



The Project Planning Template

For a Virtual Partnership of Student Mini-Companies



**DEVELOPING YOUNG ENTREPRENEURS BY RUNNING A
MINI-COMPANY ON A EUROPEAN LEARNING LEVEL**

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1. Setting up a Company. An introduction into the work of a real / virtual Student Company

Phase	Contents	Approach	Materials, methods, implementation strategies
<p>Introduction</p> <p>p.4</p> <p>p.4</p> <p>p.6</p> <p>p.6</p>	<p>Student virtual Company vs. Company</p> <p>Motives in setting up a company</p>	<ul style="list-style-type: none"> ✓ The teacher (T) explains the project of setting up a real/virtual Student Company to the students (Ss). ✓ T describes the differences between student companies and companies, which exist outside of the context of school, naming similarities and differences. ✓ Together with T, the Ss work out motives why companies are set up. T notes these on the virtual platform and organized the motives named into two columns: 1. Voluntary set-up; 2. Set-up out of hardship. Ss record the motives of setting up companies. T moves over on the topic of the Student Company and asks the Ss to explain their motives for participating in the work of the Student Company. Which topics interest them the most about this project? ✓ T introduces the headings “push and pull factors” and makes self-employment as an option of career development a matter of discussion. 	<p>Material</p> <p>What is a Student Company?</p> <p>Material</p> <p>Motives in setting up a company;</p> <p>Material</p> <p>Why are companies set up?</p>
<p>Processing</p> <p>p.7</p>	<p>Qualities of entrepreneurs</p>	<ul style="list-style-type: none"> ✓ T moves on to the qualities which are characteristic for most entrepreneurs. 	<p>Material</p> <p>What are the qualities of successful entrepreneurs?</p>
<p>p.8</p>	<p>My strengths and weaknesses</p>	<ul style="list-style-type: none"> ✓ T distributes the worksheet on which the Ss work. 	<p>Material</p> <p>My strengths and weaknesses</p>

2. Developing a business idea and business plan

Phase	Contents	Approach	Materials, methods, implementation strategies
p.10	Introduction Business ideas Production companies and service companies	<ul style="list-style-type: none"> ✓ What business ideas and companies do the students (Ss) know? ✓ What companies and business ideas exist in the Ss' immediate surroundings? T indicates that bakeries, kiosks, care services, banks or property and insurance companies, etc. are based on business ideas. The aim is to present a diverse range of business ideas, ideally from the Ss' immediate surroundings. Services or production? T explains that there is a fundamental difference between companies that producing products and companies that offer services and makes this clear using. The Ss consider regional companies, if possible. ✓ T asks Ss for reasons why their chosen companies are successful and the T notes down the factors mentioned by the Ss. Considerations can also be made on how a business can rise and use knowledge about the customers in a targeted way. 	<p style="text-align: center; color: blue;">Material Services or products?</p> <p style="text-align: center; color: blue;">Material: Factors of success for companies</p>
p.9	Working on business ideas Push and pull strategy	<ul style="list-style-type: none"> ✓ How do you generate a successful business idea? T presents possible courses of action (push and pull strategy) ✓ Which business idea do the Ss want to implement for their virtual Student Company? 	<p style="text-align: center; color: blue;">Material :Developing a business idea for the Student Company</p>
p.11-14	Implementation SWOT analysis The business plan	<ul style="list-style-type: none"> ✓ Developing own business ideas follows. T stimulates the by presenting a broad range of business ideas ✓ T introduces the topic of the SWOT analysis, explaining the term: S=Strengths, W=Weaknesses, O=Opportunities and T=Threats ✓ T describes that the creation of the SWOT analysis can 1.) simplify the analysis of the strengths and weaknesses of the business idea; 2.) minimize risks; and 3) reveal the current situation from which simple strategies (“actions”) of the Student Company can be derived. ✓ T presents to the Ss the strengths and weaknesses of the business idea as well as risks and chances, discussing them in the plenary. T explains the importance of a business plan. 	<p style="text-align: center; color: blue;">Material Our business idea</p> <p style="text-align: center; color: blue;">Material: Strengths and weaknesses of our business idea: the SWOT analysis</p> <p style="text-align: center; color: blue;">Creating a business plan</p>

3. Name and logo of the Student Company

Phase	Contents	Approach	Materials, methods, implementation strategies
<p>Introduction</p> <p>p.15</p> <p>Deepening</p>	<p>Name and logo</p> <p>Developing a name for the Student Company</p>	<ul style="list-style-type: none"> ✓ The teacher (T) introduces the topic by asking the students (Ss) for the meaning of the company name and logo (graphically designed sign) for the customers and what role does it fulfil (recognition, advertising, products, special campaigns, customer loyalty, etc.). T asks the Ss to read the introduction text and then each student is to come up with names for the Student Company (recommended as homework!). ✓ T collects the results of the work and supports the Ss in choosing the name. 	<p>Material</p> <p>What do we call our Student Company?</p>
<p>Summary</p> <p>p.16</p>	<p>Meaning of logos</p> <p>Developing logos</p>	<ul style="list-style-type: none"> ✓ T asks the Ss for their own suggestions for the logo. ✓ The Ss present their suggestions in the plenary. These can be placed on a flipchart. The Ss judge them for their originality, graphical simplicity, association with the business idea and then agree upon a logo. ✓ Presentation of the Student Company name and logo 	<p>Material</p> <p>The logo of the Student Company</p>

4. Legal status of the Student Company

Phase	Contents		Approach	Materials, methods, implementation strategies
Introduction	Legal forms	✓	T asks which legal status is known to the students (Ss).	Material Legal status - the company structure to the outside world
		✓	What information does the legal status give about the company? On what does the choice of the legal status depend and how does the legal status influence how the company is organized?	
Deepening	Meaning of legal statuses	✓	Ss discuss which legal status they have chosen for their Student Company, justifying their choice.	
	Determining the legal form for the Student Company	✓	Ss discuss with the teacher what sort of influence the decision has on the way that the Student Company is organized.	
Reflection				
p.17				

5. Looking at Finances:

Expenditure, pricing - Creating a financial plan and securing starting capital

Phase	Contents	Approach	Materials, methods, implementation strategies
<p>Introduction</p> <p>Deepening understanding</p> <p>Working out</p>	<p>Costs of production</p> <p>Fixed and variable costs</p>	<p>✓ The teacher (T) explains the importance of a financial plan for the Student Company and goes onto to explain that a financial plan should detail expenditure, costs, price calculation and the amounts as well as the acquiring starting capital. In the first step, students (Ss) deal with expenditure which needs to be made for the Student Company. The second step goes into costs which arise when producing the products or preparing the services. The T shows the Ss the differences between fixed and variable costs, indicating the relationship between cost which must be covered and the prices (the Student Company has, at least, to cover its costs). The Ss calculate which variable costs arise when producing the product or preparing a service, recording them</p>	<p>Material</p> <p>Fixed and variable costs: necessary expenditure and financial planning</p>
<p>Introduction</p> <p>p.18-24</p>	<p>Price calculation</p> <p>Willingness of the customers to pay</p> <p>Lower price limit</p> <p>Setting prices</p>	<p>✓ The T can open the topic with a discussion, naming two products and ask how many Ss would be willing to pay for each of these products, whereby willingness to pay would depend and what must be included in the calculation of the price (from the perspective of the provider). Ss calculate the lower price limit for their product using the formula in</p> <p>✓ T indicates that customers' willingness to pay must be considered when setting prices.</p>	<p>Material</p> <p>Setting prices</p>
<p>Introduction</p> <p>Working out</p> <p>p.25-29</p>	<p>Financial plan</p> <p>Equity and borrowed capital</p> <p>Starting capital</p>	<p>✓ T introduces the topic Financial Planning, which is a central element of a founding business concept alongside the business idea itself. The Ss find out that creating a financial plan plays a main role in acquiring starting capital. T supports the Ss in creating the financial plan and discuss different possibilities of securing capital (equity and borrowed capital), considering advantages and disadvantages. Ss consider how to acquire starting capital; questions with hints and tips for this. Ss generate a plan to acquire starting capital.</p>	<p>Material</p> <p>Financial plan and starting capital</p>

6. Our market and the customers - Market and customer analysis

Phase	Contents	Approach	Materials, methods, implementation strategies
<p>Introduction</p> <p>Deepening understanding</p>	<p>Market, market analysis</p>	<ul style="list-style-type: none"> ✓ The students (Ss) find out why it is very important for every company to know the market and to prepare for an analysis of the market on which the Student Company acts. ✓ Ss first count the sources of information from which information can be gained about the market, then noting them down. ✓ In the next step, they work on collecting and bundle information on their competitors, market size, target group and market development, and then presenting this information accordingly. 	<p>Material</p> <p>Market analysis</p>
<p>Introduction</p> <p>Working out</p> <p>Summary</p> <p>p.30-35</p>	<p>Customers, customer analysis</p>	<ul style="list-style-type: none"> ✓ The Ss work out the most important motives for conducting a customer survey. ✓ Ss collect and evaluate all the information on existing customers and formulate what other information they would also need. ✓ T stimulates a discussion on the methods available to gain information from and about customers. ✓ Ss work on questions to customers from whom they can gain the information required. ✓ Ss consider the choice of methods for getting information and plan their course of action. ✓ Ss carry out their plan, evaluating the results of the survey and describe how they are going to integrate this information into the work of the Student Company. 	<p>Material</p> <p>Our customers</p>

7. Marketing: Presenting us to the outside world

Phase	Contents	Approach	Materials, methods, implementation strategies	
Introduction	Marketing	✓ The teacher (T) introduces the topic of marketing by asking the students (Ss) how they want to draw attention to their products. The Ss give their suggestions;	Presenting us to the outside world	
	Advertising	✓ T asks Ss what function advertising should fulfil. T asks whether the Ss recognize the AIDA formula in advertising and collects examples.		
	Marketing campaigns in the Student Company	✓ Which of the means of advertising among the ones provided can be used for the Student Company? Ss work on a marketing concept for the Student Company. Students draw up a list of proposed campaigns which could be implemented. The suggestions are incorporated into the marketing concept of the Student Company.		
	Advertising slogans	✓ T asks Ss to name advertising slogans they know. Which products/services are advertised with these slogans? Ss discuss whether they would like to develop an advertising slogan for their Student Company. ✓ T discusses the professional image of the company and firms with the Ss, addressing the importance of a consistent and uniform image of the company to the outside world (recognition value, potential customers memorizing the names, advertising, etc.).		Advertising slogans
	Presentation of the Student Company to the outside world.	✓ T asks Ss what makes a consistent and uniform image, moving the conversation towards PowerPoint presentations and business letters. Ss develop a design for a PowerPoint template for their Student Company. ✓ A PowerPoint presentation presents the business concept of the Student Company. The Ss can use this presentation for meetings with investors, the school leadership or presenting the Student Company in other contexts.		Presenting the Student Company to the outside world

8. Organizing workflows: Work processes in the work of the Student Company

Phase	Contents	Approach	Materials, methods, implementation strategies
Introduction	Tasks in the Student Company	<ul style="list-style-type: none"> ✓ The students (Ss) analyses the reasons for the misunderstandings. They write them down and develop suggestions to clearly define the workflows and individuals responsible. ✓ The Ss define the tasks which must be completed so that their product or service can be sold. They write them down chronologically and transfer them to the timeline. 	Workflow organization
Working out (I)	<p>To-do lists and departments</p> <p>Ensuring flow of information</p> <p>Changing departments</p> <p>Recording experiences gained</p>	<ul style="list-style-type: none"> ✓ Ss assign the tasks to the departments and create to-do lists for every department. ✓ Ss discuss how the quality of their products or the completion of individual tasks can be checked. Ss develop a form for quality control or adapt the example to their needs. ✓ Ss develop a work record in which individual steps and deadlines are recorded. The individuals responsible for these tasks certify the completion of the tasks with their signature. ✓ Ss decide in the team how the flow of information is ensured, addressing how data storage is going to be organized and when/how often staff meetings take place. ✓ Ss create a work schedule in which work times of the team are fixed and organized. ✓ Ss decide where the work schedules are placed and who is responsible for updating them. ✓ The teacher (T) addresses why a change in departments is sensible and motivates the Ss so that a student changes the department in regular intervals. That way, s/he can get to know the tasks from another department and get to try out new tasks. Ss that get to train him/her for the new tasks have, in turn, the possibility to try out the role of expert. Ss address how often a change in the department takes place and how it is organized. ✓ After every change of department, the student who worked in a department completely new to him/her reflects on his/her experiences, connecting them to the world of work. 	<p>Organizing the work to be completed</p> <p>Material Changing departments</p>

9. The team: Departments and tasks of the Student Company

Phase	Contents	Approach	Materials, methods, implementation strategies
Introduction	Organizational structure	<ul style="list-style-type: none"> ✓ The teacher (T) explains the difference between the organization of process and structure, explaining the function of an organizational chart in companies. T presents the typical organizational chart of a company, headed up by Managing Director, and generally consists of the following departments: sales, production, marketing, purchase/inventory and stock as well as accounting. 	Presentation
Deepening understanding	Management	<ul style="list-style-type: none"> ✓ T asks the students (Ss) to come up with the tasks and competencies of a Managing Director. ✓ Ss decide who could function as the Managing Director of the Student Company, reflecting on their own qualities using. How have the most “yes” answers? Do the students’ own assessment overlap with those of others? Who will take on the role of Managing Director? 	
Working out	Creating an organizational chart	<ul style="list-style-type: none"> ✓ Ss consider which jobs will need to be done in the Student Company and collect them on the pin board. In the second step, they group them together and place them in the departments into which the Student Company has been structured. Finally, they create an organizational chart for the Student Company, defining the tasks and goals of the departments. ✓ At this point, tasks should be highlighted which must be conducted in close cooperation with other departments within the Student Company. 	The organizational structure