

Module I

Economics and entrepreneurship

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Class scenario

NAME OF THE MODULE	Economics and entrepreneurship		
NAME OF THE TRAINING UNIT	Innovate entrepreneurship program for vocational students		
NUMER	Module I	HOURLY DIMENSION	8 – 10 hour
TRAINING OBJECTIVES (main objective and specific objectives)			
Main objective: To introduce participants to basic market principles and problems Specific objectives: <ol style="list-style-type: none"> 1. Fundamental market principles (demand, supply) 2. Basic economic concepts (revenues, costs, investments, loans, etc.) 3. Ability to operate in a market environment with a view of generating a profit. 4. Basic economic principles. 5. The ability to draft and manage one's own budget and that of a small company. 6. A businessman's key must-have skills 7. Inspiration for further development of skills contributing to an entrepreneurial mindset 			
TRAINING SESSIONS			
Number of participants - not less than 8 and not more than 14 Room facilitating work in smaller groups Freedom to arrange the workspace (move / remove tables and chairs)			
FORMS OF TRAINING			
a. Mini lectures, b. Group exercises, c. Games with a script, roles and props, d. Short films to be analysed and applied as part of group work, e. Working in subgroups on a given topic and presentation of conclusions and findings, f. Case study, Individual work on a given topic and presentation in subgroups or on a forum, g. Tasks to be completed on your own between classes			
SPECIFIC CONTENT			
1. Let's get to know one another - House (properties, skills, experience) - What else would you want to know about each other if you were to start a business together?			30 minutes
2. Contract - 5 principles - Circle of rules - addendum			20 minutes
3. Metaphor - running your own business, is like...			30 minutes
4. Basic market rules - Apple market - a game of 5 rounds - Discussion and description of basic rules governing the market			90 minutes



5. Basic economic concepts	- Working in subgroups on a definition of selected key economic concepts – descriptions in the form of posters - Discussion and mini-lecture on selected economic concepts and mechanisms - Groups present selected definitions of economic concepts	45 minutes
6. Traits of an entrepreneur	- Individual and group work (brainstorming) - drawing up a list of traits and skills of an entrepreneur, using metaphors from point 3 - Individual selection of five traits by each participant - Criteria poker - drawing up an agreed upon map of traits and skills of an entrepreneur - Individual groups present the results of their work - Discussion and summary: Results of group work The decision making process, ways of making decisions	60 minutes
7. Game in subgroups - Book Factories in five scenarios	- Phase 1 - Small craft company - Phase 2 - Division of labour in the company - Phase 3 - Investments in production resources - Phase 4 - Production resource optimization - Phase 5 - Unforeseen but familiar situations affecting the production process A number of summary questions	90 minutes
8. Household budget, company budget	- Receipts - Revenues - Expenditures - Costs - Savings	60 minutes
9. Game in subgroups - Toy factories	- Prototype - Product cost estimate - Customer orders - Profit or loss	90 minutes
10. Tasks to be completed before the next training session	- In 3-5-person groups: budget of a housing community or the town which you live in - Individually - household budget: annual and for a selected month, items and the value of receipts and expenses. Calculation of the difference between receipts and expenditures.	30 minutes
TOOLS		
<ul style="list-style-type: none">projector and computer for displaying presentations, flipchart, pens, sheets of paper and scissorsquestionnaires, exercise props, etc.		
LITERATURE		
<ul style="list-style-type: none">Master Curriculum Guide in Economics: Teaching Strategies 5 –6” Copyright by National Council on Economic Education, New York 1996Rachwał Tomasz, Makieła Zbigniew, Krok w przedsiębiorczość, Nowa Era		



1.1 Let's get to know one another

Exercise 1.1.a

Let's get to know one another HOUSE: Draw a house with windows on a sheet of paper and invite groups to fill it in. Then each group presents itself using the information contained in the drawing created together (house) (attached model in the PP presentation).

Exercise 1.1.b

On a sheet of paper inside a drawn circle we write down rules of cooperation, and things we agree to. On the other hand, outside the circle, write down things which we will not accept in meetings. Everyone verbally confirms that they agree to the principles of cooperation created jointly. Every child plus the Coach signs a sheet of paper.

Summary by the coach: a contract – an agreement between business parties.

Information for the coach: the coach is also a participant like all the others. They take part in integration games. It is important to establish rules of cooperation that allow children to feel safe, but they must also be rules that the coach can refer to in workshops if necessary, in difficult situations.

Exercise 1.1.c Let's get to know one another: "If you like then crouch."

The coach in the middle of a circle created by the participants says: All the people who like.....? We instruct the participants that the content of the sentence "If you like..... then you crouch" can relate to any topic such as: interests, time spent after school, time spent on holidays, dreams, clothing, sports, siblings, favourite computer games, movies, animals, culinary preferences and many others. The game is about the participants asking such questions in order to learn more about each other.

Coach's summary: We pay attention to how cool it is when we manage others, we tell others what to do.

1.2 Contract

Exercise 1.2.a

On a sheet of paper inside a drawn circle we write down rules of cooperation, and things we agree to. On the other hand, outside the circle, write down things which we will not accept in meetings. Everyone verbally confirms that they agree to the principles of cooperation created jointly. Every child plus the Coach signs a sheet of paper.

Summary by the coach: a contract – an agreement between business parties.

Information for the coach: the coach is also a participant like all the others. They take part in integration games. It is important to establish rules of cooperation that allow children to feel safe, but they must also be rules that the coach can refer to in workshops if necessary, in difficult situations.

Rules

Exercise 1.2.b

Coach's rundown

Display a slide and in turn discuss the rules you also want to apply during the workshop session

1. Mobile phones
2. Smokers or other urgent matters
3. Personal criticism and presentation of one's own opinions and impressions
4. basket of experience
5. Punctuality and personal development in 3 dimensions

1.3 A metaphor

Exercise 1.3.a

Give out sheets of paper with printed instructions and a place to write down a metaphor.

Ask the participants to write their metaphors for two issues:

1. Running your own business, a company is like....
2. Being an entrepreneur is like...

At least one verb must be used in the metaphor, i.e. it must be a comparison, a reference to something that is related to action, motion.

It's not enough just to have a noun and an adjective.

Then, in order to ensure confidentiality, write down the metaphors on the board (collect sheets of paper and rewrite, ask the author to write on the reverse side of the board).

Rules 1.3.b

What do the metaphors express?

1. Ask the participants to read the metaphors written on the board and group them into similar ones.
2. Ask the participants to indicate what they (positively) associate particular groups of metaphors with and what skills they require from entrepreneurs.
3. Write down the proposals on the board (or ask the participants to write them down)



1.4 Basic Market Rules - The Apples Market Game

The game is an adaptation of the "Wheat Market" simulation by the National Council on Economic Education, CODN Publishing House, Warsaw 2004.

Materials:

36 purchase cards and 36 sales cards. The following number of cards should be included in the game:

- *for buyers:*
 - ⇒ 4 cards each with a value of 9; 8; 3; 2 PLN
 - ⇒ 5 cards each with a value of 7; 6; 5; 4 PLN
- *for the sellers:*
 - ⇒ 4 cards each with a value of 10; 9; 4; 3 PLN
 - ⇒ 5 cards each with a value of 8; 7; 6; 5 PLN
- ⇒ transaction sheet for each student (5 score sheets for the seller or 5 score sheets for the buyer);
- ⇒ a control sheet for the whole group;
- ⇒ IDs for salesmen.

The game requires the participation of at least 16 students, but no more than 40.

1. Prepare the centre of the room so that the participants can move freely. Choose two persons to hold the cards: one person - cards for buyers, the other person - cards for sellers (*model cards - auxiliary materials 2a*). For a small group, you can deal the cards yourself. Also instruct one person to write down sale prices on a board or on a sheet of paper (*Scoreboard - materials 2b*). Emphasize that in this game the prices will differ by 50 cents!
2. Select one pupil to record all transactions on one common class sheet - preferably on a board so that everyone can see it (*auxiliary materials 2b*). Divide the group into two equal parts. One subgroup is the buyer, the other is the seller. Distribute IDs (e.g. stickers, wristbands) to sellers. Please note that buyers will be buyers throughout the game and sellers will be sellers throughout the game. Emphasize that it is not allowed to change roles during the game! Hand out



calculation sheets on which participants will record their transactions (*auxiliary materials 2b*) to everyone. Explain how to fill in the cards. Make sure that students know how to calculate profit on the cards.

3. Explain the rules of the game - sellers and buyers meet in the market. One sells apples, the other wants to buy them. Sellers and buyers only trade at prices that differ by 50 cents (e.g. 4.5 PLN, 5 PLN, 5.5 PLN, etc.) to simplify the maths. Point out that everyone's goal is to maximize profit. Remember that every player in the game must make a transaction record on their card and records the profits or losses they have made.
4. Tell them each round of the game lasts 10 minutes. When a seller finds a buyer and both parties agree on the price at which the transaction will take place, the transaction is concluded. It is the seller's obligation to indicate the transaction price to the person responsible for recording the prices on the transaction summary card.
5. After each transaction, both the seller and the buyer swap for new playing cards from the persons holding the cards. Please note that the game consists of five sales rounds - you will let them know one minute before the end of the round - so that players can smoothly complete the transaction. If someone fails to complete the last transaction before the round is over, they do not enter the details of the unsuccessful transaction in the individual sheet (price on the card, loss), retain the card and use it in the next round of the game. Check that everyone understands the instructions.
6. Go ahead with the first round. Allow students to calculate the profits or losses resulting from this round. Ask - *who made the biggest profit, who was unsuccessful? Why did that happen?* Go ahead with the next round. You can treat the first round as a test. Address any doubts afterwards. After two rounds the students themselves should notice that those who have made many transactions have higher profits.
7. During breaks in the "trading" pay attention to the results written on the board. Check that they contain information that is important to them. Don't say what information it is - let the pupils learn to use it intuitively. Conduct a discussion after three rounds:
 - *What was the most common price for apples in round 3?*
 - *In which round did the prices vary most?*
 - *Why were prices becoming less and less differentiated? (there is competition on the market, the market strives towards an equilibrium price).*





- *Who decides the market price of apples?*
 - *What is the equilibrium price? How is it achieved? (This is a good opportunity to stress that a precise equilibrium model cannot be transferred to the real world and that we never really get to a single market equilibrium price. As soon as we get close to it, something changes).*
8. Round four is identical to the previous rounds, but half of the sellers will be eliminated - so supply will be limited. After the session, let the players register the effects of the transactions (profits and losses) on the individual sheets. Summarize this round by asking questions:
- *Have prices risen or fallen after the reduction in the number of sellers? (should increase)*
 - *Why did the prices change?*
9. Ask students to relate the new market situation to the real economy. Maybe they know examples of goods whose supply has been reduced (e.g. crop failure, bankruptcy of one of the producers) and prices have risen? Tell them that in the last round you will analyse the opposite situation, i.e. the number of buyers will be reduced and the number of sellers will be the same as in the first, second and third rounds. Proceed with the next round and allow students to register their PROFITS and losses on individual sheets. Sum up Round V and ask:
- *What happened to the prices? (should fall)*
 - *Why did the prices change?*
10. Ask students to relate the new situation in their market to the economic situation. Ask if they know of any examples of goods whose demand has been reduced and prices have fallen (e.g. the ban on the export of Polish agricultural products to Russia, which caused a fall in prices, e.g. apples).
11. Purchase and sales cards can also be used to draw up supply and demand curves. The point at which the curves will intersect is the market equilibrium price for a given volume of supply and demand. Once you have drawn the graph, ask the students the following questions:
- *What does the demand curve show?*
 - *What does the supply curve show?*





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- *What are the links between the price of goods and services and the number of people who produce and deliver to the market?*

12. The summary of the game is to select the winners - the people who earned the most and to discuss the ways and strategies they used. The most common source of market success is activity, large number of transactions, ability to take risks and accept losses in some situations, courage, ability to negotiate, original ways of advertising one's offer, entrepreneurship.



Materials 1.4.a Apple market game cards**SELLER**

I want you to sell one box of red, juicy apples. Try to get the highest price. If you sell for less than 8 zloty you will make a loss

BUYER

You have to buy 1 box of red, juicy apples, try to pay the lowest possible price. If you pay more than 9 zloty you will make a loss

SELLER

I want you to sell one box of red, juicy apples. Try to get the highest price. If you sell for less than 7 zloty you will make a loss

BUYER

You have to buy 1 box of red, juicy apples, try to pay the lowest possible price. If you pay more than 8 zloty you will make a loss

SELLER

I want you to sell one box of red, juicy apples. Try to get the highest price. If you sell for less than 6 zloty you will make a loss

BUYER

You have to buy 1 box of red, juicy apples, try to pay the lowest possible price. If you pay more than 3 zloty you will make a loss

SELLER

I want you to sell one box of red, juicy apples. Try to get the highest price. If you sell for less than 5 zloty you will make a loss

BUYER

You have to buy 1 box of red, juicy apples, try to pay the lowest possible price. If you pay more than 2 zloty you will make a loss



Materials 1.4.b

Summary transaction table

Price in PLN	Round I	Round II	Round III	Round IV	Round V
11,00					
10,50					
10,00					
9,50					
9,00					
8,50					
8,00					
7,50					
7,00					
6,50					
6,00					
5,50					
5,00					
4,50					
4,00					
3,50					
3,00					
2,50					
2,00					





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Materials 1.4. c

Game score sheets

DEALER

First name and last name.....

Transaction	Price on your card	Price obtained	Earnings	Losses
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
RAZEM				



1.5 Basic economic concepts

Large sheets of paper and colour markers for groups, Internet access "Basic economic concepts".

1. Divide the participants into 5-6 groups. Each group draws one of the basic economic concepts (market, demand, supply, price, equilibrium price, competition, entrepreneur) and, referring to its own knowledge and experience gained during the "Apple market" game, prepares a definition of the drawn term. Ask for the definitions to be written on the posters. Explain that, in addition to the text, the posters may also include drawings, rebuses or other ways in which students may wish to present the concept they have drawn.
2. Then propose that students watch the NBP educational films from the "*Basic economic concepts*" series available at www.NBPortal.pl (educational films>> Markets tab) at the following address: <https://www.nbportal.pl/rozrywka/filmy/filmy-animowane/rynki> Suggested films: "The Law of Supply and Demand," "Free Market."
3. After watching the animation, ask the students to return to the teams for a while and make any corrections or additions to the previously prepared definitions. Then recommend for selected persons to present the prepared explanations of concepts. Hang them in a visible place - if possible, they can stay in the room until the end of the workshop.

1.6 Traits of an entrepreneur

Criteria poker board for each group, small cards - five for each participant.

1. When starting the exercise, introduce - if it is not known - the term "*entrepreneurship*". You can refer to the experience of the "*Apple market*" game. Ask the participants what qualities and skills have contributed to their success in playing. Explain to the students that entrepreneurship is a trait of a person who takes up challenges, looks for opportunities for success and tries to solve problems that have arisen.
2. Then write down on the board or on a large sheet of paper the following slogans: AN ENTREPRENEURIAL PERSON IS..., AN ENTREPRENEURIAL PERSON CAN.... Use the "brainstorming" method to put together an extensive list of an entrepreneurial person's traits and skills (*a supporting list can be found in auxiliary materials 5a*).
3. Give each of the participants five cards and ask them to choose their own five traits that they think are most important to an entrepreneur. It is recommended that each selected trait should be written on a separate sheet of paper.
4. Divide the participants into 5-6-person teams. Give each team a criteria poker game board (*auxiliary materials 5b*). With this method, students select the most important traits of an entrepreneurial person. The method serves to improve the ability to discuss. Allows one to collect arguments and assess their validity. It teaches how to present views, defend their own position, convince others to their reasoning and work out a compromise in a group. It involves all participants in a class. The method is most often used when dealing with significant economic, political and social problems.
5. The task of the team is to agree which traits and skills are most important for an entrepreneurial person. The team will create a ranking of the importance of the traits. Field 1 will contain two most important traits/skills, Field 2 - important traits, Field 3 – the less important ones.
6. Each member of the team has already written down 5 important traits. The team determines who starts the game and the order of the game.
7. Each participant in turn sticks one small card to the selected field. If the field is already occupied, they discuss it with the person who placed the card there. They justify their opinion (why their argument is more important). They argue their case. If they can convince their opponent, then they stick their own small card there. If they fail to do so, the members of the group shall express their opinion and take a decision jointly.



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8. When all the fields are full (once the team agrees upon the cards), the group representative presents the findings to the other teams.
9. The group representative answers the questions:
 - ⇒ *Why did the team consider the chosen trait to be the most important?*
 - ⇒ *Was it easy to do this exercise? Why?*
 - ⇒ *Were team members arguing? What did they agree on? How did they agree on a common position?*
10. Summarising the exercise, draw the attention of participants to the fact that entrepreneurship is resourcefulness, ingenuity, ability to cope with crisis situations, as well as the ability to contact people, consistency in action and striving for a set goal. At the same time, it should be noted that there is no closed set of traits or skills of an entrepreneur and that everyone has a certain degree of innate entrepreneurial instinct. In addition, the success of an entrepreneur in business is also influenced by other factors, such as changes in the economy, in law, etc.



1.7 Book Factory in Five Scenarios

The game is an adaptation of the simulation "Buying More or Using Less", National Council on Economic Education, CODN Publishing House, Warsaw 2004.

Diagrams to calculate production costs for each group, a large amount of paper (wastepaper may be sued), a large number of paper clips and pens.

1. Divide the group into 4-5-person subgroups. These will be companies producing books. Each subgroup should first select a name for its company.
2. Inform the students that each company produces books. Students are expected to make as many books as possible within three minutes. The quality controller (teacher leading the session or students in later rounds) will check each book before it is accepted as a final product. Only these books will be counted and approved by you.
3. Demonstrate how to assemble a book. Rip a sheet of paper in half, put the halves together and tear them into two again to make four pieces. Put the four pieces together and fold them halfway to make a 16-page book (front cover, 14 pages, back cover). Place the paper clip in the top left corner so that the entire book can be clipped together. Write the word "TITLE" on the front cover. Write the name of the company on the back cover. Number the internal pages in the bottom outer corner (from 2 to 15). This is the final product.
4. Give the paper and paper clips to the groups. Let the students make a test book. Make sure the students understand everything. Also hand out the diagram for calculating production costs (*auxiliary materials 7a*). Use an example to explain how to record data. Ask them to clear the benches of all things except the task materials: paper, paper clips and one pen per group.
5. Start the first round. Point out that one ballpoint pen will serve the whole group (one company). Each student must work independently on the performance of the entire book. There can be no division of labour. Measure the time. After 3 minutes, finish producing the books. Evaluate the quality of book making, i.e. the appropriate size and quantity of pages, the quality of individual pages, page numbering, writing on the front (word "TITLE") and back cover (name of the publishing house). After the evaluating the books and selecting ones which have been made correctly, ask group results to be noted down: number of books, quantity of materials used, number of employees and their salaries, investments made, etc.



6. In the second round, let the students introduce division of labour - let the students divide the production of the book into certain stages and appoint specific persons to carry out these stages. Give the students time to organize production. There's still only one pen in each group. After 3 minutes, finish the production of books, evaluate the quality of book production, then ask for the results to be recorded.
7. In the third round, let each company buy as many pens as they think they need. Please note that the pen price is 2 PLN. You can also offer other means of production for sale, e.g. crayons for 1.50 PLN each (cheaper than pens, because they are a bit more difficult to write with and there is a risk of breaking - do not tell students; this is an analogy to the market, when you can buy semi-finished products cheaper, but of lower quality; perhaps students will notice such an analogy themselves during the game), scissors for 4 PLN each. Repeat the same actions - leave 3 minutes for the production of books. At the end of the round, the groups count and save the results again.
8. In the fourth round, allow companies, if they deem it necessary, to fire redundant workers. Allow redundant workers to set up their own company. Ask students if they are interested in buying or selling means of production, such as pencils, scissors, etc. Repeat the book production process.
9. In the fifth round, place restrictions on your employees. Each worker may be asked to take a rest break (stop the selected student – worker for e.g. 30 seconds), or a strike may start in the factory (stop the selected student – worker for e.g. 30 seconds). Repeat the book production again. At the end of the round, the groups count and record the results again.
10. Discuss the results recorded on the diagram by asking the following questions:
 - ⇒ *What impact did the division of labour in Round 2 have on productivity? (Division of labour should increase productivity)*
 - ⇒ *What is more enjoyable: doing the whole book yourself or just doing part of the work?*
 - ⇒ *What was the impact on productivity (number of books produced) of the investment consisting in the purchase of additional means of production in round 3 and subsequent rounds? (Prudent investment in means of production should increase productivity)*
 - ⇒ *What impact did productivity growth have on average costs? (Decreased average costs)*
 - ⇒ *What new costs did you incur when trying to increase productivity? (investments, e.g. purchase of extra pens, increased costs)*





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- ⇒ *Why is productivity growth so important? (Enables society to obtain more goods and services from limited resources)*
- ⇒ *What are the ways to increase productivity? (Introduction of division of labour, capital investment and investment in human capital, e.g. better training of workers, redundancy)*

11. At the end of the game, determine who is the winner. The winner is the company that has produced the most books – at the lowest cost. Emphasize that the game participants were able to experience the importance of skills, knowledge, experience, creativity, imagination of employees and the ability to cooperate in a team to achieve success.





Materials 1.7.a

TABLE FOR CALCULATING PRODUCTION COSTS Company name

	<i>Example</i>	Round I	II	III	IV	V
1. 10 PLN - cost of renting factory hall (benches)	10.00 PLN					
2. Number of employees	4					
3. Remuneration (4 PLN per employee)	16.00 PLN					
4. Number of sheets of paper used (including those did not end up in books or are erroneous)	5 (one page wasted)					
5. Costs of materials (1 PLN for each sheet of paper)	5.00 PLN					
6. Investments in means of production (2 PLN - pen)	2.00 PLN					
7. Other costs	0					
8. Total costs	33.00 PLN					
Number of books produced	4					
10. Cost of a book (average)	8.33 PLN					





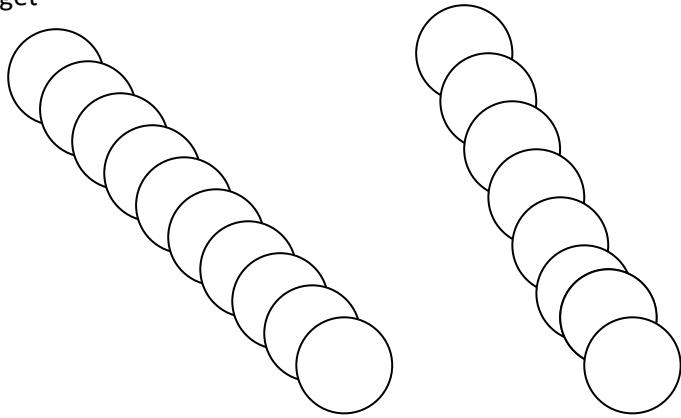
1.8 Household budget

materials 1.8.a Household Budget - Receipts and Expenditures

We divide the participants into two groups. We ask the participants to set up two rows of chairs in the middle of the room:

row of receipts to the household budget

row of expenditure from the household budget



Row of receipts (income)

Row of expenditures

Participants get the names of household revenues and expenses scattered on A4 sheets of paper. The task of the participants is to correctly guess whether they are dealing with revenues for the household budget or expenses from the household budget.

A table of revenues and expenses is created on a flipchart.

Each participant, together with their card, sits in the appropriate row.

Row of receipts:

1. Salary under a permanent contract for an indefinite period of time
2. Remuneration for a fixed period of time e.g. a contract for mandate e.g. for transcribing an essay on a computer, a contract for a work for the creation of a complete work e.g. writing a book or conducting a workshop such as "entrepreneurship"...
3. Income from business activities - income from running one's own business
4. Agricultural income
5. Pensions for years worked (women up to 60, men up to 65)
6. Disability pension
7. Unemployment allowance
8. Social benefits
9. Childcare allowance (on childcare leave when the family has a very low income per person)
10. Social benefits (when the family has a very low income per person)
11. Income from the letting of an apartment or house
12. Income from land lease
13. Scholarships
14. Gifts and presents
15. Income on capital (interest on bank accounts)
16. Credits and loans
17. Savings





Row of expenses:

1. Food
2. Apartment fees (rent, plus utilities - water, light, gas, heating, waste disposal)
3. Clothing - clothes
4. Cosmetics and cleaning products
5. Purchase and maintenance of a car
6. Household equipment (furniture, refrigerator, washing machine, etc.)
7. Expenditure on health - medical care, drugs, rehabilitation, dentistry)
8. Education (books, language courses, school fees, computer)
9. Transport costs (train and bus tickets)
10. Recreation (weekend trips and holidays, swimming pool, rollerblades, bicycle, skating, skiing)
11. Culture (museum, books, magazines, CDs, cinema tickets to the theatre and museum...)
12. Stimulants (cigarettes, alcohol, coffee)
13. Repayment of loans
14. Savings.

Coach's summary:

A household budget is a statement of family revenues and expenses

Materials 1.8.b Household budget - saving methods

Savings are a specific category. When we save, we are deferring expenditure when we spend savings, the receipts for the given month increase and then the savings act as revenue.

Discussion guided by asking the participants the following questions (and others):

1. What is it and where does the wealth come from?
2. Which of you saves money?
3. How do you save money for things you need and things which you enjoy?
4. Do you put your pocket money in a piggy bank or into your own bank account?
5. Who has a bank account?
6. Since when can young people have their own bank account?
7. How can young people have their own account?
8. What are the savings needed for? Is it worth saving?

Saving in a bank using cash and depositing machines is similar to a piggy bank, except that when we have a bank deposit, our money works for us.

The coaches hand out 2 small sweets to each participant - they have a choice, either to eat right away or to save for later.

Participants who eat two sweets at once have the pleasure of eating them immediately.

Participants who eat one sweet and save the other one get one as interest at the end of the session.

Participants who save 2 sweets get 2 sweets at the end of the session as interest





1.8.c. Company budget

We divide the participants into 4 groups. We ask each group to independently write down a type of revenue or a type of cost on A4 sheets (one per sheet).

Examples of budgets:

1. Costs:
 - a. Remuneration for employees
 - b. Repairs of machinery and equipment
 - c. Office supplies
 - d. Technology research
 - e. Production materials
 - f. Electricity
 - g. Fuels
 - h. Depreciation of equipment and cars
 - i. Telecommunications
 - j. Transport
 - k. Banking
 - l. External services e.g. accounting
 - m. Advertisements
 - n. Product promotion

2. Revenues
 - a. From sales of services and products
 - b. Financial - interest
 - c. From sale of fixed assets

1.9 Toy factory - how companies make a profit

The learning game is an adaptation of a game published in the "Master Curriculum Guide in Economics: Teaching Strategies 5-6" publication by Copyright by National Council on Economic Education, New York 1996.

Materials:

Set of resources for each group

"Resource prices" table - for each group

"Calculate production costs" table - for each group

"Toys" table - to be placed on the board

"Profit or loss?" chart - for each group

1. Divide the group into 4-5-person teams. Each of them will be a company operating on the toy market. The company's task is to produce a prototype of a new,





attractive toy and present it to potential customers who will demand it.

2. Distribute "Resource prices" table to groups (*auxiliary materials 6a*) and resource bags. Explain that the task of the groups is to produce a toy from the items they own. Point out that the use of resources in production will entail specific costs. The prices of resources are given in the table, ask students to familiarize themselves with them and decide which resources they will use. Tell them the groups will produce a prototype in 20-30 minutes. Then the product of each group will be sold for 5 PLN - it will be a fixed price for the toy, the same for all groups. It should be stressed that the production costs should be calculated in such a way that the company can make a profit from sales and at the same time offer such a product that will gain recognition of customers. A further important part of the task will be the ability of the group to advertise the produced toy.
3. Hand out the "Calculate production costs" tables to the groups. (*auxiliary materials 6b*) and ask for the consumption of each resource to be entered in the cost table. Explain how to make a entries.
4. Announce the start of the production process. Students should decide what to produce, what resources to use, and how to minimise production costs. They also have to decide who and how will present the toy on the group's forum.
5. After production is finished, the companies present the prototype, explain how it works and what it is used for. You can set a time limit for the presentation.
6. Then inform the students that each will play the role of a consumer, has a sum of 5 PLN, which can be spent to order one of the presented toys. Please note that you cannot order your own products. Make sure that each student makes their own decision about the choice (without collusion between individuals and groups). The selling price of each toy is 5 PLN, as indicated earlier. Place the "Toys" chart on the board (*auxiliary materials 6c*) and write down the names of the products in the product class. Then ask how many people in the class would like to order particular toys (this is a demand); enter the demand for a given product in the second column of the table.
7. Ask company representatives to fill in the "Profit or Loss?" form (*auxiliary materials 6d*) and the expected total revenue, total costs and profit to be achieved after the orders previously declared by consumers have been fulfilled.
8. After entering the data on the list on the board, announce the winners of the game - the company that made the largest profit. Ask students to discuss the course of the game. Define together the basic concepts of unit and total costs, revenue, unit and total profit.

Discuss answers to the following questions:





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- ⇒ *What types of resources do I need to use in the production process?*
- ⇒ *What decisions must a manufacturer take?*
- ⇒ *Why should a manufacturer pay special attention to the choice of resources to buy?*
- ⇒ *What is profit?*
- ⇒ *Why is it so important for a manufacturer to make a profit?*
- ⇒ *Under what conditions does a company maximize its profit?*
- ⇒ *Why do some companies suffer losses?*
- ⇒ *Why are some companies not able to sell their products at all?*
- ⇒ *What happens to a company whose products nobody wants to buy?*
- ⇒ *What are the key elements of the product that can guarantee a company's success?*
- ⇒ *What is important during product presentation?*
- ⇒ *How did you, as a consumer, make the decision to buy a toy? What were you guided by?*



**Materials 1.9.a**

You can use any materials for the exercise (the table below is an example) - prepare a table of costs for each semi-finished product used in the construction of toys. Calculate unit prices so that it is realistic to produce a toy at a price below 5 PLN, but so that it is also possible for the total cost of a toy to exceed 5 PLN.

RESOURCE TYPE	PRICE FOR PLN IN PLN
GLUE	0,20
ADHESIVE TAPE	0,25
BLUE FLAMASTER	0,25
BLACK FLAMASTER	0,25
SCISSORS	0,55
PAPER TRAY	0,75
PLASTIC CUP	0,50
BUTTON	0,20
NAPKIN	0,25
CUTTING PAPER	0,20
CLIP	0,20
THREAD	0,15
PAPER BAG	0,50
RIBBON	0,20
STICKER	0,50
STRAW	0,15
FILAMENT	0,25
thumbtack	0,30
WOODEN PEG	0,20
CLOTHING CLAMP	0,25
TEASPOON	0,50
safety-pin	0,25
EMPLOYEE'S REMUNERATION	0,25
RENTING A WORKPLACE	0,75





1.9.e

Profit or loss

1. The selling price of your toy is 5 PLN.

2. What is the demand for your toy?

3. Calculate the total revenue of your company.

Product price x demand = total revenue

4. Calculate the total cost of production.

Unit costs x demand = total costs

5. If your overall revenues exceed your total costs, calculate your profit:

Total revenue - total costs = profit

6. If your total costs are higher than your total revenues, calculate your losses:

Total costs - total revenues = losses





1.10 Homework

Divide the participants into groups and ask them to list the types of income/sources of income and costs/expenses that the housing community or town in which they live may have.

You will discuss the proposals and draw up a single list.

As part of the discussion, identify sources of information on the types of income and costs in the analysed entities (community, town) as well as recently published figures.

Divide the participants into groups, in which they will together draft information about the specific revenues and costs for the given entities, e.g. for the previous year.

In addition to gathering information, the teams are to prepare their conclusions from the data and suggestions as to what information would be useful for the assessment of the current and long-term economic situation.

1.10.a Types of costs and revenues: town / housing community

Examples:

revenues

costs

1.10.b Types of costs and revenues housing community

Examples:

revenues

costs





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Module II

Personality and pillars of the entrepreneur's authority





Class scenario

NAME OF THE MODULE	Personality and pillars of the entrepreneur's authority	
NAME OF THE TRAINING UNIT	Innovate entrepreneurship program for vocational students	
NUMER	Module II	HOURLY DIMENSION
TRAINING OBJECTIVES (main objective and specific objectives)		
Presentation of knowledge on personality differences and influence on the preferred style of leadership in business and team management.		
<ol style="list-style-type: none">1. Behavioural types describing personality types in terms of Carl Jung's pairs of preferences2. Self-awareness of one's own type of behaviour, communication, decision-making and leadership.3. Awareness of other people's personality differences4. Ability to adapt one's own style of communication and argumentation to another person's style in order to achieve effectiveness and efficiency in relations with different people.5. Factors influencing the authority built by a businessman in the eyes of investors and business partners6. The ability to present oneself and one's business in public		
TRAINING SESSIONS		
Number of participants - not less than 8 and not more than 14 Room facilitating work in smaller groups Freedom to arrange the workspace (move / remove tables and chairs)		
FORMS OF TRAINING		
h. Mini lectures, i. Questionnaires investigating personality profiles, j. Guided discussions, k. Group exercises, l. Presentations to the group, m. Tasks to be completed on your own between classes		
SPECIFIC CONTENT		
1. Short information - interview in pairs - Short information for the interview in pairs 2.1 <ul style="list-style-type: none">• Divide the participants into pairs and give them instructions for the exercise.• After the interview has been prepared by both parties, invite the participants to present their friend based on the information gathered during the interview in an interesting and positive way.• Discuss briefly the Johari window slide in the context of exploring and discovering yourself.		30 minutes
2. Completing the test - Personality Types Questionnaire 2.2 Distribute the questionnaires and ask participants to complete them by themselves and in silence following the instructions below: <ul style="list-style-type: none">• In each line they are to select and mark one most descriptive adjective.• When completing the questionnaire, they have to answer a question - this is how I can describe myself most often at home or at school.• Note that no one will judge their answers, so they will respond to each other so that they can get to know each other better.• After completing the questionnaire, ask the participants to put it		20 minutes





	away and inform them that you will return to it later.	
3.	<p>My typical behaviours - how I see myself and how others see me - <i>List of typical behaviours 2.3</i></p> <ul style="list-style-type: none">Split the cards with the behaviours among the participants by dealing the same number of cards of each type for each participant. Shuffle the cards.Ask each person to firstly choose from amongst his/her cards the ones with descriptions of behaviours which describe them correctly in typical situations.The remaining cards, are to be handed over by each participant to other people who, in their opinion, match the behaviour on the card correctly.The recipient may accept the card if he or she agrees that this behaviour describes him or her correctly, or refuse the card without justifying it.NOTE: you should intervene when cards are handed over on the following basis: choose cards which match you best. The aim of the exercise is not only to choose behaviours describing the person from the cards received from the coach and from other participants, but also to improve the ability to recognize the types of behaviour of other people.The cards, which have not been given to other people, are picked up by the coach and read out and asked who sees their typical behaviour in a given behaviour and the card is given to this person. (if anyone comes forward)When finished, ask the participants to put down their cards together with the questionnaires they have filled in beforehand.	30 minutes
4.	<p>Introduction to three pairs of Carl Jung preferences based on a Power Point presentation.</p> <ul style="list-style-type: none">Discussion of types of behaviour together with exercises - introduce participants in a descriptive way to the specificity of a given preferenceAsk participants to declare their position in each pair of preferences by marking the appropriate position on the scale - <i>Mark your position in pairs of preferences 2.4</i>Ask the participants to transfer their positions to the coordinate system (extroverted - introverted and thinking - feelings) and indicate their position in a given quarter.Give the participants the <i>Key to Questionnaire 2.5</i> and ask for the transfer of the results and a summary of the scores for each colour type.Ask the participants to arrange and count the cards in four columns according to the markings (1,2,3,4), where :<ul style="list-style-type: none">- 1 - blue type-2 - green type-3 - yellow type-4 – red typeAsk the participants to compare the results of the three exercises:<ul style="list-style-type: none">- behaviour cards,- behavioural types questionnaire,	90 minutes





	<ul style="list-style-type: none">- coordinate system - pairs of preferencesDiscuss potential differences in the results.Summarize the different colour behaviour types (Power Point slides)• Draw four fields on the flipchart and describe them with the appropriate behaviour colours.Ask participants to enter their name in the appropriate place (in the field, at the intersection of dominant types).	
5.	<p>Strengths and potential weaknesses of particular behaviour types.</p> <ul style="list-style-type: none">• Give participants Behaviour styles descriptions 2.6• Divide the participants into four groups according to the dominant colours of the behaviour type (red, yellow, green, blue).• Ask each group to describe their behaviour type on a flipchart by giving 3-4 examples typical for the following issues: <p>- Strengths and potential weaknesses of a given type - What motivates us as representatives of this type? - What demotivates us as representatives of this type? - Who do we like to work with? - Who do we not like to work with?</p> <ul style="list-style-type: none">• Each group presents its own type by describing these four issues.	30 minutes
6.	<p>Recognition of typical attitudes and behaviours for particular behaviour type.</p> <p>What to do with Santa Claus 2.7</p> <ul style="list-style-type: none">• Invite participants to work in the same groups as in the previous exercise (division into coherent groups representing behavioural types).• Give instruction that the aim is to develop a solution to the given scenario. Inform the groups that they have 10 minutes to prepare the solution and then 5 minutes to present their proposal on the forum.• After the presentations, moderate the discussion on the differences in the solutions and proposals of individual groups in the context of their behavioural types.	30 minutes
7.	<p>Adaptation and adjustment to different types of behaviour.</p> <ul style="list-style-type: none">• The participants remain in the same groups with homogeneous behavioural types.• Give the participants instructions for the exercise including the method of performing the playground - Board of Directors 2.10 simulation• Hand out descriptions of behavioural types in terms of:<ul style="list-style-type: none">- Motivators for particular types 2.8- Description of types in contact and communication 2.9• The groups receive paper, crayons, markers, glue, adhesive tape, staplers, etc. which they can use to make a prototype. They've got 20 minutes to do it.• The presentation is prepared by each group for its opposing type of behaviour, which means that communication, arguments and motivational influence of these recipients must be matched.• The presentation time is 10 minutes. The other groups are observers and note examples of behaviour, communication, reactions of both sides during the presentation.	60 minutes





8. Pillars of authority	<ul style="list-style-type: none">Ask each participant to look for someone in his/her environment who is an authority for him/her and to think about what in that person (attitude, behaviour, actions) makes him/her perceive and value that person in such way. Invite them to write down and then read, to talk about their authority.Present and discuss an authority model - Power Point slidePresent and discuss the structure of the presentation in the form of an expose Power Point slide	30 minutes
9. Building authority and investor confidence - an expose for investors.	<ul style="list-style-type: none">Divide the participants into 3-4-person groups in such a way that in each group there is cohesion as to the business vision they would like to implement.A team presents itself and its business in terms of the four pillars of authority<ul style="list-style-type: none">- Business vision- Own and team competences- Motivators, way of motivating and inspiring investors and business partners- The values I followEach presentation should be discussed together in terms of: attractiveness, credibility, precision of arguments, etc.Finally, you can make an anonymous vote on the best expose.	60 minutes
10. Summary of sessions:	<ul style="list-style-type: none">Invite participants to individually indicate what aspect of the sessions they will develop and in what situations they will implement it.	
11. Homework	<ul style="list-style-type: none">Ask the participants to obtain feedback from their friends and relatives about:<ul style="list-style-type: none">- decision making (intellect and feelings)- extroverted and introverted behaviour- perception of the environment - intuition and perception	30 minutes
TOOLS		
<ul style="list-style-type: none">projector and computer for displaying presentations, flipchart, pens, cards and scissorsquestionnaires, exercise props, etc.		
LITERATURE		





2.1 Questionnaire in pairs

Prepare short information about the other person in the following way:

1. Conduct an interview with the other person on the basis of the following three topics. Prepare no more than 3-4 sentences about the other person on each subject.
Write down the information you have received from that person.
- 2.
3. Present the person you interviewed on the forum on the basis of the information gathered during the interview.
You have two minutes to speak.

Interview topics:

1. What does your desk look like every day?
2. Which people do you like to work with, how do they work, what do they value?
3. How do you like to spend your free time, what do you do or don't do?





2.2 YOUR PERSONALITY PROFILE

Instruction: In each of the horizontal rows of four words, place a cross before the one term that is most characteristic of your person, fill in all forty rows in this way; make sure that each number is marked.

1. <input type="checkbox"/> enterprising	<input type="checkbox"/> vibrant	<input type="checkbox"/> flexible	<input type="checkbox"/> analytical
2. <input type="checkbox"/> calm	<input type="checkbox"/> patient	<input type="checkbox"/> convincing	<input type="checkbox"/> cheerful
3. <input type="checkbox"/> dedicated	<input type="checkbox"/> consensual	<input type="checkbox"/> social	<input type="checkbox"/> strong willed
4. <input type="checkbox"/> competitive	<input type="checkbox"/> composed	<input type="checkbox"/> captivating	<input type="checkbox"/> fragile
5. <input type="checkbox"/> respectful	<input type="checkbox"/> comforting	<input type="checkbox"/> resourceful	<input type="checkbox"/> restrained
6. <input type="checkbox"/> full of energy	<input type="checkbox"/> independent	<input type="checkbox"/> sensitive	<input type="checkbox"/> undemanding
7. <input type="checkbox"/> success-oriented	<input type="checkbox"/> guardian	<input type="checkbox"/> planer	<input type="checkbox"/> patient
8. <input type="checkbox"/> shy	<input type="checkbox"/> organised	<input type="checkbox"/> firm	<input type="checkbox"/> spontaneous
9. <input type="checkbox"/> orderly	<input type="checkbox"/> kind	<input type="checkbox"/> optimist	<input type="checkbox"/> faithful
10. <input type="checkbox"/> authoritative	<input type="checkbox"/> friendly	<input type="checkbox"/> witty	<input type="checkbox"/> exact
11. <input type="checkbox"/> meticulous	<input type="checkbox"/> enchanting	<input type="checkbox"/> brave	<input type="checkbox"/> diplomatic
12. <input type="checkbox"/> cheerful	<input type="checkbox"/> confident	<input type="checkbox"/> well mannered	<input type="checkbox"/> steady
13. <input type="checkbox"/> benign	<input type="checkbox"/> idealist	<input type="checkbox"/> independent	<input type="checkbox"/> inspirer
14. <input type="checkbox"/> demonstrative	<input type="checkbox"/> sharp	<input type="checkbox"/> deep	<input type="checkbox"/> resolute
15. <input type="checkbox"/> active	<input type="checkbox"/> mediator	<input type="checkbox"/> social	<input type="checkbox"/> music lover
16. <input type="checkbox"/> polite	<input type="checkbox"/> talkative	<input type="checkbox"/> tenacious	<input type="checkbox"/> tolerant
17. <input type="checkbox"/> spry	<input type="checkbox"/> leader	<input type="checkbox"/> loyal	<input type="checkbox"/> listener
18. <input type="checkbox"/> boss	<input type="checkbox"/> engaging	<input type="checkbox"/> glad	<input type="checkbox"/> organiser
19. <input type="checkbox"/> pleasant	<input type="checkbox"/> perfectionist	<input type="checkbox"/> diligent	<input type="checkbox"/> liked
20. <input type="checkbox"/> tactful	<input type="checkbox"/> dashing	<input type="checkbox"/> bold	<input type="checkbox"/> balanced
21. <input type="checkbox"/> frosty	<input type="checkbox"/> shy	<input type="checkbox"/> apodictic	<input type="checkbox"/> obstinate
22. <input type="checkbox"/> undisciplined	<input type="checkbox"/> heartless	<input type="checkbox"/> unforgiving	<input type="checkbox"/> lethargic
23. <input type="checkbox"/> moody	<input type="checkbox"/> uninvolved	<input type="checkbox"/> disrespectful	<input type="checkbox"/> difficult
24. <input type="checkbox"/> audacious	<input type="checkbox"/> fearful	<input type="checkbox"/> forgetful	<input type="checkbox"/> capricious
25. <input type="checkbox"/> unsure	<input type="checkbox"/> intervening	<input type="checkbox"/> impatient	<input type="checkbox"/> hesitant
26. <input type="checkbox"/> secretive	<input type="checkbox"/> not steady	<input type="checkbox"/> secluded	<input type="checkbox"/> unpopular
27. <input type="checkbox"/> haphazard	<input type="checkbox"/> slow	<input type="checkbox"/> fussy	<input type="checkbox"/> hardened
28. <input type="checkbox"/> allows everything	<input type="checkbox"/> megalomaniac	<input type="checkbox"/> pessimist	<input type="checkbox"/> colourless
29. <input type="checkbox"/> malevolent	<input type="checkbox"/> argumentative	<input type="checkbox"/> alienated	<input type="checkbox"/> without an aim
30. <input type="checkbox"/> nonchalant	<input type="checkbox"/> negative	<input type="checkbox"/> irritating	<input type="checkbox"/> naive
31. <input type="checkbox"/> workaholic	<input type="checkbox"/> concerned	<input type="checkbox"/> suck-up	<input type="checkbox"/> self-isolating
32. <input type="checkbox"/> hypersensitive	<input type="checkbox"/> timid	<input type="checkbox"/> talkative	<input type="checkbox"/> tactless
33. <input type="checkbox"/> disheartened	<input type="checkbox"/> disorganized	<input type="checkbox"/> domineering	<input type="checkbox"/> sceptic
34. <input type="checkbox"/> capricious	<input type="checkbox"/> intolerant	<input type="checkbox"/> closed	<input type="checkbox"/> indifferent
35. <input type="checkbox"/> mumbling	<input type="checkbox"/> moody	<input type="checkbox"/> manipulator	<input type="checkbox"/> messy
36. <input type="checkbox"/> distrustful	<input type="checkbox"/> vain	<input type="checkbox"/> stubborn	<input type="checkbox"/> slow
37. <input type="checkbox"/> rambunctious	<input type="checkbox"/> lazy	<input type="checkbox"/> loner	<input type="checkbox"/> conceited
38. <input type="checkbox"/> virulent	<input type="checkbox"/> sluggish	<input type="checkbox"/> absent-minded	<input type="checkbox"/> suspicious
39. <input type="checkbox"/> agitated	<input type="checkbox"/> hasty	<input type="checkbox"/> vindictive	<input type="checkbox"/> aloof
40. <input type="checkbox"/> sneaky	<input type="checkbox"/> unstable	<input type="checkbox"/> opportunist	<input type="checkbox"/> critic



TABLE OF RESULTS

Now transfer all the marked "crosses" and summarize them in each vertical column of the scoreboard. For example, if you have previously selected the "vibrant" trait, select it in the table as well. (Note: the indications in the scoreboard appear in a different order than in the questionnaire)

Lp.	STYLE Yellow	STYLE Red	STYLE Blue	STYLE Green
1	<input type="checkbox"/> vibrant	<input type="checkbox"/> enterprising	<input type="checkbox"/> analytical	<input type="checkbox"/> flexible
2	<input type="checkbox"/> cheerful	<input type="checkbox"/> convincing	<input type="checkbox"/> patient	<input type="checkbox"/> agitated
3	<input type="checkbox"/> social	<input type="checkbox"/> strong willed	<input type="checkbox"/> dedicated	<input type="checkbox"/> consensual
4	<input type="checkbox"/> captivating	<input type="checkbox"/> competitive	<input type="checkbox"/> fragile	<input type="checkbox"/> composed
5	<input type="checkbox"/> comforting	<input type="checkbox"/> resourceful	<input type="checkbox"/> respectful	<input type="checkbox"/> restrained
6	<input type="checkbox"/> full of energy	<input type="checkbox"/> independent	<input type="checkbox"/> sensitive	<input type="checkbox"/> undemanding
7	<input type="checkbox"/> guardian	<input type="checkbox"/> success-oriented	<input type="checkbox"/> planer	<input type="checkbox"/> patient
8	<input type="checkbox"/> spontaneous	<input type="checkbox"/> firm	<input type="checkbox"/> organised	<input type="checkbox"/> shy
9	<input type="checkbox"/> optimist	<input type="checkbox"/> faithful	<input type="checkbox"/> orderly	<input type="checkbox"/> kind
10	<input type="checkbox"/> witty	<input type="checkbox"/> authoritative	<input type="checkbox"/> exact	<input type="checkbox"/> friendly
11	<input type="checkbox"/> enchanting	<input type="checkbox"/> brave	<input type="checkbox"/> meticulous	<input type="checkbox"/> diplomatic
12	<input type="checkbox"/> cheerful	<input type="checkbox"/> confident	<input type="checkbox"/> well mannered	<input type="checkbox"/> steady
13	<input type="checkbox"/> inspirer	<input type="checkbox"/> independent	<input type="checkbox"/> idealist	<input type="checkbox"/> benign
14	<input type="checkbox"/> demonstrative	<input type="checkbox"/> resolute	<input type="checkbox"/> deep	<input type="checkbox"/> sharp
15	<input type="checkbox"/> social	<input type="checkbox"/> active	<input type="checkbox"/> music lover	<input type="checkbox"/> mediator
16	<input type="checkbox"/> talkative	<input type="checkbox"/> tenacious	<input type="checkbox"/> polite	<input type="checkbox"/> tolerant
17	<input type="checkbox"/> spry	<input type="checkbox"/> leader	<input type="checkbox"/> loyal	<input type="checkbox"/> listener
18	<input type="checkbox"/> engaging	<input type="checkbox"/> boss	<input type="checkbox"/> organiser	<input type="checkbox"/> glad
19	<input type="checkbox"/> liked	<input type="checkbox"/> diligent	<input type="checkbox"/> perfectionist	<input type="checkbox"/> pleasant
20	<input type="checkbox"/> dashing	<input type="checkbox"/> bold	<input type="checkbox"/> tactful	<input type="checkbox"/> balanced
Number of points – strength				
21	<input type="checkbox"/> obstinate	<input type="checkbox"/> apodictic	<input type="checkbox"/> shy	<input type="checkbox"/> frosty
22	<input type="checkbox"/> undisciplined	<input type="checkbox"/> heartless	<input type="checkbox"/> unforgiving	<input type="checkbox"/> lethargic
23	<input type="checkbox"/> moody	<input type="checkbox"/> difficult	<input type="checkbox"/> disrespectful	<input type="checkbox"/> uninvolved
24	<input type="checkbox"/> forgetful	<input type="checkbox"/> audacious	<input type="checkbox"/> capricious	<input type="checkbox"/> fearful
25	<input type="checkbox"/> intervening	<input type="checkbox"/> impatient	<input type="checkbox"/> unsure	<input type="checkbox"/> hesitant
26	<input type="checkbox"/> not steady	<input type="checkbox"/> secretive	<input type="checkbox"/> unpopular	<input type="checkbox"/> secluded
27	<input type="checkbox"/> haphazard	<input type="checkbox"/> hardened	<input type="checkbox"/> fussy	<input type="checkbox"/> slow
28	<input type="checkbox"/> allows everything	<input type="checkbox"/> megalomaniac	<input type="checkbox"/> pessimist	<input type="checkbox"/> colourless
29	<input type="checkbox"/> malevolent	<input type="checkbox"/> argumentative	<input type="checkbox"/> alienated	<input type="checkbox"/> without an aim
30	<input type="checkbox"/> naive	<input type="checkbox"/> irritating	<input type="checkbox"/> negative	<input type="checkbox"/> nonchalant
31	<input type="checkbox"/> suck-up	<input type="checkbox"/> workaholic	<input type="checkbox"/> self-isolating	<input type="checkbox"/> concerned
32	<input type="checkbox"/> talkative	<input type="checkbox"/> tactless	<input type="checkbox"/> hypersensitive	<input type="checkbox"/> timid
33	<input type="checkbox"/> disorganized	<input type="checkbox"/> domineering	<input type="checkbox"/> disheartened	<input type="checkbox"/> sceptic
34	<input type="checkbox"/> capricious	<input type="checkbox"/> intolerant	<input type="checkbox"/> closed	<input type="checkbox"/> indifferent
35	<input type="checkbox"/> messy	<input type="checkbox"/> manipulator	<input type="checkbox"/> moody	<input type="checkbox"/> mumbling
36	<input type="checkbox"/> vain	<input type="checkbox"/> stubborn	<input type="checkbox"/> distrustful	<input type="checkbox"/> slow
37	<input type="checkbox"/> rambunctious	<input type="checkbox"/> conceited	<input type="checkbox"/> loner	<input type="checkbox"/> lazy
38	<input type="checkbox"/> absent-minded	<input type="checkbox"/> virulent	<input type="checkbox"/> suspicious	<input type="checkbox"/> sluggish
39	<input type="checkbox"/> agitated	<input type="checkbox"/> hasty	<input type="checkbox"/> vindictive	<input type="checkbox"/> aloof
40	<input type="checkbox"/> unstable	<input type="checkbox"/> sneaky	<input type="checkbox"/> critic	<input type="checkbox"/> opportunist
Number of points – weaknesses				
TOTAL NUMBER OF POINTS				



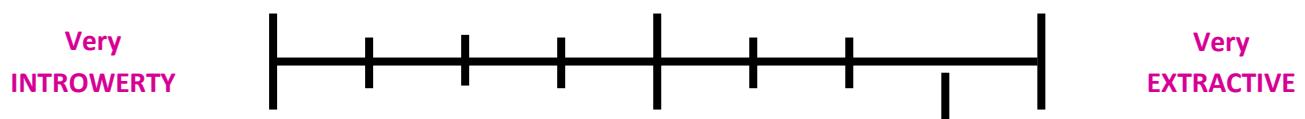


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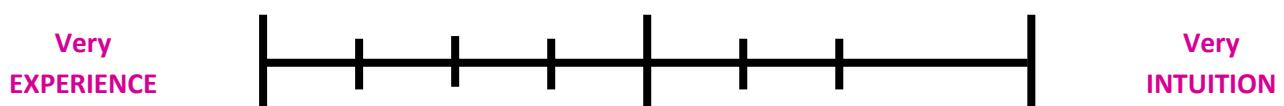
2.4 Preference pairs

Mark your position on the scale

INTROWERSION – EXTRAVERSION

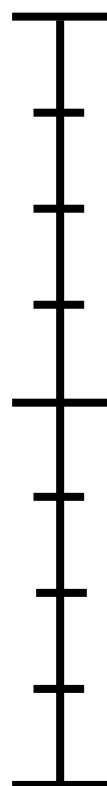


EXPERIENCES – INTUITION



THINKING – FEELINGS

True- False



Pleasant-
Unpleasant



**ENERGY YELLOW***Extraverted, talkative, optimistic.*

DESCRIPTION OF THE BEHAVIOUR	They are interested in people and like to meet them. Speak loudly to attract attention, gesture vividly. If forced to sit, they will wriggle around, play with fingers - just not to sit still. Unable to rest in silence, still looking for a new audience. During a meeting they often change companions and they will be where it is the loudest. The stories they tell are often exaggerated and coloured.
STRENGTHS	The gift of attracting people to themselves; talkative; the narrator; the soul of the company; sense of humour; the memory of colours; strengthens contact with the listener by touch; emotional and effusive; enthusiastic and expressive; cheerful and spontaneous; interesting; a born actor; simple-minded; living here and now; changeable disposition; sincere heart.
WEAKNESSES	They like to shine; messy; speak more than they listens at some point may be in a state of elation and then in a hole; inconsistent, cannot persevere to the end of the task; likes to change, but is poorly organized; undertakes too many tasks at once
WHAT'S WORTH KNOWING ABOUT THEM	Likely to forget about appointments; not the best listener, but loves to be listened to; easily succumb to external influences; expect praise, appreciation; need to be confirmed in the belief that they have made the right decision. Let them talk and shine, show a sense of humour, compliment them, use interesting facts and news.



**ENERGY RED***Extrovert, man of action, dynamic, optimist*

DESCRIPTION OF THE BEHAVIOUR	They rest with difficulty and usually sit on pins and needles, waiting for something to happen. Chatting is a waste of time for them, and if the conversation is not about business or something they could correct, they prefer not to talk at all. When in the mood for something, they usually go for it themselves. Know everything about every subject and will be happy to tell you much more than you need to know. It's hard to dismiss of their arguments.
STRENGTHS	A born leader; dynamic and active; irresistible need for change; strong will and determination; not moved by emotions; hard to discourage; independent and self-sustaining; inspires trust; goal-oriented; holistic; good organiser; sees practical solutions; quick to act; emphasises efficiency; meets goals.
WEAKNESSES	Bossy; dominant; sometimes arrogant in relationships with others; difficult to express feelings openly; insist on their own opinion; usually incite disputes because they believe to be right whatever the circumstances; incapable of accepting the views of others; anger easily; deceitful.
WHAT'S WORTH KNOWING ABOUT THEM	You can gain the respect of such a person by demonstrating your expertise. Ask them difficult questions and openly express your admiration for their answers. Let them feel that they are an expert, do not fight them, be sure and determined, show competence. With understanding, nod your head as a sign of approval for their life's principles, and they will remember you as a brilliant interlocutor.



**ENERGY GREEN***Introvert, observer, pessimist*

DESCRIPTION OF THE BEHAVIOUR	Sensitive to the needs of others. Good listener. They don't get involved in fiery discussions, but if they do get involved in a conversation in some way, they'll usually make a few witty remarks at the right time. Don't like change and haste. Take care of good relations with people and like to work with others.
STRENGTHS	Restrained; not demanding; calm, controlled; patient, balanced; quiet and at the same time witty; kind and polite; emotions concealed deeply; reconciled with life; universal; competent and solid; calm and consensual; mediates in solving problems; avoids conflicts; finds simple solutions to problems.
WEAKNESSES	Rarely express emotion; reluctant or opposed* to engaging in something complicated; struggle to make a decision; always worried about something; avoid difficult situations; uncertain and not convinced that they will succeed.
WHAT'S WORTH KNOWING ABOUT THEM	To act, they need direct support; often postpone doing something until later; make them aware of their needs; give them time to trust you; help them make a decision. Ask questions and engage in conversation, suggest solutions, but do not flood with an avalanche of information. If necessary, pay special attention to "body language".





DESCRIPTION OF THE BEHAVIOUR	They walk into a room quietly and imperceptibly. They usually stay away from the group, won't sit down if someone doesn't specifically ask them to. Act in accordance with the rules and regulations. Usually responds to compliments : "You're just saying that. It's really horrible," "I don't look good at all."
STRENGTHS	Thinker, analytical, serious and determined, creative, musical, shows artistic abilities, philosophizing and poetic, sensitive to beauty, willing to sacrifice, conscientious, idealistic, perfectionist, highly demanding, appreciate the importance of detail, persistent and accurate, ordered and organized, economical, like charts, diagrams, lists and numbers.
WEAKNESSES	It is difficult to forget wounds or injustices; inclined to hold grudges; often offended by others; meticulous; devoting much attention to detail; so demanding that they are difficult to satisfy; often perceive only the disadvantages of the situation; live in their his inner world; distrustful; a critic.
WHAT'S WORTH KNOWING ABOUT THEM	Quality is very important to them; it is economical. This is a person who is easily offended. They appreciate seriousness and honesty. Trying to get them to make a quick decision can be ineffective. It is a good idea to ask a large number of questions to determine the range of information that may be of interest to you. Use factual arguments, use numbers, charts, data, etc., refer to experts, authorities, be punctual, reliable, keep deadlines, prepare well for the conversation.





Style Yellow

People dominated by this colour energy will be perceived as full of imagination and creativity, especially as they are eager to share their ideas with a wide audience.

Prefer a direct approach and can be perceived as very emotional.

They focus on developing relationships with people.

Open, positive attitude towards the surrounding world. Focused on the future and eagerly awaiting results. Open to contacts with other people, desiring company

Style Red

People dominated by this colour energy can be perceived as "people of deed", constantly in motion, probably aiming at the goal and firmly rooted in reality.

Prefer a direct approach, can be perceived as not very emotional.

They focus on the effects.

Focused on the action and effects achieved. They perceive the environment rather in the context of its usefulness in achieving its goal. Energetic, fast-moving, demanding towards themselves and others. Eager to compete, treating people with authority and directly. Striving for power and control over the environment. Like changes and challenges, initiate them themselves.

Style Green

People dominated by this colour energy will be quietly determined and stubbornly defend their values, prefer democratic principles in the work environment, it is important for them to understand each other.

They prefers a less direct approach, can be perceived as emotional.

Focus on the underlying values of the problem.

Base their actions and decisions on its own values, they focus more on human relations than on the goal. Not a dynamic and fast-moving decision maker. These relations want to be based on a democratic approach in which the individual, the human being, is at the centre. They avoid sudden changes, need time to understand the meaning and purpose of change.

Style Blue

Those dominated by this colour energy can be seen as constantly considering, analysing and finally undermining all possible solutions, and therefore need time to draw conclusions and take action.

They prefer a less direct approach and can be perceived as being less emotional.

They concentrate on the process and possible solutions.

Focused on facts, distanced and eager to understand the world around them. Expect accuracy and precision, look for confirmatory facts. Avoid direct, close contact.





2.7 What to do about Santa Claus?

Situation:

You are members of a foundation that supports Santa Claus' activities in the preparation and delivery of gifts for children all over the world.

Today is December 1st.

It turned out that Santa Claus has been on the "binge" for two months and has not been sober for at least two weeks.

After checking it, it turned out that the presents had disappeared and the money was practically gone.

Your task is to somehow save the situation because of the children, their belief in Santa Claus and to prevent similar situations in the future.

You have 15 minutes to prepare.

The result is a presentation on a flip chart and a joint presentation of the concept.

(5 minutes per presentation).





2.8 Motivators for specific types

Respect from superiors
Absenteeism bonus
Freedom of decision
Feeling that you are doing a very important job for your company
Business trips
Assisting superiors in solving personal problems
The prestige of working for a well-known company
Opportunity for professional development
Spending free time with colleagues
Christmas presents for employees and their families
Friendly atmosphere between the boss and the employees
High degree of autonomy in the performance of work
Abnormal working hours
Assistance from a superior
Impact on the implementation of the company's mission
Good atmosphere in a team
Public praise by the boss
High bonus based on individual performance
Employment security
New, previously unrealized tasks
Frequent trips and contacts with new customers
Development of procedures and methods for processes and task implementation
Participation in mediation between teams
Organizing company and team events
Reward and public recognition for achieving a difficult goal
Prize in the form of a trip to an unknown and distant place
Prize in the form of a family trip
Possibility of a quick promotion to a highly demanding positions
Opportunity to participate in training courses to develop expertise
Responsibility for achieving a difficult goal
Possibility of introducing changes in the system of teamwork organisation





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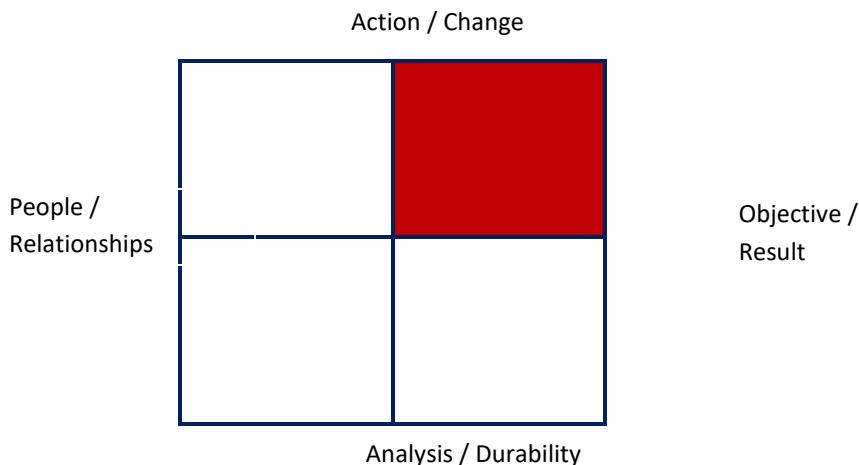
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2.9 Description of contact and communication styles

If you are in contact with a red person, remember that:



😊 Which facilitates contacts

- they appreciate not wasting their time
- the conversation with them should be short and well planned
- it is important to listen carefully to what they say
- if you present a proposal - you argue, and the BOSS tries to stop you, let them do it, listen to them and only then, if you think it is justified, finish your previous speech
- emphasize that the proposal is prepared especially for them – they will like it
- if the issue you are dealing with is spread over time for them, inform them only about its most important aspects
- show moderate self-confidence and be energetic in your conversations,
- remember that they value people that they don't have to explain too much to, that is, people who can be said to be characterized by their quick thinking

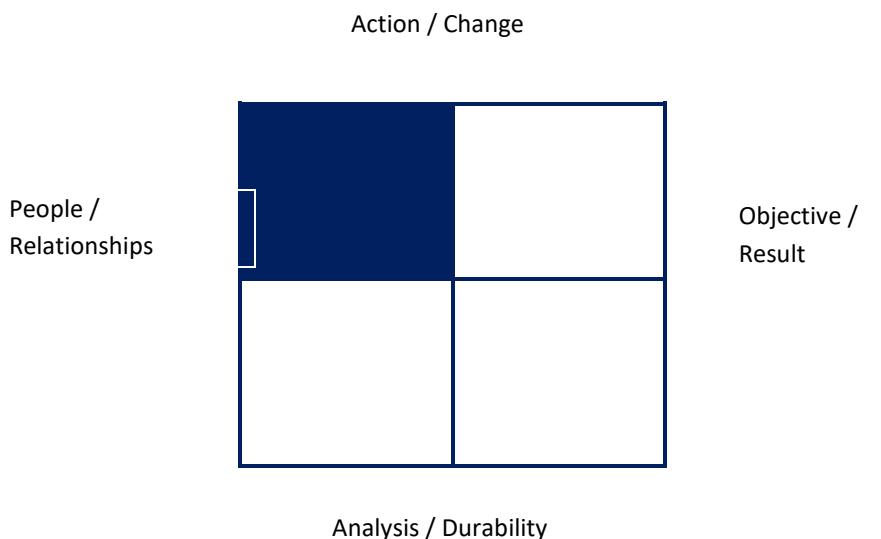
🚫 What hinders contacts

- they don't like to talk about things that aren't important to them
- comprehensive, detailed proposals or detailed information about the nitty gritty of the matter dealt for him, preferably inform them that it has already been completed, emphasizing what has been dealt with in accordance with their revealed (identified) needs
- don't like to have to explain something a few times
- too much self-confidence, interrupting
- lack of decision making by the person with whom they are in contact with - e.g. when you delay a decision for too long or are ineffective in dealing with a matter important to them and they think it is in your capabilities.





If you are in contact with a BLUE person, remember that:



😊 Which facilitates contacts

- value professionalism, high personal culture, calm, factual character of contacts
- like it when you respect their time, e.g. by precisely specifying how long your conversation will last, but it does not mean that it must be short because they will be willing to get acquainted with detailed information, lists, comparisons and calculations, recapitulating - such a conversation must be well prepared
- the issues you will be dealing with they will most likely divide and put in order, or perhaps even assign to them subsequent stages defined in time, and will keep an eye on them
- like to be listened to carefully and to take notes and give accurate, reasoned answers based on objective data and facts

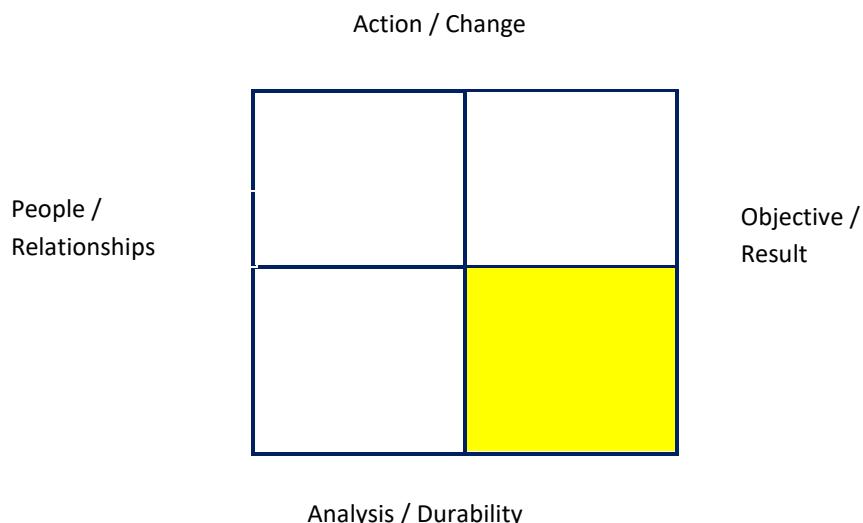
🚫 What hinders contacts

- they do not like pointless interactions (telephone conversations), "talking about nothing"
- poorly prepared proposal, e.g. too general or without taking care of materials
- changes in the schedule of contacts or planned activities agreed with them
- trying to establish too close contacts, e.g. being on first name basis - unless they allow it
- lateness and chaos





If you are in contact with a yellow person, remember that:



😊 Which facilitates contacts

- like openness, freedom and ease
- contact with them should not be strongly formalised and, if possible, should also apply to private matters
- value flexibility - even if they change their mind at the last minute
- they prefer - when the proposals addressed to them are not brimming with detailed lists or conditions, not to have to delve into them too much and can move freely in them
- will appreciate those who remember and look after for them all those "little things" or details for which that have no head

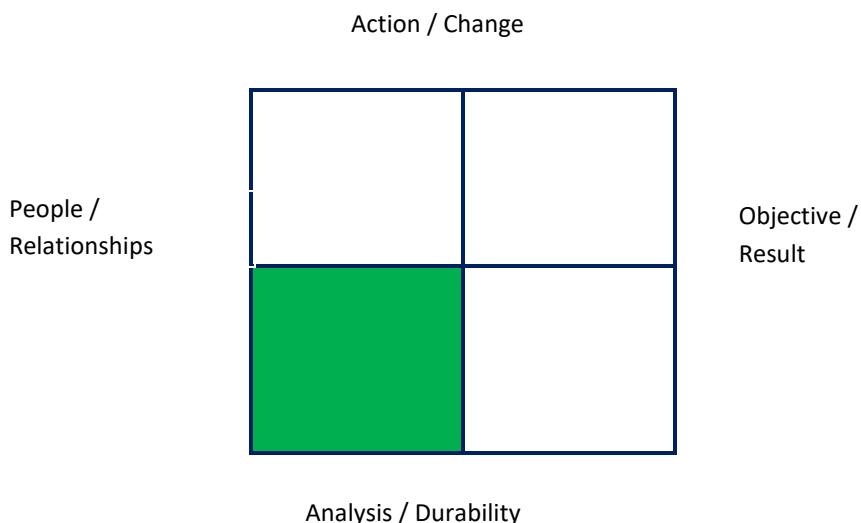
🚫 What hinders contacts

- don't like too much formality, lack of sense of humour
- in interactions stick to the official schedule only
- lack of flexibility for their changing requirements with respect to the proposal or the manner of its implementation
- discussions on business topics only, without an 'unofficial part'.
- reminding them - even gently - that they are disorganized and chaotic





If you are in contact with a green person, remember that:



😊 Which facilitates contacts

- value predictability, calmness, patience...
- they need to be show a lot of cordiality and "warmth", e.g. expressed in a soft tone of voice
- like to be advised and given ideas – become their professional consultant
- when making decisions, they need a considerable amount of time to think about it, but control the implementation of mutual arrangements
- all business matters are usually handled one at a time
- the submitted proposal must meet the standard conditions to which they are accustomed or generally regarded as adequate, but at the same time must guarantee a high level of safety for them (their relatives)

😢 What hinders contacts

- do not like too much confidentiality and too much bureaucracy
- disrespect and patience their way of making decisions
(limit the number of options if you want them to decide quickly)
- if your contacts are only strictly formal, they may come to the conclusion that you treat them only as an object to make money, and you do not see them as a "person - who they really are".





2.9 Playground - Board of Directors

You are the representatives of Kindergarten SA, which designs and manufactures playgrounds for children.

You were invited by Holiday Corporation, which manages almost 50 hotel and leisure centres in Poland.

You have 10 minutes to present your designs - including the prototype of this particular playground, children's solutions, the playground concept and its possibilities - in order to convince the Holiday Board of Directors to choose your proposal.

You know that the Board of Directors is composed of several persons (directors managing the centres).

You also know from your friend who prepared behavioural type reports for the managers of this company that each of these directors has a dominant behavioural type.

RED / YELLOW/ BLUE / GREEN

Your task is to prepare a presentation with the use of:

- Markets
- Flipchart
- A real playground.
- All the members of your team
- And any other props, materials and things you may have at your disposal...

Share your roles and engage each member of your team.

Adjust the message, arguments, pace of presentation and references to your needs according to the energy of your audience.

Prepare for any questions.

You have 20 minutes to prepare.

The presentation may not last longer than 10 minutes.





Erasmus+

Module III

Business model and business plan





Class scenario

NAME OF THE MODULE		Business model and business plan	
NAME OF THE TRAINING UNIT		Innovate entrepreneurship program for vocational students	
NUMER	Module III	HOURLY DIMENSION	8 – 10 hour
TRAINING OBJECTIVES (main objective and specific objectives)			
Inspire participants to invent their own business and give it a concrete framework			
<ul style="list-style-type: none">• Introduce participants to practical and inspiring business models• Participants' understanding of the key elements forming a coherent and practical of CANVAS business model• Get participants acquainted with the basic elements of the business plan including the financial plan• Develop among participants the ability to observe the market environment which impacts business and consumer decisions.			
TRAINING SESSIONS			
Training for people ready to discover and learn about issues related to starting up and running their own business.			
FORMS OF TRAINING			
<ul style="list-style-type: none">n. Interactive lectureo. Presentationp. Brainstormingq. Discussionr. Exercises and gamess. Questionnaires and results analysis			
SPECIFIC CONTENT			
<p>1. Introduction to the objectives of the classes.</p> <ul style="list-style-type: none">• Introduce the participants to the training objectives and set the rules to be followed during the classes.• Invite participants to write down their ideas on the flipchart, their dreams for their future business. Don't discuss these proposals. Tell the participants that they can always change or modify the idea for their future business.• Invite participants to warm up - Creative chit-chat 3.1 Tell the students that they will improve the world through this activity - with their ingenuity you will try to improve the way the chosen objects work, their quality etc. together. Explain to the students that you will approach the individual participants and ask a rather abstract question, and their task will be to answer them. This answer does not have to be logical, the students can afford a bit of "craziness", they can reach their creative depths.			
<p>EXERCISE VERSIONS</p> <p>Arrange the participants in a circle and give instructions for the exercise. The coach initiates a topic to be discussed and by throwing the ball he designates the first person who gives their idea, then the ball is thrown to the next person. Until the ideas are exhausted.</p> <p>You can change the rules by passing the ball to the next person on the right.</p> <p>A person who does not have a new idea can repeat or slightly modify a previously mentioned idea.</p> <p>Dare to give ideas from different areas and those that are completely unrealistic. They do not have to be verified empirically, scientifically or</p>			





<p>scientifically.</p> <ul style="list-style-type: none">• Summary at the end of several rounds. Note that some of the participants' ideas may form the basis for conducting business activity. For example: the question "What would happen if the authorities of your county ordered everyone to live in a tent from May to October?" may be answered: "people would go cold and more doctors would be needed", "I would open a shop selling tourist equipment". Praise the participants for their real and abstract ideas. After the exercise, ask for feedback from the participants (what did they like, how did they work, what did they experience?).	
<p>2. Improving the world - existing goods and services</p> <ul style="list-style-type: none">• In the next part of the exercise, participants will improve the properties of selected goods or increase the quality of services. Give an example: ask how you can improve a plate. It can be unbreakable, with a calorie meter, prevent food from slipping, in digestion-friendly colours, with a pocket for the cutlery....• Divide the participants into five-person teams. Go to each group and specify which good/services they want to improve. The participants are to work on brainstorming principles and generate as many ideas for improvements as possible. An example of a list of goods and services below:<ul style="list-style-type: none">- Suburban bus- Bicycle- Fishing- Mathematics- Water tap- Salt- Wedding- Museum• After a few minutes of work, give each group a helping hand – <i>The Crushing Method 3.2.</i> This is a set of more than questions that can help to generate new ideas. Participants can use this material to increase the number of improvements.• Then the participants have to present the results of the work of each group to the forum. Pay special attention to those ideas that are adaptable in the real world - on their basis a business idea can be created. It also applauds abstract ideas and points out that ingenuity and creativity can be a driving force for innovation. Talk about which ideas are possible to implement and which ones can be a real idea for a gainful activity.	45 minutes
<p>3. Business plan</p> <ul style="list-style-type: none">• Show students the following animation: www.nbportal.pl/rozrywka/filmy/filmy-animowane/rynki/biznesplan• Introduce various strategies for the development of a company. Discuss and point out the differences between the development strategies of market leaders and contenders. Choose examples of modern and traditional industries and discuss with the participants who belongs to the group of leaders and who is a contender. These may be industries such as automotive, mobile phones and more niche such as gastronomy, hairdressing, etc.• Also discuss the motivation process in terms of the classical model. Discuss issues related to market and customer segments and product and service positioning. <p>Divide the participants into 2-3 person groups and for the selected services</p>	90 minutes





<p>or goods they use, let them propose the customer segments they see and give 2-3 characteristic expectations towards the selected product, service, which differentiate particular segments, customer groups.</p> <ul style="list-style-type: none">● Objective, reasons for creating a Business Plan Discuss the PlanSeedfund Business Angel survey results, indicate the importance of having an appropriate Business Plan to obtain financing to start up and run a business. Point to different forms of preparation and presentation of business plans.● Business Plan Structure Discuss the individual components of the Business Plan based on a slide and a sample business plan - 3.6 Sample Business Plan Figaro Hairdresser. Provide students with copies of this sample Business Plan and discuss specific issues, indicating the desirability of their clarification and preparation and planning.<ul style="list-style-type: none">- Assumptions of the strategic plan of the project- Strategic analysis (SWOT method)- Strategic position of the company- Description of product, service and technology- Service level and technology- Production programme- Availability of materials and raw materials- Fixed assets- Costs of operations- I. Specification of fixed costs- II. Specification of variable costs- Marketing plan- Assumptions of the marketing plan- Market analysis- Portrait of a typical consumer- Market description- Description and analysis of the competitor- Sales (turnover) forecast- Price strategy- Promotion and publicity measures- Organisational plan- Human resources- Recruitment of employees- Sensitivity analysis- Calculation of the break-even point quantitatively- Calculation of the break-even point in terms of value- Calculation of the break-even percentage- Conclusion - conclusion - conclusion● Invite participants to join the creative entrepreneur Advocate exercise. Divide the participants into 3-person groups and schedule 60 minutes for the exercise. The aim of the exercise is to discover and understand the needs of investors and to indicate that business ideas that seem impossible to implement function successfully on the market. Participants in groups prepare for a presentation to investors on a given topic. A detailed description of the exercise is in Annex 3.3 Advocate for creative entrepreneurs.	
4. CANVAS Business Model	45 minutes





<ul style="list-style-type: none">• Structure of the CANVAS business model Briefly discuss (in the given order) the model based on the slide and sample business models of existing enterprises.1. Customers (recipients) and their needs2. How to reach customers (marketing and advertising)3. Suggest values that the enterprise provides (by meeting specified needs)4. Necessary resources5. Key actions6. Key partners7. Cost sources8. Sources of revenue9. Summary <p>• Invite students to participate in the Who is more successful? Anna, or Juan? exercise</p> <p>Divide them into teams of two or three. Using appropriate slides, discuss the exercise and allow 10-15 minutes for preparation.</p> <p>Then on the forum discuss the proposals of individual groups. On the forum prepare a SWOT analysis of: what are the strengths of these businesses and what are the weaknesses? What risks and opportunities do they face?</p> <p>Then vote - who will succeed in the long term and summarise why.</p>	
5. Your business according to the CANVAS model <ul style="list-style-type: none">• Tell the students:<ul style="list-style-type: none">- That in this exercise they will develop the business model of the enterprise and the basic assumptions for the business plan. The task of the students will be to create a model for the functioning of the project.- Say that the proposed approach refers to the Canvas model (CANVAS Business Model, business canvas model) - an innovative tool useful in building business models. This tool is becoming more and more popular among entrepreneurs - especially those who are beginning their adventure in the world of business and is a perfect complement to the created business plans (or can fully replace them). The Canvas methodology is a popular tool on the Polish market, especially among young people planning to run a business.- Explain that the business model allows you to look at a business idea from a general perspective, and most importantly, it allows you to present it to others without having to go through a comprehensive business plan. You can also make the necessary changes to your business plan much faster than with a traditional business plan.- Work on the business model will consist of several stages - components. The task of the students is to prepare a business model of the project.- The group work should lead to an analysis of nine consecutive elements of the business enterprise functioning model• For students who are particularly interested in the financial side of a business plan, you can use Excel 3.7_Financial spreadsheets. On the basis of this spreadsheet, they can draw up a financial result plan and a cash flow plan that will illustrate their planned business in terms of profitability and financing needs over the next 12 months.	240 minutes
6. Summary of sessions <ul style="list-style-type: none">• Quiz in the form of providing definitions and own examples for the Canvas model.• Possible division of tasks by self-declaration (in case of work on common business - 2-3 students) to be specified, fully developed map of own	30 minutes





<p>business model and elements of business plan, in particular:</p> <ul style="list-style-type: none">- SWOT analysis- Competition analysis (companies and alternative products, services to our business)- Revenues and costs, planned annual result- Financial resources required- Map of the Canvas business model- Range of products and services with proposed prices- Arguments for a potential investor, partner	
TOOLS	
flipchart, pens, cards	
LITERATURE	
<ul style="list-style-type: none">• Alexander Osterwalder, Yves Pigneur, Tworzenie modeli biznesowych. Podręcznik wizjonera., Onepress.pl Helin SA Gliwice• David Davies Sztuka zarządzania finansami Wydawnictwo Naukowe PWN Warszawa 1993• Richard Koch Strategia Jak opracować i wprowadzić najskuteczniejszą strategię Wydawnictwo Profesjonalnej Szkoły Biznesu Kraków 1998• Philip Kotler Marketing Gebehner i Ska Warszawa 1994• Aleksander Korczyn Jak opracować biznesplan Wydawnictwo Sigma Skierniewice 1999• <u>prof. UG dr hab. Leszek Czerwonka</u> Zarządzanie finansami. Wprowadzenie, przykłady i zadania, CH Beck	





3.1 Creative chit-chat

What if...

- ... Earth's gravity stopped for 10 seconds?
- ... all cars were state cars and anyone could use them wherever they were?
- ... it turns out that you have extraordinary comedy skills and you can make up sketches that amuses people to tears?
- ... you were offered a job on Madagascar?
- -... pigs could fly?
- -... Facebook was banned in our country?
- -... you could see smells?
- -... you inherited a thriving chocolate factory from a dead aunt?
- -... you invented a game that would become the most popular entertainment of the 21st century? What would be the consequences for you?
- -... you won twelve million PLN in the lottery?
- -... you got an offer for a major breakfast television programme?
- -... it turns out you're John Lennon's grandson/granddaughter?
- -... while in Russia on a trip, you were sentenced for some stupidity to two years in a penal colony? How would you use that time?
- -... the authorities of your county ordered all residents to stay in tents during the summer?
- -... you were invited to fly into space, and the launch would be scheduled for next Tuesday?
- -... the nearest town was taken over by a mustering of storks?





3.2 The Crushing Method

The crushing method provides very good results when it comes to introducing new projects or improving, modifying or adapting an existing objects (problem). The method is based on the development of special lists of questions or suggestions. The question sets depend on the type of problem and its complexity. They must be selected and modified according to the needs. The sets include questions of a universal nature, which make it easier to break down any problem or are a guide to appropriate additions.

1. Is it possible to change the dimensions?: bigger? smaller? longer? shorter? thicker? thinner? deeper? shallow? narrower? wider? parallel? perpendicular? single? layered? reversible? irreversible? standing vertically? lying horizontally? lying slanted? slanting? tilted? transverse - crosswise?
2. Is it possible to change the quantity?: less? more? spread out proportionally? partially? concentrated? connected to something? disconnected? added to something else? having something else in mind? combined with what? disconnected? total? random?
3. Is it possible to change the order?: ordered? chaotic? any scattered? focused? priority? beginning? middle? end? set? subassembly? part? one after another? random?
4. Can you change the time?: shorter? longer? slower? faster? constant? variable? oscillating? continuous? intermittent? impulsive? chronological? random? synchronous asynchronous? expected? reactivated? unexpected?
5. Can you change the causes or effects?: stimulation? deceleration? amplification? weakening? increasing energy? reducing energy? soft? hard? permanent? variables? impulse? destructive? interacting? counteracting? normalizing? anything? neutralising?
6. Can the character be changed?: stronger? weaker? single use? reusable? replaceable? repairable? non-replaceable? variable? permanent? reversible? flexible? rigid? more expensive? cheaper? pretty? ugly? unicoloured? coloured? reversible?
7. Is it possible to use for other purposes?: new ways of use? extension of the scope of use? limiting the scope of use? adaptability?
8. Can it be used?: what is it needed for? what ideas does it suggest? what is it like? what (who) can it imitate? what can it replace?
9. Is it possible to change: meaning? the colour? the movement? the sound? the smell? the cost? form? material? functions? applications? quantity? quality? what other changes are possible? new shots?
10. Can it be enlarged? what can be added? more time? more frequency? stronger? longer? thicker? more valuable? additional ingredient? repeat? multiply? exaggerate?
11. Can it be reduced?: what can we subtract? less time? less frequency? miniaturized? more condensed? lowered? shorter? lighter? divided? abandoned? bypassed?
12. Can it be replaced?: different function? different raw material? different material? different ingredient? different technique? other source? another source of strength? another place? different approach? different speed? different mood? different technical principle? different frequency? other service?
13. Can it be arranged differently?: different layout? different order? different pattern? other ingredients? other bands? other parts? change the pace? change the layout?
14. Is it reversible?: turn the positives into negatives? change negatives to positive? change positive and negative? turn backwards? reverse positions? reverse the functions?
15. Can it be combine: combine objectives? combine functions? combine elements? combine elements? combine fragments of elements? combine ideas? connect the pieces of ideas? connect the mixes? connect the teams? connect the parameters?





3.3 Advocate for creative entrepreneurs or how to sell concrete earrings

Method: working in a group, simulation, presentation, discussion, working with the use of the Internet

1. Divide the students into several groups. Tell them they'll play the role of advocates representing their client today. Pay attention to what advocates do on a daily basis (criminal cases, civil cases, etc.). Each group represents an ideal law firm, known in the district, which is usually able to defend every client - even when they know that this client committed some offence. This time the task will be a little different. Their client will be a bit eccentric, he will turn to advocates for help in convincing investors to invest in an unusual idea. In return, the law firm will receive a commission on the funds gained - so it is important to prepare yourself as well as possible.

2. Hand out materials 3a to students and ask them to read the text. Assign discreetly a task to each group (what is the idea for their client's business). Prepare ideas beforehand (using the Internet or magazines) which at first glance may seem impossible to implement, and turn out to be profitable ideas in economic practice. Maybe you'll find such ideas in the local community. Prepare sources (website, newspaper clipping) to show information about functioning companies at the end of the exercise.

Here are some examples of business activities that you can use (seemingly unlikely):

- production and sale of concrete earrings,
- production and sale of interior furnishing articles from damaged car parts (e.g. tables, sofas, clocks),
- production and sale of lamps from drums of destroyed washing machines,
- production and sale of Lego block bags.

3. Ask the students not to use the Internet in this activity (mobile phone, computer, etc.). When working in groups, make sure that the students try to find as many arguments as possible in order to invest in an innovative business idea. The more ideas generated, the greater the chance of success, i.e. attracting an investor.

4. Then hand out materials 3b and ask the students to prepare for the presentation in front of the potential investors. The group is to decide whether the three-minute presentation is to be given by one or more representatives of the group. The aim of the presentation is to convince investors to put their financial resources aside to implement the idea.

5. After each of the speeches, briefly discuss which arguments seem to be the best and whether the presented business idea is feasible.

Then, after all presentations (computer screen, projector, printouts of selected websites or publications from magazines), show examples of real companies that operate on the market - although at first glance a business idea seems impossible to implement. The aim of the exercise is to show that an entrepreneur can be found in every community and in many people. Sometimes ideas that seem impossible to implement can be profitable. A good idea is usually the first step to success.





3.4 Our business according to the CANVAS model

1. Tell students that in this exercise they will be developing a business model for the project. The task of the students will be to create a model for the functioning of an enterprise.
2. Say that the proposed approach refers to the Canvas model (CANVAS Business Model, business canvas model) - an innovative tool useful in building business models. This tool is becoming more and more popular among entrepreneurs - especially those who are beginning their adventure with the world of business and is a perfect complement to the created business plans (or can fully replace them). The Canvas methodology is a popular tool on the Polish market, especially among young people planning to run a business.

Explain that the business model allows you to look at a business idea from a general perspective and, most importantly, to present it to others without having to present a comprehensive business plan. You can also make changes to your business plan much faster than in the case of a traditional business plan.

The work on the business model will consist of several stages - components. The task of the students is to prepare a business model of the project.

5. Group work should lead to an analysis of nine consecutive elements of the business enterprise model:

- (a) Customers (recipients) and their needs
- (b) How to reach customers (marketing and advertising)
- (c) Value propositions that the enterprise provides (by meeting specified needs)
- (d) Necessary resources
- (e) Key actions
- (f) Key partners
- (g) Sources of costs
- (h) Sources of revenue
- (i) Summary

6. Divide the students into groups. At the beginning, students must choose which business idea they want to work on. It should not be a simple, schematic idea, because it is difficult to develop a business model for a leaflet distribution project. However, the idea should not be too elaborate and cost-intensive (e.g. an aquapark), as students should have a certain amount of knowledge in the area to which the business model will be developed. Thus, the first part of the student's work is the choice of business activity, which will be the subject of the student's work. Leave the students enough time to generate a lot of business ideas and then choose the one they want to work on.

7. Then pass on to the students the following parts of the work (materials 5a), starting with the sheet with the image, then with the customer section, and ending with the last part with the summary. The groups work on each element after about 20 minutes.

8. Students in groups have to discuss the individual elements of the business model of their group's enterprise and to write ideas for the next parts of the model in the notes section.

9. The next element of the work will be copying a matrix from materials 5a onto a large sheet of paper (flipchart). The final effect is to create an iconography illustrating the idea for a business (using as many drawings, diagrams, etc. as possible and as little text as possible). Students complete the individual fields according to the previously prepared notes. The finished image is a graphic representation of a business idea according to the methodology based on the CANVAS model.

10. The last part of the exercise is to hang all the images in a visible place and to discuss them one by one by representatives of all the groups. Each presentation is followed by a short discussion on the business idea of the group, hints on what can be improved in the model, what represents great value in the idea, etc.





**BUSINESS PLAN FOR A BRANCH
BEAUTY AND HAIRDRESSING SALON**



Introduction

The "Figaro" Salon is a company located in Katowice, at 455 Akacjowa Street, offering services in the field of cosmetics and hairdressing. The owners of the company have been thinking for some time about creating a branch of their company within the Katowice town square (Bogucicka Street).

The branch of the "Figaro" salon is to present the same high standard of services and products offered as the parent company. Its task will be to attract customers with above-average incomes, who like comfort and convenience.

It was initially estimated that 100,000 PLN would be needed to complete the investment. Owners expect a refund within five years.

The time horizon of the project described in the business plan below is 5 years, but of course the company intends to operate for a long time.

The territorial scope covers primarily the centre of Katowice and its surroundings.

In Katowice town square, especially in the centre of Katowice, there are good conditions for conducting commercial and service activities. Even though there are several hairdressing and beauty salons in the vicinity, our salon will have a chance to be successful, distinguished by customer service and quality of services.

Basis for conducting business activity

The legal bases presented below relate to issues related to the operation of a service and commercial enterprise.

Special provisions

A natural person conducting business activity in a professional manner must meet the conditions set out in Articles 8 - 32 of the Civil Code, as well as in a number of other legal acts. The employer is obliged to guarantee working conditions in accordance with construction, sanitary, fire, occupational health and safety and environmental protection regulations. The entity is obliged to ensure that works, seizures or activities within the scope of its business activity are performed by persons with appropriate qualifications.





Declaration of economic activity

The Act on Economic Activity of 23 December 1988 requires natural persons to report their activity to the registration authority and obtain an entry in the register (the registration authority is the competent authority of the commune or city, applying the administrative and legal procedure).

Profile and scope of the company's activity

The history of the "Figaro" Salon

The "Figaro" cosmetics and hairdressing salon a track record of over four years. It was established in Katowice in 2002. In 2005, the company took part in a nationwide hairdressing competition, where it won a distinction for the latest trends, great imagination of hairdressers who can perfectly match the hairstyle to the personality and appearance of the client. Our hairdressers have received many diplomas for their achievements, thanks to which our company has established contacts with the Polish branch of L'Oréal.

Scope of services and products offered

At present, the company recommends services in the scope of:

- Cosmetics
- Treatments using herbal preparations*
- Removal of blood vessels and warts*
- Piercing ears and other body parts*
- Laser hair removal*
- Deep peeling*
- Mini - lifting*
- Manicure*
- Pedicure*
- Styling*
 - Massage : therapeutic, slimming, relaxing*
 - Slimming massage*
 - Solarium*
- Hairdressing
- Treatments using various types of preparations*
- Treatments and therapies*
- Haircuts, modelling*
- Colouring, perms*

General information about customers

The customers of the "Figaro" salon are usually quite wealthy people, taking care of their looks, expecting nice and professional service.

On the basis of data collected through surveys, interviews with product buyers and own observations, a portrait of a typical customer was drawn up. This description lists all the most common features of our potential buyers.

1. a portrait of a typical customer

Age	20 - 45 years old
Sex	Female
Education	Medium and higher
Income / consumption expenditure	Above average

Own work





Human resources

At the moment, the "Figaro" Salon employs:

- ◆ Four beauticians.
- ◆ Doctor - cosmetic surgery, dermatologist
- ◆ Masseurs
- ◆ Five hairdressers

We take care of management, procurement, supervision and control, bookkeeping, recruitment, and negotiation by ourselves.

Planning for the future

After four years of running the company, the owners decided to create a branch of the "Figaro" salon in Katowice.

Tables 2 and 3 below show the company's past situation (net profit for the last two years). The data includes the gross turnover of the business, the costs associated with running this type of activity and the net profit generated.

Table 2 Net profit in the "Figaro" showroom in 2006

Months	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
Turnover	25889,7	26978,2	3135,8	34710,8	28539,8	32866,4	46280,7	38886,8	27214,8	37270,7	31157,3	57658,7
Costs: VAT	3443,93	3609,96	4375,1	4626,1	3830,09	4483,52	6360,73	5312,53	3817,72	5193,33	4338,81	8169,6
Purchase of goods	12610,4	13949,6	12326,3	11603,9	15294,0	10806,0	22436,6	14414,5	13312,3	18498,7	15589,3	19401,1
Additional costs of purchase	-	24,0	-	13,3	16,66	-	-	10	-	22,96	-	53,14
Other expenditure	7002,2	6820,75	7810,4	7864,83	7621,02	6552,98	8666,7	8766,4	8153,54	7076,75	6720,26	8049,44
Net profit	2833,17	2573,89	7024	10602,6	1778,1	11023,9	8816,67	10383,8	1931,3	6478,96	4508,93	21985,4

Table 3 Net profit in the "Figaro" showroom in 2002

Months	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
Turnover	36764,9	31564,8	35322,4	36225	38862	34958,8	43609,5	41621,8	32459,7	31764,7	25875,1	45250
Costs: VAT	3707,2	4346,1	4878,72	4004,8	4125,50	4908,1	6103,5	5743,8	3956,4	3675,4	3205,8	6205,4
Purchase of goods	17401,2	12604,2	8628,3	11600	16873,5	12484,8	18106,4	15935,9	10340,9	14501,5	14105,3	15820
Additional costs of purchase		45,57			49,9	54,8	22,5		17,5	31,5		9,50
Other expenditure	9585,2	7719,46	9877,7	7185,30	9053,7	7185	8804,6	8347,8	9498,5	8103,2	3562,1	8530,2
Net profit	6071,3	2338,04	11937,6	13434,9	8759,4	10326,1	10572,5	11594,3	8646,4	5450,1	5001,9	14685,1





Mission and strategy of the "Figaro" Salon

The aim of opening of the "Figaro" Salon branch is to enter the Katowice market by acquiring fairly wealthy customers and developing a high brand by offering the best quality hairdressing and cosmetic services.

Factors determining the mission:

- the company wants to satisfy the needs of a demanding customer with above-average income.
- products/services meeting such needs are select, luxury products.

The actions taken so far and the analysis of the market segment confirm the necessity to build on the existing strategy with minor changes related to the opening of the branch in a new location. It reads as follows:

"selling a high quality service at a price corresponding to its quality, adapted to market demand and with a high standard of service. The implementation of this strategy will require consistency. However, the owners have the knowledge and experience gained in the parent "Figaro" salon, which will help them to do so. This will require continuous investment to keep pace with customer needs."

Action objective

In the next three to five years, the company primarily wants to:

- increase income,
- maintain financial liquidity,
- increase market share,
- build a strong brand in Silesia.

Assumptions of the strategic plan of the project

Strategic analysis (SWOT method)

The strategic analysis of the "Figaro" Salon was carried out using the SWOT method, adopting a ten-stage evaluation scale, where 10 means strong influence of the factor and 1 means weak influence of the factor. The results of the analysis contain four more tables. The following were assessed: opportunities, threats, strengths, weaknesses.

• Opportunities

Table 4. Opportunities for the "Figaro" Salon branch

Description	Evaluation (on a scale of 1 - 10)
Strategic location	9,00
Own financial resources	8,00
Using the strong brand of the "old" company	6,00
Good relations with existing suppliers	6,00
Experience	6,00
Flexibility in responding to market signals	5,00
Average	6,70

Among the opportunities we included the use of a strategic location in the centre of Katowice first. This is a necessary condition for the sale of select services. Of course, the rest of the listed opportunities will work in our favour, i.e.: own financial background or the use of a strong brand.





- **Dangers**

Table 5. Dangers to the "Figaro" Salon branch

Description	Evaluation (on a scale of 1 - 10)
Competition	9.00
Too few wealthy people	5.00
Average	7.00

Own work

The greatest threat we see in the broadly understood competition. This is especially true for hairdressing salons that have been operating on the market for several years and are very popular, as well as shopping centres where there are salons of well-known companies.

- **Threats**

The main threats are shown in the table below:

Table 6. Strengths of the "Figaro" Salon branch

Description	Evaluation (on a scale of 1 - 10)
Customer product opinions	10,00
Customer service culture	10,00
Skills of the employees (qualifications)	9,00
Opening hours	9,00
Interior design	8,00
Technology	8,00
Long-term tradition	7,00
Average	8,70

So far, the company has made many efforts to obtain and consolidate a good reputation for its products and services among current and potential customers. It will be the task of the sister salon to uphold these traditions.

- **Weaknesses**

Table 7: Weaknesses for the "Figaro" Salon branch

listing	Evaluation on a scale (1 - 10)
Promotional and advertising activities	8,00
Multifunctionality of the owner	5,00
Need for further training of staff	3,00
Average	5,40

Own work

Promotional and advertising activities are probably the weakest side that needs to be improved. This defect is addressed in the marketing plan.

Strategic position of the company

The SWOT analysis confirms a chance for a strong position of the company on the market. This is reflected in the strengths and weaknesses mentioned above, as well as in the analysis of opportunities and threats. The company has a large stock of physical and intangible resources. Its position will not decline but rather increase if it does not change its current strategy.





Description of product, service and technology

In the newly opened branch, just like in the existing "Figaro" Salon, the range of services offered will be similar. It should be remembered that the company is the penultimate link in the distribution chain (where the last link is the customer) and there are no phases of the production process here. Thus, the description of the technology will apply only to cosmetic and hairdressing services (developed on five packages offered, at the same price, to be chosen by the customer).

Scope of the proposed services:

➤ PACKAGE No. 1

- Pure Callogen Neek, Eye (neck, eye contours),
- Bust Modeling,
- Thigh and hand treatment with micronized sea algae,
- Manicure with modeling,
- Medical pedicure,
- Hair cutting, modeling, dyeing or permanent.

➤ PACKAGE II

- Logigue de beaute - skin energizing treatment - anti-wrinkle,
- computer examination of hair roots,
- Traditional treatment - manicure and pedicure + nail painting,
- removing capillaries,
- Cutting, modeling, dyeing or permanent hair.

➤ PACKAGE III

- Hair removal
- Deep peeling
- Laser removal of growths and other diseases,
- Massage Concentrates.
- additional service

➤ PACKAGE IV

- O2 MARINE Salon Treatment - intensive intercellular oxygenation,
- Traditional treatment with massage,
- Thigh and hand treatment with a micronized algae mask,
- Manicures and cosmetic pedicures,
- Cutting, modeling, dyeing or permanent hair,
- additional service.

➤ PACKAGE V

- Pure Collagen Face,
- Manicures and pedicures (nail extension and modeling)
with fiberglas mass,
- Putting on the correction clamp,
- Cutting, modeling, dyeing or permanent hair,
- additional service.

✓ **Cosmetics - additional services**

- Mini - lifts, exfoliations, biotin lifts, algae,





- Forging the body (ears, nose, ...),
- Waxing,
- Removal of capillaries, warts, fibromas,
- Color analysis with stylization,
- Make Up

In terms of cosmetic services, the range is very extensive for the Katowice market. All services offered are performed and will be performed by qualified staff (certified), using the best available technology.

Especially in the case of additional services, it is important to ensure that customers have access to modern technology. With it, we secure ourselves a strategic position among our competitors.

✓ **Women's and men's hairdressing:**

- Perms using L'Oréal preparations,
- Colouring using L'Oréal preparations,
- Hair regeneration and treatments for baldness

Service level and technology

The quality of the services offered is at the highest level (world-class), it is of course a condition for the success of the enterprise, in accordance with the mission and does not differ from the competition (it is more attractive for the client than the competition).

The company tries to be up to date with technical innovations in the field of cosmetics and hairdressing, appearing in Poland. So far, we and our customers are satisfied with the quality of the services we sell.

Production programme

Table 8 shows the likely forecast of demand (turnover) over the next four years. The data was created on the basis of the adopted forecasts for the company being established. Production capacity is not included in the table. The company is able to fully meet the expected level of demand.

Demand forecast for 2006-2009 at the branch office of the "Figaro" Exhibition:

Demand forecast in thousands of PLN.				
months	2006	2007	2008	2009
January	180	190	200	200
February	150	160	180	200
March	150	160	180	200
April	90	90	90	90
May	120	130	140	150
June	180	180	190	200
July	170	180	190	200
August	170	180	190	200
September	120	150	160	170
October	120	130	140	150
November	100	100	110	120
December	170	180	190	200
Sum	3 720	3 831	3 962	4 083

Own work.

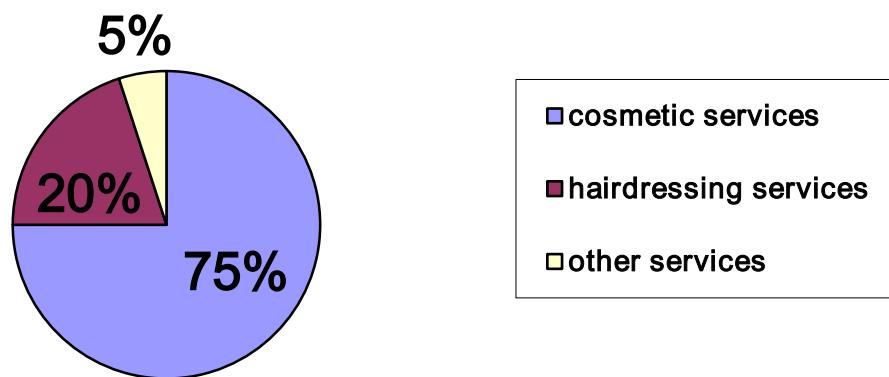




Table 9. Percentage share of services in company turnover

Specification	%
Cosmetic services	75
Hairdressing services	20
Other services: coffee, tea, beverages	5
Total	100

Percentage share in the company's turnover



Availability of materials and raw materials

There are no problems with the supply of products needed for the provision of services. Nowadays, in the era of a free market economy, it is the distributors who take care of the continuity of supplies. Of course, in order to start cooperation with an exclusive company, it is necessary to meet a number of conditions set by it, e.g.:

- Attractive location (on a high street),
- Appropriate salon surroundings,
- Interior design at a high level,
- High level of product range or even exclusivity

Fixed assets

Table 10 shows the fixed assets necessary to start the company's operations. Due to the fact that it will be a new location, there is no in-kind contribution from old owners. All company equipment should be assembled from the beginning.

Table 10: Cost of launching the investment

SPECIFICATION	START (in PLN)
EQUIPMENT, APPLIANCES AND FURNITURE	
- cosmetics	50.900,00
- hairdressing	8.000,00
- other fixed assets	36.100,00
Costs of investment launch	95.000,00





Operating costs

This part of the plan will present a forecast of the operating costs of the new company in its first year of operation. Costs were divided into fixed and variable costs. (Table 11, 12)

Table 11 Fixed costs in 2006 (in PLN)

SPECIFICATION	AMOUNT
REMUNERATIONS	28 518,21 zł
Including:	
<i>gross salary</i>	23 700,00 zł
<i>pension contributions</i>	2 313,12 zł
<i>disability allowance contributions</i>	1 540,50 zł
<i>accident insurance</i>	383,94 zł
<i>labour fund</i>	580,65 zł
WRITE-OFFS FOR HOLIDAY PAY	655,50 zł
RENT	12 900,00 zł
DEPRECIATION	2 318,00 zł
TRANSPORT COSTS	500,00 zł
TELEPHONE	700,06 zł
PROPERTY INSURANCE	205,84 zł
ADVERTISING AND PROMOTION	3 500,00 zł
SURVEILLANCE ALARM (PROTECTION)	1 000,00 zł
OTHER COSTS	106,39 zł
TOTAL FIXED COSTS	50 404,00 zł

Table 12 Variable costs in 2006 (in PLN)

SPECIFICATION	AMOUNT
Purchase of materials	250,00



I. Specification of fixed costs

1. Wages and salaries including surcharges

14. remuneration costs and surcharges

L.P.	Workstation	Number of employees	Gross salary	Total gross salaries	pension contributions	disability allowance cont.	accident ins.	Labour fund	Total wage costs
1	Cosmetic Surgery Doctor.	1	2 500,00 zł	2 500,00 zł	244,00 zł	162,50 zł	40,50 zł	61,25 zł	3 008,25 zł
2	Dermatologist	1	2 400,00 zł	2 400,00 zł	234,24 zł	156,00 zł	38,88 zł	58,80 zł	2 887,92 zł
3	Beautician I	2	1 900,00 zł	3 800,00 zł	370,88 zł	247,00 zł	61,56 zł	93,10 zł	4 572,54 zł
4	Beautician II	2	1 600,00 zł	3 200,00 zł	312,32 zł	208,00 zł	51,84 zł	78,40 zł	3 850,56 zł
5	Masseur I	1	1 900,00 zł	3 800,00 zł	370,88 zł	247,00 zł	61,56 zł	93,10 zł	4 572,54 zł
6	Masseur II	1	1 600,00 zł	3 200,00 zł	312,32 zł	208,00 zł	51,84 zł	78,40 zł	3 850,56 zł
7	Hairdresser	5	1 200,00 zł	4 800,00 zł	468,48 zł	312,00 zł	77,76 zł	117,60 zł	5 775,84 zł
		14	13 100,00 zł	23 700,00 zł	2 313,12 zł	1 540,50 zł	383,94 zł	580,65 zł	28 518,21 zł

Own work on the basis of the remuneration regulations



Table 15.

Interest rates on social security contributions
(employer's contributions)

Pension contributions	9.76%
Disability allowance cont.	6.50%
Accident insurance	1.62%
Labour fund	2.45%
TOTAL	20.33%

Own work according to data from the Social Insurance Institution (ZUS)

Write-offs for the Company Social Benefits Fund

Due to the fact that fewer than 20 employees will be employed at the company, "Holiday pay" will apply.

Legal basis: Journal of Laws of 4 March 1994 sec. 5 and 5a as well as Journal of Laws of 1996 No. 70 item 335 on the Company Social Benefits Fund

3. Rent

It depends on the dollar exchange rate for 1 m². The rent on Bogucicka Street ranges from \$25 to \$50 per m². For the "Figaro" Salon, we assume an area of 100m² at 30 dollars per 1 m². The rent also includes electricity, heat and water (in accordance with the lease agreement signed with the owner of the premises) charges.



Depreciation 16.

List of fixed assets and accrued depreciation for the years 2006-2009

No.	Name of the fixed asset	quantity	Value of units	Gross value of fixed assets	<i>Depreciation rate.</i>	DEPRECIATION YEAR				Remaining to be depreciated
						2006	2007	2008	2009	
1.	Universal couch for rehabilitation procedures.	4	1000,00	4000,00	100%	4000,00	0	0	0	0
2.	Paddling table for treatments	4	200,00	800,00	100%	800,00	0	0	0	0
3	Shadowless lamp stand	4	300,00	1200,00	100%	1200,00	0	0	0	0
4.	Cosmetic laser	2	5000	10000,00	20%	2000,00	2000,00	2000,00	2000,00	2000,00
5.	Apparatus for determining the degree of skin hydration (SKINTEST)	2	2500,00	5000,00	20%	1000,00	1000,00	1000,00	1000,00	1000,00
6.	Epilan - a device for hair removal, coagulation and small surgery in cosmetics	2	6000,00	12000,00	20%	2400,00	2400,00	2400,00	2400,00	2400,00
7.	A computer for cosmetic tests	1	7500,00	7500,00	30%	2250,00	2250,00	2250,00	750,00	0
8.	COMBI 1-cosmetic harvester	2	4500,00	9000,00	20%	1800,00	1800,00	1800,00	1800,00	1800,00
9.	COMPLIFT-electric., Sterow.procesor	2	3200,00	6400,00	20%	1280,00	1280,00	1280,00	1280,00	1280,00
10.	cash register	1	1100,00	1100,00	100%	1100,00	0	0	0	0
11.	Telephone, fax machine	1	1500,00	1500,00	100%	1500,00	0	0	0	0
12.	Furniture	4	375,00	1500,00	100%	6000,00	0	0	0	0
13.	PATROL van	1	35000,00	35000,00	20%	7000,00	7000,00	7000,00	7000,00	7000,00
	RAZEM		68175	95000		34330	19731	19732	18233	15480,00



Table 17. Monthly depreciation of fixed assets amounts to: **2.318,00 (in PLN)**

No.	DEPRECIATION RATE	FIXED ASSETS (in PLN)	MONTHLY DEPRECIATION (in PLN)
1.	20%	77 400,00	1 289,00
2.	30%	7 500,00	187,00
3.	100%	10 100,00	842,00
x	RAZEM:	95 000,00	2 318,00

Own work based on Table 16

5. PROPERTY INSURANCE

Means of transport (Patrol delivery van)= 35,000.00 zł

Machines and equipment=60,000.00 zł

TOTAL = 95,000.00 PLN

1. means of transport insurance:

- fire and other events: $35,000.00 \times 0.1\% = 35:12 = 2.92$ zł
- theft: $35.000,00 \times 2.5\% = 875:12 = 72.92$ zł

2. insurance of machinery and equipment

- fire and other events: $60,000.00 \times 0.1\% = 60:12 = 5.00$ zł
- theft $60,000.00 \times 2.5\% = 1500:12 = 125.00$ zł

TOTAL INSURANCE = $2.92 + 72.92 + 5.00 + 125.00 = 205.84$ zł

6. Advertising and promotion

The salon allocates a monthly amount of **3500 PLN** for advertising.

7 Telephone and fax charges

Telephone charges are regulated on a monthly basis and amount to **PLN 700.06**.

8 Surveillance and alarm

In accordance with the agreement concluded with *L'OREAL* monthly fee for monitoring is **1000.00 zł**.

9. Transport

Transport is settled on the basis of petrol bills and amounts to **PLN 500**.

10. Other costs

Other costs represent 0.21% of the value of these fixed costs and are intended for unforeseen expenses.

$50297.61 \times 0.21\% = 106.39$ PLN.

II. Specification of variable costs

Due to the fact that the "Figaro" Salon provides its services in five packages, the unit price is **PLN 400**.



Marketing plan

Marketing plan assumptions

As we have already mentioned, the company wants to establish a branch of a cosmetics and hairdressing company. In Katowice town square (Bogucicka Street), where the branch of our salon is to start its activity, there are six beauty and hairdressing salons (apart from nine hairdressing salons and two beauty salons). There is no company offering a comprehensive range of care services in this area. It should be added that the local market has already been divided among competitors, each with a group of 'loyal' customers.

The fight against competition will focus on actions directly aimed at "poaching" customers who have used the offer of existing facilities so far.

The "Figaro" salon, continuing its traditions, will use its advantages:

- high quality of products and services,
- flexibility in adapting to the customer's wishes (packages of cosmetic and hairdressing services),
- comprehensiveness / diversity of services provided.

Market analysis

Portrait of a typical consumer

On the basis of data collected through surveys, interviews with product buyers and own observations, a portrait of a typical customer was drawn up. This description lists all the most common features of our potential buyers.

Table 14. Portrait of a typical customer

Age	20 - 45 years old
Sex	Female
Education	Medium and higher
Income / Consumption expenditure	Above average

Own work

These are mostly women who have contacts with people on a professional level, students and young married women who want to draw attention to themselves with a unique and well-chosen hairstyle.

Market description

Table 15. General data on the number of inhabitants of Katowice

details	Data
Voivodeship	Śląskie
City	Katowice
Population	4 847 600
Including women	2 494 416
Including men	2 353 184

Source: Statistical data as of 31.12.2000. Katowice City Hall - Population Planning Department



Table 16. Number of inhabitants in age brackets

Age	female	male
35 – 39	8787	7079
40 – 44	7974	7028
45 – 49	9594	7644
50 – 54	6560	5421
55 – 59	6969	5248

Source: Statistical data as at 31.12.2000. City Hall - Population Planning Department

Unfortunately, we have not been provided with data on the number of people with higher/high school education and above average income, which makes it impossible for us to determine the exact number of potential clients.

Description and analysis of the competition

As we have already mentioned in point 4.1., the centre is home to both beauty and hairdressing establishments. The quality of the services provided is quite good, but in none of them will the customer experience the full comfort of the "Figaro" Salon.

Sales (turnover) forecast

Full demand forecast presented in chapter 3.3 - 'Production programme'. At the moment only a general trend over a four-year period (2006-2009) will be presented.

Demand forecast in thousands PLN	
Year	Data
2006	3 720
2007	3 831
2008	3 962
2009	4 083

Price strategy

The pricing policy of the "Figaro" Salon with respect to services is fixed, the company has packages of cosmetics and hairdressing services, all at the same price (the list of packages and prices is presented in Appendix No.). In most cases, it is the main distributors who determine the prices of cosmetic materials. This is their own pricing policy, to which the owner of the company must adapt by signing a contract for the purchase of resources - materials for work.

Hairdressing and cosmetic services are not cheap either. This is due to the standard offered to customers. To sum up, the company provides professional and reliable service at an appropriate price. In addition, the "Veblen good" effect - a show effect on which the salon is partly relying - can be seen among buyers.

Promotion and publicity measures

When setting up a business at a new location, one of the most important things is proper promotion and advertising. The company will be based on patterns that it has tested itself.



Advertising:

In the first three weeks of our activity we rely on aggressive advertising in the form:

- poster action,
- distributing leaflets,
- radio commercials,
- articles in "Dziennik Zachodni" daily, which has been cooperating with us for a long time.

Later on, we will only keep:

- "Dziennik Zachodni
- seasonal radio commercials,
- taking part in events such as fashion shows as stylists,
- participation in the Beauty Fair organized annually in Spodek.

It should be mentioned that distributors themselves often advertise their own authorized companies.

Promotion:

- contests,
- attractive discounts, e.g.: passes, discounts.

Table 18.

Costs of marketing activities in the years 2003 - 2006 in the branch of the "Figaro" Exhibition (in PLN)

Marketing costs	2006	2007	2008	2009
Promotion and advertising costs	42000,00	42000,00	42000,00	42000,00

Organisational plan

Human resources

The "Figaro" salon is still a small company, therefore the owners are managers and have the appropriate qualifications; experience that is essential for the success of the planned project.

Due to the long opening time of the company (from 8.00 to 21.00), the work takes place in two shifts. The company will employ fourteen employees (four beauticians, four hairdressers, four masseuses, one plastic surgeon and one dermatologist surgeon).

Recruitment of employees

The employee plays an important role in the success of the company. It is he or she who has direct contact with the customer and largely depends on the success or failure of the enterprise. Therefore, the management selects its staff very selectively. It is guided, among others, by personal interviews, employee's qualifications and probationary period. An employee works well if he or she is properly motivated. Due to the test "research of motivations for work" the manager knows for what reasons an employed person took a job and how to reward him/her.

Assumptions of the financial plan

- The financial plan was prepared in a probable scenario.
- In general, the assumption was made to express all figures taking into account fixed prices at the beginning of 2006 and all figures were expressed in PLN or in the number of packages.

Sensitivity analysis





Erasmus+

KST (fixed costs)- 50,404.00 PLN

Cj. (unit price)- 400.00 PLN

j.kzm (one variable cost)- 250.00 PLN

Quantitative calculation of the break-even point

$$KST + j.kzm. *X = cj.*X$$

$$50404=150X$$

$$X=336 \text{ packages per month}$$

We assume that a month (excluding public holidays) has 25 days then 336 (packages) /259 days)=14 packages per day.

MAX CAPACITY – WE’VE SET AT 20 PACKAGES * 25 Days = 500 PACKAGES (monthly)

Value Calculation of the break-even point

$$PR' = cj.*PR 400 *336= 134,400.00 \text{ zł}$$

Percentage calculation of the break-even point

$$PR/ \text{ max capacity } 336/500*100=67.2\%$$

Sensitivity analysis

The break-even point due to the change in price, fixed and variable costs, assuming the level of variable changes by -10% and +10%.

SPECYFICATION	TO DATE	Selling price		Variable costs		Fixed costs	
		-10%	+10%	-10%	+10%	-10%	+10%
PR	336	458,22	265,28	288,02	403,23	302,42	369,63
PR' (in PLN)	134 400,00	164 959,20	116 723,20	115 208,00	110 000,00	120 968,00	147 852,00
PR"	67,2%	91,64%	53,05%	57,60%	80,64%	60,48%	73,92%

Conclusions

Entering this market, like any other, is associated with many of the problems we encounter. First of all, the first threat is the competition, which will not stand idly by and will try to prevent us from achieving success by, for example:

- lowering prices,
- an attempt to introduce a more attractive product,
- increasing expenditure on promotion and advertising, etc.

This is, of course, a normal reaction and it needs to be counteracted accordingly. Another, but no less important, problem is the search for and employment of good personnel, meeting such requirements as: competence, honesty, loyalty, appropriate approach to the customer.

Apart from these and other threats, the planned project has a great chance of success. In combination with the company's experience to date, its own financial background and its activity in the last one, we can safely say that the branch of the "Figaro" salon may appear on the market as a prospering company.

Classification in grade	Monthly rates in PLN	
	from	to
I	700	800
II	700	850
III	700	900





Erasmus+

IV	700	950
V Hairdresser	700	1000
VI	700	1050
VII Hairdresser 1	700	1200
VIII	1000	1500
IX Cosmetic surgery doctor Beautician		
Masseur	1200	1700
X Dermatologist	1900	2500



Balance sheet

F-1 Balance sheet (in PLN)													
Assets	Base period	1	2	3	4	5	6	7	8	9	10	11	12
A. Fixed assets (I+II+III)		10 000 PLN	9 583 PLN	9 167 PLN	8 750 PLN	8 333 PLN	7 917 PLN	7 500 PLN	7 083 PLN	6 667 PLN	6 250 PLN	5 833 PLN	5 417 PLN
I. Intangible fixed assets													
II. Property, plant and equipment (1+2+3+4+5)		10 000 zł	9 583 zł	9 167 zł	8 750 zł	8 333 zł	7 917 zł	7 500 zł	7 083 zł	6 667 zł	6 250 zł	5 833 zł	5 417 zł
1. land (including the right of perpetual usufruct of land)													
2. buildings and structures													
3. plant and machinery		10 000 zł	9 583 zł	9 167 zł	8 750 zł	8 333 zł	7 917 zł	7 500 zł	7 083 zł	6 667 zł	6 250 zł	5 833 zł	5 417 zł
4. means of transport													
5. other fixed assets													
III. Other fixed assets													
B. Current assets (I+II+III+IV)	4 000 zł	3 231 zł	2 271 zł	9 176 zł	15 501 zł	25 198 zł	29 525 zł	41 141 zł	47 898 zł	57 084 zł	69 511 zł	82 747 zł	99 223 zł
I. Stocks		2 000 zł	1 000 zł	1 500 zł	15 000 zł	10 000 zł	6 000 zł	4 000 zł	2 000 zł	2 500 zł	3 000 zł	2 000 zł	2 000 zł
II. Short-term receivables		1 000 zł	1 500 zł	1 500 zł	1 000 zł	1 500 zł	2 000 zł	500 zł	2 400 zł	- zł	500 zł	700 zł	- zł
III. Short-term investments (including cash) cash and cash equivalents	4 000 zł	231 zł	- 229 zł	6 176 zł	- 499 zł	13 698 zł	21 525 zł	36 641 zł	43 498 zł	54 584 zł	66 011 zł	80 047 zł	97 223 zł
IV. Other current assets													
Total assets (A+B)	4 000 zł	13 231 zł	11 854 zł	18 343 zł	24 251 zł	33 532 zł	37 441 zł	48 641 zł	54 981 zł	63 751 zł	75 761 zł	88 580 zł	104 640 zł
Liabilities													
C. Equity capital (fund)	4 000 zł	3 231 zł	2 854 zł	10 343 zł	12 904 zł	23 184 zł	28 094 zł	40 293 zł	47 633 zł	57 403 zł	70 413 zł	84 232 zł	101 292 zł
Owner contributions	4 000 zł	4 000 zł	4 000 zł	4 000 zł	4 000 zł	4 000 zł	4 000 zł	4 000 zł	4 000 zł	4 000 zł	4 000 zł	4 000 zł	4 000 zł
Grants		- zł	- zł	10 000 zł	10 000 zł	15 000 zł							
Cumulative owner withdrawals		- 1 000 zł	- 1 000 zł	- 4 000 zł	- 10 000 zł	- 16 000 zł	- 22 000 zł	- 28 000 zł	- 34 000 zł	- 40 000 zł	- 46 000 zł	- 52 000 zł	- 58 000 zł
Net profit cumulatively		231 zł	- 146 zł	343 zł	8 904 zł	20 184 zł	31 094 zł	49 293 zł	62 633 zł	78 403 zł	97 413 zł	117 232 zł	140 292 zł
D. Liabilities and provisions for liabilities (I+II+III+IV)	- zł	10 000 zł	9 000 zł	8 000 zł	11 348 zł	10 348 zł	9 348 zł	8 348 zł	7 348 zł	6 348 zł	5 348 zł	4 348 zł	3 348 zł
I. Provisions for liabilities													
II. Long-term liabilities (1+2)	- zł	10 000 zł	9 000 zł	8 000 zł	7 000 zł	6 000 zł	5 000 zł	4 000 zł	3 000 zł	2 000 zł	1 000 zł	- zł	- 1 000 zł
1. loans and credits		10 000 zł	9 000 zł	8 000 zł	7 000 zł	6 000 zł	5 000 zł	4 000 zł	3 000 zł	2 000 zł	1 000 zł	- zł	- 1 000 zł
2. other													
III. Short-term liabilities (1+2+3)	- zł	- zł	- zł	- zł	4 348 zł	4 348 zł	4 348 zł	4 348 zł	4 348 zł	4 348 zł	4 348 zł	4 348 zł	4 348 zł
1. for deliveries and services	- zł	- zł	- zł	- zł	4 348 zł	4 348 zł	4 348 zł	4 348 zł	4 348 zł	4 348 zł	4 348 zł	4 348 zł	4 348 zł
2. loans and credits													
3. other (withdrawal)													
IV. Prepayments and accruals													
Total liabilities (C+D)	4 000 zł	13 231 zł	11 854 zł	18 343 zł	24 251 zł	33 532 zł	37 441 zł	48 641 zł	54 981 zł	63 751 zł	75 761 zł	88 580 zł	104 640 zł

Profit and loss account

	Coefficients	1	2	3	4	5	6	7	8	9	10	11	12
A. Net revenues from sales		15 000 zł	8 000 zł	14 000 zł	19 000 zł	26 458 zł	25 000 zł	34 000 zł	29 000 zł	31 000 zł	35 000 zł	37 000 zł	40 000 zł
I. Net revenues from the sale of products and services		10 000 zł	3 000 zł	9 000 zł	14 000 zł	21 458 zł	20 000 zł	29 000 zł	24 000 zł	26 000 zł	30 000 zł	32 000 zł	35 000 zł
II. Net revenues from the sale of goods and materials	1,15	5 000 zł	5 000 zł	5 000 zł	5 000 zł	5 000 zł	5 000 zł	5 000 zł	5 000 zł	5 000 zł	5 000 zł	5 000 zł	5 000 zł
B. Operating expenses		14 648	8 364	13 364 zł	8 364 zł	12 464 zł	11 464 zł	11 464 zł	12 464 zł	11 464 zł	11 464 zł	12 464 zł	11 464 zł
I. Depreciation	24		417 zł	417 zł	417 zł	417 zł	417 zł	417 zł	417 zł	417 zł	417 zł	417 zł	417 zł
II. Usage of materials and energy		1 700 zł	1 700 zł	1 700 zł	1 700 zł	1 700 zł	1 700 zł	1 700 zł	1 700 zł	1 700 zł	1 700 zł	1 700 zł	1 700 zł
III. Foreign Service		1 600 zł	1 600 zł	1 600 zł	1 600 zł	1 600 zł	1 600 zł	1 600 zł	1 600 zł	1 600 zł	1 600 zł	1 600 zł	1 600 zł
IV. Taxes and fees:		1 000 zł	- zł	- zł	- zł	1 000 zł	- zł	- zł	- zł	- zł	- zł	1 000 zł	- zł
V. Salaries		- zł	- zł	- zł	- zł	2 000 zł	2 000 zł	2 000 zł	2 000 zł	2 000 zł	2 000 zł	2 000 zł	2 000 zł
VI. Social security and other benefits		- zł	- zł	- zł	- zł	1 100 zł	1 100 zł	1 100 zł	1 100 zł	1 100 zł	1 100 zł	1 100 zł	1 100 zł
VII. Other costs		6 000 zł	300 zł	5 300 zł	300 zł	300 zł	300 zł	300 zł	300 zł	1 300 zł	300 zł	300 zł	300 zł
VIII. The value of sold goods and materials		4 348 zł	4 348 zł	4 348 zł	4 348 zł	4 348 zł	4 348 zł	4 348 zł	4 348 zł	4 348 zł	4 348 zł	4 348 zł	4 348 zł
C. Profit (loss) on sales (A-B)		352 zł	- 364 zł	636 zł	10 636 zł	13 993 zł	13 536 zł	22 536 zł	16 536 zł	19 536 zł	23 536 zł	24 536 zł	28 536 zł
D. Other operating income		- zł	- zł	- zł	- zł	- zł	- zł	- zł	- zł	- zł	- zł	- zł	- zł
I. Subsidies													
II. Other operating income													
E. Other operating expenses													
F. Profit (loss) on operating activities (C + D-E)		352 zł	- 364 zł	636 zł	10 636 zł	13 993 zł	13 536 zł	22 536 zł	16 536 zł	19 536 zł	23 536 zł	24 536 zł	28 536 zł
G. Financial income		50 zł	50 zł	50 zł	50 zł	50 zł	50 zł	50 zł	50 zł	50 zł	50 zł	50 zł	50 zł
H. Financial expenses	14,0%	117 zł	117 zł	117 zł	117 zł	117 zł	117 zł	117 zł	117 zł	117 zł	117 zł	117 zł	117 zł
I. Gross profit (loss) (F + G-H)		286 zł	- 431 zł	569 zł	10 569 zł	13 926 zł	13 469 zł	22 469 zł	16 469 zł	19 469 zł	23 469 zł	24 469 zł	28 469 zł
PROFIT (loss) cumulatively		286 zł	- 146 zł	423 zł	10 992 zł	24 918 zł	38 387 zł	60 856 zł	77 325 zł	96 794 zł	120 263 zł	144 731 zł	173 200 zł
J. Income tax	19,0%	54 zł	- 54 zł	80 zł	2 008 zł	2 646 zł	2 559 zł	4 269 zł	3 129 zł	3 699 zł	4 459 zł	4 649 zł	5 409 zł
K. Other mandatory from reduced profit (increased loss)													
L. Net profit (loss) (I-J-K)		231 zł	- 377 zł	488 zł	8 561 zł	11 280 zł	10 910 zł	18 200 zł	13 340 zł	15 770 zł	19 010 zł	19 820 zł	23 060 zł

Financial flows

F-3 Cash flow (in PLN)													
	Base period												
A. Cash flows from operating activities													
1. Net profit (loss)		231 zł	- 377 zł	488 zł	8 561 zł	11 280 zł	10 910 zł	18 200 zł	13 340 zł	15 770 zł	19 010 zł	19 820 zł	23 060 zł
2. Depreciation and amortisation		- zł	417 zł	417 zł	417 zł	417 zł	417 zł	417 zł	417 zł	417 zł	417 zł	417 zł	417 zł
3. Change in inventories		- 2 000 zł	1 000 zł	- 500 zł	-13 500 zł	5 000 zł	4 000 zł	2 000 zł	2 000 zł	- 500 zł	- 500 zł	1 000 zł	- zł
4. Change in the balance of receivables		- 1 000 zł	- 500 zł	- zł	500 zł	- 500 zł	- 500 zł	1 500 zł	- 1 900 zł	2 400 zł	- 500 zł	- 200 zł	700 zł
5. Change in short-term liabilities, except for loans and credits		- zł	- zł	- zł	4 348 zł	- zł	- zł	- zł	- zł	- zł	- zł	- zł	- zł
6. Other adjustments													
I. Total (1+2+3+4+5+6)		- 2 769 zł	540 zł	405 zł	325 zł	16 197 zł	14 826 zł	22 116 zł	13 856 zł	18 086 zł	18 426 zł	21 036 zł	24 176 zł
A. Cash flows from investing activities													
1. Sale of fixed assets													
2. Acquisition of property, plant and equipment		- 10 000 zł	- zł	- zł	- zł	- zł	- zł	- zł	- zł	- zł	- zł	- zł	- zł
3. Other													
II. Total (1+2+3)		-10 000 zł	- zł	- zł	- zł	- zł	- zł	- zł	- zł	- zł	- zł	- zł	- zł
C. Cash flows from financial activities													
1. Taking out credits and loans		10 000 zł											
2. Repayment of credits and loans			- 1 000 zł	- 1 000 zł	- 1 000 zł	- 1 000 zł	- 1 000 zł	- 1 000 zł	- 1 000 zł	- 1 000 zł	- 1 000 zł	- 1 000 zł	- 1 000 zł
3. Grants				10 000 zł		5 000 zł		- zł					
4. Payments to owners		- 1 000 zł	- zł	- 3 000 zł	- 6 000 zł	- 6 000 zł	- 6 000 zł	- 6 000 zł	- 6 000 zł	- 6 000 zł	- 6 000 zł	- 6 000 zł	- 6 000 zł
Payments made by owners		4 000 zł											
6. other													
III. Total (1+2+3+4+5+6)		4 000 zł	9 000 zł	-1 000 zł	6 000 zł	- 7 000 zł	- 2 000 zł	- 7 000 zł					
D. Total net cash flows (I+II+III)		4 000 zł	- 3 769 zł	- 460 zł	6 405 zł	- 6 675 zł	14 197 zł	7 826 zł	15 116 zł	6 856 zł	11 086 zł	11 426 zł	14 036 zł
F. Cash at the beginning of the period		- zł	4 000 zł	231 zł	- 229 zł	6 176 zł	- 499 zł	13 698 zł	21 525 zł	36 641 zł	43 498 zł	54 584 zł	66 011 zł
G. Cash and cash equivalents at the end of the period (F + D)		4 000 zł	231 zł	- 229 zł	6 176 zł	- 499 zł	13 698 zł	21 525 zł	36 641 zł	43 498 zł	54 584 zł	66 011 zł	80 047 zł

Module IV

Creativity and innovation

in business

Class scenario

NAME OF THE MODULE		Creativity and innovation in business	
NAME OF THE TRAINING UNIT		Innovate entrepreneurship program for vocational students	
NUMER	Module IV	HOURLY DIMENSION	8 – 10 hour
TRAINING OBJECTIVES (main objective and specific objectives)			
<p>Acquisition, broadening and consolidation of knowledge on innovation and creativity as a key element of competitive advantage in its practical application and to awaken the innovation and creativity of the trainees and their perception of their potential.</p> <p>7. Creative thinking and acting in three creative processes: exploratory, combination and transformational.</p> <p>8. The ability to think creatively in three creative processes</p> <p>9. The ability to use creative thinking in order to introduce innovations into their activities and their planned future business.</p> <p>10. Selected techniques and tools for creative thinking</p> <p>11. The ability to apply in teamwork selected techniques and tools of creative thinking, including the Action Learning method.</p>			
TRAINING SESSIONS			
<p>Number of participants - not less than 8 and not more than 14</p> <p>Room facilitating work in smaller groups</p> <p>Freedom to arrange the workspace (move / remove tables and chairs)</p>			
FORMS OF TRAINING			
<p>t. Mini lectures,</p> <p>u. Guided discussions,</p> <p>v. Presentations in the group forum,</p> <p>w. Group work in the form of Brainstorming,</p> <p>x. Group exercises,</p> <p>y. Exercises divided into subgroups, roles,</p> <p>z. Group work in the form of questions</p> <p>aa. Tasks to be completed on your own between sessions</p>			
SPECIFIC CONTENT			
<p>1. Logic and intuition, creativity</p> <ul style="list-style-type: none"> • Divide the participants into 3-person teams and ask them to prepare their definitions for logical and intuitive creative problem solving. • Discuss on the forum the given definitions and summarize by indicating the differences • Divide the participants into pairs and ask them to indicate which of the six problems are creative and which are logical - <i>Logical and creative problem solving 4.1</i> • Discuss proposed solutions - <i>Logical and creative problem solving 4.2</i> 			40 minutes
<p>2. Innovation and creativity - definitions and differences</p> <ul style="list-style-type: none"> • Divide the participants into 3 teams and ask them to prepare a definition for innovation or creativity. • On the forum, discuss the proposed definitions and summarize them based on Power Point slide definitions. 			30 minutes





<p>3. Creative skills in creativity and innovation</p> <ul style="list-style-type: none">• Invite participants to individual work on creating their own metaphors for:<ul style="list-style-type: none">- Metaphor for creativity – Metaphor for creativity 4.3- Metaphor for innovation - Metaphor for innovation 4.4• Anonymously write down the collected metaphors on two flipcharts (separately for creativity and separately for innovation).• Together with the participants, discuss the different metaphors in terms of positive challenges, activities, competences needed (skills, qualities, attitudes, knowledge, etc.).• Ask the participants to write down on the prepared flipchart sheets the competences they consider necessary in creativity and innovativeness with a focus on a business approach.• Ask each participant to choose 2 - 3 competences they want to develop in the classroom and to define the measure for these objectives by answering the question:<ul style="list-style-type: none">- How do they know that they've developed the competence to the desired level?	40 minutes
<p>4. Examples of creativity and innovation in business (use slides)</p> <ul style="list-style-type: none">• Invite participants to give examples, write it on a flipchart• Discuss which examples are more related to creativity and which are more related to innovation.	15 minutes
<p>5. Three types of creative processes of creativity (exploration, combination, transformation)</p> <ul style="list-style-type: none">• Exploration (children's curiosity, question about everything) - discuss on the basis of slides, give examples and conduct exercises:<ul style="list-style-type: none">- Red Riding Hood - as many questions to the picture as possible to generate participants. At first they ask one by one, then each without waiting for their turn.- Whatever you can - choose one question and the group standing opposite each other in the circle gives suggestions. You can use a ball that they throw away after making a proposal.• Combination - combining, matching - discussion based on slides, give examples and conduct an exercise - love letter to your favourite person. Each participant individually identifies their favourite subject from school, writes down 10 nouns related to the subject, and then uses these 10 nouns to write a love letter. Ask the participants to read the letters and guess what the school subject was.• Transform - Transform - Transform - Ohm based on slides and give examples and perform the following exercises:<ul style="list-style-type: none">- Luckily and unfortunately (Power Point slide)- Animal machine (Power Point slide). Prepare two types of cards, i.e. with animals (fox, rooster, wolf, bear, etc.) and with household appliances (slicer, washing machine, stove, mixer, etc.).	120 minutes
<p>6. Creativity barriers - Power Point slides</p> <ul style="list-style-type: none">• Invite participants to participate in creative thinking awareness-raising exercises• First experience - using an office paper clip. Clearly emphasize that you expect wise and sensible ideas. Don't read the ideas, ask for their amount. Don't comment on the barrier at this point.	60 minutes





<ul style="list-style-type: none">• Second experience - ask the participants to search for the key to predict where the letter (under, above or below the line) will be. Barrier - I have an answer, so I stick to it and do not look for other possibilities.• Third experience - ask participants to plant 10 trees in 5 rows of 4 trees in a row. Barriers - restrictions e.g. rows must be parallel to each other, as I saw in orchards.• Fourth experience - ask the question which numbers are divided equally by two. A barrier - equally often means for us in its entirety, without any part.• Fifth experience - tell participants that the breeder had nine pregnant sheep and wanted to separate them so that each had a separate pen. He asked his son for help and asked him how many farms he was to build (apart from the already existing one? My son answered that two pens. My father got upset and insulted him because he thought he was making jokes. Who was right. Barrier - premature judgment.• Sixth experience - ask participants to invent as many applications of the trouser strap as possible. You will not discuss and evaluate ideas, it is the number of ideas that counts. A barrier from first experience - fear of ridicule. Show differences in the number of ideas from the first and last experience.	
<p>7. Creative thinking techniques</p> <ul style="list-style-type: none">• Introduce participants to the technique of working Hats de Bono (PP slides). Find a common problem for the group, which you will be working on using the method of 6 hats. Divide the participants into groups and conduct the session according to the PP slide instructions and – <i>Six Thinking Hats Method by Edward De Bono 4.5</i>• Introduce participants to the technique of creative work in the form of a brainstorming storm - <i>Brainstorming 4.6</i> Establish the topic you want to solve using the brainstorming technique. Conduct an experiment using the techniques of writing ideas on the flipchart and then selecting by assigning votes (coloured cards) to the presented and grouped ideas. Discuss the group process, what helped and what made it difficult, disturbed the work using this technique.• Conduct creative exercises based on the description on the PP slides<ul style="list-style-type: none">- Streamlining the café- Hot potato- Less fantasy	120 minutes
<p>8. Innovation process leader attitude</p> <ul style="list-style-type: none">• Creative questions leading to creative thinking: innovative questions, developing questions, questions facilitating the transfer of knowledge and skills, evaluation questions, questions optimizing actions.• Conduct a short exercise in a group where participants can only ask themselves questions and answer the question with one sentence. <p>9. Summary of training sessions</p> <ul style="list-style-type: none">• Ask participants to identify individually what element of creativity and innovation activities they will develop and in what situations• Divide the participants into teams working on a common concept of future business and ask them to carry out the task of implementing a creative technique of their choice for the next workshop to work on e.g.:	30 minutes



<ul style="list-style-type: none">- New product or product development- Reaching a selected group of customers- Obtaining the necessary resources	
TOOLS	
<ul style="list-style-type: none">• projector and computer for displaying presentations, flipchart, pens, cards and scissors• questionnaires, exercise props, etc.	
LITERATURE	
<ul style="list-style-type: none">• <i>Kreatywność i innowacyjność w unowocześnianiu przemysłu i usług: praca zbiorowa/ pod red. Jana Pyki (2009), Towarzystwo Naukowe Organizacji i Kierownictwa.</i>• Francik A., <i>Kreatywność, innowacyjność, przedsiębiorczość - obszary spójne czy odrębne?</i> (2014), [w:] „Innowacje i przedsiębiorczość: teoria i praktyka”, s. 13-27.• Leśniewski M.A., <i>Behaworialna kulturowa przewaga konkurencyjna przedsiębiorstw</i> (2016), Instytut Zarządzania. Wydział Prawa, Administracji i Zarządzania Uniwersytet Jana Kochanowskiego w Kielcach.	



4.1 Logical and creative problem solving

Every problem contains an element of the unknown - otherwise there would be no problems to solve.

However, they are unknowns and unknowns.

In general, problems can be solved in two ways:

- A. According to the LOGICAL order, in a planned way - by identifying possible solutions and their advantages and choosing the "best" solution.
- B. INTUITIVE, CREATIVE - by acting without a plan, making sudden decisions.

Below are some examples of problems - tasks. Read the description of each of them and decide whether it belongs to type A (logical) or type B (creative).

1. Get from the workplace to a meeting taking place at another specific site.
2. To be left anywhere in the country with a few pennies in your pocket to get home. Imagine you're standing in an open area covered in light fog.
3. Choose how to announce a small redundancy at the workplace, assuming you have 48 hours and some of the workers are trade union members.
4. Selection of bonus schemes in a department where the workload is highly variable and where the bonus was paid in the form of an hourly lump sum.
5. A decision about how to ask a favour of a boss who you know may be in a mood.
6. A decision on how to conduct a specific job interview.

ANSWERS:

1. **A** The goal is clear and there are several simple possibilities (car, train, bus, etc.)
2. **B** This situation is already much more ambiguous. You have to start going one way or the other, but there is no logical way to say which way.
3. **A** Clear purpose and possibilities for action.
4. **A** As before, the objective is clear and, before selecting the best solution from a logical point of view, all existing systems should be analysed beforehand.



5. **B** There is no obvious course of action because the boss is unpredictable. A rigidly planned contract could be a disaster.
6. **B** It is arguable that this should be a logical task as it requires planning. And so it can be. Nevertheless, the needs and feelings of the other party must be taken into account and taken into account by the superior. It must therefore be flexible in its approach. Most interpersonal situations require a certain dose of creative approach to solving problems and making decisions.

4.2 A metaphor for creativity

Please finish the sentence below with a metaphor. A metaphor should be an activity, an action (e.g. cleaning snow during snowstorms or preparing a nice surprise for a loved one).

Remember, the first association is the most valuable.

There are no good or bad associations.

Creativity, creative activity is like:

.....
.....
.....
.....

4.3 A metaphor for innovation

Please finish the sentence below with a metaphor. A metaphor should be an activity, an action (e.g. cleaning snow during snowstorms or preparing a nice surprise for a loved one).

Remember, the first association is the most valuable.

There are no good or bad associations.

Innovation, innovation activity is like:

.....
.....
.....



4.4 The Six Thinking Hats Method developed by Edward De Bono.

The six-hat method was created by Edward De Bono, the creator of the term "lateral thinking". The idea of six hats allows for a creative approach to solving problems, indicates six different angles from which the problem can be seen.

This method is simple, practical and effective, and has been accepted by the educational community, corporations and organizations around the world. Six thinking hats change discussions from simply arguing and defending one's own arguments into a constructive discussion, the whole idea is to artificially adopt a specific position on a given matter. Thanks to this, nobody is too emotionally involved in defending their rights and at the same time can express their feelings (in a given hat) without the need to worry about what others think. It allows you to save time for conscious creative effort in a given time, introduces a certain order of creation, while not being afraid to omit some aspect of the problem.

Where to apply the of six thinking hats technique?

This technique can be compared to a small game of theatre. I play alone when I have no one around, I just set myself a few minutes for a given hat and within the given time I think like this, writing down my observations. Working with this technique in groups (in companies, during meetings or even lessons) we can adopt many strategies, practically each one is good depending on the situation, you can put on one hat at a time, and the whole group can share roles and discuss with each other in different hats, changing them from time to time. For example, if you want to explain an argument to someone we put on and ask them to put on a hat, instead of inventing new arguments.

We think differently in every hat!

Red hat - emotion "What are the feelings at stake here?"

- The red hat is strongly connected with the expression of emotions, passion, impulsiveness and emotional exaggeration of reality.
- The red hat is the most important aspect of the problem:
 - impressions,
 - intuition,
 - hunch,
 - feelings, emotions...
- This colour is a kind of trigger for feelings, every action, thing is connected with them, we have an obligation to express them when we put on this hat. We get rid of objectivity, we express everything in this colour, subjectively, something we like or dislike. We do not ask why we like something more or less, these are our feelings, and we have the freedom to express them in this disguise.
- Decisions made in this colour can be even irrational, with an emotional approach there is no time for rational thinking, decisions can be quick and violent, emotion is a reaction to the first impression.



- Some people think that a thinker should be emotionless, that emotions interfere with thinking. But you have to remember that every decision requires emotion.
- The red hat gives subjective meaning to thinking.
- In group work it allows to express feelings openly, without hiding or hiding them, after all it is just role play, we do not express feelings but play a role
- The questions you're going to ask:
 - How do you react to that?
 - What are your emotions?
 - How do you feel about that?

White hat - objectivity "What are the facts, what do we know about it?"

- The white hat is the complete opposite of the red one, it indicates purity, sterility, neutrality and logic.
- The white hat takes care of facts and numbers.
- The white role can be compared to the role of a computer, there is an objective algorithm of conduct that we apply to, there are no feelings, there are no emotions, there is only what can be rationally presented.
- White colour is the trigger for facts, e.g. we say: "now we put on a white hat and analyse the facts themselves", it should be remembered that facts are not discussed, they exist. They must be as objective as possible in a certain aspect, e.g. "this building is 10 years old".
- Use the white hat, usually at the beginning of a subject change. For example, when we move on to discussing the problem of low wages, we first have to ask what real wages are, and that is when we use this colour.
- White man uses specific sets of information, statistics, documents and analyses.
- The person in white does not evaluate events, but reveals data on a specific topic and comments within the limits of information available to him.
- It is important to remember that facts do not always have to be facts. Most so-called facts are simply personal remarks made in good faith, or something we consider a fact. It is therefore sometimes advisable to make a distinction between verified facts, facts based on belief, facts 'in general', or to use a different scale of probability. For example, is the statement that "women paint their nails" a fact? We can apply here e.g. the scale of probability, or more precise facts e.g. "women who may be interested in our product (nail polish remover) paint their nails".
- Following the principles of good creative dialogue, we can assume that everything we do with the problem, that is, our original knowledge of the subject, is in the white hat.
- It's a good thing to be the first point of the meeting to define a white hat as a representation of the problem.
- The questions you're going to ask:
 - What are the facts?
 - What information do you have?
 - What information are you missing?
 - What is the probability of this phenomenon occurring?

Black hat - pessimism "Its not going to end well"

- The black hat is a logical and pessimistic, negative approach to assessing and warning about dangers.
- The person in black headgear excessively criticizes reality, sees only its bad aspects. The black world is full of threats, full of negativity and failure.
- It is the task of the black hat wearer to demonstrate all defects, deficiencies, deficiencies, deficiencies and hazards. Black hat looks for a hole in the whole, checks if everything discussed so far is certainly right. It shows all the consequences that may result from the adopted solution.
- The black hat asks questions, searches for the truth, looks into the future, e.g. "what happens when?" or "how do you know that?".



- It is trying to prove someone wrong at all costs. When looking for safety, a black hat shows all the shortcomings, all the flaws, checks if everything is legal.
- Another feature of black is that it saves both time and resources, it checks whether the solution will bring the right benefits, whether we are able to implement the solution, how much time it will take in comparison with others.
- It is easy to criticize, even very easy, you can always say "no because you don't" or "no because this man is stupid, so his ideas are stupid". We always find a huge number of examples to criticize someone or something. However, it is not about criticizing in a black hat YES, but in moderation.
- Criticism is intended to point to elements that must be kept in mind and drawn attention to.
- The black hat allows you to see all the risks associated with the solution, but should not block the discussion.
- The questions you're going to ask:
 - What do you see wrong with that?
 - Will this work?
 - What happens if?
 - How do you know that?
 - What are your weaknesses?

Yellow hat- optimism "Only positive aspects, benefits, opportunities"

- Putting on the yellow hat is positive attitude, one can say a total optimism. The yellow world is joyful, it sees only positive aspects of the solution.
- The yellow hat is the exact opposite of black hat. Yellow thinking is curiosity, pleasure and search for joy.
- Wearing the yellow hat is turning into an entrepreneur. The entrepreneur sees those benefits that others do not see at first glance.
- The person in the yellow hat is supposed to point out all the benefits, not just the obvious ones. They can refer not only to logic and practice, but also to dreams and hopes.
- Yellow is full of faith in success and success, there are awards everywhere around, which yellow is meant to show.
- Yellow indicates the best results in future statistics and forecasts, concentrates only on positive aspects.
- Consider all possibilities and benefits, even those that go beyond the problem at hand.
- Thinking in a yellow hat explores and analyses the benefits and seeks their logical support. Full of euphoria, it is very constructive and fertile in new ideas.
- The questions you're going to ask:
 - What good points do you see?
 - Why is it worth it?
 - What positive qualities do you see?
 - What are the benefits?

Green hat - possibilities "What else, what's new, how to do it better?"

- Green is the colour of plenty, the development, the growth of plants. The green hat is full of ideas, full of new possibilities.
- The person in green is supposed to show a new look, a new point of view of reality.
- Green doesn't "pursue" old ideas, green shows new paths. There is no obligation to act logically, what is important is that it finds new ways.
- Wearing a green hat even allows you to play the role of a completely illogical "fool". Green does not stick to the rules, it is meant to work differently than punish patterns.
- When using a green hat, we should avoid thoughts that are the domain of other colours, green does not see criticism, nor does it see objectivity.
- Many crazy ideas have been transformed into quite rational ones, this transformation is the task of other hats, while the green one is to find ideas.



- This colour shows novelties, does not allow you to stand still, for this colour everything is in motion. Reality is a constant change, the found thing will sooner or later take on a new shape. A given event can be compared to a seed from which you do not know where and when a green pod will grow, and then a completely new plant - an idea.
- Green is what makes us look for the future, look for new solutions, what seems to already exist and "walk firmly on the ground".
- Green is looking for new alternatives. For this colour, even the final solution is not the final one, if only there is some time left to search further.
- The questions you're going to ask:
 - How can I do this more effectively?
 - What else can I do?
 - What should be changed to make it different?

Blue hat- organization "What's your action plan?"

- The person in the blue hat is a cool, impartial observer.
- Its main task is to control the course of thinking, it's the blue plan it imposes discipline.
- When we put on the blue hat, we switch off all problems related to the issue, we do not think about them for a moment.
- Instead, we think about what we should do now, what hat should we put on?
- Blue not only controls, but also organizes and defines the limits and priorities, it does not allow to go beyond the limits.
- Blue programmes the appearance of a whole session, which hat to put on first, and which hat to put on later. For example, when the issue is very emotional, it is advisable to wear the red hat first.
- During the discussion, the additional task of blue is to monitor the whole process, the blue hat comments on the progress of the discussion, the blue hat makes the description. It is also up to it to draw up the proposals.
- The questions you're going to ask:
 - What kind of thinking does this situation require?
 - What are you doing next?
 - What's been done already?

Summary

The main advantage of this method when working with more people is the role-playing. Playing theatre, a man does not hide his emotions, does not hide what he feels, says what he thinks he should say in a given hat, and not what it would be good to say. This method allows for completely honest conversations under the pretext of wearing hats. In addition, the technique of six hats, allows you to freely arrange the work on any issue. It allows the thinker to focus on just one thing at a time, e.g. instead of dealing with emotions, he or she will create new ideas, while the time will come for emotions.



4.5 Brainstorming

Alex Osborn's four principles

1. The principle of postponement of evaluation - evaluation during the development of solutions is forbidden.
2. The principle of fantasizing - it is desirable to invent the most improbable, fantastic or even absurd ideas. Such an absurd or fantastic idea may inspire someone with a more rational idea.
3. The principle of modification and transformation - it is advisable to improve, transform, modify and supplement the ideas of others and to suggest them when creating completely new ones.
4. The principle of transition from quantity to quality - the more ideas there are, the more likely it is to find the optimal idea. It is therefore necessary to gather as many ideas as possible.

5. Other:

- every idea is recorded exactly as it was reported
- the time taken to generate ideas is strictly defined
- The following problems are subjected to the procedure:

- specific, narrowly and clearly formulated. Instead of "How to increase the efficiency of our department?

Rather, "What should I do to make more efficient use of my working time?

- open, i.e. they must not start with "Do you...?" but with the questions to be answered with "How...?" "What do I do to...?", "How do I...?"

Brainstorming phases:

1. Green light phase - production without evaluation.
 - (a) Recording of the problem by the coach
 - (b) Explanation of why the problem identified concerns the group
 - (c) Presentation of the principles of brainstorming.
 - (d) Proper stage of brainstorming - saving ideas in the original version.
 - (e) Participants ask questions and authors of ideas explain them if something is incomprehensible or requires comment.

2. Red light phase - evaluation without generation (interruption, determination of evaluation criteria, evaluation, selection of those that best meet the requirements of the target)

- (a) Evaluation of ideas in the whole group or in a few smaller groups.

Presentation of all possible pros and cons before rejection.



Module V

Negotiations in business

Class scenario

MODULE NAME	Negocjacje w biznesie		
NAME OF THE TRAINING UNIT	Innowacyjny program przedsiębiorczości dla uczniów szkół zawodowych		
NUMBER	Module V	HOURLY DIMENSION	8 – 10 godzin
TRAINING OBJECTIVES (main objective and specific objectives)			
<p>Main goal: to present knowledge about business negotiations and how to use it in practice.</p> <p>Specific objectives: gaining the ability to cope with manipulation and identification by participants of their negotiating style.</p>			
TRAINING SESSIONS			
The training is intended for people without knowledge and experience in business negotiations - the condition is therefore the willingness to actively participate in the training.			
FORMS OF TRAINING			
a. Interactive lecture b. Presentation c. Brainstorming d. Simulations and exercises e. Guided discussion			
SPECIFIC CONTENT			
1. Negotiations as part of concluding contracts <ul style="list-style-type: none"> Divide the participants into subgroups and ask to gather as part of the discussion opinions on the topic: Situations in which the entrepreneur negotiates? Write down opinions on the flipchart and conduct voting (eg with colorful cards with votes of 3 per person), which in their opinion are most common in business. Provide negotiation definitions (PP slide) Invite participants to individual and group share their opinions on negotiations based on a questionnaire - My opinions and experience in negotiations 5.1 Show students an animated film: www.nbportal.pl/rozrywka/filmy/filmy-animowane/rynki/negocjacje 			30 minutes
2. Necessary competences in negotiations <ul style="list-style-type: none"> Invite participants to write their metaphors individually - Negotiations are like ... - Metaphor negotiations 5.2 <p>Then let everyone anonymously write their metaphor on the flipchart. You will discuss metaphors in terms of positive challenges, actions, competences</p>			30 minutes





needed (skills, characteristics, attitude, knowledge, etc. • Ask participants to write on the prepared flipchart cards the competences they consider necessary in negotiations. • Ask each participant to choose 2 - 3 competences they want to develop during classes and define a measure for these purposes by answering the question: - How will it know that it has developed a given competence at the expected level?	
3. Types of negotiations • Divide the participants into four groups and invite them to participate in the negotiation game Blue - Green. • Provide instructions and rules in force in the game, hand out materials - Game Rules Blue - Green 5.3 • Perform the game as instructed. • Discuss the game in the context of the types of negotiations and how the whole team could succeed, which hindered that success. - Win - win - Lost - lost - Win - lose, lose - win - Cooperative	30 minutes
4. The negotiation process - refer to the game from the first class - Fruit market and discuss based on PP slides. View a film about negotiations or play a negotiating scene containing the stages of the negotiation process and key elements of the negotiation - Buying a car 5.5 • Criteria for entering the negotiation process - when to start negotiations? Open discussion with participants and summarize (PP slide) • Stages of the negotiation process Ask participants what stages and stages they saw in the negotiations. Let the participants, based on the materials provided, indicate the various stages of the negotiation process that they saw in this scene. Discuss the significance of these stages in the negotiation process - Stages of negotiation 5.4	60 minutes
5. Styles of negotiation and communication in negotiations • Invite participants to individually complete a questionnaire identifying their negotiating styles - Thomas Kilmann TEST 5.8 • Ask participants to mark their style on the flipchart. • Discuss individual styles based on the information provided and PP slides. • Discuss negotiation styles and discuss based on PP slides - soft - hard - factual	30 minutes
6. Communication in negotiations • Persphase communication. Point to the existence of this form of influence on other people, use PP slides. Divide the participants into groups of three and invite them to the exercise - Shark Island 5.7. Discuss how they influenced each other for consensus and where the limit of manipulation was. • Nonverbal communication. Display PP slides with two characters. Divide participants into pairs and ask them to answer the following question: How do you interpret Mr. A and B's attitude - what do their gestures express?	40 minutes





	<p>Discuss suggestions in the forum and discuss the importance of non-verbal communication in negotiations.</p> <ul style="list-style-type: none">• Empathetic message and paraphrase <p>Ask if they know the paraphrase and empathic message. What is the difference and what connects them?</p> <p>Give examples of paraphrases and purpose of use.</p> <p>Give examples of empathic communication and purpose of use.</p> <p>Use information from PP slides.</p>	
7.	<p>Key elements of negotiations</p> <p>Discuss the negotiation elements with the participants by referring to the negotiation scene presented - Elements of the negotiation process 5.6 and use PP slides, remind the Fruit Market from 1 class.</p> <ul style="list-style-type: none">• Negotiation planes. <p>Point to differences in bargaining and negotiations - PP slide</p> <ul style="list-style-type: none">• Preparation for negotiations. <p>Ask participants how often and how much time and effort it takes to prepare for negotiations. What do they focus on? Use the PP slide for summary</p> <ul style="list-style-type: none">• Posts and intentions. <p>Ask the participants how the positions presented during the negotiations differ from the intentions. Discuss these issues based on PP slides.</p> <p>Do the exercise in pairs - Ten questions 5.9</p> <ul style="list-style-type: none">• Arguments and concessions <p>Discuss and give examples using PP slides</p> <ul style="list-style-type: none">• BATNA - an alternative to the negotiated agreement <p>Discuss and give examples using PP slides. Give participants a map containing key elements of the negotiation - Elements of the negotiation process 5.6</p> <ul style="list-style-type: none">• Assertiveness <p>Ask participants what they mean by assertiveness, what behaviors are assertive and which are not?</p> <p>Invite participants to the experiment, divide them into pairs and give out statements that they will read in turn, directing them to the other person, and assertive responses that they will use as a response to a non-objective statement. They do this alternately giving one statement - Assertive answers 5.10</p> <p>Discuss how they felt, what thoughts came to their minds in this exercise</p> <ul style="list-style-type: none">• Negotiation attitudes and negotiation principles <p>Carry out the exercise in the same pairs - Negotiation attitudes and negotiation principles 5.11</p> <ul style="list-style-type: none">• Invite participants to practice negotiation elements as part of a case study - Boring Barrels 5.13 <p>Divide them into groups and assign roles as instructed.</p> <p>Pay attention to preparation for negotiations, arguments, concessions, BATNA, opening position, lower limit, etc.</p>	90 minutes
8.	<p>Positional and problem negotiations</p> <p>Discuss these two types of negotiations on the basis of PP slides and refer to examples from personal life as well as business and professional sphere.</p> <p>9.</p> <p>Manipulation</p> <p>Ask participants how persuasion and influence are different from manipulation. Ask them to give examples of the manipulations they encountered. Discuss the consequences of short-term and long-term</p>	90 minutes





<p>manipulation (benefits and losses). Refer to the game Blue - Green in the event of a change of agreement in the last round - which loses the cooperating team and undermines confidence.</p> <p>10. Negotiation techniques</p> <p>Divide participants into groups of three and separate three techniques into a group from the list - Selected tactics and negotiation manipulations 5.14</p> <p>The task of each group is to present the technique and give a way to deal with the technique.</p> <p>11. Summary game - Paperwork - photo and advertising agencies 5.12</p> <p>Divide the participants into teams of two and invite them to the final game.</p> <p>Run enough negotiating tables to get everyone involved.</p> <p>Summarize the effects of negotiations on:</p> <ul style="list-style-type: none">- the results obtained by both parties,- the interests of both parties and the developed solution to the problem and the negotiated terms of cooperation,- techniques and elements of negotiation used.	
<p>12. Summary of classes</p> <ul style="list-style-type: none">• Invite participants to an individual presentation of what competence related to negotiations will be developed and then know that they achieve the assumed competence goal.• Invite participants to plan when, in what situation they want to use, implement known negotiation issues. Ask for clarification of the purpose by providing the following information: in what situation, with whom, what purpose of the negotiation and what does it do differently than before in individual negotiation stages (show participants the negotiation stages discussed during classes). <p>13. Homework</p> <ul style="list-style-type: none">• Ask participants to commit to obtaining information on how to set up a business. Invite them to generate a list of ways, places, people to obtain this type of information and write them on a flipchart.	30 minutes
TOOLS	
LITERATURE <ul style="list-style-type: none">• Peeling, N. (2010) <i>Negocjacje</i>, Polskie Wydawnictwo Ekonomiczne.• Gomulski, W. (2017) <i>Negocjacje: język komunikowania w relacjach biznesowych i społecznych</i>, Wydawnictwo Astrum.• Kałążna-Drewińska U. (2006) <i>Negocjacje w biznesie: kluczowe problemy</i>, Wydawnictwo Akademii Ekonomicznej im. Oskara Langego.	



5.1 My views and experience with negotiations

Read the statements below and make your own individual choice as to whether you agree with the statement or not.

Then, after completing the whole questionnaire and dividing into teams, make mutual choice within the scope of a discussion and presenting arguments. A vote is not allowed, all members of the team have to agree with the adopted conclusions. Justify each choice with examples, arguments.

	Statement	Individually	Jointly
1.	Negotiations consist <u>primarily</u> in pushing through one's own expectations and interests, regardless of the expectations of the other party.		
2.	A very important (one of the most important) element of negotiations is the search for solutions and building alternatives.		
3.	Negotiations can be started, conducted practically from scratch without any special preparation, because during the conversation everything can be determined.		
4.	The concessions made during the negotiations show the weakness of the outgoing party.		
5.	Manipulation is the key to negotiations in order to achieve the objectives set.		
6.	Disclosing one's expectations <u>first</u> is a mistake in the negotiations.		
7.	Negotiation is a game with a won-loss result, i.e. someone must lose in order for the other side to win, satisfy their needs and expectations.		
8.	Showing your superiority and strength over the other party <u>guarantees</u> a positive outcome to the negotiations.		
9	Negotiation is about sales, but at a higher level.		
10.	Negotiations are the most effective way of resolving conflicts.		





11.	The ability to communicate effectively, to listen actively, to be coherent with the verbal side and to communicate non-verbally <u>is the most important thing</u> in negotiations.		
12.	Negotiating is relatively easy, you only need to know the rules and a few tricks, tactics and manipulations.		

5.2 A metaphor for negotiations

Please finish the sentence below with a metaphor. A metaphor should be an activity, an action (e.g. cleaning snow during snowstorms or preparing a nice surprise for a loved one).

Remember, the first association is the most valuable.

There are no good or bad associations.

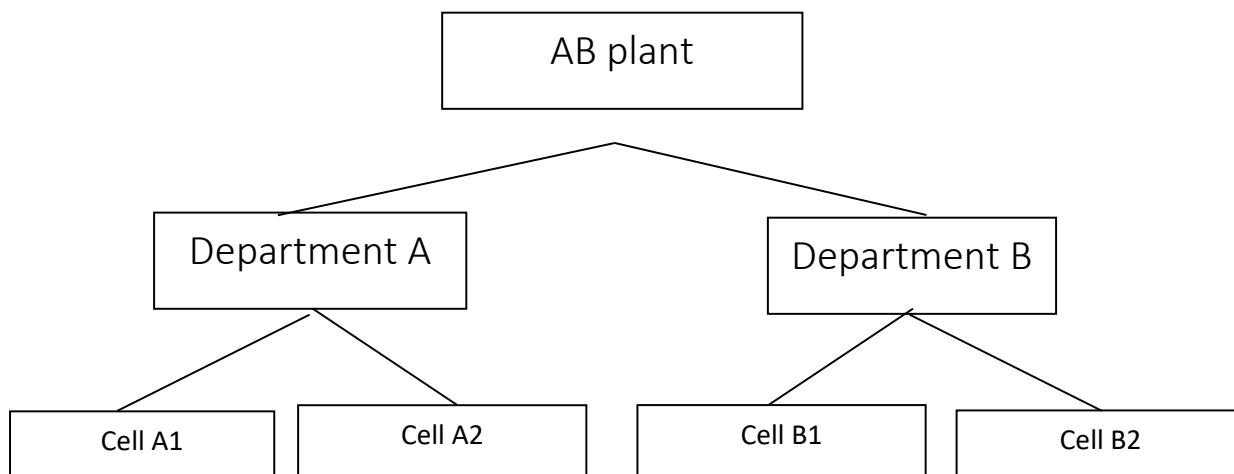
Negotiations is like:

.....
.....
.....
.....

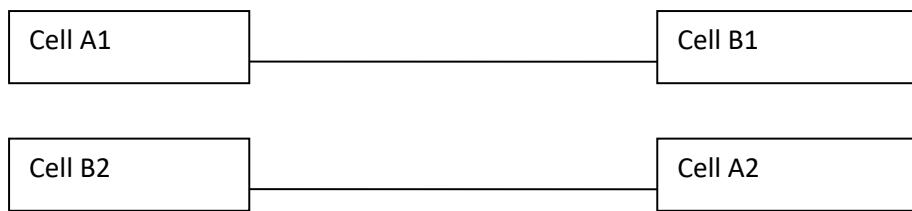
5.3 The "Blue - Green" game

GAME RULES

- The participants are divided into four teams of several people. Each team is one of the units of the department that is part of the AB team according to the diagram below.



- The game consists of eight transactions involving the exchange of cards between cells that sit diagonally in the room (A1 and B1 as well as A2 and B2).



- As a result of the transaction, cells receive points according to the following rules:

TRANSACTION NUMBER	SENT - RECEIVED - RECEIVED		SENT - RECEIVED	
	Green/Blue	Green/Green	Blue/blue	Blue/Green
1-5	+10	-5	+5	-10
6-7	+20	-10	+10	-20
8	+100	-25	+25	-100

- No group knows what card they will receive in a given transaction until they send their own.
- Each cell selects a manager and an accountant. The manager is responsible for making decisions in the cell, while the accountant records transactions on a special sheet.
- Before trading, each cell determines its goal in the game (how many points it wants to achieve) and strategy (how it wants to achieve the goal, i.e. which cards it wants to send and how it will react to received cards).
- Participants receive information about the valuation of transactions

GAME BLUE- GREEN

Head accountant's sheet

L.P.	SENT	RECEIVED	POINTS	SUM
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				



5.4 Negotiation stages

1. "First handshake."

The climate in which negotiations take place is often the direct source of their success. The key to the right climate is what happens in the first few seconds of the meeting between the two sides. Mutual exchange of courtesy, familiarisation with the environment, handshakes, is the stage of getting to know each other, first impressions and opinions.

2. Establishment of rules of procedure

Setting the rules of conduct is the start of negotiations. Joint establishment of rules and principles of conduct positively models the mode and climate of further talks. So at the beginning of each negotiation it is worth to determine:

- ☒ Specific topics of conversations (why did we meet?)
- ☒ The agenda of the meeting, (in what order will we discuss the next topics?)
- ☒ Rules for discussion - how to conduct and record findings
- ☒ Duration of the meeting

If we consider a rule to be important, we should come up with a proposal to establish it, because we may not see it from the other side. Moreover, at this stage it is worthwhile to verify the decision making powers of the negotiators.

3. Stating initial positions

Communicate your interests and actively explore the interests of your partner

At this stage, negotiators present their offers

and they're trying to get the first agreements. Some people start with the most important points for them in order to get a quick agreement on them. They believe that they will significantly reduce the likelihood of failure if they reach agreement on the most important points at the outset.

Another type of negotiator first looks for a quick agreement on less important points. This may be a sign of a cooperative approach to negotiations and a willingness to create momentum for further progress.

The most important objective of this stage is to present our own interests and to understand each other's interests as well as possible. This is particularly relevant for those negotiated issues where there is a wide divergence of views between the two sides. The positions answer the question, what do I want? Business, on the other hand, is the question of why I want it.

Where it is impossible to reach agreement at the level of positions, we must go deeper and look for opportunities to find solutions at the level of interests.

For this purpose, it is important to remember the following rules:



PRINCIPLES

- ② Focus on business and not on positions - remember that behind every position there are important interests of the other party.
- ② Present your interests clearly and convincingly - present your most important needs and motivations in such a way that their weight and diversity is understood by your partner.
- ② Actively learn about the partner's interests and do not judge them - use active contact rules to help the opposing party name their interests.
- ② Formulate common interests and refer to them in case of deadlock - show what unites you and gives meaning to negotiations. Don't just concentrate on the differences, it's a provocation to fight.

4. Arrangements on specific issues.

The main objective of this negotiation phase is to bring the positions of both parties, defined at the opening, closer together. The basic principle of this phase is the mutual exchange of concessions. It is one of the cornerstones of the negotiations and, according to it, whenever we agree to a concession, we should ask the other side to make a concession of similar value. It is important that the exchange of concessions is immediate. If you do not immediately ask the other side to reciprocate, over time it will forget the value of your concession or minimize it.

It is also important that, as the negotiations progress, our concessions become less and less valuable. The key to the finalisation of the negotiations is to offer a relatively high value concession in the first phase and, as the negotiations continue, to make further concessions less attractive.

5. Testing the limit of concessions and informing the other party of the absolute limit of our concessions

The purpose of this stage is to check the other party's concession limits. If we sense that it has already reached a limit of concessions that will no longer be exceeded, we should propose an agreement if it falls within our objectives and targets. On the other hand, as we approach our borders, we must clearly and clearly inform the other side of the border of our concessions.

In the presentation of our final offer, its credibility is very important. Thus, we must firmly reject attempts to modify it, and we should emphasise the issues that have already been agreed and show the benefits of the negotiated agreement and the maintenance of good relations between the parties.

6. Conclusion of the agreement

In most cases, both sides need to be satisfied in order to reach a favourable agreement. This is particularly important,

when our relationship is not one-off in nature.

If the negotiations have been constructive and focused on problems, both sides are leaving the table as victorious and the bridges that link them have not been rashly burnt down during the negotiations.

Always congratulate the other party on the agreement, even if you have reached a very positive agreement. Never "triumph" and do not show that you have won. The other side must not feel lost.

7. Signing the contract / signing the contract

Let's try to make sure that our website can prepare a written version of the agreement. When writing the contract, a lot of details remain to be formulated. As a party writing a contract, we have the opportunity to gain additional benefits beyond those resulting from oral agreements.



5.5 Purchase of a car

General notes

The buyer has visited many showrooms. He came back to consider buying a specific model, TH4. TH4 is a comfortable limousine with four-wheel drive, aluminium wheels, ABS and SIPS systems, extended audio system and air conditioning. This particular unit is in excellent condition, with only 9000 km on the clock. It's put up for sale for 17,950 euros.

During a previous visit the seller proposed 7060 euros as the trade in value of the previous car of the buyer. The seller also mentioned that he was willing to help arrange a loan on favourable terms (4.75 %).

The buyer arrives at the showroom with the intention of buying a new car.

It's 4:40 p.m. on a Friday before a long weekend.

5.6 Shark Island

During one of the joint expeditions, three famous bandits Popof, Totor and Bebert learned about a treasure worth \$1,500,000 in gold and silver, hidden on Shark Island. The three pirates are excellent negotiators and in the corner of a tavern discuss the division of the booty. An important topic of the conversation is the fact that both Popof and Totor have their own boats, while Bebert does not. However, frequent bad weather conditions around the island make it an absolute must that there should always be two people in the boat. There is another additional factor that complicates things: Totora's boat is not in the best condition. As a last resort, you could only sail it once and take half the treasure.

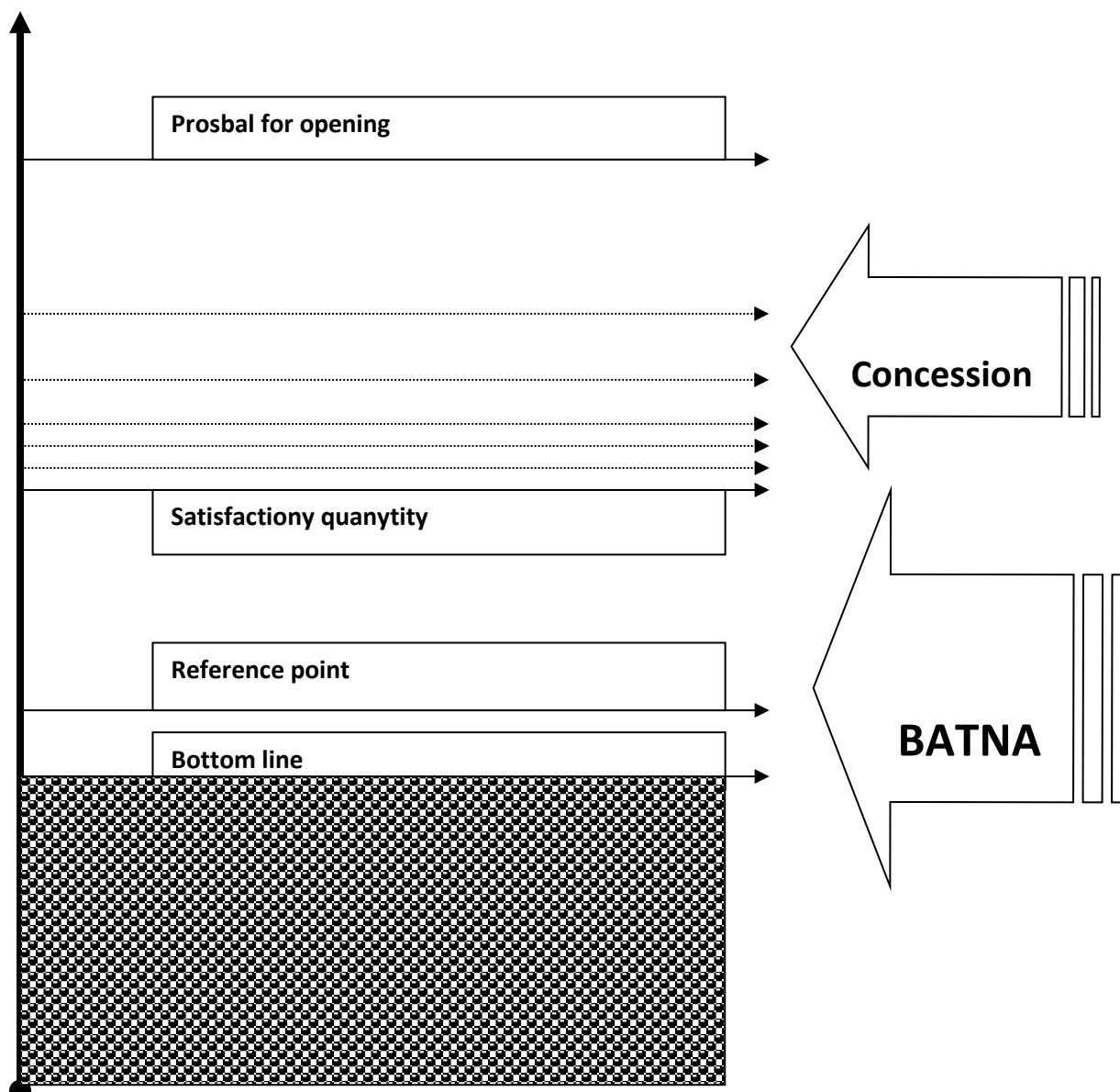
All three would like to maintain good relations and continue to go on joint expeditions in the future.

What should their understanding look like?



5.7 Elements of the negotiation process

- Limiting conditions for negotiations
- Proposals and expectations



Argumenting from facts**Positives**

Negative

Argumenting to emotions**Positives**

Negative

How to deal with arguments referring to emotions?

Variable OUR		Variable THEIR
	↔	
	↔	
	↔	
	↔	
	↔	
	↔	



Task 8: Your negotiating style - Thomas Kilman test

Individual work

OBJECTIVE

Get to know your own style of negotiation

INSTRUCTION

Each participant individually, concentrating:

- recalls a specific situation of negotiations in its practice. How did they behave then?
- considers situations in their environment in which their wishes are different from those of another person,
- answers the question: How do they usually react in such situations?

Then, for each pair of sentences given on the exercise card that describe possible reactions, he or she circles the sentence "A" or "B", which is either the most characteristic or more likely for his or her own behaviour.

No.	Sentences
1.	A. There are cases where I allow others to take responsibility for solving a problem. B. Instead of negotiating on contentious issues, I'm trying to highlight the issues where we agree.
2.	A. I am trying to find a compromise solution. B. I'm trying to consider all the doubts of both sides.
3.	A. I usually work hard to achieve my goals. B. I could try to calm down other people's feelings and maintain our relationship.
4.	A. I am trying to find a compromise solution. B. I sometimes forego my own wishes to in favour of the wishes of another person.
5.	A. I am constantly looking for help from others to work out a solution. B. I try to do what is necessary to avoid unnecessary tension.
6.	A. I try to avoid creating unpleasantness for myself. B. I try to win my position.
7.	A. I try to postpone the problem until I have had some time to think about it. B. I give up certain points in exchange for others.
8.	A. I usually strive hard to reach my goals. B. I try to immediately disclose all the concerns and problems.
9.	A. I believe that differences are not always worth worrying about. B. I put little effort into achieving my goal.
10.	A. They strive hard to achieve their goals. B. I try to find a compromise solution.
11.	A. I try to immediately disclose all the concerns and problems. B. I could try to calm down other people's feelings and maintain our relationship.
12.	A. Sometimes I avoid taking a position that is controversial. B. I'll let him keep a few of his points if he lets me keep a few of mine.
13.	A. I propose an intermediate solution.



	B. I stand by my points.
14.	A. I tell him my views and I ask him about his. B. I'm trying to show him the logic and benefits of my position.
15.	A. I could try to calm down other people's feelings and maintain our relationship. B. I try to do what's necessary to avoid tension.
16.	A. I try not to hurt another person's feelings. B. I try to convince another person of the merits of my position.
17.	A. I usually strive hard to reach my goals. B. I try to do what is necessary to avoid unnecessary tension.
18.	A. If it makes the other person happy, I can let him or her keep his or her views. B. I'll let him keep a few of his points if he lets me keep a few of mine.
19.	A. I try to immediately disclose all the concerns and problems. B. I try to postpone the problem until I have some time to think about it.
20.	A. I try to eliminate our differences of opinion immediately. B. I try to find a fair combination of gains and losses for both of us.
21.	A. In the forthcoming negotiations, I will try to draw attention to the wishes of the other person. B. I am always inclined to discuss the problem directly.
22.	A. I try to find a middle ground between him and me. B. I demand recognition of my wishes.
23.	A. Very often I try to satisfy all our wishes. B. There are cases where I allow others to take responsibility for solving a problem.
24.	A. If the position of the other seems to be very important to him, I would try to accommodate. B. I try to force him to compromise.
25.	A. I try to demonstrate the logical benefits of my conduct. B. In the forthcoming negotiations, I will try to draw attention to the wishes of the other party.
26.	A. I propose an intermediate solution. B. I almost always try to satisfy all our wishes.
27.	A. Sometimes I avoid taking a position that is controversial. B. If it makes the other person happy, I can let him or her keep his or her views.
28.	A. I usually strive hard to reach my goals. B. I usually look for help from others to work out a solution.
29.	A. I propose an intermediate solution. B. I believe that differences are not always worth worrying about.
30.	A. I try not to hurt another person's feelings. B. I always share a problem with another person so that we can solve it together.

Participants sum up the sentences marked with a circle according to the given key.



A.Avoidance	B. Accommodation/adaptation	C.Compromise	D.Rivalry	E.Cooperation
4b	4a	7a	1a	1b
5b	5a	8b	2b	2a
6b	6a	9a	3a	3b
10a	13b	10b	7b	22a
11b	14a	11a	8a	23b
12a	15b	12b	9b	24a
19a	16b	16a	13a	25a
20b	17a	17b	14b	26a
21a	18b	18a	15a	27a
22b	28a	25b	19b	28b
23a	29b	26b	20a	29a
24b	30a	27b	21b	30b
Suma:	Suma:	Suma:	Suma:	Suma:

Sum of selections

0 – 1 /- very rare

2 – 4 /- rare

5 – 7 /- average

8 - 10 /- frequent.

11-12 / - very common.

TRAINING MEASURES

Exercise cards, computer, presentation and multimedia projector

SUMMARY

Reactions of people in conflict situations are defined by two basic, independent features - assertiveness and cooperation. An assertive person is one who is confident and firm, who behaves decisively, without fear and hesitation, but without aggression. It is someone who persistently pursues their goals. The opposite of assertiveness is uncertainty, tendency to submit, lack of perseverance and passive submission to circumstances. Cooperation is manifested in the tendency to cooperate with a partner in order to achieve mutually beneficial results, even though in a given situation results that are beneficial only to oneself could be achieved. It is expressed, inter alia, in the fact that a given person is able to resign from immediate and individualistic effects in favour of postponed ones, which are possible to achieve through cooperation with others.

A - Avoidance

Low cooperativity and low assertiveness contribute to the occurrence of avoidance reactions. A person with such characteristics withdraws from conflict, and does not want to prove his or her own reasons or consider the views of his or her partner.

Use avoidance when:

- the objective is not very important or is only temporary;
- there's no way we're going to be able to satisfy our desires;
- losses due to continuing conflict outweigh the potential profits from conflict resolution;
- you have to give yourself or your partners time to cool down, reduce emotional tension;
- it takes time to gather the necessary information to make a decision;
- others can solve the conflict effectively





B - Accommodation/adaptation

Low assertiveness and high cooperativity contribute to the occurrence of accommodative reactions. A person with such characteristics seeks to reconstruct his or her own views, but does so not because of the absolute acceptance of the other person's views, but rather because of the desired cooperation.

Use accommodation when:

- you are aware that you are mistaken and allow the "better" position to prevail;
- the matter is more important to the partner than to you, and you will then contribute to the maintenance of a good relationship between you;
- it is more important to gain the trust of the partner than the result of the conflict resolution;
- it is important to maintain consensus and avoid misunderstandings.

C - Compromise

Average assertiveness and average cooperativity contribute to the occurrence of compromise reactions. A man of such qualities seeks to gain some benefit by granting the partner the right to their parts. So they can give up some of his own benefits for the benefit of the partner.

Compromise when:

- interests are not very important and not worth more effort to defend them;
- equal partners aim at mutually exclusive goals;
- it is sufficient to reach a temporary agreement;
- a quick solution is needed in a situation of time pressure;
- rivalry and cooperation fail.

D - Rivalry

High assertiveness and low cooperativeness contribute to the occurrence of rival reactions. A person with such qualities seeks to settle a conflict in their own favour, in the sense that they wish to show the superiority of their own interests over those of another person.

Use rivalry when:

- rapid action is needed, e.g. in a crisis;
- important but unpopular matters must be implemented, such as tightening discipline;
- you are absolutely in the right;
- the other party deliberately uses non-rival tactics to avoid conflict resolution.

E - Cooperation

High assertiveness and high cooperativity contribute to the occurrence of interaction reactions. A person with such characteristics establishes cooperation with a partner in order to achieve his or her goals. It can therefore be said that they are taking advantage of the conflict situation in a positive way, because they do not reject the other person, but cooperate with them in the name of their own interests.

Use cooperation when:

- it is important to find a common solution and the compromise does not satisfy anyone;
- the case concerns a group of people and it is important to take into account the opinions of other people with a different view of the problem;
- the aim is to reach agreement through the integration of different views;
- the goal is to overcome feelings of hostility;
- the aim is to learn to be objective - we verify our own views and try to understand the point of view of others



Module VI

Starting a company





Erasmus+

Class scenario

MODULE NAME	Starting a company			
NAME OF THE TRAINING UNIT	Innowacyjny program przedsiębiorczości dla uczniów szkół zawodowych			
NUMBER	Module VI	HOURLY DIMENSION	8 – 10 godzin	
TRAINING OBJECTIVES (main objective and specific objectives)				
Acquiring, deepening and consolidating knowledge about the formal and economic side of running a business.				
<ul style="list-style-type: none">To acquaint participants with the activities and responsibilities related to starting up a business.Getting participants acquainted with the features of various forms of conducting business activity (legal forms)Awareness among participants of the reasons for the bankruptcy of start-up and operated enterprises and the importance of financial liquidity in running a businessMotivating participants to take action to become entrepreneurs				
TRAINING OBJECTIVES				
Training for people ready to discover and learn about issues related to starting up and running their own business.				
FORMS OF TRAINING				
<ul style="list-style-type: none">a. Interactive lectureb. Presentationc. Brainstormingd. Discussione. Educational filmsf. Exercises and games				
DETAILED CONTENT				
<p>1. Stages of economic activity launch</p> <ul style="list-style-type: none">See the Economic activity animated film www.nbportal.pl/rozrywka/filmy/filmy-animowane/rynki/dzialalosc-gospodarcza Discuss with the participants the main issues related to starting up and running a business and a summary of homework related to identifying the steps and requirements for starting a business.Within the summary, individual steps and areas related to starting up and running a business are presented. The basic information is contained in materials 6.1_Starting a business<ul style="list-style-type: none">- Who can run a business and who is affected by exclusions and restrictions?- Subject of company activity - PKD code- Establishment of a company - sole proprietorship - entry to CEIDG, NIP- Notification to the Social Insurance Institution (ZUS)- Opening a bank account- Company stamp- Forms of taxation				
				90 minutes





<ul style="list-style-type: none">- VAT - subjective and subjective exemption. VAT rates and the form of calculation and deduction.- Forms of conducting business activity and costs of registration of capital companies. Advantages and disadvantages of various forms of business activity. Discuss these issues based on slides and additional materials <p>6.2 Economic activities</p> <ul style="list-style-type: none">- Bookkeeping - Accounting office <ul style="list-style-type: none">• Overview of websites of institutions responsible for registration and supervision of enterprises - update information on the Internet. You and your students can browse the websites that contain the relevant information (other than your own). www.poradnikprzedsiebiorcy.pl/-rejestracja-firmy www.6krokow.pl/jak-zalozy-wlasna-firme-zakladanie-dzialalosci-gospodarczej-krok-po-kroku <ul style="list-style-type: none">• Formal requirements for conducting business activity. Update the information and introduce the students. Also indicate the consequences of late submission of tax returns and payment social security contributions.<ul style="list-style-type: none">- Time limits for submission of tax returns- Terms of payment of taxes and social security contributions	
<p>2. Reasons for bankruptcy of companies</p> <ul style="list-style-type: none">• Ask the students what they think are the reasons for bankruptcy, liquidation of enterprises for those that are newly established and those that have long been in existence. Write down the students' suggestions on the flipchart. Complete these proposals with the slides and described in the additional materials 6.3 Cause of bankruptcy of enterprises• Pay attention to the fact that most companies fail to make profits because of loss of liquidity. Compare this to a situation where a family bought a new car using a loan, changed and renovated an apartment, went on holiday and got rid of all the savings and now has a monthly loan instalment to pay. Parents have had their wages increased for more than 2 months, but no wages are paid (which will be paid with interest for the next 2 months). What happens if no one lends you money?• Present and discuss the factors influencing a company's liquidity:<ul style="list-style-type: none">- Trade credits: receivables and liabilities- Stocks of commodities and raw materials- Purchases of equipment- Remuneration- Investments- Repayment of loan instalments- Taxes• Ask students what sources they see for financing the functioning and development of enterprises (investments in technologies, equipment,	90 minutes





<p>buildings, etc.).</p> <ul style="list-style-type: none">At the end of this part of the activity, carry out an exercise by selecting one of the two proposed exercises:<ul style="list-style-type: none">- Liquidity Simulation 6.4_Financial Spreadsheets - an option if you cannot use Beer Game in your classroom. By changing the parameters related to, among others, initial capital, sales growth, payment bottlenecks, investments, show students what this causes in terms of demand for money (cash at the cash desk or bank).- If a Beer Game or similar game is available, use this form of exercise - it is preferred. <p>Summarize and discuss the results in terms of profit gained, liquidity constraints, payment bottlenecks, low profit.</p>	
<p>3. Presentation of individual business models by the participants. In groups or individually, each student will present his or her business in the form of a Canvas model with additions to the business plan. The presentation is to last a maximum of 15 minutes plus questions and a 5-minute discussion and include:</p> <ul style="list-style-type: none">• Map of CANVAS• SWOT analysis• Competition analysis• Market development prospects• Profit and loss account (income and expense plan)	300 minutes
<p>4. Summary of classes</p> <ul style="list-style-type: none">Ask students to answer the following questions individually:<ul style="list-style-type: none">- What did you get out of these classes?- How do you see yourself now as a future entrepreneur?- What do you perceive as a barrier, a difficulty for you to start your own business in the future or to take over a family business?Finish with an animated film: www.nbportal.pl/rozrywka/filmy/filmy-animowane/rynki/przedsiebiorczosc	30 minutes
TOOLS	
Presentation, flipchart, cards	
LITERATURE	
<ul style="list-style-type: none">• Alexander Osterwalder, Yves Pigneur, Tworzenie modeli biznesowych. Podręcznik wizjonera., Onepress.pl Helin SA Gliwice• David Davies Sztuka zarządzania finansami Wydawnictwo Naukowe PWN Warszawa 1993• Richard Koch Strategia Jak opracować i wprowadzić najskuteczniejszą strategię Wydawnictwo Profesjonalnej Szkoły Biznesu Kraków 1998• Philip Kotler Marketing Gebehner i Ska Warszawa 1994• Aleksander Korczyn Jak opracować biznesplan Wydawnictwo Sigma Skierniewice 1999• prof. UG dr hab. Leszek Czerwonka Zarządzanie finansami. Wprowadzenie, przykłady i zadania, CH Beck	





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- www.poradnikprzedsiebiorcy.pl/-rejestracja-firmy
- www.6krokow.pl/jak-zalozyc-wlasna-firme-zakladanie-dzialalosci-gospodarczej-krok-po-kroku

