

**MODUL 1**  
**SENSIBILISIERUNG ZUR**  
**SELBSTSTÄNDIGKEIT IN EUROPA**

**MODULE 1**  
**RAISING AWARENESS OF**  
**AUTONOMY IN EUROPE**



Bildung und Kultur

**Leonardo da Vinci**



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# **EU Module 1: Raising Awareness of Autonomy in Europe**

## **§ 1 Duration**

The duration of the module is 40 instruction units plus optionally 210 instruction units.

## **§ 2 Target Group**

The module is addressed toward young people who are in first vocational training.

The young people have learned economic thinking in the context of their past education and have been able to develop a deeper economic understanding in the context of particular school projects. Generally it can be said however that the topic of entrepreneurship is alien to them if they have not come into contact with it in the family home. The trainees are right at the beginning of their vocational training and have yet to orient themselves within their vocational field.

## **§ 3 Goal/intention**

By the choice of career, the trainee signals a certain basic interest in a job type that requires training. It is appropriate to use and develop further this basic interest. The raising awareness is primarily intended to actually stimulate an interest on the part of the trainees in entrepreneurship, and by this means to arouse an interest in their own independence in the future. Even if the transfer of economic basic knowledge plays an important role here, it does not take centre stage alone. The trainees, by examining their own desires and interests, are to develop a consciousness that their own career can be regarded as a basis of their self-realisation. A connection with vocational goals is achieved, whereby entrepreneurial independence is discussed as a special form of this self-realisation. Thereby, any prejudices are to be diminished or entirely removed, and a relationship between entrepreneurship and their own environment is established. Furthermore, the development of achievement motivation is aimed at, since the vocational goal and career planning should be arranged in conformity with the underlying motives.

After completing the module, the participant:

- becomes more conscious of the possibility of his own independence as a long-term career goal
- becomes stimulated to explore the possibilities of an independent activity further
- will have discussed and thought about his own hobbies and interests, and will have aligned these in connection with his own possible independence as a long-term career goal.

## § 4 Contents

The teaching contents of the different topic areas are divided into four or five fields:

1. **Individual desires and interests**
2. **Inventor - a good idea**
3. **Role of the entrepreneur - entrepreneurship**
4. **Initial conditions for setting up**

(5.) **Establishment of a junior company** *optional for non-dual education systems*

<b>1. Own desires and interests</b>		<b>10 h</b>
<b>Contents</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>• One's own hobby/interest</li> <li>• Attractions of a hobby</li> <li>• Role models</li> <li>• Own material and non-material desires</li> </ul>	<p>Describe and explain his hobbies and interests, why these hobbies were selected.</p> <p>Describe the intellectual, emotional and physical challenges of the hobby.</p> <p>Nominate and describe own role models, what characteristics of same are judged as exemplary and worthwhile.</p> <p>Formulate own desires and divide these into material and idealistic desires.</p> <p>The trainee describes which desires have already been reached and how this has been achieved.</p> <p>From the formulated desires, derive goals and strategies on how to attain them.</p>	

<b>2. Inventor - a good idea</b>		<b>10 h</b>
<b>Contents</b>	<b>Skills</b>	
<ul style="list-style-type: none"> <li>• Inventions and the meaning of creativity</li> <li>• Inventor in the history of trades/crafts</li> <li>• How does one invent something?</li> <li>• From the invention to the product</li> <li>• Inventions and market niches</li> </ul>	<p>Presentation of famous inventions in the prospective profession should broaden the learner's perspectives.</p> <p>Here, the important role which small-to-medium enterprises play in research and development work should be emphasised. Additionally it is demonstrated how it is possible to exercise one's personal interests in one's career.</p> <p>A differentiation should be made between product and process innovations. The various creativity techniques are to be compiled and applied. Describe the importance of creativity in the development of innovation.</p> <p>A differentiation should be made between Invention and innovation. Here, describe the difference between an inventor and an entrepreneur, also, search and find market niches.</p> <p>Specify some examples of historically important inventions. Describe inventions which were made in trades/crafts. Independence in one's own career should be understood as an area of possible self-development.</p> <p>The trainee is to become aware that there is a multiplicity of possibilities for introducing his own creativity.</p>	

### 3. Role of the entrepreneur - entrepreneurship

15 h

Contents	Skills
<ul style="list-style-type: none"><li>• Activities of an entrepreneur</li><li>• Meaning of enterprises /entrepreneurs for the company</li><li>• Tasks of an entrepreneur</li><li>• Attractions of Autonomy</li><li>• Earnings of an entrepreneur</li><li>• Meaning of work for the person</li></ul>	<p>Develop a picture of the working sphere of an autonomous entrepreneur.</p> <p>Get to know business and trade from the perspective of the entrepreneur.</p> <p>Hold customer discussions in the context of the procurement of orders, hold an employee discussion concerning strategic management decisions, more or less in the area of marketing, and a supplier discussion.</p> <p>Describe the macro-economic task of an enterprise. In doing so, establish a relationship between innovation, business success, job market and economic growth.</p> <p>Describe the various tasks of the entrepreneur. A role-playing game, where the trainee takes on the role of the manager and another that of the trainee, facilitates the possibility of thinking about one's own task and situation in the enterprise.</p> <p>The trainees get an impression of what it is like to manage other people.</p> <p>Give reasons why as entrepreneur, independence can be worthwhile. At the same time describe also the disadvantages of independence.</p> <p>The trainee formulates whether he can imagine independence for himself.</p> <p>Describe the interdependence of entrepreneur income and risk.</p> <p>Apart from the material dimension, describe also the emotional dimension of work. Recognize work and independence as a possibility for self-realisation and formation of identity.</p>

### 4. Initial conditions for setting up

5 h

Contents	Skills
<ul style="list-style-type: none"><li>• Reasons for the establishment of an enterprise</li><li>• Business idea – recognize opportunities</li></ul>	<p>Describe emotional and rational causes of the establishment of an enterprise</p> <p>Describe the various possibilities of a business idea in regard to target groups, location, product and service advantages. In addition, differentiate between cost or quality leadership, and understand business ideas and opportunities as a result of a new combination of already well-known factors of production.</p>

<b>5. Establishment of a junior company (opt.)</b>		<b>210 h</b>
<b>Contents</b>		<b>Skills</b>
<p><b>Planning of a junior company</b>      <b>10 h</b></p> <ul style="list-style-type: none"> <li>• Business idea</li> <li>• Marketing decisions</li> <li>• Location decisions</li> <li>• Choice of the legal form</li> <li>• Financing</li> <li>• Organisation</li> <li>• Set-up risks</li> <li>• Set-up process</li> </ul>		<p>Formulate a business idea on the basis of customer's anticipated requests, and derive an appropriate product or a service.</p> <p>Provide a "business plan" and form an opinion on other "business plans". Make decisions as regards advertising measures.</p> <p>Make decisions as regards the location.</p> <p>Make decisions as regards the legal constitution of the business, and roughly represent the pro and cons.</p> <p>Be able to differentiate between external and self-financing. Provide a time and a production plan.</p> <p>Formulate independently the typical risks of a set-up.</p> <p>Describe the establishment process in all its phases</p> <p>The trainee will go through all phases of a junior company project.</p>
<p><b>Realization of a junior company</b>      <b>200 h</b></p>		

## § 5 Method

Extensive teaching and learning methods take centre stage, so-called "complex teaching/learning arrangements". This means, for example, case studies, explorations/ investigations or role games.

When carrying out the investigation, please consider the points given in the check list below.

### Preparation

- Specify the goal of the investigations
- Collect and evaluate factual information
- Specify observation and inquiry focuses
- Carry out methodical considerations, and considerations as regards content of the topic in which the investigation is imbedded
- Make information available concerning the investigation
- Develop investigation documentation
- Practice observation and questioning techniques
- Organizational and technical arrangements, behaviour in the operation

### Implementation

- Specifying the conditions of the investigation
- Greetings and harmonising
- Carry out investigation tasks
- Concluding discussion
- Concluding arrangements

### Post-processing

- Collection of the investigation results
- Systematic evaluation
- Presentation
- Classification of the results in class

## § 6 Examples of methods

- **Research/investigation: Search for original business ideas and learn about famous inventions in the profession**  
The trainees' imaginations should be stimulated by independent search for original business ideas (e.g. sales of American old-timers in Germany) and their discussion with peers in the classroom.
- **Research/investigation: collect suggestions for improving one's own enterprise**  
Business behaviour involves innovative thinking. With the search for improvement suggestions the trainee has the opportunity to deal with the topic of innovation in his own, direct vocational environment. Here the issue does not concern only the generation of new product or service ideas; the trainee should develop an awareness of the multi-layered nature of innovation, beginning with suggestions concerning security at the workplace up to optimisation of working processes. Here, also, the trainee is to seek the proximity of his own enterprise, and not ponder at the desk at home over what could be improved. Discussion with the employees of the training enterprise, who may already have had a good idea in this area, can serve as basis here.
- **Research/investigation: Carrying out interviews with entrepreneurs**  
The interview questions are formulated in course of tuition. In this way a first examination of the questions content-wise takes place. Moreover, the questionnaire developed together on the basis of a brainstorming session represents a further opportunity for the promotion of creativity on the part of the trainee. The collected answers are to be presented and discussed thereafter in a suitable form.
- **Experience the position of the entrepreneur in role-playing games**  
The trainees re-enact the everyday life of the entrepreneur on the basis of the introductory tuition and the results of the entrepreneur interview.
- **Get to know role models personally from one's own career path / occupation**  
Inviting new/young entrepreneurs can stimulate interest in itself. Persons who can serve as role models for young people and with whom the trainees can identify, should discuss their desires and goals as entrepreneurs. One should think here of successful young trade/craft entrepreneurs, who are accepted at the same time as role models by the trainees. Apart from striving for autonomy, it should not be forgotten that connected with independence is also the desire for fulfilment of material needs. In this connection, becoming acquainted with financially successful entrepreneurs from one's own industry can be regarded as motivating and spurring.
- **Setting up a junior or practice company**  
Depending on the possibilities of the educational institution and the education system, it is recommended that a junior company or practice company be set up. Here the issue depends less on the actual setting up, than on the pupils working through and getting to learn individual functions in the enterprise. In this, they receive regular feedback from coaches and teachers.

## § 7 Examination/certificate

The goal of this module is the development of interest in business dealing. This interest cannot be realistically examined and documented by an examination. However some skills obtained in written or verbal form can be examined.

The candidate works on three of the following five skill areas in a written test. The examination time amounts to 90 minutes. Besides this, the topic of independence is tested in a verbal examination lasting 15 minutes.

- The trainee is in a position to differentiate between desires, interests and goals.
- The trainee can describe economic dealing from the perspective of the entrepreneur.
- The trainee can describe the activities of an entrepreneur, and differentiate between his role and that of the inventor.
- The trainee describes the role of innovations as an engine of economic prosperity.
- The trainee can provide a simplified form of a business plan, and evaluate other simplified business plans.