



## IO1. Set of Instruments for PE trainers working with blended, mixed adult groups

Co-funded by the  
Erasmus+ Programme  
of the European Union



*The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

## Authors

Marius Ignatonis  
Rima Baciulyte  
Ilona Kojelytė-Čepurnienė  
Marijus Vaisėta  
Ramune Vadeikytė  
Ahmet Okan Yavuz  
Ercan KÜÇÜKARSLAN  
Céu Branco  
Carlo Smaldone Villani  
Francesca Pastorino Smaldone Villani  
Pierre Troton  
Jean-Marc Hetsch

## Content

I.	Introduction	4
II.	Questionnaires about entrepreneurship	6
III.	Tasks to develop entrepreneurial competences	8
III.1.	Business idea: search, evaluation of opportunities and own possibilities	9
III.2.	Development of the business plan	17
III.3.	Establishment of an enterprise	24
III.4.	Run an enterprise: marketing management	31
III.5.	Run an enterprise: sales and purchasing management	41
III.6.	Run an enterprise: human resources management	47
III.7.	Run an enterprise: finances and accounting management	54
III.8.	Review the outcomes of the enterprise	64
	Appendixes	69
	Questionnaire No. 1. Entrepreneurial skills	70
	Questionnaire No. 2. Entrepreneurship Intention	75
	Questionnaire No. 3. Entrepreneurship Evaluation	77
	Questionnaire No. 4. Entrepreneurship Attitude	80

## I. Introduction

This guide is a result of the Erasmus+ project implemented by the following partnership consortium:



*Set of Instruments for PE trainers working with blended, mixed adult groups* aims to introduce the target group – PE trainers, practice organizers, and teachers (business, marketing, management, economic subjects) in VET or in HEI, general education, to the method of Practice Enterprise (PE) and the task of modelling and teaching within their own PE. This material will help the trainers to plan, organize and evaluate entrepreneurial skills gained by the learners. The created material describes the tasks (What to do), approaches (How to do) and results (How to gain entrepreneurship skills).

*Set of Instruments for PE trainers working with blended, mixed adult groups* provides:

- examples of questionnaires, which can be used to discover where the trainee is before his/her training in the Practice Enterprise and where he/ she will be at the end of the training (personal growth).
- set of tasks examples (according to the selected skills of ENTRECOMP) and explanations how to do it. All tasks are orientated to learners' aiming to achieve these skills. First, tasks are formulated regarding the creation of an optimal learning environment, secondly, directly motivate learning to take advantage of learning opportunities; and thirdly, increase learning awareness about the importance of entrepreneurship skills and creating an optimal

knowledge system to increase entrepreneurial skills among learners. Learners will be encouraged to view the PE from three different perspectives:

- as learners, reflecting on the Practice Enterprise as a learning location;
  - as employees of an enterprise applying their theoretical knowledge in a business environment, and
  - as future business creators, studying the creation and maintenance of such a business simulation.
- useful resources are provided in the text.

The ***Set of Instruments for PE trainers working with blended, mixed adult groups*** is available on the partners' websites in English, French, Italian, Lithuanian, Portuguese, and Turkish languages. It will be easily transferred to organizations beyond the project consortium, as it will be available online in 6 languages; easily adaptable to other VET schools; in other business lessons (tasks, links, etc.); the methodology may be used and further developed as a practical tool for adults' skills diagnosis in other areas, such as: Economics, Management, Marketing, Business development, Human resources management, Accounting, etc.



## **II. Questionnaires about entrepreneurship**

Entrepreneurial skills are essential for the success of business. Firms that possess human resources with exceptional skills have a long-term focus and are more likely to use their skills to take advantage of emerging opportunities. Entrepreneurship involves seeking and trying new ways to develop and improve successful businesses. Entrepreneurship involves focusing on innovation, assessing risks and rewards of a new venture, searching for opportunities, and seeking new information.

According to various scientists, entrepreneurial competence consists of knowledge, motivation, capabilities, and characteristics (personal qualities). Entrepreneurial competencies are made up of personal attributes, knowledge and skills or personal characteristics and skills or personal competencies and functional competencies. Entrepreneurial competencies encompass knowledge, skills, and attitudes, under which personal characteristics hide. Each classification states that personal qualities are a part of entrepreneurial competencies. Personal entrepreneurial competence is a set of qualities, which help to outline the attitude and behaviour of entrepreneurs. In other words, personal characteristics are traits that make people more or less capable of entrepreneurship.

This manual provides four examples of questionnaires which could be applied to PE learners by their trainers to help them identify which entrepreneurial competences they have and what they want to achieve in the future. The user could choose the questionnaire they prefer the most and print it out or transfer it to Google forms or other online questionnaire tools.

All questionnaires can be found in the appendixes (Page 68).

# Tasks to develop entrepreneurial competences





### III. Tasks to develop entrepreneurial competences

The chapter provides the examples of tasks to develop entrepreneurial competences. The topics of the tasks cover all areas of PE and reflect real company areas/departments. This is a set of successful experiences used by teachers in project partner countries. The competences to be developed using these tasks were chosen from “EntreComp - the European Entrepreneurship Competence Framework” to empower students to become business owners. The duration of the course is 200 hours in total, and it consists of the following 8 topic areas:

1. Business idea: search, evaluation of opportunities and own possibilities.
2. Development of business plan.
3. Establishment of enterprise.
4. Run an enterprise: marketing management.
5. Run an enterprise: sales and purchasing management.
6. Run an enterprise: human resource management.
7. Run an enterprise: finances and accounting management.
8. Review the outcomes of the enterprise.

#### III.1. Business idea: search, evaluation of opportunities and own possibilities

---

##### Business idea: search, evaluation of opportunities and own opportunities

---

Introduction and rationale

**Overview of the task:** Many of us are faced with business opportunities on a regular basis. Deciding what’s worth embracing, though, can be difficult. Whether you’re starting a new business or whether you’re trying to expand your current business with a new opportunity, it’s vital to know how to appropriately evaluate it. As to look forward, here are some things to consider when deciding whether a business opportunity is worth embracing.

**Main purpose:** To search the market, evaluate the opportunities to create and develop a business idea.

**Content:** Students will conduct market research; evaluate current network; understand their personal ability to check the market and manage cash flow; understand which management skills are essential for creating a business.

---

Work organization and length	20 hours total: Search of contents and witnesses / testimonials (6 hr) Independent learner's work with trainer's support (11 hr) Evaluation (3 hr)
Equipment and resources	A computer or a laptop, a printer, internet connection, a mouse and domestic hardware: table, chairs, papers, meeting room, working room, or working angle.
Learning methods	<ol style="list-style-type: none"> <li>1. Identify all, or as many as possible, potential risks or losses to the business presented. For example, phase one of the project could take a month longer than scheduled to complete, resulting in financial penalties and additional labour costs to the business.</li> <li>2. Estimate the likelihood of the loss occurring. Label on a sheet of paper or spread sheet three columns with percentages of probability. Label them "25%" (low), "50%" (medium), and "75%" (high), then place each potential risk in one of the three categories according to its estimated probability of occurrence. For example, if the chance of phase one of the project running over deadline by a month is low, place it in the "25%" column. (Workgroup with the mentorship of the trainer).</li> <li>3. Decide if the business can withstand the loss and if the risk is worth taking. Subtract the potential loss from the revenue generated by the project as a whole. For example, the project benefits the business by a gain of €50,000 at fiscal year-end, minus a loss to the business of €6,000 at fiscal year-end if phase one is not completed on time. (Evaluation of the idea)</li> <li>4. Devise a way to minimize or eliminate the risk. In the example, minimize or eliminate the risk of the €6,000 loss in penalties and increased labour costs from a missed deadline by adding more labour from the beginning to ensure the deadline is met, or by negotiating to move the deadline and give phase one an additional month for completion. (Decision making process)</li> </ol>
Learning aim/aims	<p>AIM 1: To understand what the market size is and if it is worth entering in it or not.</p> <p>AIM 2: To know and to understand if there are some useful worthwhile relationships to run a new business.</p> <p>AIM 3: To understand the personal ability to check the market and manage the cash flow.</p> <p>AIM 4: To understand what management skills are essential for creating a business.</p>

<p>Outcomes and gained competences.</p>	<p>Resources: Financial literacy; Into action:</p> <ul style="list-style-type: none"> <li>• Learning through experience;</li> <li>• Working with others;</li> <li>• Planning and management;</li> </ul>
<p>Guideline for trainers for AIM 1  Market Size</p>	<p>One of the most important factors when evaluating a business opportunity is market size. Do a little market research. Figure out if there is a market for the opportunity — and how big that market is. Before you move forward, you want to be sure the demand is there. You don't need to appeal to a massive market, but it does help if you understand the market. Additionally, knowing how engaged the market is and how likely they are to pay for what's being sold can help. Ask students to do a little market research and find out if there is a demand for a new business in the area.</p> <p><a href="https://www.b2binternational.com/what-we-do/markets/market-sizing-research/">https://www.b2binternational.com/what-we-do/markets/market-sizing-research/</a></p>
<p>Guideline for trainers for AIM 2  Relationships</p>	<p>Does the business opportunity come with some relationships? For example, do you have an “<i>in person</i>” that can help you leverage the opportunity? If you know someone who is technically minded, that can help you with certain aspects of the opportunity. What are your relationships with potential investors or customers? When you have more relationships, the opportunity is likely to run smoother.</p> <p><a href="https://www.superoffice.com/blog/business-relationships/">https://www.superoffice.com/blog/business-relationships/</a></p>
<p>Guideline for trainers AIM 3  Ability to Manage Cash Flow</p>	<p>Next, you need to look at the ability to manage cash flow. Is there start-up funding for the business? What about ways to keep funding the business each month. Figure out how the cash flow will be managed and take a look at the business plan. You want to make sure that the business is likely to sustain itself after a period of time.</p> <p><a href="https://www.inc.com/encyclopedia/cashflow.html">https://www.inc.com/encyclopedia/cashflow.html</a></p>
<p>Guideline for trainers AIM 4  Management Skillsets</p>	<p>What are the skillsets of those involved? If you are evaluating your own business opportunity, you need to be honest about what you bring to the table, and what you need to make up for. When looking for a business opportunity to invest in, or expand, look at the management. What skills do they have? Are they appropriate and diversified? Do you trust the competence of the principals to make the opportunity a success?</p> <p><a href="https://www.smallbusiness.wa.gov.au/business-advice/starting-your-business/business-skills">https://www.smallbusiness.wa.gov.au/business-advice/starting-your-business/business-skills</a></p>

---

Assessment of the  
competency's  
description

How to assess your business idea?

Self-Analysis

Before you even start researching the feasibility of your idea and the market you plan on entering, evaluate your own talents, desires, and goals. Consider your willingness to take risks as well as the amount of time and energy you'll need to make the business a success. Review your financial, personnel and marketing skills and ensure you have the necessary background to make a success of your new venture.

Financial Components

After learning about the investment required to purchase the existing business or franchise or the start-up costs you'll initially need, evaluate your own resources. Part of a financial assessment includes the amount you have in personal savings to add to the initial investment. Banks typically require entrepreneurs to come up with a portion of the investment to show good faith and willingness to take a risk with the lender. Assess the financing available through the seller, investors and lenders when evaluating your chances of succeeding.

Market Research

To thoroughly understand what you're getting into, perform an extensive market research project to determine the feasibility of your business. In addition to gleaning statistics on trends and current customer buying patterns, you need to know who your customers are, where they are located and what kind of competition exists in your area. Consider market research your first steps in opportunity analysis that help you understand exactly how you will sell products or services to a specific market.

Risk Assessment

A complete evaluation of a business opportunity includes a risk assessment. An honest appraisal of the potential risks inherent in your new business can help you prepare for possible problems and decide whether the risks are worth the investment. Details you need to consider in the risk assessment process include factors that could negatively affect your business, such as the general state of the economy, weather events and your competition's competitiveness. Internal considerations should include your own health, the level of credit available to you and the number and type of employees you'll need to hire to run the business efficiently.

Support

Finally, evaluate the amount of support you expect to receive from your family and the community. You'll most likely spend an inordinate amount of time in the initial stages of opening your new business, which could affect your family relationships. Opportunity evaluation requires professional and personal considerations. Outside hobbies and commitments may need to be curtailed for some time. Attitudes and cultural preferences in your

---

---

community can impact your ability to grow and sustain your business. Evaluate your standing on all these fronts to ensure you've got the necessary support to be successful.

---

Assessment tools  
examples

Some proposed points useful for the assessment

Discounted Cash Flow

A discounted cash flow (DCF) is a method of business opportunity assessment more suited toward investment projects, such as a real estate development. The method uses the time value of money, which is often set to the current yield of government bonds, to calculate the present value of a set of future cash flows. Specifically, to find the discounted present value, discount the cash flow in the first period, in the first year by dividing the cash flow in the first year by the time value of money plus 1. Find the discounted cash flow in the second period by dividing the cash flow of the second period by the time value of money plus 1, squared. Divide the cash flow in the third period by the time value of money plus 1, cubed, and so on. Adding up all discounted cash flows in each period gives the discounted present value of the business project. Then, compare all the DCFs of all of your potential business opportunities. The opportunity with the biggest DCF represents the most profitable investment.

Example: Real Estate Project

Consider a real estate investment project that costs €100,000 to build. The current yield of U.S. government bonds is 3 percent. You add 1 to obtain a time value of money of 4 percent. In the first four years, you estimate that the development will bring in €20,000, €30,000, and €40,000 of rent. Converting 4 percent to a decimal and adding 1 gives 1.04. Dividing negative €100,000 by 1.04 gives a DCF of negative €96,153.85 in the first year. Dividing €20,000 by  $1.04^2$  gives a DCF of €18,491.12 in the second year. Dividing €30,000 by  $1.04^3$  gives a DCF of €26,669.89 in the third year. Dividing €30,000 by  $1.04^4$  gives a DCF of €25,644.13 and dividing €40,000 by  $1.04^5$  gives a DCF of €32,877.08. Adding up all DCF's in each period gives a discounted present value of €7,528.37 for the first five years. After comparing with the discounted present value of another project, you find that the real estate investment project is your most viable business option.

Entrepreneurial Assessment

If you are an entrepreneur and are considering a new business that does not involve investment projects, your business opportunity assessment is a little more complex and depends entirely on the nature of your new company. Specifics to consider include competition, location, start-up costs, the costs of running the business, the current market for your products and sources of funding. While a small, family-owned convenience store must worry about new competitors moving into the area, an internet-based company must worry more about marketing and creating a search engine presence. While a recruitment consultancy may have little in start-up costs, it will only thrive if the manager has a good network of business connections.

---

---

Alternatively, a successful car company will have high start-up costs and be well positioned in the supply chain of raw materials.

**Example: Management Consulting**

Take for example a management consulting company. A small firm will only need a limited amount of financial capital for supplies and machinery, as management consulting is mainly an office-bound industry. You will, however, need a number of employees with high-level talent. These people will carry a high cost in the form of salaries. Crucially, you should also already have a large professional network of business owners who can use your management consulting expertise. Your potential to make a profit depends on your ability to draw in clients. Therefore, the main obstacle for a management consulting agency is securing potential clients before you begin setting up the business.

**Example: Teddy-Bear Factory**

Contrary to the management consulting agency, a teddy-bear factory is capital-intensive, as you require machinery to give you an efficient use of time and resources. Opposed to business networks and people talent, your key to success is finding the right types of machinery at a competitive price and positioning yourself at an ideal location on the supply-chain network. The latter gives you cost advantages for materials. Cost-effective labour further brings down manufacturing costs. A good sales acumen helps you get your products into the stores.

---

**Guiding questions**

- Does your idea meet a need?
  - Does the product or service align with your life goals?
  - How will starting this business impact your life?
  - Do you have the capabilities to implement your ideas?
  - How unique is your business solution?
  - Did you check the risk in opening a new activity for your potential business?
  - Do you have many competitors at the moment or are you the first?
  - Do you think you'll have a local market or an international one?
  - Do you think your business will function out of a shop, office or fully online?
  - Do you think about the labour force you need in order to open the business without losing forces and money?
  - Did you think about how fast competitors can copy your idea?
  - Do you need to have a big capital to enter your business?
  - Are you ready to start a business alone or do you need partners to share the capital and the risk?
-

---

Feedback collection

1. Determine the degree to which a problem was correctly identified and defined. Consider if it was conceptualized in a way that supported the identification of a number of possible root causes. For example, the problem definition "a decrease in sales" supports the identification of a number of root causes including an increase in the number of competitors, a need to ramp-up advertising, and a lack of appropriate training for the sales staff.
  2. Determine if the root problem was correctly identified. Consider if it, rather than a symptom, was addressed by the solution. For example, if the root problem is product quality and the symptom is a decrease in sales, a solution of additional sales tools will be ineffective in addressing the root problem.
  3. Review project data to determine if pertinent facts were considered in the decision process. Consider the reliability of the data sources and the completeness of the data gathered.
  4. Evaluate the resources employed to identify the appropriate solution. Find out if key personnel were selected on the basis of expertise rather than the staff position. Determine if an appropriate project sponsor was identified, if appropriate stakeholders participated, if third-party experts were used and/or if internal personnel lacked the appropriate expertise.
  5. Review the agreed-to solution to evaluate its feasibility. Determine that the selected solution was "best-in-class" in light of other possible alternatives. Consider if a sufficient number of solutions were evaluated in order to develop a quality solution.
  6. Consider if the potential solutions were appropriately prioritized. For example, determine if the solution was selected simply on the basis of its implementation timeframe or cost.
  7. Discover if the set of options was fairly assessed. Determine if experts were consulted in the decision-making process, and if the advantages or disadvantages of the alternative solutions were completely and fairly considered.
  8. Determine if the decision-making process supported the prompt identification of an appropriate solution. Evaluate intermediate decision deadlines and consider operational costs that resulted from delays in process.
  9. Consider project responsibilities. Find out if appropriate individuals were assigned the responsibility to conduct particular elements of the solution.
  10. Evaluate the success measures established for the solution. Discover if the solution was implemented successfully within a designated timeframe and according to plan, and if it addressed the issue without unintended side effects.
-



## Development of a business plan





### III.2. Development of business plan

<b>Development of a business plan</b>	
Introduction and rationale	<p><b>Overview of the task:</b> A business plan is a document where you determine your goals and the steps and timing you need to take to achieve these goals. Preparing a business plan, which is one of the most important moves of starting a business, plays a vital role in getting the best results by using limited resources in the most efficient way.</p> <p><b>Main purpose:</b> to elaborate the business idea from marketing perspective and prepare a business plan.</p> <p><b>Content:</b> Students will examine the details of preparing a good and useful business plan and will prepare their own business plan.</p>
Work organization and length	<p>25 hours total:</p> <ul style="list-style-type: none"> <li>• Collecting information for need analysis (6h)</li> <li>• Organizing data in line with the business idea (6h)</li> <li>• Documentation of the business plan (10h)</li> <li>• Evaluation process (3h)</li> </ul>
Equipment and resources	The hardware and software to benefit from ICT and web 2.0 tools.
Learning methods	<p>Study of recommended literature and internet resources;          Conversation-discussion-group discussion;          Demonstration;          Project based learning;          Case studies;          Brainstorming;          Self-assessment;          Peer assessment.</p>
Learning aim/aims	<p>AIM 1: Elaboration of the business idea from marketing perspective          AIM 2: SWOT Analysis          AIM 3: Planning time, financial and marketing strategies          AIM 4: Effective documentation</p>
Results and gained competences.	<p>Ideas and possibilities:</p> <ul style="list-style-type: none"> <li>• Valuing Ideas;</li> <li>• Vision;</li> <li>• Financial and economic literacy;</li> <li>• Taking the initiative;</li> <li>• Planning and management.</li> </ul>
Guideline for trainers for AIM 1 (Elaboration of a business idea)	<p>Give a presentation about the vital role of forming a feasible and accessible business idea for the business plan.</p> <p>Let everyone explain their business ideas quickly and clearly with the help of the elevator game.</p> <p>Ask learners to investigate ideas similar to their own and compare them.</p> <p>Lead a discussion about the structure, feasibility, creativity, etc. of the business idea.</p> <p>Ask learners to research how business ideas that have been highly successful in their field occurred in the first place.</p>

	<p>Show them the old stories (from their early years) of known entrepreneurs/businessmen.</p>
<p>Guideline for trainers for AIM 2 (SWOT Analysis)</p>	<p>Give a presentation about the importance of SWOT analysis. Detail your presentation with the benefits of SWOT and the possible damages that could occur if it does not exist.</p> <p>Lead a discussion about each element.</p> <p>Show them a well-structured sample to emphasize the main points.</p> <p>Ask learners to do a sample analysis using real-life examples and then ask them to do the same analysis within their own business plan.</p> <p>Explain the impact of SWOT analysis in terms of the business' future.</p>
<p>Guideline for trainers AIM 3 (Planning your time, financial and marketing strategies)</p>	<p>Give a presentation about the crucial points of using all kinds of resources efficiently. Highlight the importance of reality while planning.</p> <p>Lead a discussion about short, middle, and long-term goals.</p> <p>Encourage learners to use figures from the real marketing world.</p> <p>Ask learners to investigate the legal processes and paperwork.</p> <p>Organize visits to chambers/entrepreneurs/businessmen to detail the plan.</p>
<p>Guideline for trainers AIM 4 (Effective documentation)</p>	<p>Present the compulsory parts of the business plan and show how to fill these parts from a sample.</p> <p>Highlight the key points, especially the executive summary, company description, marketing research results, financial strategies, term goals.</p> <p>Lead a discussion about the most effective way of presenting and introducing a business plan.</p>
<p>Assessment of the competency's description</p>	<p>The market situation, determining goals precisely, time and financial management,</p>
<p>Assessment tools examples</p>	<p>Control sheets of basic business plan essentials:</p> <ul style="list-style-type: none"> <li>• Is the main purpose of the business plan explained?</li> <li>• Have the products/services that the entrepreneur aims to offer and their potential for improvement been specified?</li> <li>• Is the business plan summary concise, covers the whole aim and convinces the reader that the business plan is well prepared?</li> <li>• Is there any mention of the company's short and long-term goals, the strategies it has developed to achieve these goals and the competition analysis?</li> <li>• Have the product/service developments (social, economic, political, and technological) and trends related to target customers and markets been analysed?</li> </ul> <p>Self-assessment tools with linear scaling</p>
<p>Guiding questions</p>	<p>What is the main purpose of preparing a business plan?</p> <p>Which parts of your plan are essential?</p> <p>How can you find real and useful data?</p> <p>What are your priorities for your plan?</p> <p>Do you have a B plan?</p> <p>Does your plan fit the needs of the business?</p>

---

Does your plan include the role of employees?  
Is your plan feasible in the real world?  
How do you arrange legal processes?  
How do you decide the type of your goals in terms of time?  
What are the weakest and strongest points of your plan?  
How do you cover risk management?  
Are the financial parts clear and detailed enough?  
Is your plan short but covers all the required information?  
Which ways do you think will be best to promote your business?  
Is your plan set in line with your business idea?  
Do you consider your plan to be innovative or traditional?

---

Feedback collection    ICT tools are very remarkable and help to increase the retention of learning.  
You can benefit from web 2.0 tools in every step.

---

---

**TOPIC: Development of a business plan**


---

Name	Format	Description	Link:	Language
Write your business plan	Article	Your business plan is the foundation of your business. Learn how to write a business plan quickly and efficiently with a business plan template.	<a href="https://www.sba.gov/business-guide/plan-your-business/write-your-business-plan">https://www.sba.gov/business-guide/plan-your-business/write-your-business-plan</a>	EN
Live Plan	Web Tool	This web tool helps entrepreneurs write a business plan, secure funding, and get insights to help reach their goals. It has a trial version to experience how it can be benefited from the tool.	<a href="https://www.youtube.com/watch?v=i1b0UdeOTI">https://www.youtube.com/watch?v=i1b0UdeOTI</a>	EN
11 Elements of sample business plan you must need to know	Video	Introducing 11 Elements of a Sample Business plan for small business owners. You can't get success without knowing the different elements of a small business plan. A business plan is the key to get success in any business and in any industry. So, if you are running a business without having a successful business plan then, you are going towards big failure. You'll waste your time too. Well, Sample business plans and their structure helps you to determine the best business plan elements and information with proper ideas.	<a href="https://www.youtube.com/watch?v=i1b0UdeOTI">https://www.youtube.com/watch?v=i1b0UdeOTI</a>	ENG

---

<p>How to write a business plan to start your own business</p>	<p>Video</p>	<p>9 Steps For Writing a Business Plan - Required Steps to Write a Business Plan for your company or service.</p> <p>Step 1 - Define your vision          Step 2 - Set your goals and objectives for the business          Step 3 - Define your Unique Selling Proposition          Step 4 - Know your market          Step 5 - Know your customer          Step 6 - Research the demand for your business          Step 7 - Set your marketing goals          Step 8 - Define your marketing strategy          Step 9 - Take Action!</p> <p>All these Steps are very important while you are writing the business plan for starting your own business.</p>	<p><a href="https://www.youtube.com/watch?v=Fqch5OrUPvA">https://www.youtube.com/watch?v=Fqch5OrUPvA</a></p>	<p>EN</p>
<p>Business plan development guide</p>	<p>Guide</p>	<p>The purpose of this Business Plan Preparation Guide is to ensure that the Business Plan is prepared accurately and completely by specifying the points to be considered while preparing the Business Plan to be submitted for applications to the Agriculture and Rural Development Support Institution.</p>	<p><a href="https://www.tkd.gov.tr/Content/File/BasvuruFiles/BasvuruPaketis/BasvuruPaketiHazirlamaDokumanlari/IsPlaniHazirlamaRehberi/IsPlaniHazirlamaRehberi.pdf">https://www.tkd.gov.tr/Content/File/BasvuruFiles/BasvuruPaketis/BasvuruPaketiHazirlamaDokumanlari/IsPlaniHazirlamaRehberi/IsPlaniHazirlamaRehberi.pdf</a></p>	<p>TR</p>

<p>Guide to preparing a successful business plan. What is a business plan?</p>	<p>Guide</p>	<p>Why does a business plan have vital importance? What should/shouldn't have inside? What are the steps? This document answers all the questions supported by the visual data.</p>	<p><a href="https://www.tobb.org.tr/TOBBGencGirisimcilerKurulu/Sayfalar/EgitimSunu/Ba%C5%9Far%C4%B1%C4%B1%20bir%20i%C5%9F%20plan%C4%B1%20haz%C4%B1rlama%20klavuzu.pdf">https://www.tobb.org.tr/TOBBGencGirisimcilerKurulu/Sayfalar/EgitimSunu/Ba%C5%9Far%C4%B1%C4%B1%20bir%20i%C5%9F%20plan%C4%B1%20haz%C4%B1rlama%20klavuzu.pdf</a></p>	<p>TR</p>
<p>KOSGEB Business Plan Example 2021</p>	<p>Guide + Simulation page</p>	<p>On KOSGEB business plan example 2021 page, we have shown you how to prepare an entrepreneurship project, with a video. However, so that you can create your project, we have provided you with the opportunity to download it in Word format with a blank PDF. This way, you will be able to easily create business plan stages. We have also included companies that prepare the most reliable KOSGEB business plan projects for them.</p>	<p><a href="https://www.kosgebkrediler.com/kosgeb-is-plani-ornegi/">https://www.kosgebkrediler.com/kosgeb-is-plani-ornegi/</a></p>	<p>TR</p>
<p>The game that disappears with the most ridiculous business plan in the world!</p>	<p>Video</p>	<p>Sometimes you have to look at the world from different windows. It may be helpful to review examples of what a good business plan looks like. But sometimes you need to examine what a bad business plan looks like too. This video gives you a different perspective on how a poor plan changed thing.</p>	<p><a href="https://www.youtube.com/watch?v=MSyVTqsZkVA">https://www.youtube.com/watch?v=MSyVTqsZkVA</a></p>	<p>TR</p>

## Establishment of an enterprise





### III.3. Establishment of an enterprise

<b>Establishment of Enterprise</b>	
Introduction and Rationale	<p><b>Overview of the task:</b> to understand the concepts of business legal structures and the implications of business ownership and planning, with emphasis on business structure types, tax implications, compliance obligations, and legal items.</p> <p><b>Main purpose:</b> to examine the pros and cons of each business type and structure and discover which one the student believes is best for their business idea, in addition to presenting the steps required to registering their business on-line.</p> <p><b>Contents:</b> Comparing business legal structures; choosing a business structure; tax implications of business legal structures; legal hiring details – contracting rules/regulations and on-line business registration.</p>
Work organization and length	<p>Total length: 25 hours, divided as follows:</p> <ul style="list-style-type: none"> <li>- 10h direct contact with teachers/trainers</li> <li>- 15h individual and/or group work that includes consulting sessions with teachers/trainers as required</li> </ul>
Equipment and resources	Computer, internet resources, manual, etc.
Learning methods	<ul style="list-style-type: none"> <li>- Study of recommended literature and internet resources</li> <li>- Conversations and discussion based on the literature and internet resources with teacher/tutor</li> <li>- Decision making based on results of conversations and discussions with teacher/tutor</li> <li>- Individual/group work</li> <li>- Evaluation of presentation</li> </ul>
Learning aim/aims	<ol style="list-style-type: none"> <li>1. Identify types of business ownership structures and required factors</li> <li>2. Identify the best legal structure for a given business idea</li> <li>3. Understand the tax requirements for different legal structures</li> <li>4. Identify the legal documents required to hire staff</li> <li>5. Identify the steps and documents required to register a business on-line</li> </ol>
Results and gained competences	<p>Ideas and opportunities:</p> <ol style="list-style-type: none"> <li>1. Vision</li> <li>2. Valuing Ideas</li> <li>3. Ethical and Sustainable Thinking</li> </ol> <p>Resources:</p> <ol style="list-style-type: none"> <li>1. Mobilizing Resources</li> <li>2. Financial and Economic Literacy</li> </ol>



	<p>3. Mobilizing Others</p> <p>Into Action:</p> <ol style="list-style-type: none"> <li>1. Taking the Initiative</li> <li>2. Planning and Management</li> <li>3. Coping with uncertainty, ambiguity, and risk</li> </ol>
Guideline for trainers: AIM 1 to 2	<p>Give a presentation about the different types of business ownership structures and the factors required when choosing a business legal structure. Provide students with a manual that contains definitions, exercises, and suggested bibliography/ references (literature and internet resources).</p> <p>Ask students to identify the business structure they think is best for them and the formation regulations the business will require, in addition to identifying other factors that might be important.</p> <p>At the end of this task students should be able to justify the type of business ownership they believe is best for their business idea, and the form of organization they will use.</p>
Guideline for trainers: AIM 3 to 4	<p>Give a presentation about the tax requirements for the different legal structures and the legal documents required to hire staff. Additionally provide students with a manual that contains definitions, explains requirements and restrictions, and suggested bibliography and references (literature and internet resources).</p> <p>Ask students to identify the tax advantages and disadvantages of their business structure, the types of tax forms they will need to file, in addition to the legal documents required if they decide to hire staff.</p> <p>At the end of this task students should be able to understand the tax implications for their business structure, required tax forms and identify the legal documents required if they need to hire staff.</p>
Guideline for trainers: AIM 5	<p>Give a presentation that indicates the official sites for business registration, the legal documents required, and the cost of registration.</p> <p>At the end students should be able to Identify the steps and documents required to register their business on-line.</p>
Assessment of the competency's description	<p>Continuous assessment through observation and assessment of transversal portfolio to determine students' choice of business legal structure (ownership and liability); tax implications and official forms, legal documents for hiring staff (if required), and step-by-step guide for on-line company registration that includes the cost of the registration fee</p>
Assessment tools examples	<p>Observation grids and transversal portfolio assessment grids.</p>
Guiding questions	<ol style="list-style-type: none"> <li>1. What are the different types of legal company structures?</li> <li>2. What is the minimum share capital required to start a business? What restrictions do I have to overcome to move capital from the bank account associated with the company that has just been set up (e.g., can</li> </ol>

---

I pick it up the next day)? What is the difference between Capital and Equity? What are the alternatives to receiving a salary for my services (e.g.: salary vs dividends)?

3. How can I and when should I register the company/brand name? What is the difference between firm (= company name) and brand? How much does it cost to register the company/brand name? Can I change the name of the company after I have created it? What kind of information should a company disclose? What kind of tax obligations does a company have?
4. What types of contracts are there for hiring employees? What are the rules and main restrictions? Where can I find examples? What training obligations am I subject to as an entrepreneur? Under what conditions can the company terminate an employee's employment contract? Are there any benefits from hiring employees?
5. What are the company's statutes, what type of information do they have, and what are they for? Where can I see examples of bylaws to define those of my company?
6. Which are the state services related to companies, and how can I use them on the internet? What is the State's official means of communication with companies (e.g., registered letter, email, ...)? Which is the most common?
7. Where can I legally register my company? Can I register on-line? What on-line services are available to companies? Is there a legal document that identifies the company's legal status?

---

Feedback collection	Review types of business legal structures and give examples of former learners who started their own business. Work with local incubators to provide learners with practical information.
---------------------	---

---

---

**TOPIC: Establishment of an Enterprise**


---

Name	Format	Description	Link:	Language
Types of companies and business structure	Online platform	This online platform was created by Ifempower' project co-funded by the Erasmus+ Programme of the European Union and aim to promote women in entrepreneurship and innovation in entrepreneurial ability, work from a practical and innovative approach and help in the development of entrepreneurship ability through a modelled projects simulator with real situations that occur in different enterprises scenarios.	<a href="https://toolkit.ifempower.eu/">https://toolkit.ifempower.eu/</a>	EN
Partnerships and share capital requirements	Article	For-profit businesses are usually of three primary legal forms, including unincorporated, corporations and limited liability companies. There are other forms of businesses, too, for example, non-profit, franchises, government-owned corporations, cooperatives, limited liability corporation ("L3C"), etc.	<a href="https://managementhelp.org/organizations/structures.htm#anchor1631135">https://managementhelp.org/organizations/structures.htm#anchor1631135</a>	EN
Tax and accounting obligations	Article	Individuals and business owners often have more than one way to complete a taxable transaction. Tax planning evaluates various tax options to determine how to conduct business and personal transactions in order to reduce or eliminate your tax liability.	<a href="https://www.wolterskluwer.com/en/expert-insights/tax-avoidance-is-legal-tax-evasion-is-criminal">https://www.wolterskluwer.com/en/expert-insights/tax-avoidance-is-legal-tax-evasion-is-criminal</a>	EN

---

<p>Defining the team: contracting rules</p>	<p>website</p>	<p>Do you know how to identify the smartest and most versatile employees for your business? Use these recruitment and staffing resources to learn the best practices for planning, recruiting, interviewing, selecting, and hiring employees.</p>	<p><u><a href="#">Recruiting, Hiring and Termination Best Practices (thebalancecareers.com)</a></u></p>	<p>EN</p>
<p>Company statutes</p>	<p>Articles  Website</p>	<p>Who Can Draft the Statutes of my Company?</p> <p>The regulation on the Statute for a European Company introduces a European legal form for public limited-liability companies to be set up within the territory of the EU, known by the Latin name <i>Societas Europaea</i> — hence their acronym, SE. It creates a single legal framework within which companies from different EU countries are able to plan and carry out the reorganisation of their business on an EU-wide scale as well as in countries belonging to the <u>European Economic Area (EEA)</u></p>	<p><u><a href="https://nikolse.com/en/article/who-can-draft-statutes-my-company">https://nikolse.com/en/article/who-can-draft-statutes-my-company</a></u></p> <p><u><a href="https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=LEGISUM%3A126016">https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=LEGISUM%3A126016</a></u></p> <p><u><a href="https://eportugal.gov.pt/en/inicio/espaco-empresa/escolher-a-forma-legal-da-sua-empresa">https://eportugal.gov.pt/en/inicio/espaco-empresa/escolher-a-forma-legal-da-sua-empresa</a></u></p>	<p>EN</p>
<p>Electronic connection to state services</p>		<p>Each country has its specific space in order to establish the connection with state services. Therefore, the site from each country must be provided to show each resource and the services provided by the country.</p>	<p><b>Portugal:</b></p> <p><u><a href="https://eportugal.gov.pt/en/inicio/espaco-empresa">https://eportugal.gov.pt/en/inicio/espaco-empresa</a></u></p> <p><b>Turkey:</b></p>	

---

			<a href="https://en.kosgeb.gov.tr/">https://en.kosgeb.gov.tr/</a>
			<a href="https://www.trade.gov.tr/">https://www.trade.gov.tr/</a>
			<hr/>
Company Multiplication /Franchising	course	<p>Franchising involves a contractual arrangement between a franchisor and a retail franchisee. The franchisor may be a manufacturer, wholesaler, or service sponsor. A franchise or the contractual agreement allows the franchisee to conduct business under an established name and according to a given pattern of business. To get a franchise, a franchisee has to pay an initial fee to the franchisor. Thereafter, the franchisee pays a monthly percentage of the gross sales in exchange for the rights to sell goods and services of the franchisor in a particular area and location.</p>	<p><a href="https://www.udemy.com/share/105s4u3@SRwLETi5olaXLIfA0iO17-b6cq8f85ytFTkSKWXiZg81srGRG2pTVzBhQa gKQ0b/">https://www.udemy.com/share/105s4u3@SRwLETi5olaXLIfA0iO17-b6cq8f85ytFTkSKWXiZg81srGRG2pTVzBhQa gKQ0b/</a> EN</p>
			<hr/>

## Run an enterprise: marketing management



### III.4. Run an enterprise: marketing management

---

#### Run an enterprise: marketing management.

---

Introduction and rationale	<p><b>Overview of the task:</b> Marketing management, as a division of an organization, handles all the marketing functions of a company. A marketing plan is a set of business steps that outlines the steps you need to take to successfully occupy the right segment or market niche. It is the marketing plan that describes the ways of positioning the service or product, advertising opportunities, practice-based ideas, pricing, and other important pre-agreed points.</p> <p><b>Main purpose:</b> Consolidate and improve marketing competencies, develop the ability to conduct marketing research, form an assortment, set prices, and organize the sale of goods.</p> <p><b>Content:</b> The Marketing Management Department conducts marketing research (search, collection, processing of information and analysis of the environment and the company necessary for the solution of marketing management problems). Marketing management requires the following information from these studies to:</p> <ul style="list-style-type: none"> <li>• Assess the market situation and anticipate expected changes,</li> <li>• Define the goals to be achieved by marketing actions,</li> <li>• Develop marketing strategies,</li> <li>• Develop marketing tools,</li> <li>• Control marketing actions.</li> </ul>
Work organization and length	<p>25 hours total:</p> <ul style="list-style-type: none"> <li>• Contact hours (10 hr)</li> <li>• Independent student work with trainer consultations (12 hr)</li> <li>• Evaluation (3 hr)</li> </ul>
Equipment and resources	<p>Marketing programmes.          Standard documents/ templates.          Methodical literature of PE marketing department job description.</p>
Learning methods	<p>Study of recommended literature and internet resources, document examples;          Conversation-discussion;          Individual or group performance of a task;          Evaluation of the idea tool;          Decision making.</p>
Learning aim/aims	<p>AIM 1 Explore how different markets are researched using different models and tools.          AIM 2 Explore approaches to product marketing nationally and internationally.          Develop a plan for a marketing campaign for a new product</p>
Results and competences gained.	<p>Ideas and possibilities:</p> <ul style="list-style-type: none"> <li>• ethical and sustainable thinking,</li> <li>• creativity,</li> </ul>



- vision;

Resources:

- motivation and perseverance;
- self-awareness and self-efficacy,
- mobilising resources;

Into action:

- planning and management;
- working with others;
- learning through experience,
- taking the initiative.

---

<p>Guideline for trainers for AIM 1 (Explore how different markets are researched using different models and tools)</p>	<p>The role of marketing Market research methods Business models used in marketing</p> <p>Give a presentation: Outline the learning aims of the unit, how it will be assessed, and the methodology used to deliver the content. The presentation should also include the expectations required from learners, particularly in respect to individual/independent research activities.</p> <p>Lead discussion: Cover the different methods used to market products and services, even if these are likely to change in the near future. Help students identify trends towards mobile marketing and the impact of social media on marketing.</p> <p>Give a presentation: Overview of ‘What is marketing?’, including links to market research, consumer behaviour and the marketing and promotional mix.</p> <p>Students identify some widely recognised businesses and carry out internet research to investigate how these businesses market their products.</p> <p>Visit: students visit a local retail park or shopping mall to gain basic understanding of the different ways in which businesses and products are being marketed. Students should focus on looking for products and businesses with an international presence.</p> <p>Lead a discussion: Discuss the difference between mass and niche markets and introduce the concept of market segmentation. Discuss how markets can be segmented.</p> <p>Give a presentation: What are brand personality and brand image, and how are they established? Give learners a range of examples, such as branded grocery or beverage products.</p> <p>Make an individual research activity: Students research a range of recognised global brands from different global markets. For each brand, they should identify the brand image, the targeted customer segment and the needs and wants of the customer that are satisfied by the brand. Alternatively, this could be made into a group or paired activity where individuals research two brands and then the group shares their research, so they have a wide range of data for future use.</p> <p>Give a presentation: Market Research Methods. On the features of a research plan. Include timescales, identification of subject matter, selection and recording of evidence, and drawing conclusions based on research evidence. Cover the research characteristics of market segmentation differentiated by demography, geography, psychographic and behavioural factors.</p>
---	---

---



---

Paired activity: Students put together a brief market research plan for a new product/service of their choice. Learners consider the validity of their data and how it might be improved. They should test it for reliability, currency, and sufficiency.

Give a presentation: Introduce the internal and external factors that influence a marketing campaign. Consider internal factors such as:

- size of marketing budget and availability of finance
- size, culture, ethics, and values of the business organisation
- relative cost of different marketing techniques
- availability of specialist staff.

Then consider external factors using the STEEPLE analysis (Social, Technological, Economic, Environmental, Political, Legal and Ethical).

Application in a marketing campaign of the marketing mix (the 4Ps: product, price, place, promotion)

The extended marketing mix (the 7Ps: people, process, and physical environment)

Lead a discussion: Discuss what is included in the marketing mix (the 4Ps: product, price, place, promotion). Discuss the additional elements that make up the extended marketing mix (the 7Ps: people, process, and physical environment). Explain the use of the marketing mix in a business establishing their marketing plans.

Small group activity: Students examine a range of products and apply the 7 elements of the extended marketing mix to each. They then select a new business of their own and set out an extended marketing mix for this business, giving detailed justifications for their choices.

Visit: Visit a local shopping centre to see the application of the extended marketing mix in a practical setting.

Give a presentation: Explain the role and features of competitor analysis and the implications on businesses. Role and features of competitor analysis and the implications.

Porter's Five Forces Analysis model.

Small group activity: Give learners several mini case studies for a range of businesses. Students should be expected to make reasoned marketing decisions by applying Porter's Five Forces.

Give a presentation: Explain the concept of the external environment in which businesses operate. Consider the political, economic, social, technological, environmental, and legal environment.

Small group activity/group discussion: Students consider how a business should respond to its external environment. Students create two tables to list some possible external influences – one for a large business and one for a small business. These should contain the following headings:

- political
  - economic, fiscal, monetary, and other policies
  - social
  - technological
  - environmental
  - legal.
-

---

Give a presentation: Introduce the components of the promotional mix (advertising, public relations, publicity sales promotion, direct marketing, and personal selling) and their application in a marketing campaign.

Lead a discussion: Discuss examples of product positioning: its purpose and contribution to the development of a marketing campaign aimed at specific target groups.

Small group activity: Students select a business, research its product positioning, and share their findings with the group.

Individual activity: Conduct some local research by collecting leaflets from local businesses of their promotional materials, identifying their common features, and evaluating their impact on sales turnover, customer loyalty, etc.

Give a presentation: Explain the external business environment in a global context. Talk about why it is important for a business to be able to understand the environment within which it undertakes international business, and cover PEST and PESTLE factors.

Paired activity: Students identify some of the different factors that may arise when undertaking an environmental analysis of a national business compared with an international one.

Lead a discussion: On a PEST/PESTLE/STEEPLE analysis.

Paired activity: Guide students in their selection of an international business on which to undertake an environmental analysis. Allocate tasks to different pairs, who are required to undertake different approaches to the environmental analysis (PEST/PESTLE/STEEPLE).

Students' presentations: Students present the results of their environmental analysis to the class.

Give a presentation: SWOT analysis.

Paired activity: Ask students to choose a business they are familiar with and carry out a SWOT analysis on the business. They should present their findings to the whole group to create a bank of analyses of businesses.

PE teacher presentations and class discussion: on research data techniques for underpinning situational analysis (SWOT STEEPLE and how to apply Porter's Five Forces Analysis).

Individual activity: Give students several mini case studies to determine a target market, conduct a competitor analysis and apply Porter's Five Forces Analysis to each, enabling them to see the application of Porter's Five Forces across different contexts.

Give a presentation: Explain the use of different pricing strategies to suit different marketing objectives. Give students examples of different products with different price points and ask them to think about why a particular price point has been selected.

Class discussion: Discuss how to select an appropriate pricing strategy for a range of products or services, in which answers should be justified.

Lead a discussion: Give learners some examples of key content from several successful campaigns. Discuss what each campaign aims to achieve (e.g., brand awareness, lead generation or conversion, loyalty, or upselling). Ask students to consider whether the message is clear or cluttered, and whether the campaign is creative and/or memorable.

---

<p>Lead a discussion: Recap the extended marketing mix. Paired activity: Students research the key factors influencing an integrated marketing mix, research the extended marketing mix and apply the concepts to two contrasting products and one service. Lead a discussion: On how business organisations select the most appropriate media for their marketing campaigns. Students investigate a wide range of different media, e.g., television, radio, print, internet, signage, product placement, mobile devices, sponsorship, and other opportunities such as till receipts. Presentation: Students present their research findings to the whole group, answering questions about what they have researched. Give a presentation: Introduce the costs to be considered, e.g., creative costs, printing/exposure costs and technical costs such as website coding and management time. Paired activity: Students research the individual costs of a marketing campaign using the internet and other sources of information. Give a presentation: How to measure the success or failure of a marketing campaign, and how to assess marketing return on investment. Class discussion: Discuss how the campaign evaluation data will be captured, for example, telephone numbers and social media. Lead a class discussion on how to evaluate the appropriateness of a marketing campaign. Paired activity: Give students a case study of a marketing campaign to evaluate whether it is appropriate or not.</p>	
<hr/> <p>Guideline for trainers for AIM 2  (Explore approaches to product marketing nationally and internationally. Develop a plan for a marketing campaign for a new product.)</p>	<p>Research the characteristics of a market Research marketing campaigns Research the application of the promotional mix Marketing aims and objectives Developing the rationale The application of the marketing mix The marketing campaigns Lead a discussion: Define the concept of a target market and its segments. Give examples of the target markets for some well-known business organisations. Group discussion: Consider which marketing methods are best for different target markets and why. Give a presentation: Research marketing campaigns. Lead a discussion: Recap the marketing mix and extended marketing mix. Small group activity: Give students a case study of a marketing campaign for a well-known business. Ask them to assess the effectiveness of that campaign. They should consider the outcomes of the campaign mapped against objectives, quantitative and qualitative measures, and internet metrics. Give a presentation: Give an overview of the promotional mix. Lead a discussion: Discuss how the role of the internet, in promoting products and services, has evolved over time. Give a presentation: Explain the use of different research methods and techniques in which a business promotes its products or services to its target market, in relation to advertising, public relations or publicity, sales promotion, direct marketing, personal selling.</p> <hr/>

	<p>Class discussion: Discuss how to select, with justification, an appropriate research method.</p> <p>Give a presentation: Outline a range of promotional activities, e.g., paid-for advertising, sales promotional offers, public relations activity, personal selling, sponsorship, celebrity endorsements, product placements in TV and cinema, use of new media, digital marketing, and guerrilla marketing.</p> <p>Individual activity: Students research examples of each type of promotional activity and compile a table showing the advantages and disadvantages of each type.</p>
Assessment of the competency's description	<p>PE teacher's observation (initial, continuous, final).</p> <p>Students team ability report with clearly presented marketing processes, created correct documents, conclusions, and suggestions for improvement.</p> <p>Students' self-assessment (initial, continuous, final).</p>
Assessment tools examples	<p>Self-assessment. This is a positive and constructive way how to engage PE students in the evaluation process and observe the skills they have developed as well as the progress they have achieved. This can be done in a two-phase process: filling out the questionnaires and having a face-to-face discussion with the PE teacher. Both these ways can be combined, and a student can fill-in the questionnaire after or during the discussion.</p> <p>Self-Employment Profile. This is a drawn-up career strategy and sets a vision for the future. The PE students can put ideas into a concrete vision format which brings out the important elements.</p> <p>Observation of the performance of a task to identify, describe and list PE student needs and aspirations in the short, medium, and long term, individual and group strengths and weaknesses and the internal/external resources they are going to use.</p> <p>Demonstration of skills/abilities to list different types of resources students are going to use, already have and need to search for. Also, it is observed if students can relate their individual and group resources to opportunities and prospects if they demonstrate the desire to use their strengths and abilities to make the most of the opportunities to create value.</p> <p>This way, the PE teachers can observe the work and the ways in which tasks are being approached by the students and can give positive and constructive feedback and evaluate and see the potential for different roles. It can be done in different time spans:</p> <p>Initial Observation Assessment - At the beginning of PE activities.</p> <p>Continuous Observation Assessment - This is done through continuous observation of the student's work in the PE environment.</p> <p>Final observation - At the end of PE activities - This identifies the PE students' holistic knowledge of issues and can track the evolution and knowledge throughout the training. It may serve as the basic testing of the key competencies.</p> <p>Team ability report. This encompasses the individual working preferences and the overall job satisfaction of the PE students. It also could look at how different ideas within the team can create value and how the team can make effective use of it.</p>

---

Guiding questions	<p>What is marketing research? What is the purpose of marketing research? What areas of marketing research do you know? Identify what could be the object of marketing research? What formula for success lies in the marketing complex? What is the impact of marketing factors on consumer behaviour? Does the campaign reinforce brand values, and if so, how? Are the marketing activities sustainable over time with justification? Can the campaign be changed if internal or external influences change? Does the campaign meet the stated goals? Use examples to justify responses. Does the campaign reach the right target audience? Are there any ethical or legal considerations that need to be addressed?</p>
Feedback collection	<p>The aim of the module is clearly defined, the theory is based on practical examples. Assessment tasks provide an opportunity to demonstrate the knowledge and skills acquired during the module studies. Feedback is provided on the work done (results of assessments, independent work, etc. are discussed). Timely teacher consultations.</p>

---

**TOPIC: Run an enterprise: marketing management**

Name	Format	Description	Link:	Language
The role of marketing	Article Video	What is marketing? In today's world, the role of marketing in organizations is too important to be ignored. Large and small organizations are today competing for the same market and the most innovative and proactive have emerged victors.	<a href="https://courses.lumenlearning.com/wm-open-introbusiness/chapter/the-role-of-customers-in-marketing/">https://courses.lumenlearning.com/wm-open-introbusiness/chapter/the-role-of-customers-in-marketing/</a>	EN
Market research methods	Article video,	Would you like to know why, how, and when to apply market research? Do you want to discover why your consumers are not buying your products? Are you interested in launching a new product, service, or even a new marketing campaign, but you're not sure what your consumers want?	<a href="https://www.questionpro.com/blog/what-is-market-research/">https://www.questionpro.com/blog/what-is-market-research/</a>  <a href="https://www.youtube.com/watch?v=VTPnXfYcaXI">https://www.youtube.com/watch?v=VTPnXfYcaXI</a>	EN
Business models used in marketing	Article, Video	Precisely, a business model is a holistic framework to define, understand, and design your entire business in the industry. Often novice entrepreneurs do not understand the significance of the business models.	<a href="https://bstrategyhub.com/50-types-of-business-models-the-best-examples-of-companies-using-it/">https://bstrategyhub.com/50-types-of-business-models-the-best-examples-of-companies-using-it/</a>  <a href="https://www.youtube.com/watch?v=4xRyg5FItul">https://www.youtube.com/watch?v=4xRyg5FItul</a>	EN
Research the characteristics of a market	Article, Video	Marketing research is one of the important functions of marketing management. It is also one of the components of MIS. We know that information is the basic input in making decisions. Every manager needs relevant, reliable, adequate, and timely information to make decisions related to any area of marketing.	<a href="https://us.corwin.com/sites/default/files/upm-binaries/5410_McQuarrie_I_Proof_Chapter_1.pdf">https://us.corwin.com/sites/default/files/upm-binaries/5410_McQuarrie_I_Proof_Chapter_1.pdf</a>  <a href="https://www.youtube.com/watch?v=cxSOhz5x9ws">https://www.youtube.com/watch?v=cxSOhz5x9ws</a>	EN
Research marketing campaigns	Article, Video	What's a marketing campaign? Marketing campaigns are organized, strategized efforts to promote a specific company goal, such as raising awareness of a new	<a href="https://blog.hubspot.com/marketing/marketing-campaigns">https://blog.hubspot.com/marketing/marketing-campaigns</a>  <a href="https://www.ted.com/talks/teresa-heat">https://www.ted.com/talks/teresa-heat</a>	EN

		product or capturing customer feedback.	<a href="#">h wareing how social media is changing the face of marketing</a>	
Research the application of the promotional mix	Article	Conducting the right kind of research to analyse how the marketing mix applies to your product or service will help you pursue the right strategies for your company.	<a href="https://edwardlowe.org/how-to-establish-a-promotional-mix/">https://edwardlowe.org/how-to-establish-a-promotional-mix/</a> <a href="https://blog.alexacom/promotional-mix-elements/">https://blog.alexacom/promotional-mix-elements/</a>	EN
Marketing aims and objectives	Article	What is the main aim of marketing? The purpose of marketing is to generate revenue for a brand, company, or organization.	<a href="https://www.impactplus.com/blog/what-is-the-purpose-of-marketing">https://www.impactplus.com/blog/what-is-the-purpose-of-marketing</a>	EN
Developing the rationale	Article	The rationale for using different marketing strategies is to obtain a better understanding of market needs and to satisfy them more completely. Companies that develop effective marketing strategies achieve high sales volumes at the desired profit margins.	<a href="https://www.business.qld.gov.au/running-business/marketing-sales/marketing-promotion/strategy">https://www.business.qld.gov.au/running-business/marketing-sales/marketing-promotion/strategy</a>	EN
The application of the marketing mix	Article, video,	What is the marketing mix? Every target market requires a unique marketing mix to satisfy the needs of the target customers and meet the firm's goals. A strategy must be constructed for each of the 4Ps, and all strategies must be blended with the strategies of the other elements.	<a href="https://www.smartinsights.com/marketing-planning/marketing-models/how-to-use-the-7ps-marketing-mix/">https://www.smartinsights.com/marketing-planning/marketing-models/how-to-use-the-7ps-marketing-mix/</a>  <a href="https://www.mindtools.com/pages/article/newSTR_94.htm">https://www.mindtools.com/pages/article/newSTR_94.htm</a>	EN
The marketing campaigns	Video	Creating a marketing plan takes creativity but relying on your instincts and gut feelings can lead to assumptions that don't pan out when you open your doors. The marketing mix consists of interrelated product development, pricing, promotions, and distribution strategies that should be based on thorough research.	<a href="https://www.youtube.com/watch?v=4tiuK60nLk">https://www.youtube.com/watch?v=4tiuK60nLk</a> <a href="https://www.youtube.com/watch?v=RX0Y2JbS9K4">https://www.youtube.com/watch?v=RX0Y2JbS9K4</a>	EN



## Run an enterprise: sales and purchasing management



### III.5. Run an enterprise: sales and purchasing management

---

#### Run an enterprise: Sales and purchasing management

---

Introduction and rationale	<p><b>Overview of the task:</b> The sales department includes active sales functions and at the same time manages the supply of goods: managers constantly search for new customers, are responsible for the full process of communication with them, are responsible for product quality, timeliness of delivery, manage contract execution and assignments.</p> <p><b>Main purpose:</b> The main goal of sales is to ensure maximum sales to meet the needs of consumers and get the highest possible profit.</p> <p><b>Content:</b> In order to systematically manage the sales of a particular customer, the sales process consists of certain stages: customer selection, maintaining a constant relationship with customers, helping them to make decisions when buying regular products or goods, while offering complementary products or goods. Providing a value proposition for a product or service (a set of different benefit offers) to consumers. Providing the buyer/ customer with detailed information about the product/ service, eliminating objections, convincing the buyer that the sale and purchase transaction is beneficial to him.</p>
Work organization and length	<p>25 hours total:          Contact hours (10 hr)          Independent student work with trainer consultations (12 hr)          Evaluation (3 hr)</p>
Equipment and resources	<p>Sales Techniques and Process programs.          Standard documents/ templates.          Methodical literature of PE Sales department job description.</p>
Learning methods	<p>Study of recommended literature and internet resources, documents examples;          Conversation-discussion;          Individual or group performance of a task;          Evaluation of the idea tool;          Decision making.</p>
Learning aim/aims	<p>AIM 1. Understand the preparation and professional practices required in the sales process. Explore the principles and procedures involved in completing successful selling.          AIM 2. Review the effectiveness of techniques used to carry out sales activities</p>
Results and competences gained.	<p>Ideas and possibilities:</p> <ul style="list-style-type: none"> <li>• ethical and sustainable thinking,</li> <li>• creativity,</li> <li>• vision.</li> </ul> <p>Resources:</p>

---

- motivation and perseverance;
- self-awareness and self-efficacy,
- mobilising resources.

Into action:

- planning and management;
- working with others;
- learning through experience,
- taking the initiative.

---

<p>Guideline for trainers for AIM 1 (Understand the preparation and professional practices required in the sales process. Explore the principles and procedures involved in completing successful selling)</p>	<p>Preparing for the sales process. Professional contact with customers. Ethical sales practices. Sales Management. Post-acquisition meeting processes. Post-sales monitoring and issues. Give a presentation: Making contact. The seller needs to understand that he is there to solve the customer's problems. Lead a discussion: Clarification of customer needs. The key is not to ask, but to listen to what the customer is saying about real expectations. Students participate in the discussion "Selection - is the buyer right for us?" Selection is important for the salesperson himself so that he feels good and then enjoys the sales process. Visit: students visit a local retail park or shopping mall to gain a basic understanding of the different ways in which businesses and products are being marketed. Give a presentation: Contradiction management. Objections do not need to be overcome; they need to be managed. Lead a discussion: Bad seller reactions: what is a contradiction? This is usually associated with doubt or fear of the client, but objection is the client's desire to help him find out. Paired activity: Students analyse what beliefs a salesperson faces. What is the value of the product? What is the seller's reward? Give a presentation: Principles of effective communication with the client: self-presentation and understanding of others. Positive attitude and respect for the customer. Lead a discussion: What does positive thinking bring to communication, how does it affect relationships? Paired activity: Students analyse the types of customers and their expectations and desires. Students' presentations: Meeting Customer. Clarification of need. Give a presentation: Management of conflicting and complex customer service situations. Dealing with a dissatisfied customer, response to a claim. Difficult client. Working with clients during peak periods. Lead a discussion: Peculiarities and errors of telephone communication. Videos illustrating telephone conversations. Give a presentation: An ethical issue in business. Lead a discussion: The role of sales managers. Guest speaker: "Business and ethics? There is no ethics here." And yet?</p>
--	--

---

Give a presentation: After sales customer service. When buyers are satisfied with the quality of a product or service, they return to the previous seller to purchase more and more new goods or services. Such customers become loyal customers and are very beneficial to the company. The more loyal customers a company has, the less money it needs to spend on finding new customers and advertising.

Individual research activity: interview the managers of several companies, why is it important to serve the buyer not only during the purchase process, but also after a certain period of time after the transaction?

Small group activity: What should the seller do in such a situation and what measures should be taken to eliminate the buyer's objections and would he wish to conclude a sale and purchase transaction?

Give a presentation: Why keep loyal customers?

Lead a discussion: How can the loss of loyal customers be detrimental to the company's operations and profitability? Every company pays a lot of attention to attracting new customers, but companies forget that it is necessary to take proper care of regular customers and their needs.

Paired activity: Students discuss why loyal customers are so important to a company and why when companies lose such customers, they face significant losses?

---

<p>Guideline for trainers for AIM 2 (Review the effectiveness of techniques used to carry out sales activities)</p>	<p>Sales techniques and management. Measures of success. Reviewing personal sales performance. Give a presentation: The importance of sales. Sales and the goods and services contained therein. What is important to emphasize when talking about them? Small group activity: When it comes to delivering a product to a buyer, a common mistake made by sellers is to reduce the price. Do you agree with the statement? Give a presentation: Tasks of the sales process. Receipt and acceptance of orders. Execution of orders. Sales support. Lead a discussion: Search for potential buyers. In order to find such customers, organizations use certain systems and tools to help inform the public about the benefits of the goods or services they provide. Give a presentation: Sales management. Sales management is the management and control of sales activities in an organization. Lead a discussion: Planning, choosing strategies and tactics to help achieve effective sales. Small group activity: Formulating a sales goal and selecting the right employees who would be able to perform the duties related to sales activities perfectly. Lead a discussion: Monitoring the progress of sales, raising the qualification of employees, and encouraging employees to work better to achieve the goals of the organization. Paired activity: Monitoring, evaluation, and control of results. This means analysing what goals PE has achieved in terms of sales. Small group activity: Students choose another PE and seek useful deals in sales.</p>
---	---

---

---

	<p>Give a presentation: Success stories (e. g. Bill Gates, Ingvar Kamprad, and others)</p> <p>Paired activity: Find interesting success stories and present them to the group.</p> <p>Give a presentation: What determines sales success?</p> <p>Small group activity:</p> <p>Topics: "Seller's attitudes - is it focused on active sales?" "How is the company's sales process organized?", "Does the salesperson know the product or service being sold well?", "Various sales techniques and methods", "Quality management of the sales department".</p> <p>Lead a discussion: Summarizing the insights of what the sales success depends on.</p> <p>Sharing Best Practices with a Business Representative: What sales are considered effective?</p> <p>Give a presentation: Personal selling: goals and functions.</p> <p>Small group activity: Personal selling is a very exclusive form of advertising. Why?</p> <p>Give a presentation: How to create sales plans? Developing a successful marketing strategy, finding opportunities to sell products and services, and communicating better with existing and potential customers is a daunting task.</p> <p>Small group activity: Position your products or services: Who are you selling to? What do these customers need? How is your product or service different from a competitor? When and how often should you apply marketing tools?</p>
Assessment of the competency's description	<p>PE teacher's observation (initial, continues, final).</p> <p>Students team ability report with clearly presented marketing processes, created correct documents, conclusions, and suggestions for improvement.</p> <p>Students' self-assessment (initial, continuous, final).</p>
Assessment tools examples	<p>Self-assessment. This is a positive and constructive way how to engage PE students in the evaluation process and to observe the skills they have developed as well as the progress they have achieved. This can be done in a two-phase process: filling out the questionnaires and having a "face to face" discussion with the PE teacher. Both these ways can be combined, and a student can fill in the questionnaire after or during the discussion.</p> <p>Self-Employment Profile. This is a drawn-up career strategy and sets a vision for the future. The PE students can put ideas into a concrete vision format which brings out the important elements.</p> <p>Observation of the performance of a task to identify, describe and list PE students' needs and aspirations in the short, medium, and long term, individual and group strengths and weaknesses and the internal/ external resources they are going to use.</p> <p>Demonstration of skills/abilities to list different types of resources students are going to use, already have and need to search for. Also, it is observed if students can relate their individual and group resources to opportunities and prospects if they demonstrate the desire to use their strengths and abilities to make the most of the opportunities to create value.</p> <p>In this way, the PE teachers can observe the work and the ways in which tasks are being approached by the students and can give positive and constructive feedback and evaluate and see the potential for different roles. It can be done</p>

---

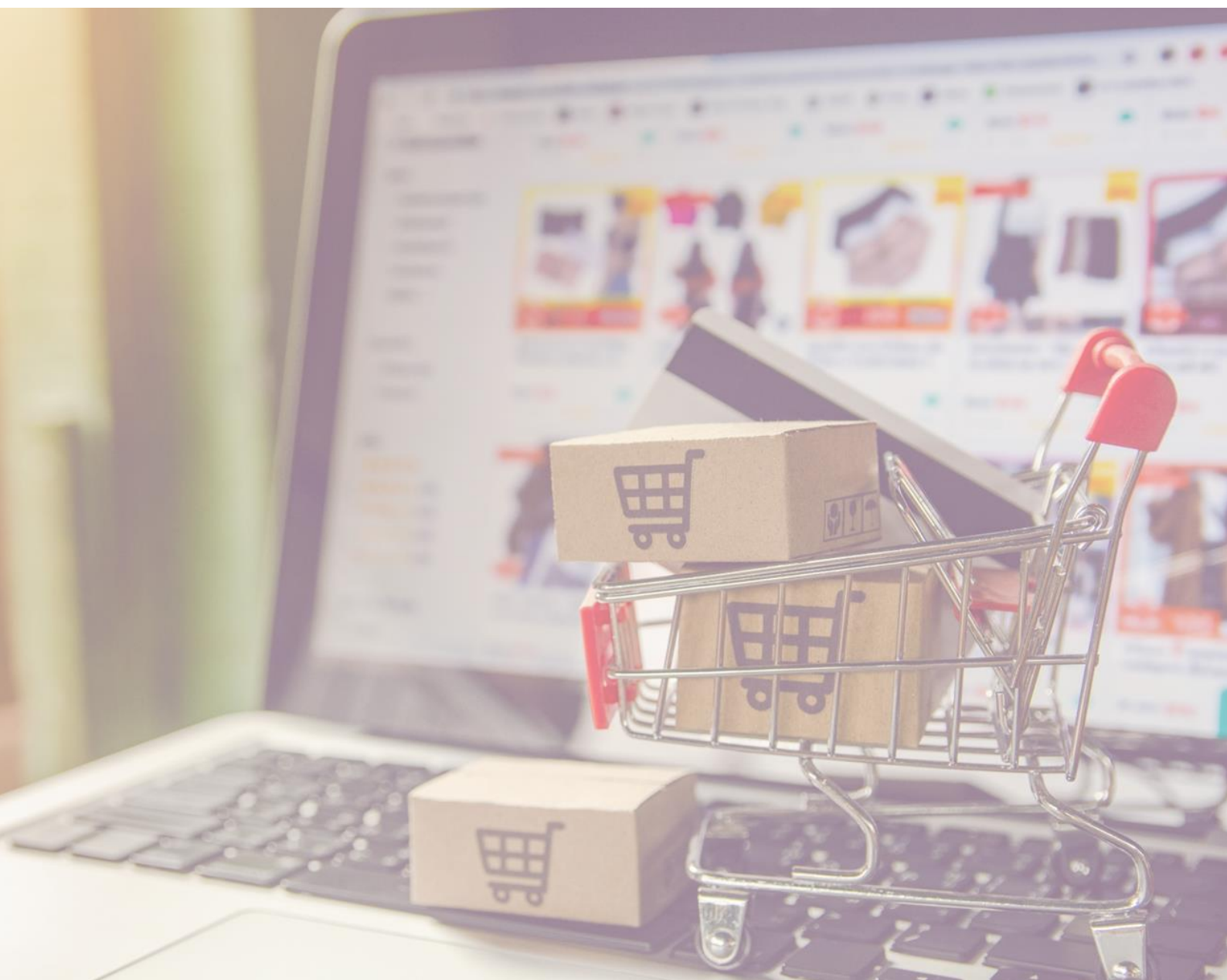
---

	<p>in different time spans: Initial Observation Assessment. At the beginning of PE activities.</p> <p>Continuous Observation Assessment. This is done through continuous observation of the student's work in the PE environment.</p> <p>Final observation. At the end of PE activities. This identifies the PE student's holistic knowledge of issues and can track the evolution and knowledge throughout the training. It may serve as the basic testing of the key competencies.</p> <p>Team ability report. This encompasses the individual working preferences and the overall job satisfaction of the PE students. It also could look at how different ideas within the team can create value and how the team can make effective use of it.</p>
Guiding questions	<p>Why is ethical behaviour important and beneficial to the company?</p> <p>Why, in addition to the usual things like sales planning, pricing, advertising, is there talk of the importance of ethics?</p> <p>Why do sales professionals need to feel morally and socially responsible for stakeholders and to their own beliefs?</p>
Feedback collection	<p>The aims of the module are clearly defined, the theory is based on practical examples. Assessment tasks provide an opportunity to demonstrate the knowledge and skills acquired during the module studies. Feedback is provided on the work done (results of assessments, independent work, etc. are discussed). Timely teacher consultations.</p>

---



## Run an enterprise: human resources management





### III.6. Run an enterprise: human resources management

<b>Run an enterprise: human resources management</b>	
Introduction and rationale	<p><b>Overview of the task:</b> Human resource management as a department in an organisation handles all aspects of employees, like the practice of recruiting, hiring, deploying and managing an organization's employees.</p> <p><b>Main purpose:</b> to prepare students to manage processes related to human resource management functions like planning, organizing, directing, and controlling.</p> <p><b>Content:</b> Human resource management has various functions like human resource planning, conducting job analysis, recruitment and conducting job interviews, selection of human resources, orienting , training, compensating, providing benefits and incentives, appraising, retaining, career planning, quality of work life, employee discipline, human resource auditing, maintenance of industrial relationship, welfare of employees and safety issues, communicating with all employees at all levels and maintaining awareness of and compliance with labour laws.</p>
Work organization and length	<p>25 hours total:            Contact hours (10 hr)            Independent students work with consultation of the trainer (12hr)            Evaluation (3hr)</p>
Equipment and resources	<p>Personnel management programmes.            Standard/templates of documents.            Methodical literature of PE human resource department job description.            Examples of the documents.</p>
Learning methods	<p>Study of recommended literature and internet resources, documents and examples;            Conversation-discussion;            Individual or group performance of a task;            Evaluation of the idea tool;            Decision making.</p>
Learning aim/aims	<p>AIM 1 to plan and organize human resources            AIM 2 to direct and control human resources.</p>
Results and competences gained.	<p>Ideas and possibilities:</p> <ul style="list-style-type: none"> <li>• ethical and sustainable thinking;</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• motivation and perseverance;</li> <li>• self-awareness and self-efficacy;</li> </ul>

	<p>Into action:</p> <ul style="list-style-type: none"> <li>• planning and management;</li> <li>• working with others;</li> <li>• learning through experience.</li> </ul>
<p>Guideline for trainers for AIM 1 (to plan and organize human recourses)</p>	<p>Give a short presentation about Human resources:</p> <ol style="list-style-type: none"> <li>1. Planning, as the process by which management ensures that it has the right personnel, who are capable of completing those tasks that help the organization reach its objectives. It involves the forecasting of human resources needs and the projected matching of individuals with expected vacancies.</li> <li>2. Organization, as the process by which management ensures recruiting and staffing, compensation and benefits, training and learning, labour and employee relations, company development.</li> </ol> <p>Lead a discussion about what the personnel requirements might be?</p> <p>Ask learners to work in small groups to carry out research into health and safety requirements for employees working space, etc and share their findings with the class.</p> <p>Explain all the important processes: internal guidelines/rules; registration of working hours; calculation of the salary; deduction of social services; tax (PAYE); procedure for employment; job advertisements; personal interviews; staff meetings; preparation and distribution of meeting agenda; taking minutes of the meetings.</p> <p>Invite a guest speaker – HR specialist.</p> <p>Drawn up job description of human recourses management with goal and tasks; what kind of work (functions, procedures) will be carried out at the department/office; what documents can be used.</p> <p>Give learners examples of documents and exercises to complete, individually or in a group.</p> <p>Explain the laws, Government decisions which control the work of human recourses department: healthcare, labour and employment laws, retirement, injury, and worker’s compensation, unemployment, paid time off, and other laws and regulations that affect employment.</p> <p>Give a presentation on meetings and reports. Discuss the purpose of holding meetings and how often they should be held. Explain the difference between formal meetings, with minutes, and informal group catch-ups. Ask learners to consider the importance of keeping a working diary showing when they should hold such meetings and for what purposes.</p>
<p>Guideline for trainers for AIM 2 (to direct and control human resources)</p>	<p>Explain the role and functions of the head of the human recourses department.</p> <p>The RH head:</p> <ul style="list-style-type: none"> <li>• shall assist the PE director in organizing or renewing the enterprise business activity, in planning and coordinating the actions of department employees, in representing the enterprise in different events and meetings, and also in arranging events.</li> </ul>

- shall coordinate their actions with the PE director,
- shall provide employees with tasks and shall control their performance, coordinate decisions,
- shall arrange different PE events,
- shall present a report on the work carried out by the department in the meetings;
- shall check and sign the contracts and other documents pertinent to department activity (in accordance with the powers delegated by PE director/teacher);
- shall plan ahead the ways of business activity improvement.

Prepare the orientation fields of tasks for the head of human resources department.

Ask the head to think and prepare documents for directing and controlling human resources and advise how to reach the aim.

Assessment of the competency's description	<p>Teacher's observation (initial, continuous, final).</p> <p>Students team ability report with clearly presented human resources management processes, create correct documents, conclusions, and suggestions for improvement.</p> <p>Students' self-assessment (initial, continuous, final).</p>
--	--

Assessment tools examples	<p>Self-assessment. This is a positive and constructive way to engage PE students in the evaluation process and to observe the skills they have developed as well as the progress they have achieved. This can be done in a two-phase process: filling out the questionnaires and having a face-to-face discussion with the PE teacher. Both these ways can be combined, and a student can fill in the questionnaire after or during the discussion.</p> <p>Self-Employment Profile. This is a drawn-up career strategy and sets a vision for the future. The PE students can put ideas into a concrete vision format, which brings out the important elements.</p> <p>Observation of the performance of a task to identify, describe and list PE students' needs and aspirations in the short, medium, and long term, individual and group strengths and weaknesses and the internal/ external resources they are going to use.</p> <p>Demonstration of skills/abilities to list the different types of resources students are going to use, already have and need to search for. Also, it is observed if students can relate their individual and group resources to opportunities and prospects if they demonstrate the desire to use their strengths and abilities to make the most of the opportunities to create value. In this way, the PE teachers can observe the work and the ways in which tasks are being approached by the students and can give positive and constructive feedback and evaluate and see the potential for different roles. It can be done in different time spans:</p> <p>Initial Observation Assessment. At the beginning of PE activities.</p> <p>Continuous Observation Assessment. This is done through continuous observation of the student's work in the PE environment.</p>
---------------------------	---

Final observation. At the end of PE activities. This identifies the PE students' holistic knowledge of issues and can track the evolution and knowledge throughout the training. It may serve as the basic testing of the key competencies.

Team ability report. This encompasses the individual working preferences and the overall job satisfaction of the PE students. It also could look at how different ideas within the team can create value and how the team can make effective use of it.

---

Guiding questions	<p>What is the main founding goal of the human resources department?</p> <p>What are the main functions of human resources department?</p> <p>Enumerate all documents that worker forms during acceptance to the job?</p> <p>What are the main documents that must be created by human resources departments' worker during acceptance?</p> <p>What laws – government decisions – control the work of human resources departments?</p> <p>What tips or advice would you give to someone interviewing at the Department of Human Resources?</p> <p>What registration journals are used in the human resources department?</p> <p>What are the biggest challenges facing human resources departments?</p> <p>How to create a procedure manual?</p> <p>How to do a job analysis?</p> <p>How to provide recognition that motivates your learners?</p> <p>How can you fire an employee?</p> <p>What can you ask in an Employee Self-Evaluation Review?</p> <p>What can be Human Resource risks and their causes?</p> <p>What elements include the Human Resource strategy?</p>
-------------------	---

---

Feedback collection	<p>Several ways to collect Employee Feedback:</p> <p>Employee suggestion box. In a world of digital innovation, an old-fashioned employee suggestion box still has an important place. Employees could be wary of sharing honest feedback through other means, for fear of retaliation. A suggestion box allows them to leave anonymous feedback without a digital footprint.</p> <p>Employee engagement surveys are a great way to collect large amounts of employee feedback at once. These are often quite comprehensive, focusing on anything and everything that could be impacting employee satisfaction, engagement, and retention.</p> <p>Pulse surveys are much shorter and faster to complete than employee engagement surveys and can be done more frequently. Some PE's will conduct weekly Pulse surveys with 1-3 questions, while others may conduct them monthly with 4-5 questions. This can be a great opportunity to get a regular pulse on employee satisfaction and hear timely feedback.</p>
---------------------	---

---

**TOPIC: Run an enterprise: human resources management**

Name	Format	Description	Link:	Language
What Does HR Actually Do? 11 Key Responsibilities	Article	Here's an in-depth description of what the HR department does (or what they should be doing) to meet the needs of employees.	<a href="https://www.lucidchart.com/blog/what-does-hr-do">https://www.lucidchart.com/blog/what-does-hr-do</a>	EN
The Complete Guide to Human Resources for Small Businesses in 2021	Article, video, templates	What is human resource management? Why is HR for small businesses necessary? Human resources basics - mistakes to avoid. Human resources manual for small business.	<a href="https://connecteam.com/guide-human-resources-for-small-businesses/">https://connecteam.com/guide-human-resources-for-small-businesses/</a>	EN
Human Resource Management: Human Resource Planning	Video	The planning stage of human resource management involves conducting a job analysis, forecasting the supply and demand of labour, and matching the supply of labour with consumer demand. In this brief video, each of these elements is described.	<a href="https://www.youtube.com/watch?v=L_aiqSRL-j8">https://www.youtube.com/watch?v=L_aiqSRL-j8</a>	EN
5 HR process flowchart examples and why to use them	Article, flowcharts	Flowcharts for these processes: Employee recruitment and selection; New employee integration; Travel request; Reimbursement of expenses; Employee termination process.	<a href="https://www.heflo.com/blog/process-modeling/hr-process-flowchart-examples/">https://www.heflo.com/blog/process-modeling/hr-process-flowchart-examples/</a>	EN
HR strategy (Human Resource Strategy)	Article	What does the HR strategy contain and what is it?	<a href="https://managementmania.com/en/hr-strategy-human-resource-strategy">https://managementmania.com/en/hr-strategy-human-resource-strategy</a>	EN
Setting Employee Work Schedules: A Manager's Guide	Article, video, examples	What is a work schedule? Why is employee work scheduling important? 10 examples of employee work schedules How to create employee work schedules. Best	<a href="https://www.independent.com/hire/c/info/types-of-work-schedules">https://www.independent.com/hire/c/info/types-of-work-schedules</a>	EN

		practices for setting work schedules		
Human Resources Manager Job Description Sample	Article	Template to meet the specific duties and requirements of the exact job for HR manager. Ideas about crafting the best HR manager job description.	<a href="https://hiring.monster.com/employer-resources/job-description-templates/human-resources-manager-job-description-sample/">https://hiring.monster.com/employer-resources/job-description-templates/human-resources-manager-job-description-sample/</a>	EN
Employee Evaluation Checklist	Example	Here is a supervisor's evaluation checklist of employees.	<a href="https://www.workforce.com/news/employee-evaluation-checklist">https://www.workforce.com/news/employee-evaluation-checklist</a>	EN
Employee Self Evaluation Templates, Examples and Tips	Article, video, templates	Here is a sample employee self-evaluation template and description Why is Self-Assessment Necessary.	<a href="https://www.profit.co/blog/perform-ance-management-blog/employee-self-evaluation-templates-examples-and-tips/">https://www.profit.co/blog/perform-ance-management-blog/employee-self-evaluation-templates-examples-and-tips/</a>	EN
HR risk management - top 8 sources of human resource risk	Article	Human Resource risks and their causes are present at every step of the hiring, retention, and daily operations processes.	<a href="http://blog.treadstonerisk.com/hr-risk-management-top-8-sources-of-human-resource-risk">http://blog.treadstonerisk.com/hr-risk-management-top-8-sources-of-human-resource-risk</a>	EN



## Run an enterprise: finances and accounting management





### III.7. Run an enterprise: finances and accounting management

<b>Run an enterprise: finances and accounting management</b>	
Introduction and rationale	<p><b>Overview of the task:</b> The candidate should evaluate the cost and budget of his business creation project and define the financing needs, then establish and specify the way of financing the project.</p> <p><b>Main purpose:</b> to prepare students to manage processes related to finances and accounting management.</p> <p><b>Content:</b> The finances and accounting management department conducts opening of a bank account and relations with the bank;            Bookkeeping: daily bookkeeping, income statement, balance sheet, inventory;            choice of an accounting software: ERP, cash register, cash, invoicing, accounting digitalization;            status obligations: company registration and financial liability limit;            fiscal and social aspect: taxes, social contributions of the company, individual entrepreneur. Social aspects of the employer company; hereditary, personal, professional and family aspects: from the creator private person to the company independent legal person.</p>
Work organization and length	<p>30 hours total:            Contact hours (15 hr)            Independent students work in consultation with the trainer (12hr)            Evaluation (3hr)</p>
Equipment and resources	<p>Accounting programs,            Course materials,            Online example/templates of budget and resources excel tables, cash-flow tables,            Shared Appointments Board,            Creation and animation of the mentorship for the project leader,            Setting up messaging channels for relationship between carriers,            Shared address book (bank, public aid and financing service, tax advisors, accountants, insurer etc.)</p>
Learning methods	<p>Literature review;            Typical exercises and rendering;            Shared access to online resources: Financing Plan, financing file, Individual file, example of bookkeeping, insurance file, tax aspects, social aspects, etc.;;            Funding and Resources Excel Templates;            Weekly individual or collective follow-up interview (project's progress, meetings follow-up and debriefing);            Standard file template: insurance, loan, legal contract template, mandatory activity statements (General Sales Conditions);            Educational scenario where the creator subcontracts these aspects to enhance the commercial activity of his business creation project;            Mentorship committee concept.</p>

Learning aim/aims	AIM 1: Evaluate the cost and budget of a business creation project AIM 2: Define the financing needs AIM 3: Establish a financing plan
Results and competences gained.	Ideas and possibilities: <ul style="list-style-type: none"> <li>• self-awareness and self-efficacy;</li> <li>• motivation and perseverance;</li> <li>• mobilizing resources;</li> <li>• financial and economic literacy.</li> </ul>
Guideline for trainers for AIM 1	<p>Make a presentation on:</p> <ul style="list-style-type: none"> <li>- Course materials</li> <li>- Financing of business creation</li> <li>- The profitability sought from a business creation</li> <li>- The critical examination of cash flow monitoring.</li> <li>- The concept of accounting balance</li> <li>- The banking relationship</li> <li>- The fiduciary accountancy relationship</li> <li>- The material, human, financial, family context ... of the project</li> <li>- Details of material, human, financial, etc. costs and resources of the project</li> <li>- Arguments for finding, obtaining, and gathering useful financial resources, or other resources (material donations and contributions, industrial assets or know-how)</li> </ul> <p>Master the design of the Financing Plan in Excel</p> <ul style="list-style-type: none"> <li>- Manage a daily cash flow monitoring table and find the point and time of the neutral point and pass it</li> <li>- Discover the accounting concepts and practices of cash flow monitoring (payment terms: cash, on order, customer credit, management of collections and funds deposit in the bank, day-to-day check remittance, factoring, discount, campaign credit, overdraft, credit cost analysis balance, margin, profitability, return on investment, profit, savings, cash capitalization, etc. ...)</li> <li>- Knowing how to find information and resources specific to this environment</li> <li>- Manage a daily monitoring table of this environment and control it positively</li> <li>- Apprehend the concepts and practices specific to the banking and fiduciary environment</li> <li>- Examples of social, accounting, tax, corporate social documents.</li> </ul> <p>Lead a discussion.          Work on the draft financing plan and cash flow statement with the candidate and analyse them in steps.</p>

---

Start from an initial budget and gradually refine it, over 2 or 3 days.

Complete from day to day and update the draft of the Financing Plan getting it more detailed, integrating the concepts of breakeven point, threshold and breakeven date thus planned and then verified (expenditure and resources time projection, accounting balance, cash surplus).

Opening of a bank account and relationship with the bank for borrowing, loan, investment, discount, analysis, or confirmation of immediate financial needs at start-up, medium-term needs, needs in the long term, return on investment, turnover and margin on sales ...

- Bookkeeping: daily bookkeeping, income statement, balance sheet, inventory.
- Choice of an accounting software: ERP, cash register, cash, invoicing, accounting digitalization
- Tax and social aspect: what taxes and costs for the company, employer social aspect
- Hereditary, personal, professional, and family aspects: how to reconcile business and private life.

Complete and detail the plan gradually, as best as possible

Break down the sums into material, human and financial needs.

Analyse the various concepts of breakeven point, profitability, margin, profit, and return on investment.

Plan the needs over time and delays, over one year, over 2 years by detailing the immediate start-up needs, medium-term needs, long-term needs, return on investment, turnover, and sales margin.

Knowing how to define and appreciate this environment and the social relations that it imposes or takes away.

Analyse the cash flow requirement, define the needed financing and plan it (increase the capital? Play on amortization periods? Plan fixed and variable salaries (bonus) according to the defined profitability.

Linear, punctual, seasonal, annual profitability,

Turnover of a commercial offer, cost of an old-fashioned product (storage, recycling), concept of costs (fixed and variable) control and reduction.

Analyse the consequences of controlled profitability and its effects on the financing need (repayment of loans, aid, negotiated rate, guarantees offered, etc.)

Ask learners to:

- Work on their project
- Analyse and deepen their project, budget plan, resource table and profitability calculation
- Measure the time spent on the project, quantify and evaluate the cost of their own work and time investment and appreciate its profitability.

Plan the budget, and associated resources and expenses.  
Gradually build a cash flow statement according to the needs planned over the time of the project (start-up, end of first month, end of second month, end of 1st quarter, end of 1st semester, over one year ...)

Confront projects between learners, exchange good ideas and best practices

Organize a visit. Meeting with a bank, a fiduciary, or an accountant, a chamber of commerce, a business creation unit, a public business creation agency.

Explain the course and the course material.

Give examples of typical budgets integrating the aspect of profitability and cash flow excess and comment.

Give concrete examples of account maintenance, management of a bank account, tax management, and tax declarations.

Analyse individually and collectively the monitoring of the environment.

Collectively analyse in groups and then individually the proposed budgets.

Rely on examples given to candidates.

Invite young business creators to present their own project and career.

Invite and federate a network of former business creators, mentors, and sponsors.

The request to learners to compare their project with each other on these financial, banking, social, statutory, accounting elements.

Prevent the failure or demotivation of candidates and propose alternative solutions (regrouping between creators, franchise, salary project, less ambitious project, umbrella company/ managed service company, self-entrepreneurship, business incubator...)

Guideline for  
trainers for AIM  
2

Make a presentation on:

The course and given financial table examples.

Collective and then individual presentation with the project leaders.

Collect good ideas and comments on the best budget presentations, financing plan and standard cash flow monitoring tables.

Memorize these creation sample documents as teaching resources.

Ask the learners to compare their financial and accounting project.

Find professional mentors.

Meet with a bank and request the learners' budgets, the calculated breakeven points.

Tips for reaching the goal.

Practice Excel.

Define a pedagogy of time management and creation planning.

Know how to support and master the euphoria as well as the disappointments of learners.

Build a logic of perseverance and continuous and sustaining work.

Keep an agile mind.

Accept that profitability may be less or delayed.

---

Accept, if necessary, the human dimension of the project, its sharing with third parties.  
Protect your idea its margin and its profitability.  
Capitalize on both successes and failures.  
Measure and play on risk-taking, ambition as well as prudence and intuition.

---

Guideline for  
trainers for AIM  
3

Give a presentation  
The initial course material  
The given and used financial table and cash flow plan examples.  
The follow-up methods for meetings with the creators.  
The accounting, tax and social contribution rules impacting the financing plan and cash flow monitoring and profitability... (Corporate tax thresholds, personal tax threshold for the creator or self-employed person, VAT tax threshold...  
Guarantee the confidentiality of the information given and exchanged with the creators.

Lead a discussion. Between candidates. Open a discussion forum/channel between them.

Rely on the mentors and/or tutors.

Constructive criticism of financial budget and creation proposals (Some projects are not viable nor realistic, others are or become so under certain conditions).

Ask learners to

Define their goal, their rendering schedule, and their business work plan.

Accept the rules and financial constraints (bookkeeping, accounting honesty, concept of the creator's margin, reality and taking into account of taxes and social contributions (The margin payable to the creator is often lower than the tax margin), earning a salary, income, depreciation, etc.) Be aware of having to decide quickly while being patient.

To analyse the consequences of an increased profitability search (lead time, personal work, risk-taking, additional investment, more expensive insurance, higher bank rate, hiring of third-party employees).

To make financial statements at 3, 6, 12 months in addition to the daily accounting follow-up.

Also regularly update and review the efficiency of the commercial pricing policy.

Organize a visit

Recurring meetings with mentors, between candidates, and later, when the project is launched, with partners banks, associates, family, taxes and social services, spouses, children.

Visit business creation spaces, campuses, co-working spaces for business creators.

Visit and make accessible physical models to visit and accounting templates to analyse and reproduce.

### Explain

Always explain teachers' remarks, proposals (The trainer does not carry the creation project in place of the entrepreneur but coaches him and enriches the project with proposals).

Undramatized the failure or the difficulties or postponements of planning or possible disappointments.

Nothing is acquired or impossible, accept and understand other creation projects and competing or complementary constructions to learn from them to reach a breakeven point and sustainable profitability.

### Tips for reaching the goal

Manage time, move and speed forward but without rushing the schedules and skipping the necessary steps to find and consolidate the business project.

Know how to appreciate the concepts of breakeven point and profitability, margin, wages, desired and achieved gains.

Appreciate the continuation or correction of a business creation project in regard to its budgetary concepts.

Accept the accounting and budgetary necessity.

Accept the concept of accounting and budgetary profitability.

Accept that profitability only occurs in the medium term.

Quantify the financial value of your time and always take it into account

Compare the costs between a business creation and keeping an employee position.

Assessment of  
the  
competency's  
description

Description of the approach

Approach according to a business plan

Competence in respecting the business plan and its budgetary elements

Competence to share and discuss on the project

Patience

Self-control

Know or learn to summarize and simply explain your business plan

Management of euphoria and discouragement

Accounting, financial skills

Respect for work, commitments keeping (banking monitoring, cash monitoring)

Anticipated calendar

Honesty and accounting integrity towards suppliers, bank, employees third parties, funders

Private life management vs. business life

Clearly presented idea, market need, potential customers, etc.

Creation project budget, Funding needs and plan, Resource table

Follow-up of the project cash flow

Breakeven point in a cash flow plan

Resource depreciation and return on investment

---

	<p>Financial environment for starting a business</p> <p>Opening a bank account and relationship with the bank</p> <p>Bookkeeping: daily bookkeeping, income statement, balance sheet, inventory</p> <p>Choice of accounting software: ERP, cash register, cash, invoicing, accounting digitalization</p> <p>Statutory aspect</p> <p>Tax and social aspects: physical person entrepreneur, employer aspect</p> <p>Hereditary, personal, professional, and family aspects: from the creator to the company independent legal person</p>
<p>Assessment tools examples</p>	<p>Suggestion of concrete tools:</p> <p>Excel financial exercises</p> <p>Business plan and modelling of a profitable business</p> <p>Table of expenses and costs of a typical project and then adapted to the creator's project</p> <p>Funding tables and monitoring of profitability measurement</p> <p>Resource table</p> <p>Cash flow monitoring table and dashboard</p> <p>Break-even and profitability planning</p> <p>Resources amortization and ROI table</p> <p>Financing planning project</p> <p>Legal Status project</p> <p>Bank record</p> <p>Social file</p> <p>Tax file</p> <p>Hereditary file</p> <p>Bank statement, read analysis</p> <p>Bank connection</p> <p>Criteria for choosing the ERP accounting software</p> <p>Online usage or use of accounting software</p> <p>Bookkeeping exercise</p> <p>Report on</p> <p>Online on the internet</p> <p>On shared resources</p> <p>On short reports of each appointment or visits of the creative candidates (assessment of the interview, the positive, the negative, the summary, what should be done now, what is validated, the progressive stacking of knowledge and progress against the business plan and budget, schedules ...)</p> <p>Evaluation of the profitability construction of the project</p> <p>Breakeven point and profitability regarding the fixed and variable costs</p> <p>Assessment of the project's consolidated sustainability and profitability</p> <p>Insurance given for this sustainability (Insurance, capitalization, business development, business cycle ...)</p> <p>Considering in the short, medium, and long term the hereditary, personal, professional, and family aspects of the company creator as associated context: from the creation consider the bridges between individual person creator and transition to the company, autonomous legal person.</p>

---



Guiding questions	<p>Does your idea meet a need?</p> <p>Does the product or service match your life goals?</p> <p>Is the project budget acceptable to the creator?</p> <p>Who are the funders?</p> <p>Is the project budget acceptable for third party co-founders?</p> <p>Is the breakeven point understood and acceptable to the creator?</p> <p>What if profitability is not accepted?</p> <p>Is the breakeven point acceptable for third party co-founders?</p> <p>What financial and accounting argument can convince founders?</p> <p>Can the creator create without investing himself?</p> <p>How can a bank help the project?</p> <p>Is the relationship with the bank understood and accepted for the creator?</p> <p>What other financial aid can take part?</p> <p>Who to contact to validate the financial business plan of the project?</p> <p>What is the point of working with an accountant?</p> <p>When to start meeting him?</p> <p>What are the financial risks of the project, statutory, fiscal, social and property risks?</p> <p>How to protect the creator against financial risks?</p> <p>How to protect the creator of the project's environment?</p> <p>Which good partners to choose as notary, lawyer, accountant, banker?</p> <p>Who are and what do these partners do?</p> <p>Can the creator create without them?</p> <p>What aids can intervene in relation to the project's specific environment?</p> <p>Who to contact to validate the environmental aspect of the project?</p> <p>Why and when to meet a public business creation assistance service?</p> <p>What place and role does an insurer have in business creation?</p> <p>Are the administrative aspects planned in the creation project?</p> <p>How to check the tax context of the business project?</p> <p>Which support is possible from the tax administration?</p> <p>How VAT and corporate taxes are considered in the creation project?</p> <p>How does profitability consider VAT and corporate taxes?</p> <p>How to check the fiscal context of profitability?</p> <p>What is the profitability impact on the project?</p> <p>How does the question of day-to-day work in the company arise?</p> <p>Should the creator hire employees, why and when?</p> <p>What is the impact of salaries in the project?</p> <p>What are the assets of the project, their origin, their depreciation, their renewal?</p> <p>How will starting this business impact your life?</p> <p>Balance business and private life. Control of expenses and separate business activity from private or family assets</p> <p>How do I get my family involved?</p> <p>How unique is your business solution?</p> <p>What will be the future of the commercial proposal in the medium term?</p> <p>Why are you starting a business?</p>
Feedback collection	<p>Tips and recommendations????</p> <p>Know and accept the profitability found in your project</p>

---

Knowing how to abandon an unprofitable project  
Knowing and accepting to be helped and accompanied  
Knowing how to accept any constructive criticism and take it into account  
Being perseverant  
Knowing and accepting the context and the specific environment of the entire project  
Understand that a model must adapt to a specific context and environment  
Learn to be as enterprising as careful

---

## Review the outcomes of the enterprise



### III.8. Review the outcomes of the enterprise

<b>Review the outcomes of the enterprise</b>	
Introduction and rationale	<p><b>Overview of the task.</b> You will need to ensure that learners are prepared to present the outcomes of their enterprise to their peers, educational institution community, mentor companies or potential customers.</p> <p><b>Main purpose:</b> to prepare a report including financial data and customer feedback, evaluating the enterprise, assessing how well business is performing, highlighting the strengths and areas that could be improved and suggesting the actions needed to take to implement improvements.</p> <p><b>Content:</b> Learners have to learn to summarise the results in an enterprise reached during the enterprises' activities, described in topics nº 3-7 and to use financial data, customers feedback and to prepare the final report. A business report is a set of data that provides historical information related to a company's operations, production, specific department's insights, and create a base for future decision-making processes or factual insights needed to organize business functions.</p>
Work organization and length	<p>25 hours total:</p> <p>Contact hours (10hr)</p> <p>Independent students work with consultation of the trainer (12hr)</p> <p>Evaluation (3hr)</p>
Equipment and resources	<p>Accounting program</p> <p>Standards/templates of documents.</p> <p>Methodical literature of PE.</p> <p>Examples of the filled documents.</p>
Learning methods	<p>Study of recommended literature and internet resources, documents examples;</p> <p>Conversation-discussion/ Online Discussion Boards;</p> <p>Individual or group performance of a task;</p> <p>Case-study;</p> <p>Evaluation of report and presentation.</p>
Learning aim/aims	<p>AIM 1: to conduct the customers' analysis and evaluate the performance of the company against its key targets.</p> <p>AIM 2: to complete and present the report on the outcomes of the company.</p>
Results and competences gained.	<p>Ideas and possibilities:</p> <ul style="list-style-type: none"> <li>• valuing ideas;</li> <li>• ethical and sustainable thinking;</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• financial and economic literacy;</li> <li>• mobilizing others;</li> </ul> <p>Into action:</p> <ul style="list-style-type: none"> <li>• coping with uncertainty, ambiguity, and risk.</li> </ul>

Guideline for trainers for AIM 1	<p>Discuss with learners how effectively the company goods and services are matching the customers' needs. If they're not quite sure what those needs are, learners must carry out further customer analysis.</p> <p>Give a presentation on the methods (questionnaires, online surveys, comments from a social media page, focus groups and so on) that can be used to obtain feedback from customers.</p> <p>Ask learners to create their own feedback forms and use peer review to improve these, organize the feedback collection process.</p> <p>According to the feedback from customers, ask learners to identify where improvements can be made to products or services, staffing levels or business procedures.</p>														
Guideline for trainers for AIM 2	<p>Discuss with the learners the methods on how the company financial position could be reviewed and why a financial review should be included when reporting the outcomes of an enterprise to an audience.</p> <p>Give a presentation on how to analyse the company financial data (including cash flow, variance analysis, income statements, statements of financial position, ratio analysis, etc.).</p> <p>Give learners several examples of a good and a poor formal report and discuss what needs to be included in a formal report.</p> <p>Prepare the template of the formal report to show the learners after the discussions.</p> <p>Find good and bad presentation examples and show learners. Ask them to discuss what makes a good presentation and to prepare their own presentation for an audience of their peers, mentors, local small business bank manager, parents who may be small business owners, or local entrepreneurs.</p>														
Assessment of the competency's description	<p>A written report with the explanation of the outcomes using company financial data and customer feedback, identified problem, situation, or issue assessment of the outcomes and impact to key target areas, the set of actions to improve the outcomes of the company.</p> <p>Presentation – with the main aim to present to an external audience.</p>														
Assessment tools examples	<p>Written business report is assessed according to the particular sections of a business report.</p> <p>Presentation of the report must be professional, logically structured and contain correct financial terminology that could be assessed according to the following criteria:</p>														
<table border="1"> <thead> <tr> <th data-bbox="494 1601 1348 1646"><b>Example of presentation evaluation criteria</b></th> <th data-bbox="1348 1601 1532 1646"><b>Max mark</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="494 1646 1348 1691">Ability to convey the content of a topic within the presentation timeframe.</td> <td data-bbox="1348 1646 1532 1691">1</td> </tr> <tr> <td data-bbox="494 1691 1348 1758">Expressive, Free Speech: The style, pace, language, thoughts, and ideas are explained consistently.</td> <td data-bbox="1348 1691 1532 1758">3</td> </tr> <tr> <td data-bbox="494 1758 1348 1803">Answers to questions: argumentative, clear, assured.</td> <td data-bbox="1348 1758 1532 1803">2</td> </tr> <tr> <td data-bbox="494 1803 1348 1915">Slides (PowerPoint, etc.): logically structured, no grammatical or stylistic errors, correct financial terminology, accurate facts, short and specific sentences, selection and matching of fonts, background, moderate effects; visualization, integrity in colour and image.</td> <td data-bbox="1348 1803 1532 1915">2</td> </tr> <tr> <td data-bbox="494 1915 1348 2027">Audience management: greetings, engaging introduction, keeps the audience focused (uses various questions, quotes, stories, facts, records, comparisons, looks at the audience, etc.) smooth conclusion, posture.</td> <td data-bbox="1348 1915 1532 2027">2</td> </tr> <tr> <td data-bbox="494 2027 1348 2045">Total</td> <td data-bbox="1348 2027 1532 2045">10</td> </tr> </tbody> </table>	<b>Example of presentation evaluation criteria</b>	<b>Max mark</b>	Ability to convey the content of a topic within the presentation timeframe.	1	Expressive, Free Speech: The style, pace, language, thoughts, and ideas are explained consistently.	3	Answers to questions: argumentative, clear, assured.	2	Slides (PowerPoint, etc.): logically structured, no grammatical or stylistic errors, correct financial terminology, accurate facts, short and specific sentences, selection and matching of fonts, background, moderate effects; visualization, integrity in colour and image.	2	Audience management: greetings, engaging introduction, keeps the audience focused (uses various questions, quotes, stories, facts, records, comparisons, looks at the audience, etc.) smooth conclusion, posture.	2	Total	10	
<b>Example of presentation evaluation criteria</b>	<b>Max mark</b>														
Ability to convey the content of a topic within the presentation timeframe.	1														
Expressive, Free Speech: The style, pace, language, thoughts, and ideas are explained consistently.	3														
Answers to questions: argumentative, clear, assured.	2														
Slides (PowerPoint, etc.): logically structured, no grammatical or stylistic errors, correct financial terminology, accurate facts, short and specific sentences, selection and matching of fonts, background, moderate effects; visualization, integrity in colour and image.	2														
Audience management: greetings, engaging introduction, keeps the audience focused (uses various questions, quotes, stories, facts, records, comparisons, looks at the audience, etc.) smooth conclusion, posture.	2														
Total	10														

---

Guiding questions	<p>How do you review the performance of a business?</p> <p>How do you measure customer satisfaction?</p> <p>What changes in customers' needs are identifiable?</p> <p>Which of products and services are succeeding? Which aren't performing as planned?</p> <p>How do you assess company's financial performance?</p> <p>How do companies review financial statements?</p> <p>Is the business running profitably?</p> <p>What percentage of the sales price covers the cost of providing or producing the product or service?</p> <p>What percentage of the sale price covers the fixed costs of business?</p> <p>What are the benefits of Financial Reporting?</p> <p>What are the Key Elements of a Business Report?</p> <p>Where is the business now and where is it going?</p> <p>What steps do you follow to evaluate the results of the company?</p> <p>How to improve this process? ...this product?</p> <p>How to get more customers?</p>
Feedback collection	<p>An effective way to evaluate learning and to get feedback from learners is to ask questions. Use "Kahoot" to gather several answers about topic 8.</p>

---

---

**TOPIC: 8. Review the outcomes of the enterprise.**


---

Name	Format	Description	Link:	Language
16 Types of Customer Needs (and How to Solve Them) Written by Allie Bresch	Article	In this article, you'll learn: the definition of customer needs. The types of customer needs; How to identify customer needs. What a customer needs analysis is. How to solve customer needs; Types of customer service.	<a href="https://blog.hubspot.com/service/customer-needs">https://blog.hubspot.com/service/customer-needs</a>	EN
Customer Satisfaction Surveys & Research: How to Measure CSAT Written by Nick Hague & Paul Hague	Article	Everything about conducting a customer satisfaction survey, as a way to start measuring where you stand in terms of customer loyalty.	<a href="https://www.b2binternational.com/publications/customer-satisfaction-survey/">https://www.b2binternational.com/publications/customer-satisfaction-survey/</a>	EN
Profit & loss and balance sheets	Article	There are two basic financial statements of relevance to small businesses: profit and loss, balance sheet. Description of Financial indicators and formulas.	<a href="https://www.smallbusiness.wa.gov.au/business-advice/financial-management/reviewing-your-finances">https://www.smallbusiness.wa.gov.au/business-advice/financial-management/reviewing-your-finances</a>	EN
6 Steps to an Effective Financial Statement Analysis By Dubos J. Masson, PhD, CTP, FP&A Published: 3/9/2018	Article	There are generally six steps to developing an effective analysis of financial statements.	<a href="https://www.afponline.org/ideas-inspiration/topics/articles/Details/6-steps-to-an-effective-financial-statement-analysis">https://www.afponline.org/ideas-inspiration/topics/articles/Details/6-steps-to-an-effective-financial-statement-analysis</a>	EN
The Importance Of Financial Reporting And Analysis: Your Essential Guide By Bernardita Calzon in Dashboarding, Mar 17th 2021	Article	The guide that answers these questions: What is financial reporting and analysis? Do all companies do it the same way? What is the importance of financial reporting? What is the purpose of financial reporting? What are some cases when it comes to making business decisions? What is the role of	<a href="https://www.datapine.com/blog/financial-reporting-and-analysis/">https://www.datapine.com/blog/financial-reporting-and-analysis/</a>	EN

---



		<p>this kind of reporting in the real world?</p>		
<p>How To Write a Formal Business Report (With Examples)</p>	<p>Article</p>	<p>In this article, it is explained what a formal business report is, how to write one (step-by-step guide to create a professional business report), with an example provided.</p>	<p><a href="https://www.indeed.com/career-advice/career-development/formal-business-report-example">https://www.indeed.com/career-advice/career-development/formal-business-report-example</a></p>	<p>EN</p>
<p>BUSINESS REPORTS. Author: Eggins, M.</p>	<p>Guide</p>	<p>The practical recommendations: how to produce clear and correctly structured business reports</p>	<p><a href="https://library.unimelb.edu.au/_data/assets/pdf_file/0005/1924160/Business_Reports.pdf">https://library.unimelb.edu.au/_data/assets/pdf_file/0005/1924160/Business_Reports.pdf</a></p>	<p>EN</p>
<p>How to Write &amp; Design a Great Annual Report for 2020 (+10 Quick Tips) By Brenda Barron 31 Aug 2020</p>	<p>Guide</p>	<p>As a great annual report is the perfect opportunity to share information about the company and promote its brand and identity, in this guide the author shares how to choose the right setup for an annual report, the steps to write and design the annual report, and helpful tips along the way.</p>	<p><a href="https://business.tutsplus.com/tutorials/how-to-write-design-annual-report--cms-35671">https://business.tutsplus.com/tutorials/how-to-write-design-annual-report--cms-35671</a></p>	<p>EN</p>
<p>6 Ways to Measure Small Business Success. Mike Kappel</p>	<p>Article</p>	<p>Here are just a few methods of measuring business performance.</p>	<p><a href="https://www.forbes.com/sites/forbes-personal-shopper/2021/04/09/sams-club-membership-deal/?sh=34acc96a5491">https://www.forbes.com/sites/forbes-personal-shopper/2021/04/09/sams-club-membership-deal/?sh=34acc96a5491</a></p>	<p>EN</p>
<p>How to Tell a Great Story in Your Annual Report (Plus Examples) by Katy French</p>	<p>Article/ video materials</p>	<p>The key to a great annual report is to turn the information you're including into an interesting story, using all storytelling tools at your disposal. Step-by-step guide to help you create an engaging report.</p>	<p><a href="https://www.colu.com/7-ways-compelling-annual-report">https://www.colu.com/7-ways-compelling-annual-report</a></p>	<p>EN</p>

# Appendixes



## Appendixes

### Questionnaire No. 1. Entrepreneurial skills

Purpose: To evaluate student's basic and advanced entrepreneurship skills, entrepreneurial attitude and entrepreneurial intention.

Dear respondent,

We would like to ask for your cooperation by answering this questionnaire. Your answers will be helpful in knowing what the level of entrepreneurship education, entrepreneurial attitude, and entrepreneurial intention. Your response will only be used for survey purposes. We would like to express our utmost gratitude for your participation.

---

Demographic data

---

My email: \_\_\_\_\_

---

My first name is: \_\_\_\_\_

---

My gender is:

- Female
  - Male
  - Don't want to indicate
- 

My age is:

- 14-18
  - 18-25
  - 25-30
  - 30-35
  - More than 35
- 

My house is located in a:

- Village
  - Town
  - City
  - Capital
- 

My highest degree is:

- Primary education
  - Secondary education
  - Bachelor's degree
  - Master's degree
  - PhD
  - Other
- 

In 10 years, I see myself:

- Living and working abroad as employee in a company/organization
  - Living and working abroad as manager of a company/organization (head of department, etc.)
-

- 
- Living and working abroad as CEO/president of a company/organization
  - Living and working abroad as the owner of a company
  - Living and working abroad as a self-employee
  - I am planning to stay where I am living now and be employed by a local company/organization
  - I am planning to stay where I am living now and start my own business
  - I am planning to stay where I am living now and be self-employed
  - I am planning to move to a bigger city/the capital and work for a company as an employee
  - Other
- 

Please explain your choice/choices:

---

What would Motivate you to Be an Entrepreneur?

- I see possibilities in my area
  - I want to try myself
  - I have good ideas
  - My family already has a business
  - I don't like foreign investors
  - I want to be my own boss
  - Other:
- 

What would Demotivate you to Be an Entrepreneur? \*

- Bureaucracy and lack of funds
  - Lack of infrastructure
  - Lack of knowledge in terms of business management
  - Lack of knowledge in terms of legal requirements
  - Lack of knowledge in terms of subventions
  - Lack of good ideas
  - Lack of self-confidence
  - Possibility to fail
  - High operational cost (taxes, etc.)
  - Other:
- 

Please explain your choice/choices:

---

---

<b>Self-cognitive matrix</b>				
	Always	Often	Sometimes	Never
I like to anticipate events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I care about everything that is new or different	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider myself a vital and energetic person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I adapt easily to changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am enthusiastic when facing new challenges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get motivated facing risks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I accept failures and take advantage of them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am methodical and self-disciplined when working	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I communicate easily with other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan, in detail, all the activities that I have to carry out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I estimate the expenses and profits of my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am clearly result-oriented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of possible risks and know how to deal with them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>Basic Entrepreneurial skills *</b>				
	Very true	Partly true	True but with shortcomings	Not true at all
I am able to sell anything	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a good understanding of financial planning and accountancy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I have good negotiation skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My English level is satisfactory to hold negotiations with foreign partners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have good presentation skills (both in my mother tongue and in English)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with marketing strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a good general understanding of financial and economic concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a good general understanding of EU affairs and policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with Project Management procedures and tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what Innovation Management is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with the meaning of Creative Thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider myself a multicultural person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If you selected "True but with shortcomings" or "Not true at all" please explain why.				

<b>Advanced skills and competences *</b>				
	Very true	Partly true	True but with shortcomings	Not true at all
I am self-confident enough	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to prioritize to be able to achieve my work before deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When a conflict arises, I know how to deal with the situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am strongly solution oriented when it comes to problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can easily motivate others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I am not afraid to take risks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generally, I consider myself as a positive person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like taking the initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am generally flexible when it comes to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am eager to grow professionally and keep learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am self- disciplined when working	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I easily communicate with other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan in detail all the activities that I have to carry out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I estimate the expenses and profits of my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am clearly result-oriented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of possible risks and know how to deal with them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can make decisions easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can lead a meeting effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try not to postpone activities and finish everything on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I meet deadlines when executing a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to manage teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I work in teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Questionnaire No. 2. Entrepreneurship Intention

Purpose: To evaluate students' entrepreneurship education and entrepreneurial intention.

Dear respondent,

We would like to ask for your cooperation by answering this questionnaire. Your answers will be helpful in knowing what the level of entrepreneurship education, entrepreneurial attitude, and entrepreneurial intention. Your response will only be used for survey purposes. We would like to express our utmost gratitude for your participation.

Do you have a Project Idea? \*

- Yes
- No

What kind of help would you need to start? \*

- Trainings
- Funding
- Infrastructure
- Ideas
- Partners
- Other:

If you had everything you need, what kind of business would you start? \*

- I would sell my own product(s)
- I would provide services to other companies/people
- I have something completely new and different
- Other:

Do you see any business opportunity in your country, city, and community? \*

- Yes
- No

If yes, please provide details.

*Your answer*

<b>How important is it for an entrepreneur to: *</b>						
	I don't know	Not important	Slightly important	Moderately important	Quite important	Very important
Understand the nature of entrepreneurship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be able to identify and develop an idea	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the business environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the personal issues that an entrepreneur must deal with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand and identify the driving forces of new ventures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be able to conduct research on business and management issues, either individually or as part of a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be able to think creatively and critically when necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be able to assess and manage business risks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be able to use PR/marketing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Questionnaire No. 3. Entrepreneurship Evaluation

Purpose: To evaluate students' entrepreneurship education, entrepreneurial attitude, and entrepreneurial intention.

Dear respondent,

We would like to ask for your cooperation by answering this questionnaire. Your answers will be helpful in knowing what the level of entrepreneurship education, entrepreneurial attitude, and entrepreneurial intention. Your response will only be used for survey purposes. We would like to express our utmost gratitude for your participation.

Directions (please indicate your level of agreement or disagreement with each of these statements by putting a check mark (✓) in on of the boxes provided in this questionnaire. Strongly Disagree (SD) = 1. Disagree (D) = 2. Neutral (N) = 3. Agree (A) = 4. Strongly Agree (SA) = 5

Part I. - Entrepreneurship education					
Item	(SD) 1	(D) 2	(N) 3	(A) 4	(SA) 5
1 Entrepreneurship creates jobs					
2 Entrepreneurship means to be self-employed					
3 Entrepreneurship can make someone be independent					
4 Entrepreneurship contributes to economic development					
5 Entrepreneurs gather resources to create wealth					
6 Entrepreneurs attends functions to meet business partners					
7 Entrepreneurs use his/her creative ability to publicize					
8 Entrepreneurs see opportunities where others don't					
9 Entrepreneurs rule the world economy					

<b>Part II. Entrepreneurial Attitude Behavioural Component</b>					
Item	(SD) 1	(D) 2	(N) 3	(A) 4	(SA) 5
1 I enjoy lectures on entrepreneurship					
2 Lectures on entrepreneurship I attended have increased my interest to pursue an entrepreneurial career					
3 I consider entrepreneurship as a very important subject when it comes to major subjects					
4 The entrepreneurship education I have undergone has prepared me to make informed decisions when I graduate					
5 I am happy to learn entrepreneurial skills					
6 I consider entrepreneurship a career option					
7. The entrepreneurial education I received has interested me to venture into entrepreneurship after SHS					
8 My entrepreneurship lecturers have helped me to meet and interact with successful entrepreneurs.					
9 The subject teacher helped me meet successful entrepreneurs who provided motivation in becoming a possible entrepreneur.					

<b>Part III. Entrepreneurial Altitude – Cognitive Component</b>					
Item	(SD) 1	(D) 2	(N) 3	(A) 4	(SA) 5
1. Entrepreneurship education have enabled me to identify business related opportunities.					
2. Entrepreneurship education has taught me to create services and/or products that can satisfy the needs of customers.					
3. Entrepreneurship education has taught me to develop business plans successfully.					
4. Due to entrepreneurship education, I now have skills to create a new business.					
5. With the entrepreneurship education I had undergone, I can now successfully identity business finance.					
6. Entrepreneurship education has taught me to perform feasibility studies.					
7. Entrepreneurship education activities have stimulated my interest in entrepreneurship.					
8. Through entrepreneurship education, my skills, knowledge, and interest in entrepreneurship have all improved.					
9. Overall, I am very satisfied with how entrepreneurship education is being taught.					

<b>Part IV. Entrepreneurial Altitude – Effective Component</b>					
Item	(SD) 1	(D) 2	(N) 3	(A) 4	(SA) 5
1. I desperately want to work for myself.					
2. The idea of owning my own business is pleasing.					
3. I really consider self-employment as something very important/desirable.					
4. Entrepreneurship education has effectively helped me feel satisfied with self-employment.					
5. I like entrepreneurship education.					
6. Lectures on entrepreneurship makes me anxious.					
7. The idea of having entrepreneurship education excites me.					
8. It frustrates me that entrepreneurship is part the curriculum subjects offered.					
9. The subject teacher has helped vary my overall feeling towards the subject.					

<b>Part V. Entrepreneurial Intention</b>					
Item	(SD) 1	(D) 2	(N) 3	(A) 4	(SA) 5
1. My professional goal is to become an entrepreneur.					
2. I will make every effort to start and run my own business.					
3. I am determined to establish a business in the future.					
4. I am seriously considering starting-up a business in the future.					
5. I am ready to do anything to be an entrepreneur.					
6. I will open a business. I have a chance to become successful.					
7. Being an entrepreneur would make me great.					
8. I have ideas about how to start a business in the future.					
9. It would be difficult for me to develop business ideas.					

## Questionnaire No. 4. Entrepreneurship Attitude

Purpose: To evaluate students' entrepreneurship education and entrepreneurial attitude.

Dear respondent,

We would like to ask for your cooperation by answering this questionnaire. Your answers will be helpful in knowing the level of entrepreneurship education, entrepreneurial attitude, and entrepreneurial intention. Your response will only be used for survey purposes. We would like to express our utmost gratitude for your participation.

Scale:

1	2	3	4	5
Not at all confident	A little confident	Moderately confident	Fairly confident	Extremely confident

Skill set					
I am able to see myself starting and running a business in the future.	1	2	3	4	5
I am confident I can develop a product using needs identification techniques.	1	2	3	4	5
I understand the mindset of consumers and how to market my product/service to them.	1	2	3	4	5
I am able to communicate my business ideas to other people such as mentors, potential customers, and potential business partners.	1	2	3	4	5
I am capable of conducting market research by myself.	1	2	3	4	5
I know how to pitch and sell ideas and products to people.	1	2	3	4	5
I am able to determine appropriate pricing strategies and channels for marketing.	1	2	3	4	5
I am confident I can draw-up a budget for my business.	1	2	3	4	5
I understand financial requirements and considerations to start and run a business.	1	2	3	4	5
I am able to assess the strengths and weaknesses of my business idea in comparison to existing products/ services in the market.	1	2	3	4	5
I understand how to develop and analyse income statements.	1	2	3	4	5
Mindset					
I understand that starting a business is about taking and managing risks.	1	2	3	4	5
I understand that even though the objective of running a business is to earn money, I should be guided by moral principles.	1	2	3	4	5
I realize that starting and managing a profitable business requires plenty of hard work and sacrifice.	1	2	3	4	5
I understand that starting and running a business involves facing many problems and having to tackle them when they arise.	1	2	3	4	5



Co-funded by the  
Erasmus+ Programme  
of the European Union



*The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*