formula $(MI \times 12) + €660 + \text{the LOAN}$.

Step 4

- Tell the group they must now calculate their costs. For simplicity, and to save time, they are to imagine that the cost of producing their bread is calculated by halving the monthly income – this figure is entered in the ‘Ingredients’ row. The total for the year is entered into the light red box. If it will not affect their basic understanding of profit and loss, and if you have time, discuss with the group how this relationship would operate in real life (this is a chance to discuss economies of scale).
- Again, for simplicity, the costs for this project (rent, wages, electricity) are fixed, and these come to €1,000 per month. You may want to change this figure so it more accurately reflects the local market. In the first month, there is an extra cost of €2,000 to pay for basic equipment.
- Tell the groups they will need to pay off the LOAN. The LOAN repayments are fixed at 5% per month of the LOAN total. Repayments are calculated by dividing the LOAN total by 20. Total repayments for the year are calculated as $(\text{LOAN} \div 20) \times 12$.



15 mins

Step 5

- As a group, discuss the scenario. Ask them whether they feel their figures for projected sales are realistic. Test the effect of changing different variables. What happens if the fixed costs go up by 10%? What happens if the number



15 mins

of units they sell goes down by 10%? What happens if interest rates go up and their loan payments increase? Facilitate a discussion about risk management. Which variables can they control? What measures can they put in place to mitigate the risk of increased costs or reduced income?



Step 6

- When summarising the session, remind the group that this is a simplified illustration. Ask the group if they feel they understand profit and loss, or if this subject needs additional work. Thank the participants for their contribution.

Observations/Tips

Follow-up Ideas

Work with participants to find out options for financing their business. They may suggest bank loans, savings, partners/investors, or they may be able to borrow money from their family. Research other forms of financing like national programmes for entrepreneurs and self-employment, grants, crowd-funding, kick-starters.

Step 1 If you have access to a projector and laptop, you can download the spreadsheet and work through the examples using the Excel sheet. The formula will update automatically, which will allow more time for discussion.

Step 2 This step is useful when working with young people who have a very limited understanding of business planning. You may choose to skip this section and give more time to the subsequent steps.

Step 5 There are clearly some realistic elements that can be discussed in the context of the local market. How many people buy bread in their local town or village? How much does a loaf of bread cost locally? Are the fixed costs (given here as €1,000) realistic for where they live? How much does it cost to rent business premises, to buy basic ingredients, to pay staff? Are the estimates they are making realistic? Are they over-estimating how many units they will sell, or are they pricing their loaves of bread too high or too low? What is the impact on the community if basic foodstuffs are priced too high – or too low?

Aim(s)

- To help participants critically evaluate their idea for a business.
- To reinforce the practical application of the Economy for the Common Good (ECG) values.

Learning Outcomes

By the end of this session, participants will be able to:

- evaluate their business idea in terms of its strengths, weaknesses, opportunities and threats (SWOT);
- explain their business idea to an audience;
- learn the value of co-operation in creating a more robust business plan.

Materials and Equipment

- Pens and paper

From the printable materials:

- SWOT worksheet
- Business plan worksheet (participants should have completed this to bring to this session)

SWOT

Duration:

1 hour



START UP

More interesting information

Website: www.mindtools.com/pages/article/newTMC_05.htm

Step-by-step guide

Before the session

- Participants will need to have completed a business plan (see 'The Business Plan' Parts One and Two). They should bring this plan to the session.



Step 1

- Welcome participants to the session. Explain that they will use this session to work together and help each other improve their business ideas. They will have two minutes to pitch their idea to other participants and then, working together, they will examine each idea in terms of strengths, weaknesses, opportunities and threats (SWOT).



Step 2

- Ask the participants to organise themselves into small groups of three or four. In the first part of the session, each participant has two minutes to explain their business idea to other members of their group. They should attempt to provide the following information:
 - What is the business idea?
 - Where will the business be based? You could ask the participants to draw a quick map.
 - When are they open?
 - Who are the customers?
 - Why do customers choose to use this business and not another similar business?



Step 3

- Working within their teams, participants discuss each of the business ideas in turn, identifying the following:

- *Strengths of the business:* Does the business respond to a need within the community? Have they identified a gap in the market? What skills do they have to offer as entrepreneurs? What contribution does the business make to the welfare of the community?
- *Weaknesses of the business:* Are they planning to reproduce an existing product or service – if so, what will they do differently? What financial pressures will emerge over the first year and subsequent years? What is the potential impact on the environment? Are there any aspects of the business that do not meet ECG values?
- *Opportunities for the business:* Discuss how co-operation, knowledge sharing between businesses can lead to mutual advantage. Who are their allies in the community? What are the options for financing? Do they already have start-up funding – can they draw on financial support from within the local community?
- *Threats to the business:* What is the external business climate? What are the risks from recession, or changes in the market?

Step 4

- Summarise the session. Ask participants what they gained from the experience. Did their business idea change? What was the value of taking a co-operative approach?



8 mins

Observations/Tips

Step 1 It is possible to combine this session with the Business Plan sessions.

Step 3 The activity works well when participants work independently, but the facilitator should intervene in the discussion to introduce ECG principles, where appropriate.

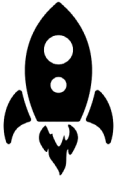
Follow-up Ideas

Ask participants to take the feedback they have been given and redraft their business plan.

Ask participants to make a SWOT analysis of a business they know.

Sustainability in Business Planning

Duration:
1 hour



START UP

More interesting information

Book: *Social entrepreneurship for dummies* by Mark B. Durieux and Robert A. Stebbins. PDF document

Article: *Sustainable Entrepreneurship and Sustainability Innovation: Categories and Interactions* by Stefan Schaltegger and Marcus Wagner. PDF document

Website: <http://sustainabletable.org.au/Portals/0/CofM.pdf>

Aim(s)

- To incorporate sustainability into business plans.

Learning Outcomes

By the end of this session, participants will be able to:

- understand a simple definition of 'sustainability';
- understand basic terms relating to sustainability;
- incorporate sustainability into their business plan.

Materials and Equipment

- Flip chart paper
- Marker pens

From the printable materials:

- A set of word cards for each participant

Other materials:

- Participants should bring along their own business plan, if they have one.

Step-by-step guide

Step 1

- Welcome participants to the session.
- Ask participants what they understand by the term 'sustainability'.
- During feedback, highlight the following definition of sustainability:

Sustainability is about an organisation meeting the needs of the present generation without compromising the ability of future generations to meet their own needs ¹.

- Explain that this session will help them incorporate sustainability into their business plan and help them to understand how a sustainable business can contribute to the life of a community.



2 mins

Step 2

- Hand out one set of word cards to each participant.
- Ask participants to spread their cards out on the floor (or a table) and to choose six words or expressions that they feel are key to making their own business plan a success. Tell them that they may add words and expressions of their own if they wish, using the blank cards within their set.
- During feedback, ask participants to explain their reasons for choosing their six words and expressions.



5 mins

Step 3

- Ask participants to look again at all their cards. What is the difference between the cards with an arrow and the cards with a circle? Point out that the cards with a circle all relate to how the business is organised internally, whereas the cards with an arrow show the different ways in which their business has an impact on the external community.



10 mins



10 mins

Step 4

- Using the definition of sustainability given in Step 1, ask the group to consider different human needs: warmth, shelter, food, security, a sense of community, personal growth etc. How does their business idea contribute to the needs of the present generation? In contributing to the needs of the present generation, will their business compromise the ability of future generations to meet their own needs? If so, how?



15 mins

Step 5

- Ask each participant to incorporate the concept of sustainability into their business plan. Ask them to focus only on changes that they can make happen (for example, providing childcare, paying a Living Wage, flexible working, sourcing ethically).



15 mins

Step 6

- Bring the group together for a presentation and a discussion.
- Ask each participant (or some of the group if time is short) to give a short presentation of their sustainability strategy to the rest of the group.
- Reflect on how each sustainability strategy could be applied in practice. Which of the proposed changes could be introduced in a small business? The benefits should be clear, but discuss the challenges.



3 mins

Step 7

- Thank the participants for their contribution. Finish off the session by providing brief feedback on how the values of the Economy for the Common Good will support a sustainability strategy.

Observations/Tips

Step 5 You can use the sample business plan from the Blue Sky Bakery as an example, or use one of the business plans developed by the participants.

Step 6 Get the group to prioritise their actions within the sustainability plan and to think in very practical terms about how they make sustainability an integral, and ongoing, part of a business.

Some groups may challenge the idea of sustainability, for example, on the grounds of economic cost. If you have already completed the session on the Economy for the Common Good, the group should understand that this programme is intended to redefine the notion of 'cost' to include social and environmental, as well as economic costs. There will not be enough time within this session for any extended debate, so consider how you will deal with this challenge. A discussion on this theme, or a refresher on the principles on the Economy for the Common Good, could be appropriate follow-up activities.

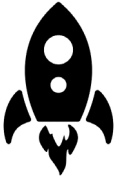
This session concentrates on the practical application of a definition of sustainability within participants' business plans. If there is time, it is worth investigating the Three Spheres of Sustainability: Environmental, Social and Economic. There are a number of resources illustrating this model online. Ask the group why each of these categories is important in creating a sustainable business, or ask them to group the word cards under these three categories. Ask them to think about how the categories are inter-related and how, in order to create a truly sustainable organisation, attention must be paid to each of these spheres.

Follow-up Ideas

1 The definition of sustainability is from the United Nations Brundtland Commission. It should be noted that the definition of sustainability is contested, but the definition we used for this session is useful because it is easy to understand, is widely known, and is widely applied. You may like to create a follow-up project that investigates the debate. Find out more about the Brundtland Commission's report *Our Common Future* at: www.un-documents.net/our-common-future.pdf

Training and Funding Opportunities

Duration:
1 hour



START UP

More interesting
information

Erasmus for Young
Entrepreneurs programme:
[www.erasmus-
entrepreneurs.com](http://www.erasmus-entrepreneurs.com)

Young Entrepreneurs of EU:
www.jeune-europe.org

Eurodyssee program: [www.
eurodyssee.eu/es/que-es-
eurodisea.html](http://www.eurodyssee.eu/es/que-es-eurodisea.html)

Eures: [www.ec.europa.eu/
eures/public/en](http://www.ec.europa.eu/eures/public/en)

ImpactHUB: [www.impacthub.
net](http://www.impacthub.net)

Aim(s)

- To highlight some European training and funding opportunities designed to support young entrepreneurs.

Learning Outcomes

By the end of the session participants will:

- gain a basic knowledge of European programmes that offer support for young entrepreneurs;
- understand how the programmes work and how they can apply in order to participate.

Materials and Equipment

- A laptop
- A projector

From the printable materials:

- Entrepreneurs Wanted funding quiz
- Answer cards

Step-by-step guide

Step 1

- Welcome participants to the session. Explain to the group this is the last session before the final evaluation. They will be taking part in a quiz about entrepreneurship and entrepreneurship opportunities, and will learn about European programmes that offer training and funds to young people interested in becoming entrepreneurs.
- Hand out the answer cards and ask for a volunteer to keep score.



3 mins

Step 2

- Show the slide with the first question and ask participants to hold up their answer (A, B, C or D). When the scorer has made a note of all answers, show the next slide with the correct answer and additional information.
- Repeat until you have completed the quiz.



35 mins

Step 3

- *Option 1:* As a group, go online to research the programme aims and the application process for one or more of the listed programmes (Eurodyssee, Erasmus for Young Entrepreneurs, etc).
- *Option 2:* Research local or national training and funding opportunities for entrepreneurs.



20 mins

Step 4

- Summarise the session by highlighting some useful websites or other resources that may offer funding opportunities. Thank the participants for taking part in the session.



2 mins

Observations/Tips

Follow-up Ideas

Ask the group to research other local and national training and funding opportunities.

Invite a local young entrepreneur to share their experience.

Invite somebody who has successfully applied to a European funding programme to speak to the group.

Step 2 Good preparation will pay off. Take time to research the application process and criteria for the programmes you intend to cover in the session.

Step 3 You can invite somebody who has received funding from one of the programmes to share their experience.

Evaluation

Aim(s)

- To revise and reinforce knowledge gained through the course.
- To give the facilitator an understanding of how the course has worked in the local context.

Learning Outcomes

By the end of this session participants will be able to:

- devise a clear plan to achieve their aim(s), whether this is to start a business, to complete their education, or to gain further experience in life.

Materials and Equipment

- Post-it notes
- Pens and paper

From the printable materials:

- Session Evaluation flashcards
- Outcomes Star worksheet
- Ten Steps worksheet
- Motivational cards
- Certificate of Completion

Duration:

1 hour



START UP

Step-by-step guide

Before the session

- If participants completed the Outcomes Star as part of the Introduction to the course, bring these to the session.



Step 1

- Welcome participants to the session. Explain that the purpose of this session is to review the course and think about the steps they will need to follow in order to get their business up and running.
- Hand out copies of the Outcomes Star, Ten Steps worksheet (from the printable materials), post-it notes and pens.



Step 2

- Pin the Session Evaluation flashcards around the room. Using these as prompts, discuss each of the sessions with the group, summarising the content.
- Ask participants to write down two or three things they learnt from each session on post-it notes. They should add their post-its under the relevant flashcard. During feedback, discuss the extent to which the group has recognised or embedded ECG values in their understanding of business ethics.
- Ask open questions to facilitate a discussion: do they feel able to use the techniques they have learnt to solve problems or create solutions? How would they apply ECG values in their life? Do they feel they are more or less likely to follow the ECG model in developing their business? What advice would they give to a friend thinking about starting a business?



Step 3

- If you have used the Outcomes Star, participants should use this opportunity to assess how their skills and knowledge have developed over the course of the programme.

Step 4

- Finally, as a group, discuss the practical steps that an entrepreneur would need to take in order to start a business (for example, undertake further market research, apply for a loan, sign up for training). Find out from the group who still intends to start a business (some participants may have decided that entrepreneurship is not for them!).
- Now ask participants to complete the Ten Steps worksheet. If they intend to start a business, this should be listed under 'My aim is...' If they do not want to start a business, ask the participants to put a life goal in this section (for example, go to college or university, find work, go travelling). They should now fill in the Ten Steps they need to complete in order to reach this aim.



15 mins

Step 5

- Spread the motivational cards on the floor or on a table. Ask each participant to pick the card which best summarises how they feel about the course. Ask the group to share their insights.



10 mins

Step 6

- Thank the participants for taking part in the course, and wish them luck on their journey in life!



2 mins

Observations/Tips

Step 2 Make sure you record this feedback, as it gives you data on what went well and what could be improved.

Step 3 If you have not used the Outcomes Star, spend more time on the other activities.

Step 4 The Ten Steps is designed to give the participants a clear route to achieve their aim and is for the participants to keep.

If there is time, you can photocopy the session summary and Outcomes Star and give a copy to each participant. You may want to give each participant a Certificate of Completion and perform a brief ceremony at the end of the session.

Introduction

Duration:
1 hour



READY TO GO

More interesting information

Book: *Economy for the Common Good* 2010 - Christian Felber

100 ways to energise groups. Games to use in workshops, meetings and the community PDF document

Social entrepreneurship for dummies by Mark B. Durieux and Robert A. PDF document

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Aim(s)

- To give participants an overview of the course and a brief introduction to the Economy for the Common Good.
- To set some ground rules.
- To gain an understanding of the participants' experience, aspirations and capabilities (and to use this information to determine which of the sessions in the course you should choose, and at what level).

Learning Outcomes

By the end of the session participants will:

- gain an understanding of each other's experiences, ambitions and entrepreneurial aspirations;
- understand that the Economy for the Common Good encourages the idea of sharing knowledge and mutual;
- mutual support in building a business;
- establish a baseline for their learning throughout the course.

Materials and Equipment

- Pens

From the printable materials:

- Outcomes Star

Step-by-step guide

Step 1

- Welcome participants to the session. Explain to the group they will learn how to create a business using a different approach to entrepreneurship, based on an economic model called the Economy for the Common Good. Under the Economy for the Common Good the success of an enterprise is measured not just by its profitability, but also by the contribution it makes to society.



3 mins

Step 2

- Introduce the icebreaker. If the members of the group do not know each other, ask them to first introduce themselves by name.
- If the room is big enough, ask the group to arrange themselves in a line, according to their first names, in alphabetical order. If you do not have space, ask the group to work out, through discussion, the alphabetical order of their first names. List the names on the flip chart paper.



10 mins

Step 3

- Set the ground rules for the programme. In drawing up the list of the ground rules, it is important to reinforce the values of the Economy for the Common Good, particularly the core values of co-operation and solidarity. Throughout the programme, participants will be asked to share knowledge, contribute to each other's business ideas, and respect the contribution of others.
- Briefly explain the principles of non-formal education. If you are working in a non-formal education setting, it is usual at this stage to agree rules around time-keeping and conduct.



10 mins

Step 4

- As a group, discuss the participants' expertise and ambitions. This is an opportunity to encourage active participation. Ask them whether they have any experience of running their own business. If not, do they know what kind of



25 mins

business they would like to set up? If they don't have an idea for a business, what are their career aspirations?

- Next, talk about their expectations for the course.

Step 5



10 mins

- Hand out the Outcomes Star from the printable materials. Explain to the group that in order to take responsibility for their own learning they need to think about what they already know, and what they need to find out. Ask the group to rate their initial understanding or skills on each of the points on the Outcomes Star. If they are unsure how to, you can use the following prompts:
 - *Creativity: ability to solve problems* Do they regard themselves as creative; do they find it easy to come up with solutions to problems?
 - *Entrepreneurial skills* How much do they already know about running a business? How close are they to starting an enterprise? Do they feel they know the core skills needed to start as an entrepreneur?
 - *Motivation* How would they rate their drive to succeed? How would they rate their desire to learn?
 - *Self-confidence* Are they confident in themselves? Are they confident in their business idea (if they have one)? Are they sure of their strengths, and aware of their weaknesses?
 - *Knowledge: Economy for the Common Good* How much do they know about ECG?
 - *Knowledge: Sustainable business practice* If they have not heard about ECG, what do they know about sustainable and ethical approaches to business?
 - *Knowledge: Creating a business plan* Do they already have a business plan? If not, would they know how to create one?
- Tell the participants that, at the end of the course, they will return to the Outcomes Star in order to measure their personal development. They may find they have overestimated (or underestimated) their knowledge and skills in their initial assessment, but the important thing is that they are willing to be honest about their strengths and weaknesses, and are willing to learn.

Step 6

- Summarise the session. In feedback, give an assessment of the strengths and the weaknesses of the group, and see if the group agrees. Thank the participants for taking part in the session.



2 mins

Observations/Tips

Step 2 The icebreaker may not be appropriate with an older group.

Step 2 If the members of the group already know each other, substitute names with some other category – for example, their favourite food or favourite colour.

Step 3 The sessions will work best if everyone is encouraged to participate. You could use the following suggestions: 'Participants should support each other and take collective responsibility for their learning'; 'No idea is stupid'; 'You are responsible for your participation'; 'It's okay to say I don't know'; 'Support each other by sharing your ideas'; 'Constructive criticism only'.

At the end of each of the sessions in the course, the facilitator should check with participants if they feel they have achieved the learning outcomes for the session, whether they need more information about key concepts, and if the pace of the sessions is too fast or too slow.

Follow-up Ideas

For those young people who do not have a clear business idea they may like to research the concept of sustainpreneurship (creating a business idea to solve a social problem).

The Economy for the Common Good

Duration:
1 hour



READY TO GO

More interesting
information

Book: *Economy for the
Common Good*, 2010 -
Christian Felber

Official ECG website: [http://
economia-del-bien-comun.
org/en](http://economia-del-bien-comun.org/en)

Aim(s)

- To introduce the group to the Economy for the Common Good (ECG) values.
- To introduce the Common Good Balance Sheet.

Learning Outcomes

By the end of this session, participants will be able to:

- explain how the ECG values (listed in the Common Good Balance Sheet) work in practice.

Materials and Equipment

- Pens and paper

From the printable materials:

- A Blank Common Good Balance Sheet for each participant
- Common Good Balance Sheet

Step-by-step guide

Step 1

- Welcome participants to the session. Explain that the purpose of today's session is to introduce the values of the Economy for the Common Good and apply them to concrete examples.



2 mins

Step 2

- Ask participants to write down their values in life (for example, honesty, solidarity, friendship, faith). They should write each value on a separate sheet of paper. Put all the sheets in a line on the floor.



10 mins

Step 3

- Ask the participants to write down values they associate with the world of business. They should write each value on a separate sheet of paper. Put these on the floor next to the values they created in Step 2. Ask the group to compare the two categories. Are the values they apply in their personal lives the same as the values they associate with business?



10 mins

Step 4

- Following this discussion, work with participants to arrive at a definition of the Common Good. After discussion, on the flip-chart paper write the following definition: 'A specific 'Good' that is shared and beneficial for all or most members of a given community'. Comment on any differences between the group's definition and the given definition.



5 mins

Step 5

- Hand out the blank Common Good Balance Sheets. Explain each of the terms on the x and y axis (the values are listed on the x axis and the stakeholders are listed on the y axis).
- Ask participants if they can come up with some examples of how Common Good values can be applied in practice, in relation to each group of stakeholders.



15 mins



15 mins

Step 6

- Hand out copies of the Common Good Balance Sheet and ask participants to compare it with the version they have created. What are the similarities and what did they miss out? Do they agree with the proposal of the Common Good Balance Sheet? If yes, why? If not, why not?
- In feedback, note that the Common Good values are still a work in progress. Some of the examples apply to a medium or large enterprise - how would they apply to a small business or a sole trader?



3 mins

Step 7

- Summarise the session and thank the participants for their contribution.

Observations/Tips

Follow-up Ideas

ECG has a lot of 'friends', such as sharing economy, gift economy, creative commons, de-growth economy or economic democracy. Ask the group to research these themes. You can find out more about the Economy for the Common Good online at: www.ecogood.org

Refer back to this session as you go through the course, particularly in the 'Business Plan' and 'SWOT' sessions.

Step 5 Instead of handing out blank Common Good Balance Sheets, you can recreate the matrix on the ground or wall and fill it in as a group.

Step 5 If the group is stuck, you can prompt them using examples from the completed Common Good Balance Sheet.

Case Study – Mondragon

Duration:
1 hour

Aim(s)

- To apply the principles of the Economy for the Common Good (ECG) model to a real business context.

Learning Outcomes

By the end of this session, participants will be able to:

- highlight some of the key benefits of adopting the ECG model;
- identify some potential challenges of the ECG approach.

Resources and Equipment

- Flip chart paper
- Marker pens

From the printable materials:

- The ECG values flashcards
- Case study ‘Mondragon’ for each participant



READY TO GO

More interesting
information

Official Mondragon website:
www.mondragon-corporation.com/

Examples of companies
working with ECG: [http://
economia-del-bien-comun.
org/en/content/examples-
companies-working-
common-good](http://economia-del-bien-comun.org/en/content/examples-companies-working-common-good)

Step-by-step guide



10 mins

Step 1

- Welcome participants to the session. Tell them that in this session they will apply the principles of the Economy for the Common Good to a real business: Mondragon.
- Ask them to note on the flip chart paper anything they know about the company Mondragon (for example, where it is based, its areas of business).
- During feedback, highlight a few key facts about the business, such as the following.

The Mondragon Corporation is a corporation and federation of worker co-operatives.

It was founded in the town of Mondragón, in the Basque region of Spain, in 1956 by the priest José María Arizmendiarieta and five graduates of a local technical college.

In terms of asset turnover, it is the tenth-largest Spanish company and the leading business group in the Basque Country.

Its first product was paraffin heaters. It now works across many different sectors globally, with interests in manufacturing, construction, service industries and logistics.

As of 2014, it employed 74,117 people in 257 companies and organisations.

Mondragon Co-operative is composed of many co-operative enterprises grouped into four key areas of business: finance, industry, information and distribution. In each enterprise, the co-op members (eg 80–85% of all workers per enterprise) collectively own and direct the enterprise.

Step 2

- Hand out a copy of the case study 'Mondragon' to each participant.
- Ask them to start by reading Part One of the case study.
- To what extent are the values, mission and vision of Mondragon similar/different to the ECG model?



10 mins

Step 3

- Ask participants to read Part Two of the case study and then discuss in pairs what each of the ten basic principles might mean in practice.
- During feedback, ask participants to compare their ideas with the explanations in Part Three of the case study. Answer any questions they might have.



10 mins

Step 4

- Ask participants to read Part Four of the case study. How is Mondragon's approach similar to or different from capitalist enterprises? In feedback, point out that the reverse generally occurs (for example, in US corporations, CEOs can expect to be paid 400 times an average worker's salary).



10 mins

Step 5

- Ask participants to discuss in small groups (a) the benefits and (b) the challenges facing companies using approaches such as those adopted by Mondragon.
- In feedback, point out some of the issues that Mondragon itself has faced in recent years, such as the following:



15 mins

Fagor Electrodomésticos used to be one of the companies within the Mondragon Corporation. Sales fell sharply due to Spain's property bust and low-cost competition from Asia, and in 2013 the company filed for protection from creditors while it tried to refinance and renegotiate debts of €1.1 billion. Previously, losses in one part of the Mondragon group were covered by others, but this time other co-operatives vetoed Fagor's plan, fearing the impact on the rest of the group. Fagor went into receivership and was taken over by Spanish appliance manufacturer CATA Electrodomésticos (CNA Group) in autumn 2014.

Step 6

- Finish off the session by signposting participants to where they can find out more about the company Mondragon online (see follow-up ideas). Discuss the value of investigating how different companies are structured and how they operate. Ask the group how they critically evaluate information they find on the internet, in business articles, or in sources such as government documents.



5 mins

Observations/Tips

Follow-up Ideas

Participants can, if they wish, find out more about the company Mondragon and its values at: www.mondragon-corporation.com

Step 3 You may wish give an example to start the participants off (for example, open admission means that the Mondragon co-operative experience is open to all men and women who accept the principles without any type of discrimination).

Step 5 You may wish to give some examples of the benefits (for example, pooling resources) and the challenges (for example, if a company goes bankrupt, workers might lose any funds they invest in the co-op as well as their jobs).

The Ideal Entrepreneur

Aim(s)

- To give participants an understanding of the skills they need to be successful entrepreneurs.
- To give them an opportunity to reflect on their own skills and values.

Learning Outcomes

By the end of this session, participants will be able to:

- identify the skills necessary to become an entrepreneur;
- articulate their skills and values and reflect on their strengths and weaknesses.

Materials and Equipment

- Flip chart paper and tape or blu-tack
- Markers or drawing materials

From the printable materials:

- Skills and Values cards for each group
- A Personal Profile worksheet for each participant

Duration:
1 hour



READY TO GO

More interesting
information

Website:
www.mindtools.com

Step-by-step guide

Before the session

- Arrange the room so there is space to work with the entire group, and separately in smaller groups.

Step 1



- Welcome the group to the session and introduce the aims. Explain that the focus of the session will be on our personal attributes – and criticisms should be offered in a positive spirit.

Step 2



- Divide the group into smaller groups of two or three.
- Using the Skills and Values cards, the groups need to create an ‘ideal entrepreneur’ with the perfect mix of skills and values. Explain that, although there are twenty cards, each group can only use a maximum of ten.
- For each skill they need to assign a percentage score to represent how important they think that skill is (so, for example, they could assign 30% to creativity, 20% to tenacity and 20% to financial management etc.).
- Using the drawing materials, each group should make a visual representation of their ideal entrepreneur on a sheet of flip chart paper.

Step 3



- Give each group two minutes to present their vision of the ideal entrepreneur to the rest of the group.

Step 4



- Summarise the presentations and facilitate a discussion about any differences of opinion or consensus.
- Following the discussion, ask the groups if they would like to change their choice of ten cards. Ask them to justify their decisions (whether they decide

to swap one or more cards, or stick with their original ten). Ask them if they can think of any skills or values for the ideal entrepreneur that haven't been mentioned.

Step 5

- Working on their own, participants should now create a personal profile – listing the skills they have and the skills they think they need to be a good entrepreneur. Ask them to assign a percentage value to each of their skills. If they are stuck, encourage them to seek help from other participants or from the facilitator.



10 mins

Step 6

- Bring the group together and facilitate a discussion about strengths and weaknesses. How can we create an accurate picture of our abilities and shortcomings? How do we go about improving our weaknesses and consolidating our strengths?
- Summarise the session and thank participants for their involvement.



10 mins

Observations/Tips

Step 2 As creativity is a key entrepreneurial skill, encourage them to be creative. Some background music may add to the energy in the room.

Step 6 Ideally, participants should be able to articulate their own strengths and weaknesses and discuss their self-reflection with the group. It's important to manage this discussion so the atmosphere is supportive, rather than critical.

Follow-up ideas

Ask the group to imagine a personal profile of themselves in five years' time. Have they managed to gain some of the skills they identified as weaknesses? Ask them to trace back their development year by year until they arrive at the present day. What were the steps they followed in order to develop their skills? Once they have listed each of the steps, tell them they have just created a self-improvement plan.

Creativity, Innovation and Problem-solving

Duration:
1 hour



READY TO GO

More interesting information

Article, PDF: *The value of creativity and innovation in entrepreneurship*, Rosel Fonacier and Jens Mueller.
Website: www.mindtools.com
Video: (Do you dare to dream?: <https://www.youtube.com/watch?v=HhFxQIDPjaY>)

Aim(s)

- To introduce some basic techniques for creativity, innovation and problem-solving.
- To put into practice the Economy for the Common Good (ECG) values of networking and sharing in order to generate ideas and benefit all the parties involved.

Learning Outcomes

By the end of this session, participants will be able to:

- understand the value of lateral thinking when confronted with problems;
- understand the importance of making decisions under pressure of time.

Materials and Equipment

- A cardboard box for each group
- A brick, or similar heavy object, for each group
- A toothpick for each group
- A piece of cloth for each group
- Flip chart paper
- Marker pens

Step-by-step guide

Before the session

- Set up the materials on the tables.

Step 1

- Welcome participants to the session.
- Introduce the session by saying that in business, you will be required to solve problems under pressure. The ability to think creatively, to decide upon the best option from a wide range of potential solutions, and to know when to ask for help, are all useful skills for the social entrepreneur.



2 mins

Step 2

- Ask participants to organise themselves into two or three smaller groups (depending on the size of the group) and direct them to the tables.
- Tell the groups they need to imagine that there is a cat in the box on the table. They will need to devise a plan for releasing it using only the materials they have been given (a brick, a toothpick and a cloth). They are not allowed to touch the box (with any part of their body) and they only have two minutes to think of a solution.
- After two minutes, bring the group together. Ask each team to present their solution. Ask them to reflect on how they arrived at their solution. Did it matter that there was a live animal in the box? Did they consider its welfare? Was the solution easy/difficult to arrive at? Having heard other people's ideas, do they think they could they improve on their own solution?



8 mins

Step 3

- Tell the group that the task is to create new ideas for cakes, but in order to do this they are going to explore the process of creating ideas. They need to think up as many different techniques to create ideas as possible in 10 minutes.
- Start by writing the word 'cake' on the flip chart paper. Ask the first person for a technique for generating ideas. Use that technique to produce ideas for



20 mins

a new cake. After a minute or two, stop. Ask the next person to come up with a different technique for generating ideas and repeat the process. Continue until all the group members have come up with a technique for creating ideas. If they get stuck, introduce one of the following:

- Suggest an animal – what kind of cake would they eat? What flavour, colour, size?
 - Suggest a person – a film actor or a politician, or someone in the room. What kind of cake would they order?
 - Use stream of consciousness techniques – everyone has to close their eyes; the first person has to say the first thing that comes into their head on hearing the word ‘cake’, the next person has to say the first thing that comes into their head when they hear the first person’s response, and so on.
 - Think of as many kinds of cake as possible and list their attributes (colour, flavour, ingredients). Randomly pick attributes to create a new kind of cake.
 - Invent some challenges for making a cake – how would you make a cake if you didn’t have a cooker? How would you make a cake if you didn’t have any sugar? How would you make a cake if you only had two ingredients?
- After you have done this a few times with different techniques, stop and reflect. Ask the group to evaluate the various methods for generating ideas. What technique generated the best solutions? Which ones generated the least useful solutions? Ask them the benefits of creating a thousand crazy ideas (that may never be used), and the benefits of critically evaluating and modifying a more defined idea. When would they use these techniques? Ask the group which of the techniques would work better when making improvements to their business as a whole, and which techniques would work better when thinking about creating or adapting a particular process or product.
- Now split the group into pairs. Ask them to apply the techniques they have come up with to their own business idea. If they have a well-developed idea for a business, this is an opportunity for them to deconstruct the idea and see if it can be improved.

Step 4

- Divide participants into groups of two to four. Tell them they are now in charge of an imaginary bakery in their local town. It's a great business idea, but in the first year it suffers a number of setbacks. Each group must decide among themselves the best course of action to keep their business on track.
- The groups take turns to pick a number from one to five. Read out the corresponding challenge. They have two minutes to discuss a solution and write why they selected the option and what the potential effects may be.



25 mins

Scenario 1

An angry member of the public comes into the shop to say they found some weevils in a bag of bread rolls they bought earlier in the day. They are demanding compensation, or they will go to the newspapers with the story. They are not a regular customer, and none of the staff remember serving them. Do you:

- 1) offer them some money to stay quiet?;
- 2) offer them one year's supply of free bread?;
- 3) tell them it won't happen again, but do nothing?

Scenario 2

A member of staff tells you how you could improve the recipe of one of your cakes. You make them according to the new recipe, taste them, and think they are the best cakes you have ever tasted! This could be an excellent addition to your product line. Do you:

- 1) thank the member of staff for the idea?;
- 2) thank the member of staff and offer them a pay rise?;
- 3) thank the member of staff and offer them a percentage of the profit on every one of the cakes you sell?

Scenario 3

The bank calls you to tell you that you must repay your loan before the end of the month or they will close the business down. You decide you have to pay. This leaves you enough money to do one out of the following three options. Which do you choose?

- 1) pay your staff;
- 2) pay the money due on the loan for the company delivery van;
- 3) pay the money you owe to the supplier who brings you the ingredients for the bread.

Scenario 4

You've updated your accounts and found that you've made enough profit to invest in the business. Do you:

- 1) give the staff a pay rise?;
- 2) invest in your website?;
- 3) open another branch?

Scenario 5

There has been a flood in the kitchen, and your cooker, fridge and other appliances are completely broken. You will get some money from the insurance company to buy new equipment and repair the damage, but it will take several months before you get the money. Do you:

- 1) take out a short-term loan and buy new equipment (although you will need to pay back twice the amount you borrowed within a year)?;
- 2) keep baking cakes and bread at home and open a market stall (although you can only bake and sell a fraction of the stock you normally produce)?;
- 3) send out an apology to your customers and staff, close down for three months and work extra hard to get the money to buy new equipment?

- There is no perfect solution to any of the scenarios. When reflecting back to the group, the discussion should focus on the following:
 - How much did each group think about the relationship with their customers and their community, and how much did they think about the effect on the business (profit and loss)?
 - How would they characterise their team's approach to risk? Did they focus on short-term success, and worry less about the long-term consequences?
 - How did the group arrive at a solution? Did everyone have a say? Did people feel inspired or inhibited to speak up?

Step 5

- Thank participants for their engagement with the session. Summarise the session by discussing the challenges and opportunities of working collaboratively.



5 mins

Observations/Tips

Step 1 The activities in the 'Creativity, Innovation and Problem-solving' Start-up session will also work with a 'Ready-to-go' group make sure you read through these sessions and pick the most appropriate activities, depending on the skills and knowledge in the group.

Step 2 You can change the product to suit the group, but make sure you choose something that could lead to many different results.

Step 3 If the group is more experienced, simply read out the challenges – the teams can come up with their own solutions. In the feedback, ask them to think about how they arrived at the solution. How realistic were the solutions they came up with? What methods did they use?

If you are following the recommended order for the Young Entrepreneurs course, this session will precede the 'Business Plan' session. The participants may already have a business idea – the brainstorming exercise (Step 2) is an opportunity to creatively evaluate one of the participants' business ideas and test its innovation.

Step 4 If you only have one person coming up with ideas you are not taking advantage of the talents of the people around you. Remind the group that the key to creativity is to generate ideas with a purpose. If everyone is coming up with loads of ideas but they do not have a purpose, or if the ideas are unrealistic, this could waste time and money.

Follow-up Ideas

Suggest to the group they search the Internet for further activities that can be used to generate and improve upon ideas.

The Business Plan Part Two

Duration:
1 hour



READY TO GO

More interesting
information

Book: *Business Model
Generation: A Handbook for
Visionaries, Game Changers,
and Challengers*

PDF document: Dragon
Dreaming, project design:
http://www.dragondreaming.org/wp-content/uploads/DragonDreaming_international_ebook_v02.01.pdf

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This is the follow-on session from 'The Business Plan Part One' (see Start-up). If the group needs support completing a business plan, you will need to complete both sessions. If you think your group already has a good understanding of how to fill out a business plan, you can skip Part One, but use this session (Part Two) to frame business planning in the context of Economy for the Common Good (ECG) values.

Aim(s)

- To cover each section of the business plan.
- To reinforce the practical application of ECG values by discussing a potential business that is relevant to the local community.

Learning Outcomes

By the end of this session, participants will be able to:

- understand how a business can be framed regarding its impact and relevance to the local community, and therefore some of the practical applications of the ECG values;
- review each other's business ideas, and learn the value of co-operation in constructing and strengthening a single business plan, selected as an example;
- understand how ECG values must be supported through financial sustainability.

Materials and Equipment

- Laptop and projector

From the printable materials:

- Business Plan worksheet

Other materials:

- Participants should bring a completed business plan.

Step-by-step guide

Before the session

- If your group needs support to fill out a business plan, you will need to complete the session Business Plan Part One. If they already have a business plan, they will need to bring this and transfer information in their plan to the Business Plan worksheet during the session.

Website: Bill Berkowitz, Creating a business plan, in: Community Tool Box, Kansas University. <http://ctb.ku.edu/en/table-of-contents/finances/grants-and-financial-resources/business-plan/main>
Video: Canvas model explained: <https://www.youtube.com/watch?v=XxfbZoRLiDI>

Step 1

- Welcome the group to the session. If you have completed the session Business Plan Part One, explain that the group will now apply their learning to their own business ideas. Explain that the session will review the basic elements of a business plan, with an emphasis on how their plan relates to ECG principles.
- Hand out the Business Plan worksheet. Explain that in this session they will support each other to complete a plan related to a single business idea, but they should think about each section in reference to their own business idea and take notes. They should continue to add to and refine their plan as they progress through the course.



2 mins

Step 2

- Ask the group about their plans for a business. Briefly discuss each participant's business idea. Select one business idea to be used as an example in the remainder of the session.



10 mins

Step 3

- Using one business idea as an example, work through the business plan section by section. This may be easier using a projected version of the plan. More time should be spent on the following sections: Section 3 – Success Factors (with particular emphasis on the question – How will you make sure your business will be profitable?) and Section 6 – Economy for the Common Good.



45 mins



Step 4

- Summarise the session. Ask participants if they feel they understand the business plan and whether they would like to spend additional time on any section.

Observations/Tips

Follow-up Ideas

If participants have discovered gaps in their knowledge or weaknesses in their plan, encourage them to undertake further research, for example, finding out more about competitors and potential allies.

Step 1 The facilitator should emphasise that an unprofitable business will not be sustainable.

Step 2 You may not have time to discuss each business idea within a large group. If so, divide the group into small groups of three or four and ask for brief feedback.

Step 3 The session works better if you discuss one business idea in detail, but be sure you link the discussion to other business ideas within the group, whenever it is appropriate.

Step 3 This is an opportunity to reinforce ECG values of sharing and support. It may be possible to identify potential areas of collaboration between the different business ideas in the room.

Profit and Loss

Aim(s)

- To understand the basic principles of profit and loss.
- To consider how different factors affect profit and loss.

Learning Outcomes

By the end of this session, participants will be able to:

- understand the basic principles of profit and loss and the importance of planning to secure cash flow.

Materials and Equipment

- Pens and paper
- Flip chart paper
- Marker pens
- Laptop and projector

From the printable materials:

- Profit and Loss worksheet A
- Profit and Loss worksheet B
- Profit and Loss worksheet C
- If you are using the laptop and projector, the Profit and Loss Excel worksheet

Duration:
1 hour



READY TO GO

Step-by-step guide



2 mins

Step 1

- Welcome the participants to the session. Divide the participants into small groups, with no more than four participants per group. Tell them they are planning to open a bakery, and by using basic budgeting they will learn how to run a business. Using a simplified sales forecast sheet, they will calculate how many loaves of bread they need to sell, at what price, and how much they need to borrow at the beginning of the year in order to keep the business going.



8 mins

Step 2

- Give each group Worksheet A. Lead a quick discussion reviewing the steps you need to take in order to open a bakery (rent a place, equipment, suppliers, etc.). Ask the participants to list these various actions in chronological order on the sheet. Point out there may be more than one activity to complete at any one time.



15 mins

Step 3

- Hand out Worksheet B and Worksheet C. Explain that to help them set up the business, and keep it going successfully, they will need to devise a basic budget. Tell the group there is no one right answer in this activity; as long as the total income exceeds the total costs then the business is 'in profit'.
- Tell the group they will first have to calculate their income. Using Worksheet B as a reference, lead the participants through the calculations below. Give them time to reflect on the information received, to discuss it and to write down their calculations in Worksheet C.
- First, the group needs to estimate the number of loaves of bread they need to sell per day ($S = \text{Sales}$). This figure goes in the blue box. Then they need to calculate the number of loaves sold every month. The sales per month figure is calculated by multiplying the number of loaves sold per day (S) \times 25 (an average number of trading days per month). This figure should be entered into the box directly below.
- Each group must set a price for every loaf they sell – the Unit Cost. This figure goes in the yellow box.

- Ask the participants to calculate the monthly income (MI) (in this exercise, monthly income is calculated by multiplying the number of loaves sold a month by the Unit Cost). The figure for monthly income goes into the green box.
- In this example, the business grows quite slowly. Every month, the business makes an extra 10€. Each group can calculate the increase in their monthly income by filling in the boxes A – L. Over the course of a year, their monthly income rises from an initial point $U \times (S \times 25)$ in January to $U \times (S \times 25) + €110$ in December.
- Estimate how much money you need to borrow in order to get the business up and running. This figure, the LOAN, is entered in the purple box.
- The total income for the year is given by the formula $(MI \times 12) + €660 + \text{the LOAN}$.

Step 4

- Tell the group they must now calculate their costs. For simplicity, and to save time, they are to imagine that the cost of producing their bread is calculated by halving the monthly income – this figure is entered in the ‘Ingredients’ row. The total for the year is entered into the light red box. If it will not affect their basic understanding of profit and loss, and if you have time, discuss with the group how this relationship would operate in real life (this is a chance to discuss economies of scale).
- Again, for simplicity, the costs for this project (rent, wages, electricity) are fixed, and these come to €1000 per month. You may want to change this figure so it more accurately reflects the local market. In the first month, there is an extra cost of €2000 to pay for basic equipment.
- Tell the groups they will need to pay off the LOAN. The LOAN repayments are fixed at 5% per month of the LOAN total. Repayments are calculated by dividing the LOAN total by 20. Total repayments for the year are calculated as $(\text{LOAN} \div 20) \times 12$.



15 mins

Step 5

- As a group, discuss the scenario. Ask them whether they feel their figures for projected sales are realistic. Test the effect of changing different variables. What happens if the fixed costs go up by 10%? What happens if the number of units they sell goes down by 10%? What happens if interest rates go up and



15 mins

their loan payments increase? Facilitate a discussion about risk management. Which variables can they control? What measures can they put in place to mitigate the risk of increased costs or reduced income?



5 mins

Step 6

- When summarising the session, remind the group that this is a simplified illustration. Ask the group if they feel they understand profit and loss, or if this subject needs additional work. Thank the participants for their contribution.

Observations/Tips

Follow-up Ideas

Work with the participants to find out options for financing their business. They may suggest bank loans, savings, partners/investors, or they may be able to borrow money from their family. Research other forms of financing like national programmes for entrepreneurs and self-employment, grants, crowd-funding, kick-starters.

Step 1 If you have access to a projector and laptop, you can download the spreadsheet and work through the examples using the Excel sheet. The formula will update automatically, which will allow more time for discussion.

Step 2 This step is useful when working with young people who have a very limited understanding of business planning. You may choose to skip this section and give more time to the subsequent steps.

Step 5 There are clearly some realistic elements that can be discussed in the context of the local market. How many people buy bread in their local town or village? How much does a loaf of bread cost locally? Are the fixed costs (given here as €1000) realistic for where they live? How much does it cost to rent business premises, to buy basic ingredients, to pay staff? Are the estimates they are making realistic? Are they over-estimating how many units they will sell, or are they pricing their loaves of bread too high or too low? What is the impact on the community if basic foodstuffs are priced too high – or too low?

Aim(s)

- To help participants critically evaluate their idea for a business.
- To reinforce the practical application of the Economy for the Common Good (ECG) by considering how ECG values can help strengthen a business and offer new business opportunities.

Learning Outcomes

By the end of this session, participants will be able to:

- apply their understanding to ECG values;
- evaluate their business idea in terms of its strengths, weaknesses, opportunities and threats (SWOT);
- explain their business idea to an audience;
- learn the value of co-operation in creating a more robust business plan.

Materials and Equipment

- Pens and paper

From the printable materials:

- ECG Values flashcards
- Common Good Balance Sheet
- Business Plan worksheet completed
- SWOT worksheet

SWOT

Duration:

1 hour



READY TO GO

More interesting
information

Website: www.mindtools.com/pages/article/newTMC_05.htm

Step-by-step guide

Before the session

- Participants will need to have completed a business plan (see 'The Business Plan' Parts One and Two). They should bring this plan to the session.



Step 1

- Welcome participants to the session. Explain that over the course of this session they will work together and help each other to improve their business ideas and assess how well they are applying ECG values. Use this opportunity to quickly restate the ECG values – use the ECG flashcards or the Common Good Balance Sheet from the 'Economy for the Common Good Ready-to-go' session.



Step 2

- Divide participants into small groups of three or four. In the first part of the session, each participant has two minutes to explain their business idea to other members of their group. They should attempt to provide the following information:
 - What is the business idea?
 - Where will the business be based? You could ask the participants to draw a quick map.
 - When are they open?
 - Who are the customers?
 - Why do customers choose to use this business and not another similar business?



Step 3

- Working together as a team, participants discuss each of the business ideas in turn, identifying the following:
 - *Strengths of the business:* Does the business respond to a need within the community? Have they identified a gap in the market? What skills do

they have to offer as entrepreneurs? What contribution does the business make to the welfare of the community?

- *Weaknesses of the business*: Are they planning to reproduce an existing product or service – if so, what will they do differently? What financial pressures will emerge over the first year and subsequent years? What is the potential impact on the environment? Are there any aspects of the business that do not meet ECG values?
- *Opportunities for the business*: Discuss how co-operation and knowledge sharing between businesses can lead to mutual advantage. Who are their allies in the community? What are the options for financing? Do they already have start-up funding – can they draw on financial support from within the local community?
- *Threats to the business*: What is the external business climate? What are the risks from recession, or changes in the market?

Step 4

- Working individually, participants should revise their business plan in the light of the observations made by other participants (ask them to write down the changes in their business plan).



15 mins

Step 5

- Summarise the session. Ask participants if they gained from the experience. Did they feel there was a value in collaborating? Ask for feedback from individual participants. Ask each participant to share two changes they have made to their business plan.



8 mins

Observations/Tips

Step 5 When summarising the session, try to link the learning in this session to the learning from the 'Economy for the Common Good' Ready-to-go session.

Follow-up Ideas

Suggest that participants do a SWOT analysis of a company they know and see if learning gained from this exercise led them to amend anything in their own business plan.

Sustainability in Business Planning

Duration:
1 hour



READY TO GO

More interesting information

Book: *Social entrepreneurship for dummies* by Mark B. Durieux and Robert A. Stebbins. PDF document

Article: *Sustainable Entrepreneurship and Sustainability Innovation: Categories and Interactions* by Stefan Schaltegger and Marcus Wagner. PDF document

Aim(s)

- To review the Common Good Balance Sheet and ECG values from the perspective of sustainability.
- To assess how they can embed sustainability into their business plans.

Learning Outcomes

By the end of this session, participants will be able to:

- understand a simple definition of 'sustainability';
- understand basic terms relating to sustainability;
- incorporate sustainability into their business plan.

Materials and Equipment

- Flip-chart paper
- Marker pens

From the printable materials:

- Set of word cards for each participants
- The Three Spheres of Sustainability diagram
- The Common Good Balance Sheet

Other materials:

- Participants should bring along their own business plan, if they have one.

Step-by-step guide

Step 1

- Welcome participants to the session.
- Ask participants what they understand by the term 'sustainability'.
- During feedback, highlight the following definition of sustainability:

Sustainability is about an organisation meeting the needs of the present generation without compromising the ability of future generations to meet their own needs ¹.

- Explain that this session will help them incorporate sustainability into their own business plans and also help them to understand how a sustainable business can contribute to the life of a community.



7 mins

Step 2

- Hand out the Three Spheres of Sustainability diagram and the Common Good Balance Sheet. Ask participants to examine the two diagrams and to consider how they are similar and how they are different. Is it possible to translate the values of ECG into the three categories given in the Three Spheres of Sustainability? This is a subject for discussion, and there is no unique answer.
- Ask them to think about how the categories are inter-related and how, in order to create a truly sustainable organisation, attention must be paid to each of these spheres.



10 mins

Step 3

- Using the definition of sustainability given in Step 1, ask the group to consider different human needs: warmth, shelter, food, security, a sense of community, personal growth etc. How does their business idea contribute to the needs of the present generation? In contributing to the needs of the present generation, will their business compromise the ability of future generations to meet their own needs? If so, how?



10 mins



15 mins

Step 4

- Ask each participant to develop their own strategy for incorporating sustainability into their business plan. Ask them to focus only on changes that they can make happen (for example, providing childcare, paying a Living Wage, flexible working, sourcing ethically). If they already have a business plan, they should make notes as they go along.



15 mins

Step 5

- Bring the group together for a presentation and a discussion.
- Ask each participant (or some of the group if time is short) to give a short presentation of their sustainability strategy to the rest of the group.
- Facilitate a discussion and encourage participants to ask each other questions. How has their business plan changed as a result of considering sustainability? What positive impact will their sustainability plan have on the community? The group may need a few examples to start them thinking (you can use these examples or add your own):
 - sourcing Fairtrade materials for manufactured goods will help reduce exploitation in the country that supplies the raw materials for production
 - allowing flexible working will help parents or carers to support their children's education
 - offering childcare will increase the pool of potential employees.
- Summarise the practical application of their plan. Which of the proposed changes could be introduced in a small business? If they are not achievable now, what measures could you introduce immediately in working towards that goal (for example, it may be unrealistic to introduce a corporate volunteering programme but, through flexible working, it may be easier for workers to volunteer within their communities).



3 mins

Step 6

- Finish off the session by providing brief feedback on the participants' plans, and encouraging them to work on their business plans further after the session.



Observations/Tips

Step 3 The Three Spheres of Sustainability is a widely-used model to discuss sustainability, but lacks the pragmatic value of the Common Good Balance Sheet to make sustainability real. Other sustainability models refer only to one aspect of an enterprise, while the Common Good Balance Sheet takes into consideration all aspects of sustainability in relation to an enterprise.

Step 6 Ask the group to prioritise their actions in a sustainability plan and to think in very practical terms about how they make sustainability an integral, and ongoing, part of their business.

Some groups may challenge the idea of sustainability, for example, on the grounds of economic cost. If you have already completed the session on the Economy for the Common Good, the group should understand that this programme is intended to redefine the notion of 'cost' to include social and environmental, as well as economic costs. There will not be enough time within this session for any extended debate, so consider how you will deal with this challenge. A discussion on this theme, or a refresher on the Economy for the Common Good values, could be appropriate follow-up activities.

Follow-up Ideas

The definition of sustainability is from the United Nations Brundtland Commission. It should be noted that the definition of sustainability is contested, but the definition we used for this session is useful because it is easy to understand, is widely known, and is widely applied. You may like to create a follow-up project that investigates the debate. Find out more about the Brundtland Commission's report Our Common Future at: www.un-documents.net/our-common-future.pdf

Training and Funding opportunities

Duration:
1 hour



READY TO GO

More interesting information

Erasmus for Young
Entrepreneurs programme:

[www.erasmus-
entrepreneurs.com](http://www.erasmus-entrepreneurs.com)

Young Entrepreneurs of EU:
www.jeune-europe.org

Eurodyssee program: [www.
eurodyssee.eu/es/que-es-
eurodisea.html](http://www.eurodyssee.eu/es/que-es-eurodisea.html)

Eures: [www.ec.europa.eu/
eures/public/en](http://www.ec.europa.eu/eures/public/en)

ImpactHUB: [www.impacthub.
net](http://www.impacthub.net)

Aim(s)

- To highlight some European training and funding opportunities designed to support young entrepreneurs.

Learning Outcomes

By the end of the session participants will:

- have a basic knowledge of European programmes that offer support for young entrepreneurs;
- understand how the programmes work and how they can apply in order to participate.

Materials and Equipment

- A laptop
- A projector

From the printable resources:

- Information worksheets
- Answer cards

Step-by-step guide

Step 1

- Welcome participants to the session. Explain to the group this is the last session before the final evaluation. They will be taking part in a quiz about entrepreneurship and entrepreneurship opportunities, and will learn about European programmes that offer training and funds to young people interested in becoming entrepreneurs.
- Hand out the answer cards and ask for a volunteer to keep score.



3 mins

Step 2

- Show the first slide and ask participants to hold up their answer (A, B, C or D). When the scorer has made a note of all answers, show the next slide with the correct answer and additional information.
- Repeat until you have completed the quiz.



35 mins

Step 3

- *Option 1:* As a group, go online to research the programme aims and the application process for one or more of the listed programmes (Eurodyssee, Erasmus for Young Entrepreneurs, etc)
- *Option 2:* Research local/national training and funding opportunities for entrepreneurs and explore it together with the group.



20 mins

Step 4

- Summarise the session. Thank the participants for taking part in the session.



2 mins

Observations/Tips

Step 2 Good preparation will pay off. Take time to research the application process and criteria for the programmes you intend to cover in the session.

Follow-up Ideas

Ask the group to research other local and national training and funding opportunities.

Invite a local young entrepreneur to share their experience.

Invite somebody who has success in one of the mentioned programs, events or co-working spaces.

Step 3 You can invite somebody who has participated in one of the mentioned programmes to explain how the application process works and to share their experience.

Evaluation

Aim(s)

- To revise and reinforce knowledge gained through the course.
- To give the facilitator an understanding of how the course has worked in the local context.

Learning Outcomes

By the end of the session participants will be able to:

- devise a clear plan to achieve their aim(s), whether this is to start a business, to complete their education, or to gain further experience in life.

Materials and Equipment

- Post-it notes
- Pens

From the printable materials:

- Session Evaluation flashcards
- Outcomes Star worksheet
- Ten Steps worksheet
- Motivational cards
- Certificate of Completion

Duration:
1 hour



READY TO GO

Step-by-step guide

Before the session

- If participants completed the Outcomes Star as part of the Introduction to the course, bring these to the session.



3 mins

Step 1

- Welcome participants to the session. Explain that the purpose of this session is to review the course and think about the steps they will need to follow in order to get their business up and running.
- Hand out copies of the Outcomes Star, Ten Steps (from the printable materials), post-it notes and pens.



15 mins

Step 2

- Pin the Session Evaluation flashcards around the room. Using these as prompts, discuss each of the sessions with the group, summarising the content.
- Ask the participants to write down two or three things they learnt from each session on post-it notes. They should add their post-its under the relevant flashcard.
- During feedback, discuss the extent to which the group has recognised or embedded ECG values in their understanding of business ethics. Ask open questions to facilitate a discussion: do they feel able to use the techniques they have learnt to solve problems or create solutions? How would they apply ECG values in their life? Do they feel they are more or less likely to follow the ECG model in developing their business? What advice would they give to a friend thinking about starting a business?



15 mins

Step 3

- If you have used the Outcomes Star, they should use this opportunity to assess how their skills and knowledge have developed over the course of the programme.

Step 4

- Finally, as a group, discuss the practical steps that an entrepreneur would need to take in order to start a business (for example, undertake further market research, apply for a loan, sign up for training). Find out from the group who still intends to start a business (some participants may have decided that entrepreneurship is not for them!).
- Now ask participants to complete the 'Ten Steps' worksheet. If they intend to start a business, this should be listed under 'My aim is...' If they do not want to start a business, ask the participants to put a life goal in this section (for example – go to college or university, find work, go travelling). They should now fill in the Ten Steps they need to complete in order to reach this aim.



15 mins

Step 5

- Spread the motivational cards on the floor or on a table. Ask each participant to pick the card which best summarises how they feel about the course. Ask the group to share their insights.



10 mins

Step 6

- Thank the participants for taking part in the course, and wish them luck on their journey in life!



2 mins

Observations/Tips

Step 2 Make sure you record this feedback, as it gives you data on what went well and what could be improved.

Step 3 If you have not used the Outcomes Star, spend more time on the other activities.

Step 4 The Ten Steps is designed to give the participants a clear route to achieve their Aim and is for the participants to keep.

If there is time, you can photocopy the session summary and Outcomes Star and give a copy to each a participant.

You may want to give each participant a Certificate of Completion and perform a brief ceremony at the end of the session.



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