



**ERASMUS + PROGRAMME STRATEGIC  
PARTNERSHIP FOR ADULT EDUCATION  
E-ENTREPRENEURSHIP MODULE FOR  
MIGRANTS AND REFUGEES PROJECT  
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**"The Entrepreneurship Module for  
Migrants and Refugees "**

**2019**



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## 1. FOREWORD

The “**The Entrepreneurship Module for the Migrants and Refugees**” was developed in the framework of the “E-Entrepreneurship Module for Migrants and Refugees”, project co-founded by the Erasmus + Programme of the European Union, by the project partners.

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## 2. AIMS AND OBJECTIVES OF THE CURRICULUM

### 2.1. AIM

“The Entrepreneurship Module for the Migrants and Refugees” is the learning material that provides the knowledge and skill for the setting up businesses and the development of those businesses by combining the sources like work place, staff, machines-equipments, finance, etc. The aim is also to make migrants and refugees active individuals in the host country’s business life.

### 2.2. OBJECTIVES:

1. To equip entrepreneurs with the knowledge and skill in the subjects of setting up and maintaining businesses,
2. To realize their own roles and responsibilities in this process,
3. To gain knowledge and experience for being able to prepare business plans regarding their own business ideas.

## 3. PRINCIPLES OF THE CURRICULUM DESIGN

These principles provide a clear vision of curriculum development. At the same time, they have direct implications at the level of the curriculum structure as well as the teaching, learning and evaluation activities at national level. The curriculum development principles also address specific aspects of personalizing the educational offer for migrants and refugees.

Principles	Implications at Curriculum Design	Implications in Teaching - Learning - Assessment Processes
Compatibility with EntreComp: The Entrepreneurship Competence Framework	<p>The curriculum is compatible with the EntreComp: The Entrepreneurship Competence Framework document.</p> <p>The course is aiming to reach the competence levels of different competence areas based on the perceived needs of participants keeping in mind the next training program.</p> <p>In line with EntreComp: The</p>	<p>All teaching, learning and assessment activities must pursue competences areas defined in EntreComp: The Entrepreneurship Competence Framework. These areas are:</p> <ul style="list-style-type: none"><li>• Resources</li><li>• Ideas and opportunities</li><li>• Into action</li></ul>

	<p>Entrepreneurship Competence Framework with eight proficiency levels we have divided our program in 3 competences areas (generating ideas, learning how to sell, working with quality).</p>	
<p>Connection to everyday social life and relevance for social integration of migrants and refugees</p>	<p>The emphasis of the programme is the positive contribution of the context to the skills of participants' everyday lives, and at the very same time the supporting of new knowledge the business attempts for being active individuals in the host country's business life.</p>	<p>Teaching, learning and assessment should focus on usefulness of the content for participant's everyday lives.</p>
<p>Flexibility and individualization of the curriculum</p>	<p>The curriculum "<i>The Entrepreneurship Module for Migrants and Refugees</i>" consists of elements developed at European level (at the level of the partnership) and elements developed at national level by each project partner.</p> <p>The general framework of the curriculum was formed at the European level, but national differences can be tolerated in the implementation.</p>	
<p>Correlation with learners 'age specifics</p>	<p>The content of learning is tailored to characteristics of learners' age correlated with adult learning principles</p>	<p>Learning activities and methods are designed and built in accordance with the biological, psychological particularities of adults</p>
<p>Ensuring the quality of training</p>	<p>The curriculum is developed in accordance with European standards and competences model.</p>	
<p>Learner-centered learning</p>	<p>The curriculum supports active, contextual, social and responsible learning focused on the training needs of target groups.</p>	<p>Learning process is based on co-learning, facilitating/building learner learning and peer learning, and on using actively and interactively strategy, learning by discovery, solving problems.</p>

## 4. LEARNING OUTCOMES

### 4.1. GENERAL COMPETENCES AREAS

EntreComp: consists of 3 interrelated and interconnected competence areas: 'Ideas and opportunities', 'Resources' and 'Into action'. Each of the areas is made up of 5 competences, which, together, constitute the building blocks of entrepreneurship as a competence. The framework develops the 15 competences along an 8-level progression model and proposes a comprehensive list of 442 learning outcomes. The framework can be used as a basis for the development of curricula and learning activities fostering entrepreneurship as a competence. We have identified a needed proficiency level for every described competence. Based on the needed proficiency levels, we have developed the curriculum that aims to achieve the proficiency needed. We have gathered the curriculum under 3 topics that include Levels 1 and 2 of the content.

1. Generating Ideas
2. Learnin How To Sell
3. Working With Quality.

Some units may target the same skills. These skill areas:

- Spotting opportunities ,
- Creativity
- Vision
- Valuing ideas
- Ethical and sustainable thinking
- Self-awareness and self-efficacy
- Motivation and perseverance
- Mobilising resources
- Financial and economic literacy
- Mobilising others
- Taking the initiative
- Planning and management
- Coping with uncertainty, ambiguity and risk
- Working with others
- Learning through experience

At the end of the training:

- Learners can find opportunities to generate value for others.
- Learners can develop multiple ideas that create value for others.
- Learners can imagine a desirable future.
- Learners can understand and appreciate the value of ideas.
- Learners can recognise the impact of their choices and behaviours, both within the community and the environment.
- Learners trust their own ability to generate value for others

- Learners want to follow their passion and create value for others.
- Learners can find and use resources responsibly.
- Learners can draw up the budget for a simple activity.
  
- Learners can communicate their ideas clearly and with enthusiasm.
- Learners are willing to have a go at solving problems that affect their communities.
- Learners can define the goals for a simple value-creating activity.
- Learners are not afraid of making mistakes while trying new things.
- Learners can work in a team to create value
- Learners can recognise what they have learnt through taking part in value-creating activities.

## 5. MODULE “ENTREPRENEURSHIP”

### 5.1. TRAINING CONTENT AND PLAN FOR “ENTREPRENEURSHIP” MODULE

<b>GENERATING IDEAS</b>		
Unit No.	Competences and capacities to developed /Content	Training method
<b>UNIT 1</b>	<p>Knowing your reality I.</p> <p>Social, political, cultural, and other specific aspects of the host country.</p>	<p>Dynamics, working worksheets, role playing, and team exercises.</p> <p>Glossary of specific terms used in the unit</p>
<b>UNIT 2</b>	<p>The entrepreneur. Knowing our capacities</p> <p>An entrepreneurial society</p> <p>Self-confidence</p> <p>Assuming risks</p>	<p>Dynamics, working worksheets, role playing, and team exercises.</p> <p>Glossary of specific terms used in the unit</p>
<b>UNIT 3</b>	<p>How we can generate ideas</p> <p>Creativity</p> <p>Observing and exploring</p>	<p>Dynamics, working worksheets, role playing, and team exercises.</p> <p>Glossary of specific terms used in the unit</p>

<b>LEARNING HOW TO SELL</b>		
Unit No.	Competences and capacities to developed /Content	Training method
<b>UNIT 4</b>	Critic sense.	Dynamics, working worksheets, role playing, and team exercises.  Glossary of specific terms used in the unit
<b>UNIT 5</b>	Knowing your reality II. Knowing the different ways for people to make internet profitable for themselves	Dynamics, working worksheets, role playing, and team exercises.  Glossary of specific terms used in the unit
<b>UNIT 6</b>	Searching for needs	Dynamics, working worksheets, role playing, and team exercises.  Glossary of specific terms used in the unit
<b>UNIT 7</b>	Discovering values	Dynamics, working worksheets, role playing, and team exercises.  Glossary of specific terms used in the unit
<b>UNIT 8</b>	Assertiveness Empathy How we communicate each others	Dynamics, working worksheets, role playing, and team exercises.  Glossary of specific terms used in the unit

<b>WORKING WITH QUALITY</b>		
Unit No.	Competences and capacities to developed /Content	Training method

<b>UNIT</b> <b>9</b>	Organizational capacity	Dynamics, working worksheets, role playing, and team exercises.  Glossary of specific terms used in the unit
<b>UNIT</b> <b>10</b>	Working with people	Dynamics, working worksheets, role playing, and team exercises.  Glossary of specific terms used in the unit
<b>UNIT</b> <b>11</b>	Planification	. Dynamics, working worksheets, role playing, and team exercises.  Glossary of specific terms used in the unit
<b>UNIT</b> <b>12</b>	How to manage with the prodeures	. Dynamics, working worksheets, role playing, and team exercises.  Glossary of specific terms used in the unit



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**TRAINING CONTENT AND PLAN FOR THE ENTREPRENEURSHIP  
MODULE FOR MIGRANTS AND REFUGEES**

**TRAINING PLAN**

**MODULE 1**

**GENERATING IDEAS**

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**UNIT 1**

**KNOWING YOUR REALITY I**

<b>TOPIC</b>	Plan for the entrepreneurship module for migrants and refugees
<b>CLASS</b>	EMMR
<b>UNIT</b>	1 Knowing your reality I
<b>SUBJECT</b>	Social, political, cultural and other specific aspects of the host country
<b>TIMING</b>	2,5 h
<b>AIMS</b>	<ul style="list-style-type: none"> <li>Identify the main cultural, economic or legal aspects that may affect the development of entrepreneurial projects.</li> <li>Know environment analysis tools</li> </ul>

## ENTREPRENEUR

### ENTREPRENEURIAL COMPETENCES

COMPETENCES	AREAS	LEVEL
Self awareness and self efficacy	Resources	Foundation level 1 and 2
Vision	Ideas and opportunities	Foundation level 1 and 2
Motivation and perseverance	Resources	Foundation level 1 and 2
Ethical and sustainable thinking	Ideas and opportunities	Foundation level 1 and 2

## ENTREPRENEURIAL PROJECT

KEY CONCEPTS	CONTENTS	ACTIVITIES
Entrepreneurial culture	What is entrepreneurial culture?	Activity Unit 1  <b>KNOWING YOUR REALITY I</b>
Economic situation	Main economic sectors Commercial legislation and Tax legislation for small businesses	
Social context for entrepreneurship	Main local entrepreneur support agents	

## RECOMENDATIONS FOR THE TEACHER

### GLOSSARY

- Constitutional procedures
- Entrepreneur
- Intra-entrepreneur
- Legal form
- Legal personality
- Macroenvironment

### SPECIAL TIPS

- Take advantage of the capabilities to explore and observe the environment.
- Take advantage of the closest sources of information to obtain specific data that can help you understand how the situation is for entrepreneurship in that place.
- Facilitate an open mind of prejudices about the social customs of the place of reception that facilitate team work and the approach to the new reality.



# MODULE 1

## GENERATING IDEAS

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### KNOWING YOUR REALITY I

ACTIVITY

1

## Entrepreneurship...

1

### CREATE!

- ✓ Dream new things. Invents
- ✓ Design your dreams.
- ✓ If your dreams are not possible invent another way, change your plans



2

### THINK!

- ✓ Study what you need
- ✓ Enjoy learning
- ✓ Make a plan
- ✓ Think first about your goal
- ✓ Collect information
- ✓ Calculate your strengths and limitations
- ✓ Organize time well



## Entrepreneurship...

3

**DO IT!**

- ✓ Take the lead
- ✓ Talk about solutions, not problems
- ✓ Insist, don't get discouraged. Fight for what you want
- ✓ Work with joy
- ✓ Decides. Trust you.
- ✓ Don't be afraid of mistakes.
- ✓ Be consistent



4

**LIVES!**

- ✓ Listen to others, learn from them
- ✓ Try to understand customers
- ✓ Seek help, collaborate with others
- ✓ Keep your commitments
- ✓ Work with love and understanding
- ✓ Trust your teammates and don't judge them



## Who I am ?

My name is \_\_\_\_\_ and I am \_\_\_\_\_ years old. I have studied \_\_\_\_\_ and would like to study \_\_\_\_\_.

I live in \_\_\_\_\_, in my family I am \_\_\_\_\_ and my profession is \_\_\_\_\_. In the future I would like to work \_\_\_\_\_.

## What I want is...

### Mark all the reasons you want

- I want to have a business ide
- I want to make friends in this training
- I want to practice my profesión
- I want to learn new things
- I want to find a job
- I want to have my own company

## The entrepreneur

Did you already know that you can learn to undertake? Can you think of how? Learning from others? Learning from our own attempts?...

**INVENTS!!!**



He invents a very brief story about a person he learned to undertake.

And repress it in a few minutes and without speaking, only with gestures. See if the others understand it.

Oh, it doesn't have to be setting up a company. It can be undertaken in many ways.

**To undertake is to dare to do something new**



**TRAINING CONTENT AND PLAN FOR THE ENTREPRENEURSHIP  
MODULE FOR MIGRANTS AND REFUGEES**

**TRAINING PLAN**

**MODULE 1**

**GENERATING IDEAS**

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**UNIT 2**

**THE ENTREPRENEUR**

<b>TOPIC</b>	Plan for the entrepreneurship module for migrants and refugees
<b>CLASS</b>	EMMR
<b>UNIT</b>	2 The Entrepreneur
<b>SUBJECT</b>	An entrepreneurial society, self-confidence, assuming risks
<b>TIMING</b>	2,5 h
<b>AIMS</b>	<ul style="list-style-type: none"> <li>• Identify the skills of the entrepreneur</li> <li>• Become aware of the need to develop them for the implementation of entrepreneurial projects</li> <li>• Develop basic competences</li> </ul>

## ENTREPRENEUR

### ENTREPRENEURIAL COMPETENCES

COMPETENCES	AREAS	LEVEL
Self-awareness and self-efficacy	Resources	Foundation level 1 and 2
Motivation and perseverance	Resources	Foundation level 1 and 2
Deal with uncertainty, ambiguity and risk	Resources	Foundation level 1 and 2

## ENTREPRENEURIAL PROJECT

KEY CONCEPTS	CONTENTS	ACTIVITIES
Entrepreneurial culture	What is entrepreneurial culture? Entrepreneurship Promotion	Activity Module 2  THE ENTREPRENEUR
Entrepreneur	What is an entrepreneur? Needs of entrepreneurs Ways to undertake	
Entrepreneurial competences	How do we develop them? Motivation for entrepreneurship	
Entrepreneurship limitations	What prevents us from undertaking our idea?	

## RECOMENDATIONS FOR THE TEACHER

### GLOSSARY

- Entrepreneur
- Entrepreneurial skills
- Human team
- Social entrepreneur

### SPECIAL TIPS

- The entrepreneur's way of being should not be changed.
- You have to know your strengths and weaknesses.
- Address problems without delay.
- Set clear personal goals
- Encourage teamwork to learn from those with more experience.



# MODULE 1

## GENERATING IDEAS

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### THE ENTREPRENEUR

ACTIVITY

2

## The entrepreneur

### The most important

The people are the company. Your ideas, your drive and your work move everything and make it work. Without them, there is no company.



### Training

Encouragement and work is not enough. You have to learn your trade and always train. The more the team knows, the more the company knows and the better it can survive.



### Motivation

The energy of the company depends on that of its workers. A company of discouraged people is dragged by the market flow and ends up closing.

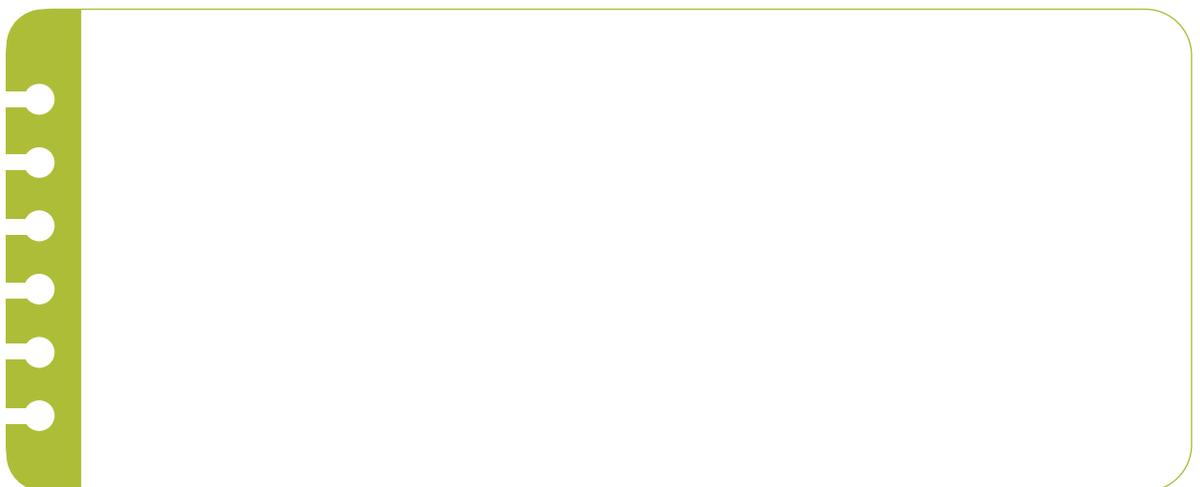


## First individually these exercises

1. Do you think people are important for a company to function?  
Why?



2. According to the test you have already done, in which skills do you have obtained the better scores?



## The match game

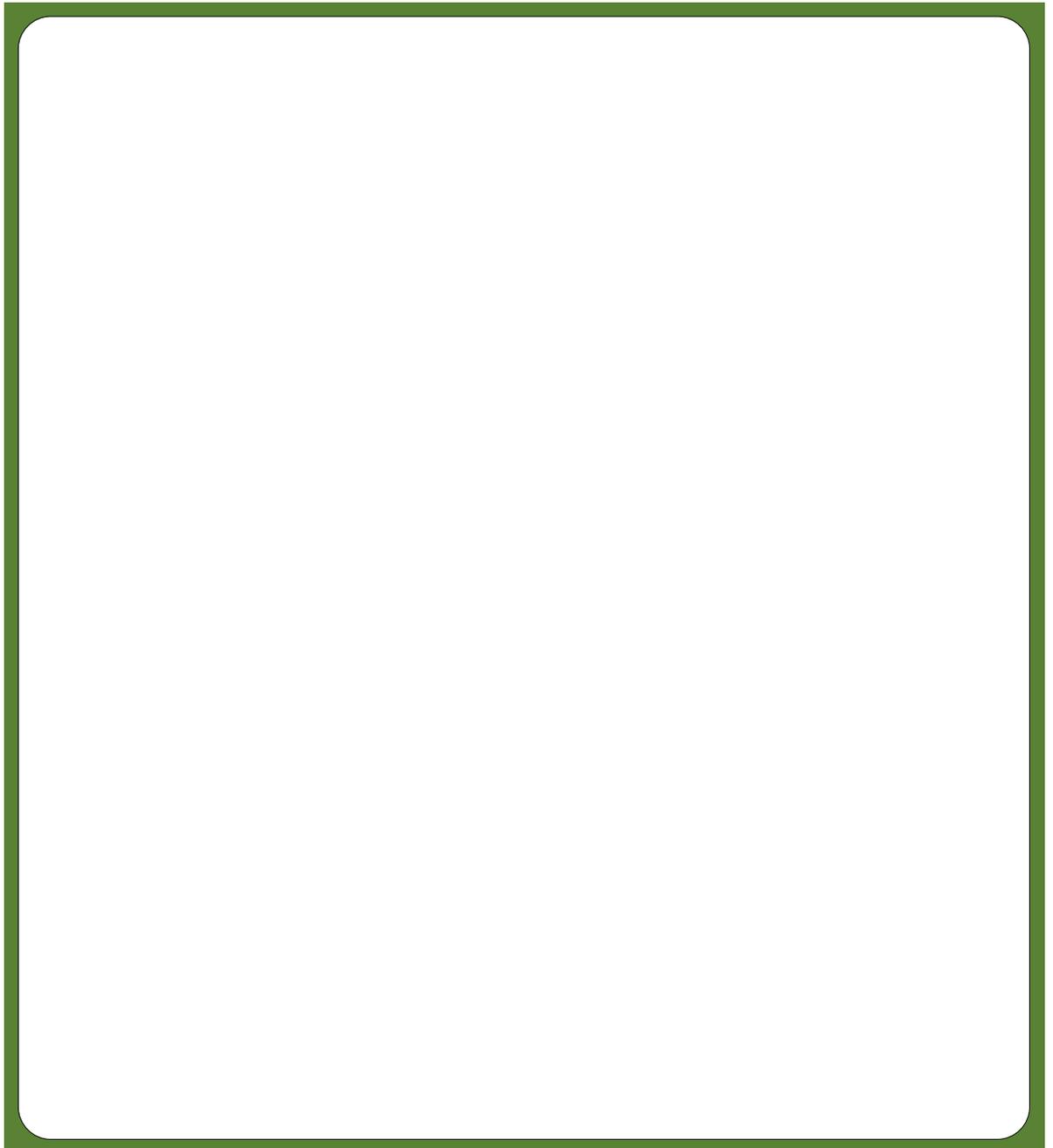
How is it like...

A company and A BEE ?



## The match game

Answer the question



## The match game

Write some skills or competences of your daily life and how you can adapt to your company

competences	How have you acquired?	Company capabilities

## What competences do we need to develop?

We get together by TEAMS and think about the project we want to develop. Think carefully about what activities the project will need and therefore what COMPETENCES you need. It's like handing out the roles of a movie. We put a picture of a movie to each picture to make the cast more fun.



activity

competences

Explain it

---



---



---



activity

competences

Explain it

---



---



---



activity

competences

Explain it

Four horizontal lines for writing, with a green binder-style edge on the left side.



activity

competences

Explain it

Four horizontal lines for writing, with a green binder-style edge on the left side.



activity

competences

Explain it

Four horizontal lines for writing, with a green binder-style edge on the left side.



activity

competences

**Explain it**

Three horizontal lines for writing an explanation.



activity

competences

**Explain it**

Three horizontal lines for writing an explanation.



activity

competences

**Explain it**

Three horizontal lines for writing an explanation.



**TRAINING CONTENT AND PLAN FOR THE ENTREPRENEURSHIP  
MODULE FOR MIGRANTS AND REFUGEES**

**TRAINING PLAN**

**MODULE 1**

**GENERATING IDEAS**

---

**UNIT 3**

**HOW WE CAN GENERATE IDEAS**

<b>TOPIC</b>	Plan for the entrepreneurship module for migrants and refugees
<b>CLASS</b>	EMMR
<b>UNIT</b>	3 How we can generate ideas
<b>SUBJECT</b>	Entrepreneurial ideas Creativity Observing and exploring
<b>TIMING</b>	2,5 h
<b>AIMS</b>	<ul style="list-style-type: none"> <li>• Develop observation and exploration of the environment to detect opportunities</li> <li>• Develop creativity to look for ideas that can be a solution to a problem</li> <li>• Learn team work tools to analyse entrepreneurial ideas</li> <li>• Learn to respect the views of others, encourage participation and develop creative ideas as a team</li> </ul>

## ENTREPRENEUR

### ENTREPRENEURIAL COMPETENCES

COMPETENCES	AREAS	LEVEL
Spotting opportunities	Ideas and opportunities	Foundation level 1 and 2
Creativity	Ideas and opportunities	Foundation level 1 and 2
Vision	Ideas and opportunities	Foundation level 1 and 2
Evaluating ideas	Ideas and opportunities	Foundation level 1 and 2
Working with other	Into action	Foundation level 1 and 2

**ENTREPRENEURIAL PROJECT**

KEY CONCEPTS	CONTENTS	ACTIVITIES
How we detect opportunities	Through the observation and exploration of our environment looking for needs that are not yet resolved	Activity Module 3  <b>HOW WE CAN GENERATE IDEAS</b>
Sources of entrepreneurial ideas	<ul style="list-style-type: none"> <li>• The invention</li> <li>• Personal hobbies or interests</li> <li>• Observing social trends</li> <li>• Observing the deficiency of others</li> <li>• The observation of an absence</li> <li>• The discovery of new uses for ordinary things</li> <li>• Change the way you do something</li> <li>• Demographics, changes in the size of the population, the age of citizens and their characteristics</li> <li>• The new knowledge</li> </ul>	
Ideas that generate added value because they give solutions to real problems	<ul style="list-style-type: none"> <li>• The idea brings something different</li> <li>• Potential customers value the novelty it brings</li> <li>• Customers see the difference</li> <li>• Customers get more benefits than drawbacks</li> <li>• The customers are enough and they are willing to pay for it.</li> <li>• The competition cannot easily beat us</li> <li>• The entrepreneur has knowledge</li> <li>• The entrepreneur can start it up</li> </ul>	
Entrepreneurship limitations	<ul style="list-style-type: none"> <li>•The entrepreneur has no knowledge</li> <li>•The entrepreneur has no resources</li> <li>•The entrepreneur does not want to risk</li> <li>•The idea is not profitable</li> </ul>	

## RECOMENDATIONS FOR THE TEACHER

### GLOSSARY

- Entrepreneur
- Entrepreneurial skills
- Human team
- Social entrepreneur

### SPECIAL TIPS

- Encourage them to discuss what they know, how to do it, and what they would like to do
- It is very important that ideas arise from the environment of the things they know
- It is essential that they believe in the idea and make it theirs
- Creativity is more important than resources in this phase of work
- The ideas must be able to be realized, not be something impossible
- Teamwork is essential in this phase to learn from the diversity of views



# MODULE 1

## GENERATING IDEAS

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### HOW WE CAN GENERATE IDEAS

ACTIVITY

3

## The amount matters

### Creativity the more ideas the better

It's like the bad photographer's trick: having a digital camera and taking hundreds of photos. In the end, some come out good..



### We can all be creative

We have to feel free and break barriers :

- ✓ Fear of failure
- ✓ Fear of ridicule
- ✓ Social norms
- ✓ The trial before knowing
- ✓ Generalizations
- ✓ Negative thinking
- ✓ Believe us not creative
- ✓ Based on logic
- ✓ The fear of rejection
- ✓ Group dependency
- ✓ Ridicule the non-objective
- ✓ Think of the past
- ✓ See problems, not solutions



## Innovation

1. Do you agree with these phrases?

YES NO

It is easier to innovate in large companies

To innovate you need technology

Creativity is for advertising Managing the company involves avoiding risks

It is easier to innovate in large companies

To innovate well is to do what nobody has done

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>

2. What do you think is innovation in business?



3. Do you find creativity in business useful?



## Fly fishing

Together in small groups, brainstorm three novel business ideas you've seen around us or somewhere else and think about how they innovated.



Business	What did they observe?	What did they innovate?

## LET'S MAKE UP BUSINESS

We are going to do some group games to generate business ideas.

**A group thinks bases for generate ideas**

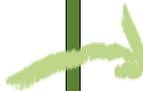
**Another group thinks business ideas**

<b>Things you miss in our area</b>	<b>Business that suggests us</b>
<b>Whims or luxuries that we would like to have</b>	<b>Business that suggests us</b>
<b>Things that make life complicated</b>	<b>Business that suggests us</b>

**Now we are ourselves**



**Write ideas**

<p><b>Disadvantages to have fun</b></p>	<p><b>Business that suggests us</b></p>
	
<p><b>Benefits to have fun</b></p>	<p><b>Business that suggests us</b></p>
	
<p><b>Things that foolishly waste time</b></p>	<p><b>Business that suggests us</b></p>
	
<p><b>Our hobbies</b></p>	<p><b>Business that suggests us</b></p>
	

## With the same game

But now ... you are a young person



**Write ideas**

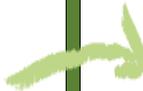
<p><b>Things you miss</b></p>	<p><b>Business that suggests us</b></p>
<p><b>Whims or luxuries you would like to have</b></p>	<p><b>Business that suggests us</b></p>
<p><b>Things you like in your area</b></p>	<p><b>Business that suggests us</b></p>
<p><b>Things you don't like about your area</b></p>	<p><b>Business that suggests us</b></p>

## With the same game

But now ... you are an older person



**Write ideas**

<p><b>Things you miss</b></p>	<p><b>Business that suggests us</b></p>
	
<p><b>Whims or luxuries you would like to have</b></p>	<p><b>Business that suggests us</b></p>
	
<p><b>Things you like in your area</b></p>	<p><b>Business that suggests us</b></p>
	
<p><b>Things you don't like about your area</b></p>	<p><b>Business that suggests us</b></p>
	

## With the same game

But now ... think about the business there **Write ideas**

<p><b>Services that do not work well</b></p>	<p><b>Business that suggests us</b></p>
	
<p><b>Businesses seen on other sites</b></p>	<p><b>Business that suggests us</b></p>
	
<p><b>Unused area resources</b></p>	<p><b>Business that suggests us</b></p>
	
<p><b>Non-modernized services</b></p>	<p><b>Business that suggests us</b></p>
	



**TRAINING CONTENT AND PLAN FOR THE ENTREPRENEURSHIP  
MODULE FOR MIGRANTS AND REFUGEES**

**TRAINING PLAN**

**MODULE 2**

**LEARNING HOW TO SELL**

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**UNIT 4**

**CRITICAL SENSE**

<b>TOPIC</b>	Plan for the entrepreneurship module for migrants and refugees
<b>CLASS</b>	EMMR
<b>UNIT</b>	4 Critical sense
<b>SUBJECT</b>	Making the most out of ideas and opportunities
<b>TIMING</b>	2,5 h
<b>AIMS</b>	<ul style="list-style-type: none"> <li>• Judge the value of the ideas in their social, cultural and economic terms</li> <li>• Identify a suitable way of making the most out of this value</li> </ul>

## ENTREPRENEUR

### ENTREPRENEURIAL COMPETENCES

COMPETENCES	AREAS	LEVEL
Valuing ideas	Ideas and opportunities	Foundation level 1 and 2

## ENTREPRENEURIAL PROJECT

KEY CONCEPTS	CONTENTS	ACTIVITIES
Macroenvironment	<p>How could influence in our Project the following topics?</p> <ul style="list-style-type: none"> <li>• Technology</li> <li>• Natural Environment</li> <li>• Demography</li> <li>• Working market</li> <li>• Culture</li> <li>• Legal regulation</li> <li>• Society</li> <li>• Politics</li> </ul>	<p>Activity Module 4  CRITICAL SENSE</p>

### RECOMENDATIONS FOR THE TEACHER

GLOSSARY	SPECIAL TIPS
<ul style="list-style-type: none"> <li>• Macroenvironment</li> <li>• Microenvironment</li> </ul>	<ul style="list-style-type: none"> <li>• Take into account all relevant aspects of the closest environment</li> </ul>



# MODULE 2

# LEARNING HOW TO SELL

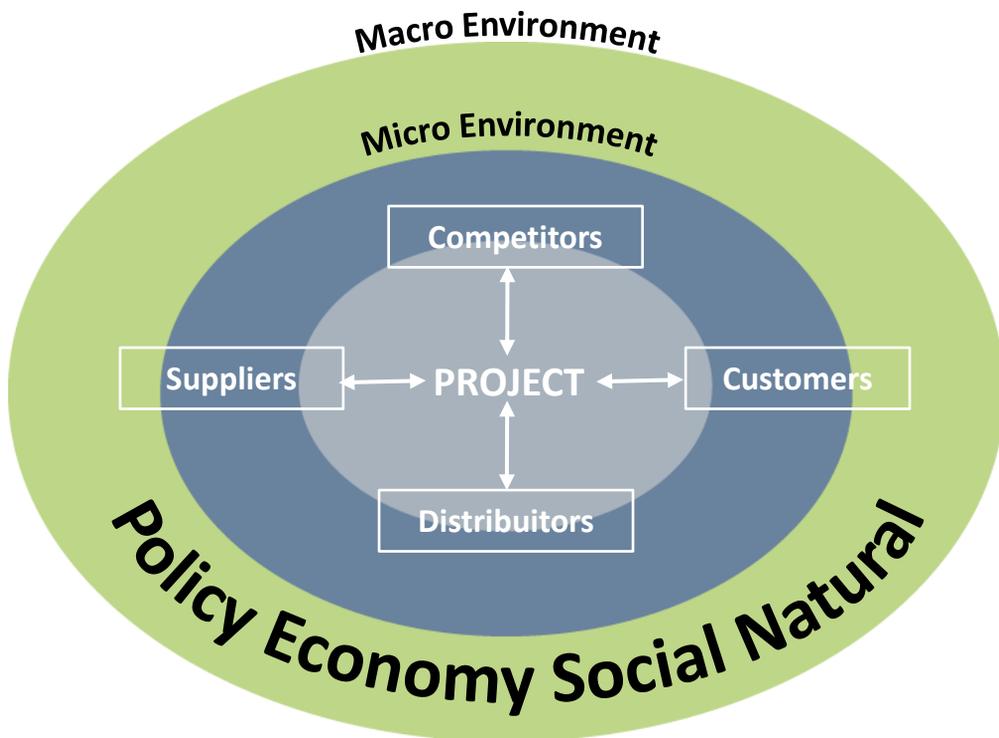
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## CRITICAL SENSE



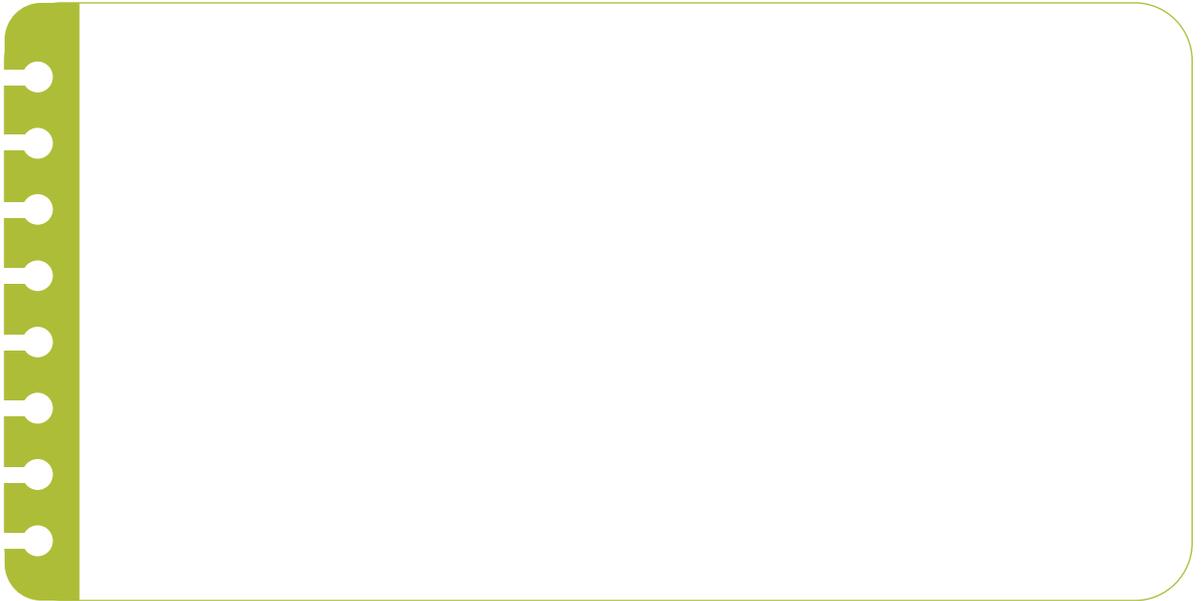
## Our project

OUR PROJECT is a LIVING BEING surrounded by CHANGES



## What do you think

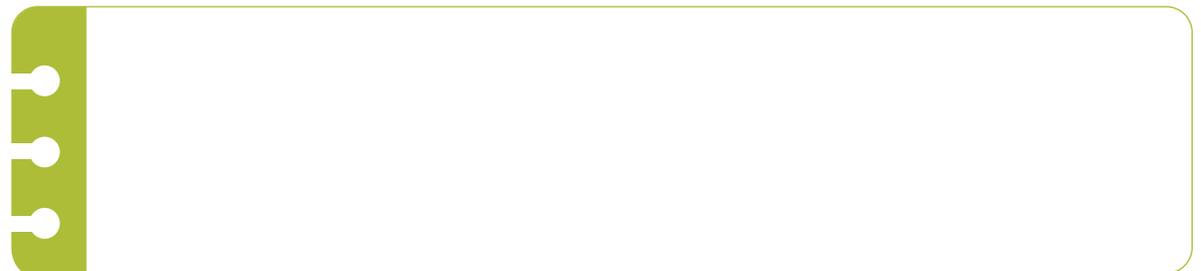
Draw your project



What environmental factors affect a business?



Do you know how the sector your project is dedicated to works?



## What do you think

Draw your project

What environmental factors affect a business?

Do you know how the sector your project is dedicated to works?

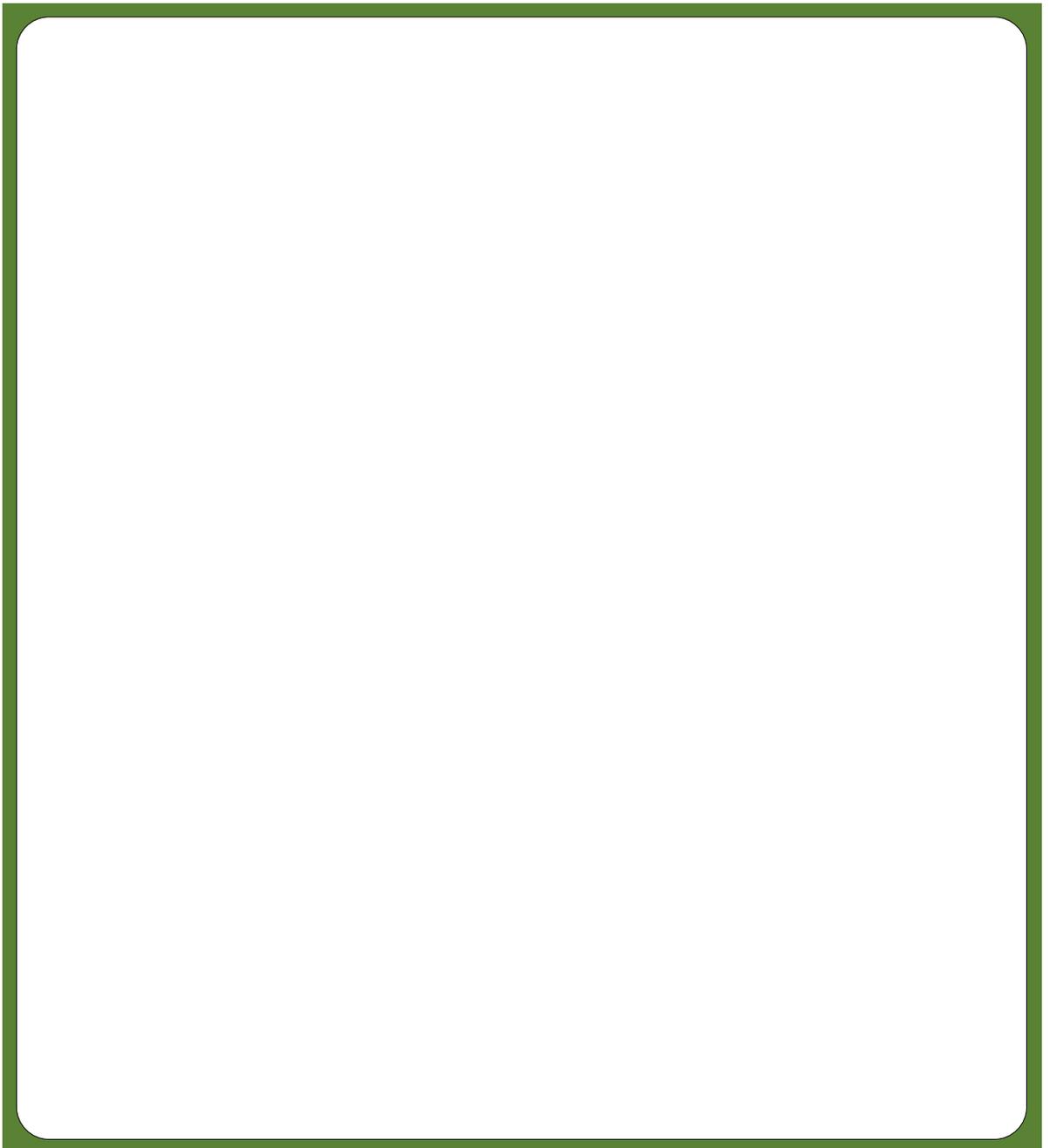
## Range of products and services

You have to specify which products and services you would like your company to sell

Products	Services

## Differences

What differences do you see in service companies versus those that sell a product?





**TRAINING CONTENT AND PLAN FOR THE ENTREPRENEURSHIP  
MODULE FOR MIGRANTS AND REFUGEES**

**TRAINING PLAN**

**MODULE 2**

**LEARNING HOW TO SELL**

---

**UNIT 5**

**KNOWING YOUR REALITY II**

<b>TOPIC</b>	Plan for the entrepreneurship module for migrants and refugees
<b>CLASS</b>	EMMR
<b>UNIT</b>	5 Knowing your reality II
<b>SUBJECT</b>	Economic, market, customer, business important aspects to develop an Entrepreneurial Project
<b>TIMING</b>	2,5 h
<b>AIMS</b>	<ul style="list-style-type: none"> <li>• Identify the possible aspects that influence the market related to:             <ul style="list-style-type: none"> <li>• customers</li> <li>• possible competition</li> <li>• potential partners / suppliers</li> <li>• possible legal aspects</li> </ul> </li> </ul>

## ENTREPRENEUR

### ENTREPRENEURIAL COMPETENCES

COMPETENCES	AREAS	LEVEL
Vision	Ideas and opportunities	Foundation level 1 and 2
Mobilising others	Resources	Foundation level 1 and 2
Taking the initiative	Into action	Foundation level 1 and 2
Planning and management	Into action	Foundation level 1 and 2
Working with others	Into action	Foundation level 1 and 2

## ENTREPRENEURIAL PROJECT

KEY CONCEPTS	CONTENTS	ACTIVITIES
<p>Macroenvironment Customers</p>	<ul style="list-style-type: none"> <li>• Who could our clients be?</li> <li>• They would be companies or particulars?</li> <li>• Where are they?</li> <li>• How do they live?</li> <li>• Where do they buy that products or that service so far?</li> </ul>	<p>Activity Unit 5 <b>KNOWING YOUR REALITY II</b></p>
<p>Competitors</p>	<ul style="list-style-type: none"> <li>• Who are the companies that already sell those products o services?</li> </ul>	
<p>Collaborators</p>	<ul style="list-style-type: none"> <li>• With whom could you collaborate to develop your project?</li> </ul>	

## RECOMENDATIONS FOR THE TEACHER

GLOSSARY	SPECIAL TIPS
<ul style="list-style-type: none"> <li>• Client</li> <li>• Commercial contract</li> <li>• Consumer</li> <li>• Legal form</li> <li>• Market</li> <li>• Market study</li> <li>• Microenviroment</li> <li>• Poll</li> <li>• Product</li> <li>• Service</li> <li>• Segment (to)</li> <li>• User</li> </ul>	<ul style="list-style-type: none"> <li>• It would be advisable to know some company that already exists in the sector to better understand how it works</li> <li>• You better Identify potential clients well, and try to obtain the maximum possible information about them</li> <li>• It supposed to be a good idea to seek support from other companies or institutions that can help us to staying in touch with potential clients.</li> </ul>



# MODULE 2

## LEARNING HOW TO SELL

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### KNOWING YOUR REALITY II

ACTIVITY

5

## PLANNING

**OUR PROJECT is a LIVING BEING surrounded by CHANGES**

There are very comprehensive procedures with many steps to designing an investigation. We are left with a simple and clear four-step scheme

**For  
what?**

**What** do you need to research for?

**What  
information?**

**What** information do you need to make those decisions

**Where  
is it?**

**Where** is that information? In a magazine, in the potential customer, a distributor...?

**How  
to do it?**

**How** can you get it?

## INVESTIGATE

### Customers

Consumption volume is large or small It is consumed all year round or is seasonal.

**Who** buys services / products like mine They are many / few, large / small

**Why** do they buy the product / service

**Why** does each group choose one provider or another What do they value about that product / service

### Competitors

**How many** They are big or small

**How long** have they been on the market

**What** do you do

**What range** of products / services do they offer

**How** could you collaborate with them

### Suppliers

The volume of purchases is important or not in this business

It is easy or difficult to access them

**What** payment terms do they usually ask for

## Where to get the information?

### **Institutions**

Try to get information through support institutions to find out if there are studies on what you want to do.

### **Internet**

The Internet is a whole world of information. You will surely find very useful things. But you will not find the answers to your specific business on the Internet.

### **Customers**

The customers you may have are the ones who will give you the most information. Your business will work if they buy from you.

**Customers are the source of information most important for a business**

## Investigation

What is market research for you?

In your case, what data is important to you?

When do you think it will be necessary to investigate?

**Choose one of the options**

-  Before creating the company
-  After creating the company
-  Whenever you launch a new producto
-  Everyday

## Is all this good for anything?

*Think in small groups*

Choose a company that you know in your sector.

investigates: - who are your customers - which products / services sell the most.

**THINK**  
About your case

What will happen if you don't research the market?

**THINK**  
About your case



**TRAINING CONTENT AND PLAN FOR THE ENTREPRENEURSHIP  
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**TRAINING PLAN**

**MODULE 2**

**LEARNING HOW TO SELL**

---

**UNIT 6**

**SEARCHING FOR NEEDS**

<b>TOPIC</b>	Plan for the entrepreneurship module for migrants and refugees
<b>CLASS</b>	EMMR
<b>UNIT</b>	6 Searching for needs
<b>SUBJECT</b>	Customer needs analysis Decision making: definition of the product or service
<b>TIMING</b>	2,5 h
<b>AIMS</b>	<ul style="list-style-type: none"> <li>• Identify customer needs</li> <li>• Define the product / service we offer</li> <li>• Define the way in which the customer will be able to buy the product or service.</li> </ul>

## ENTREPRENEUR

### ENTREPRENEURIAL COMPETENCES

COMPETENCES	AREAS	LEVEL
Vision	Ideas and opportunities	Foundation level 1 and 2
Valuing ideas	Ideas and opportunities	Foundation level 1 and 2
Creativity	Ideas and opportunities	Foundation level 1 and 2
Taking de initiative	Into action	Foundation level 1 and 2
Planning and management	Into action	Foundation level 1 and 2
Mobilising others	Resources	Foundation level 1 and 2

## ENTREPRENEURIAL PROJECT

KEY CONCEPTS	CONTENTS	ACTIVITIES
Customer needs	Definition of the potential customer's need	Activity Unit 6 <b>SEARCHING FOR NEEDS</b>
Solutions: products and services	Definition of products and services that we will sell	
Prices	<ul style="list-style-type: none"> <li>• How much does that product / service cost?</li> <li>• How much money do I earn?</li> <li>• At what price do I have to sell it?</li> <li>• At what price do my competitors sell it?</li> </ul>	

## RECOMENDATIONS FOR THE TEACHER

GLOSSARY	SPECIAL TIPS
<ul style="list-style-type: none"> <li>• Market</li> <li>• Product</li> <li>• Service</li> <li>• Commercial contract</li> <li>• Commercial offer</li> <li>• Distribution channels</li> <li>• Distributor</li> <li>• Logistics</li> <li>• Margin on sales</li> <li>• Marketing plan</li> <li>• Price</li> <li>• Procedure</li> <li>• Process of service provision</li> <li>• Product life</li> <li>• Production factors</li> <li>• Provider</li> <li>• Sales</li> </ul>	<ul style="list-style-type: none"> <li>• It is very important to define everything clearly</li> <li>• What customers need</li> <li>• What service or product they are going to buy</li> <li>• We must consider whether we "know and can" produce / sell those products and services.</li> <li>• Specify how the customer can purchase the product or service</li> <li>• Calculating the price is one of the keys to selling the product. It is necessary to calculate all the costs to be sure not to lose money</li> </ul>



# MODULE 2

# LEARNING HOW TO SELL

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## SEARCHING FOR NEEDS

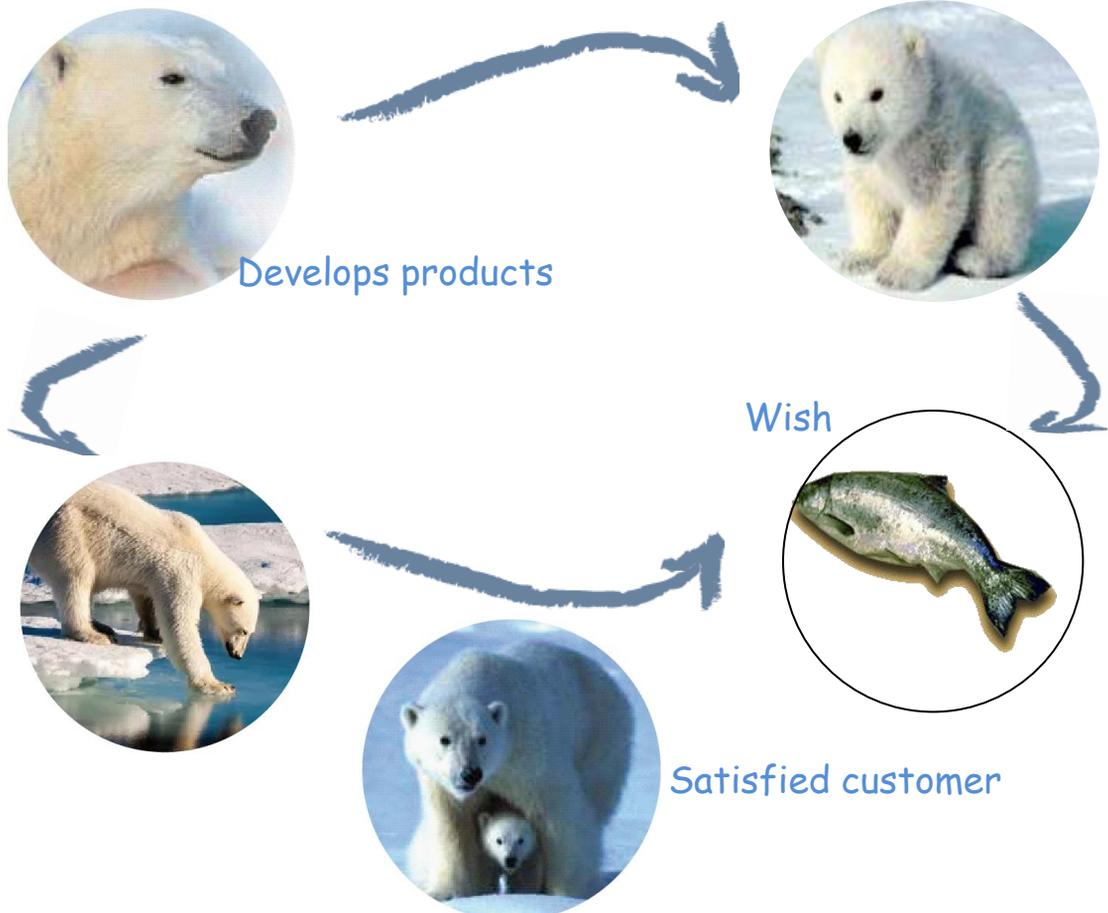


## MARKETING



## CUSTOMER NEEDS

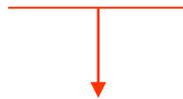
ADAPTATION CAPACITY, to satisfy customers in a sustainable way



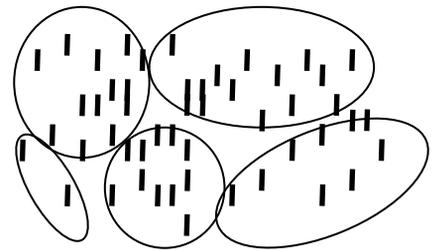
## Market positioning

SEGMENT: divide customers by groups

We have to know what customers want, so we can give it to them later



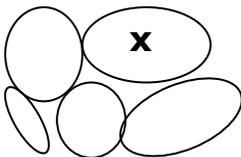
All customers don't need the same



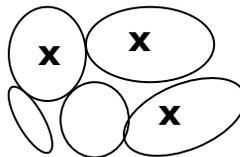
We divide clients into groups that bring together those looking for the same

Choose the groups you are going to target.

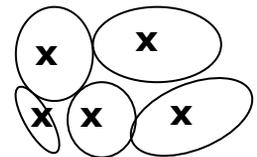
**one**



**various**

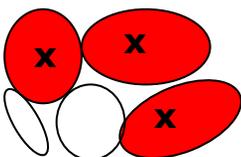


**everyone**

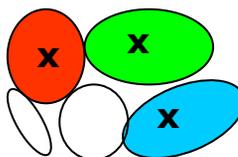


Decide what image you are going to transmit to each one, what advantage of your product or service you are going to highlight. Can be

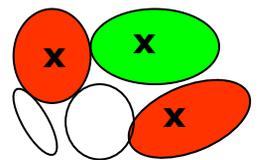
**The same in all**



**One in each**



**A combination**



## The product/service

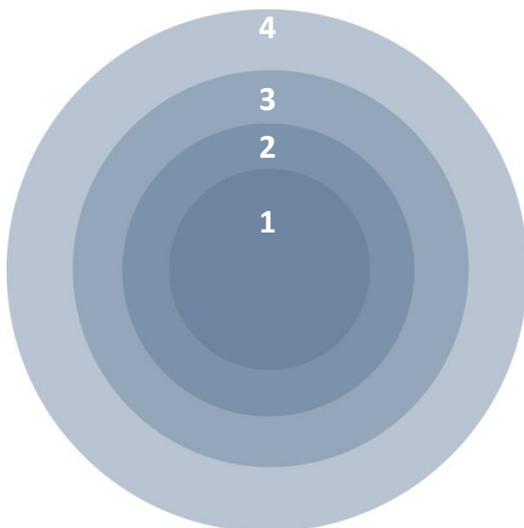
Set of physical and psychological attributes that the customer perceives in a good or service to satisfy their need

This happy man has not bought a sports car...



He has bought the illusion of feeling Fernando Alonso (famous pilot)

## PRODUCTO DEVELOPMENT



- 1 **Basic product**
- 2 **Generic product**
- 3 **Expected product**
- 4 **Increased product**

It is important to analyze the client to innovate in auxiliary services, guarantees, delivery methods, ease of use, personal benefits, etc

We must not only think about the characteristics of the product, nor its advantages, but the physical and psychological benefits of the customer



clothes ironing iron is made of aluminum



ironing iron clothes is light



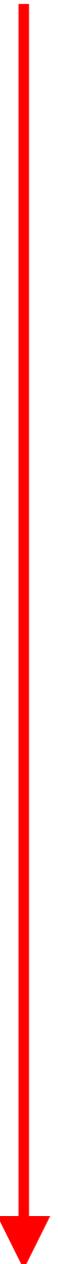
ironing ironing clothes is easy to handle



ironing clothes is fast



you can dedicate time to what you like



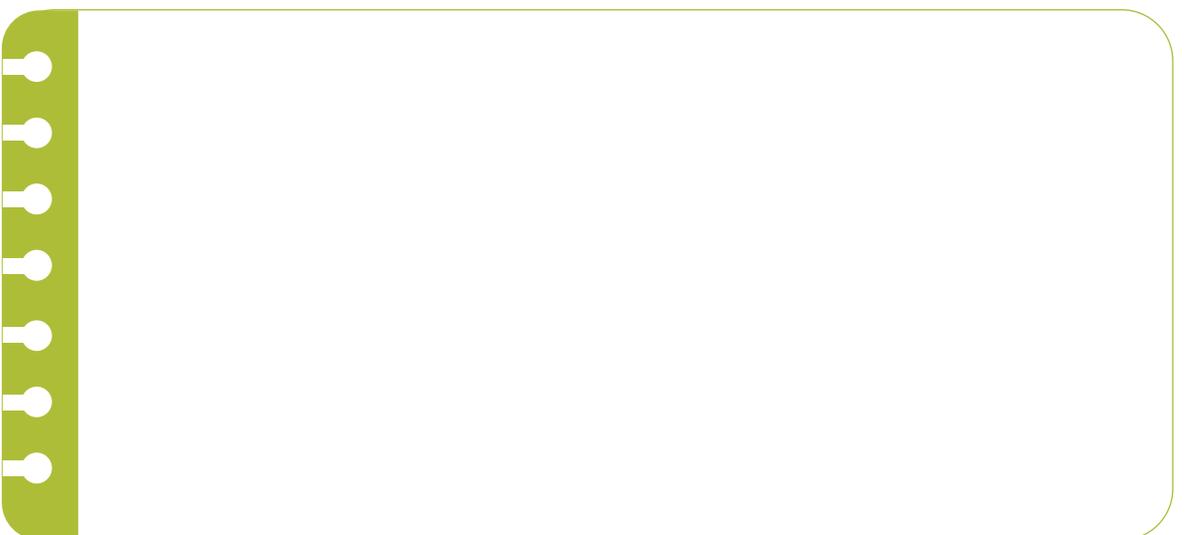
## Sustainable competitive advantage

Write the main advantages of your products or services

**THINK**  
About your case



Indicates which advantage is the most important for each class of customer



## MARKETING PLAN

Where do we start? Try to put each step in order by putting a number in each circle. Luck





**TRAINING CONTENT AND PLAN FOR THE ENTREPRENEURSHIP  
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**LEARNING HOW TO SELL**

---

**UNIT 7**

**DISCOVERING VALUES**

<b>TOPIC</b>	Plan for the entrepreneurship module for migrants and refugees
<b>CLASS</b>	EMMR
<b>UNIT</b>	7 Discovering values
<b>SUBJECT</b>	Values provided by the entrepreneur and the project
<b>TIMING</b>	2,5 h
<b>AIMS</b>	<p>Discover the values that identify the entrepreneur who must also has his project:</p> <ul style="list-style-type: none"> <li>• Social responsibility</li> <li>• Environmental responsibility</li> <li>• Commitment to the community</li> </ul>

## ENTREPRENEUR

### ENTREPRENEURIAL COMPETENCES

COMPETENCES	AREAS	LEVEL
Ethical and sustainable thinking	Ideas and opportunities	Foundation level 1 and 2
Valuing ideas	Ideas and opportunities	Foundation level 1 and 2
Self awareness and self efficacy	Resources	Foundation level 1 and 2
Taking de initiative	Into action	Foundation level 1 and 2
Learning through the experience	Into action	Foundation level 1 and 2

**ENTREPRENEURIAL PROJECT**

KEY CONCEPTS	CONTENTS	ACTIVITIES
Entrepreneur values	We identify which values are key for the entrepreneur who wishes to also reflect his project	Activity Unit 7 DISCOVERING VALUES
Social responsibility	Define the involvement of the project with the community where it will be developed	
Environmental responsibility	Is the project environmentally friendly?	

**RECOMENDATIONS FOR THE TEACHER**

GLOSSARY	SPECIAL TIPS
<ul style="list-style-type: none"> <li>• Social responsibility</li> <li>• Environmental responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Work as a team the values with which the entrepreneur identifies</li> <li>• Try to involve the entrepreneur with the closest community and see how the project can help to develop it</li> <li>• Look for concrete improvements that the entrepreneur can apply in the project that are responsible for the environment</li> </ul>



# MODULE 2

# LEARNING HOW TO SELL

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## DISCOVERING VALUES

ACTIVITY

7

## People: ethical and social values

### The people in the company

People are the company. Your ideas, your values and your work move everything and make it work. Without them, there is no company.



### Learn together and share values

Courage and work are not enough. You have to learn your trade and always train. It is also important to share personal and work values



### Team values

The energy of the company depends on its equipment. If a company does not share its values, it will end up closing

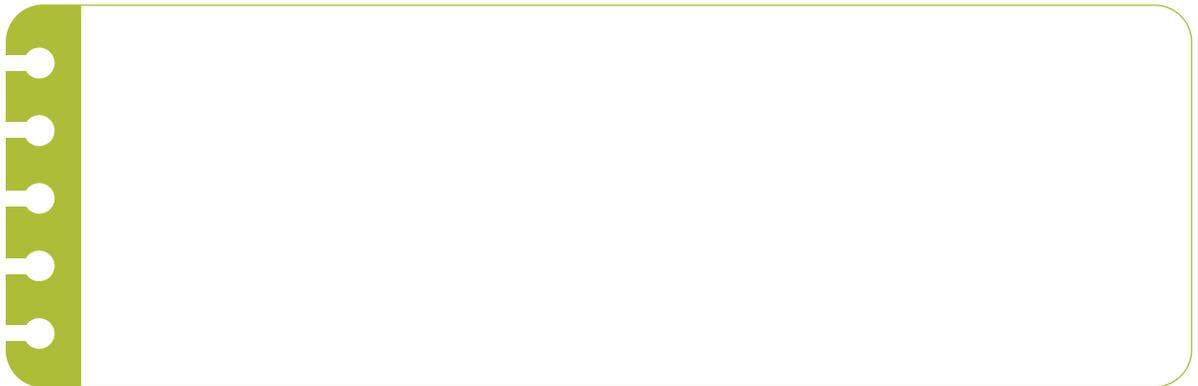


## Do these exercises individually first

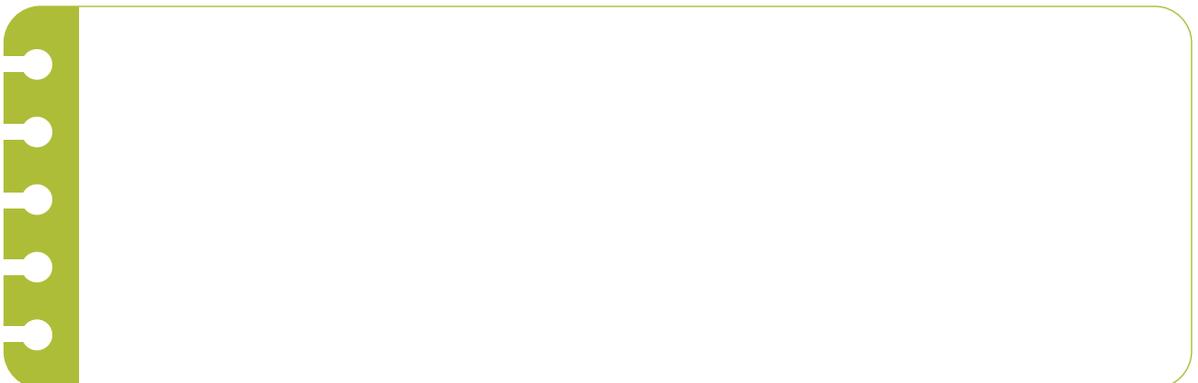
Do you think people are important in a company? Why?



What values are the most important to you as a person?



What values would you like your company to have?



## Problems and conflicts

### TEAMWORK

Think of problems that can arise in a business due to conflicts between people. Give examples.



1

Problem:

2

Problem:

## Solutions

About the problems that you have explained, think and write what possible solutions they could have tried to resolve the conflict



1

*Solution:*

2

*Solution:*

## Values and ethical standards

With everything we have seen in this chapter, we propose something:

Try to write some rules of ethical behavior of the members of the company

COMPANY:

RULES OF ETHICAL BEHAVIOR:



**TRAINING CONTENT AND PLAN FOR THE ENTREPRENEURSHIP  
MODULE FOR MIGRANTS AND REFUGEES**

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**LEARNING HOW TO SELL**

**UNIT 8**

**HOW WE COMMUNICATE WITH EACH OTHER**

<b>TOPIC</b>	Plan for the entrepreneurship module for migrants and refugees
<b>CLASS</b>	EMMR
<b>UNIT</b>	8 How we communicate with each other
<b>SUBJECT</b>	Values provided by the entrepreneur and the project
<b>TIMING</b>	2,5 h
<b>AIMS</b>	<ul style="list-style-type: none"> <li>• Develop the communication capacity necessary to be able to present the project to potential customers, collaborators, partners etc.</li> <li>• Propose marketing actions that allow to publicize the products and services to the market</li> </ul>

**ENTREPRENEUR****ENTREPRENEURIAL COMPETENCES**

COMPETENCES	AREAS	LEVEL
Self-awareness and self efficacy	Ideas and opportunities	Foundation level 1 and 2
Creativity	Ideas and opportunities	Foundation level 1 and 2
Mobilising others	Resources	Foundation level 1 and 2
Taking the initiative	Into action	Foundation level 1 and 2
Learning through experience	Into action	Foundation level 1 and 2

## ENTREPRENEURIAL PROJECT

KEY CONCEPTS	CONTENTS	ACTIVITIES
Commercial message	<p>Define the commercial message:                      what are the benefits of your products and services for the customer?                      How are your products and services different from those offered by your competitors?</p>	<p>Activity                      Unit 8</p> <p>HOW WE                      COMMUNICATE                      EACH OTHERS</p>
Commercial communication channels	<p>How are you going to make your products and services known to your customers?</p> <ul style="list-style-type: none"> <li>• Advertising: cards, flyers, posters, TV</li> <li>• Public relations</li> <li>• Merchandising</li> <li>• Direct marketing</li> <li>• Online marketing</li> <li>• Promotions, discounts</li> </ul>	
Project presentation	<p>SWOT Analysis&gt; Strengths, Weaknesses, Opportunities and Threats.</p>	

## RECOMENDATIONS FOR THE TEACHER

GLOSSARY	SPECIAL TIPS
<ul style="list-style-type: none"> <li>• Advertising</li> <li>• Commercial communication</li> <li>• Commercial contract</li> <li>• Commercial offer</li> <li>• Marketing plan</li> <li>• Media plan</li> <li>• Merchandising</li> </ul>	<ul style="list-style-type: none"> <li>• Be careful with the image of the company that is released to the public. It should reflect the strengths of the project</li> <li>• It is essential that the entrepreneur knows and defines who will carry out the commercial function of the company</li> <li>• Different commercial actions need to be calendar</li> <li>• The hardest thing at first is making customers. The entrepreneur must develop the ability to present their products and services in a convincing manner.</li> </ul>



# MODULE 2

## LEARNING HOW TO SELL

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### HOW WE COMMUNICATE EACH OTHERS

ACTIVITY

8

## Communication concept

It is everything the company does to transmit an image to its environment

### GOOD COMMUNICATION

IT IS NOT the most creative and spectacular



*It is a business management tool*

Creativity only interests to the extent that communication efficiency improves

It IS the most effective to achieve the objectives



*You must CAPTATE the target audience, who feels identified*

And convey the message that interests us at the lowest possible cost

## STEPS TO FOLLOW

**For  
what?**

The objective you want



**To  
how?**

Your public objective



**What?**

The message to transmit



**Where?**

What channels do you use?



## For what?

### 1

**Focus on a single goal. Do not try to cover many things. We live in a world saturated with messages**

Examples: notoriety, publicize your address, attract new customers, communicate a promotion, visit your website, call by phone, associate you with innovation ... as you are interested, but focus on one.



## To how?

### 2

**Be very clear who you are going to. You don't have to think about yourself, but who will receive the message. Think about what you are looking for, what your practical and psychological needs are, what you identify with, what you like, etc.**

They can be several different groups. Maybe you should design a campaign for each one, or make one that is good for everyone.

*You can talk to daring young people, posh, retired, executives, politicians, wealthy families, etc. Think like them.*



## 3

### What?

**The message should reflect the strategy. We recommend you:**

The message has to be seen at a glance. It must be brief, very clear, with little text and highlighting the fundamentals. Directly suggest positioning. It should reflect your competitive advantages. Pursue exclusively the marked objective.

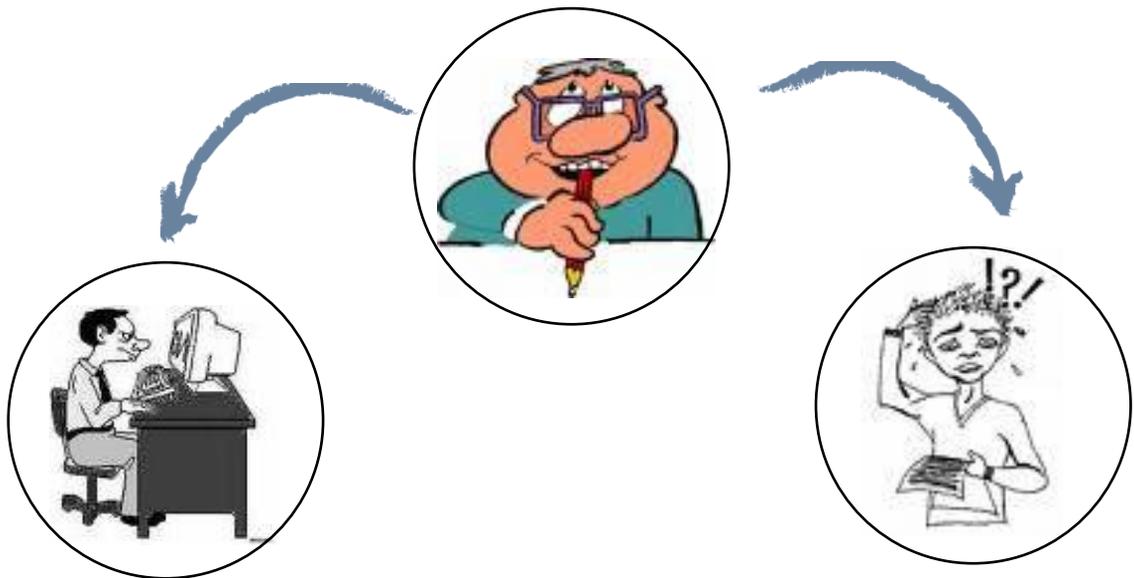
Focus on a strong idea.

Cause the public to feel reflected, identify with it. For its aesthetics, its language, its codes, its references, etc.



- ✓ *Generate impact, either because of its originality, its content ... you should get it to get noticed in the daily rain of messages*
- ✓ *To be credible, that the public not only sees and hears it, but feels it, shares it and creates it.*

- To be remembered, to last in the public's mind, for its clarity, its novelty, its repetition ... that it will last
- Associate clearly with the brand. There is no use in a message whose association with our project is lost.
- Talk about the benefits of the client, not the characteristics of our product or service (these can be plot support)
- Use the resources that fit your style and objective: human images, humor, sensuality, technological effects, music, representations of lifestyles, opinion leaders, experts, certifications and stamps, etc.



**When writing do not think WHAT DO I WRITE?  
Put yourself in the place of someone in your audience and think  
WHAT DO I READ?**

## 4

### Where?

**Think of the public: where it goes, what it reads, what it hears, how it looks for a product like ours, where they meet ... and insert our message into its scope.**



Try to create impacts (that people receive the message) and that they are useful impacts (that people can buy us)

## MIX Commercial Communication

### BRANDING

- ✓ Simple and short
- ✓ Remember easily
- ✓ Easy to pronounce and pleasant to the ear
- ✓ Not be generic name
- ✓ Uncommon name
- ✓ Distinctive of the competitors
- ✓ Related to the activity - company - product
- ✓ That communicates the benefits - positioning
- ✓ Do not limit future activity / markets
- ✓ Draw attention
- ✓ Evoke positive feelings
- ✓ Legally protected

# Concepts

## ACTIVITY 8



- ✓ Relationship and personal sale
- ✓ Presentation Catalog
- ✓ Web page
- ✓ Business cards, vehicle, office, facade, your clothes ... corporate image manual
- ✓ Press (newspapers, magazines, neighborhood magazine, free press, association magazines, schools, etc)
- ✓ Publicity and press conferences, newsletters





- ✓ Free services (office, training, talks, information leaflets ...)
- ✓ Events, competitions, parties, concerts
- ✓ Sponsorship



- ✓ Radio
- ✓ Links, banners, forums on related portals
- ✓ TV
- ✓ Posters, brochures
- ✓ Cinema
- ✓ Exterior (signs, marquees, buses, cabins, banners, balloons, etc.)



- ✓ e-mailing
- ✓ Telemarketing
- ✓ Customer loyalty
- ✓ Gift of samples, tasting in supermarkets, exhibitions in associations and houses of culture



- ✓ Mailing
- ✓ Direct advertising
- ✓ Combine with promotions
- ✓ Advertising place of sale
- ✓ Directories

**To be a good seller or seller, it is best to add:**

## **PERSONAL CAPABILITIES**

It is good to be open and skilled in personal relationships. That helps from the beginning, but it is not essential. You learn everything

1



## **KNOWLEDGE**

It will help you to know the product you are selling well and to know that you have to listen to your customers and explain its benefits when buying.

2



## **EXPERIENCE**

The most useful is the practice, the experience. He does not learn to walk who does not walk. Throw yourself and little by little you will learn.

3



## Communication

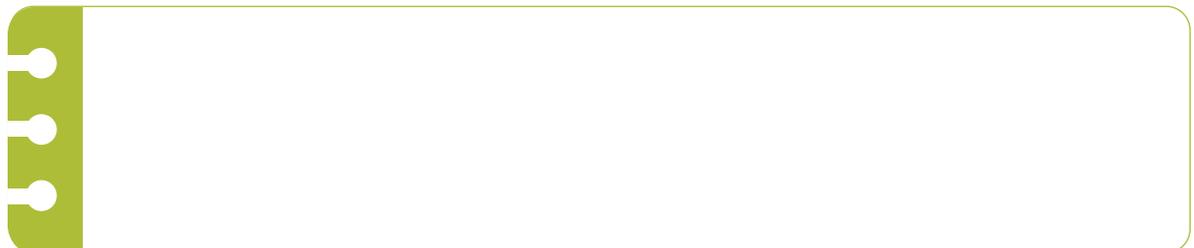
What is communication in the company for?



What systems exist to communicate?



Remember, and think of an ad that seems good to you. Put a few words to remember and comment on why you think it's good.



How do you think good communication has to be?



## Listen or talk?

### The game argue the opposite.

Together in groups. Some defend a phrase (the green ones) and others the opposite (oranges). Put in our box as many arguments as you can. Then discuss it in common.

The seller must, above all, talk and convince



The seller must, above all, listen and understand



We get together in groups and organize a theater. You have to imagine the same situation with a customer in which there are two different stories: in one the seller acts well and in the other acts badly.

### in a situation with a client ...



The seller  
IS NOT sincere

The seller  
IS sincere



### in a situation with a client ...



The seller  
IS NOT flexible

The seller  
IS flexible



### in a situation with a client ...



The seller  
IS NOT signing

The seller  
IS signing





**TRAINING CONTENT AND PLAN FOR THE ENTREPRENEURSHIP  
MODULE FOR MIGRANTS AND REFUGEES**

**TRAINING PLAN**

**MODULE 3**

**WORKING WITH QUALITY**

---

**UNIT 9**

**ORGANIZATIONAL CAPACITY**

<b>TOPIC</b>	Plan for the entrepreneurship module for migrants and refugees
<b>CLASS</b>	EMMR
<b>UNIT</b>	9 Organizational capacity
<b>SUBJECT</b>	Learning how prioritizing and organizing
<b>TIMING</b>	2,5 h
<b>AIMS</b>	<ul style="list-style-type: none"> <li>• Set long, medium, and short-terms goals</li> <li>• Define priorities and action plans</li> </ul>

## ENTREPRENEUR

### ENTREPRENEURIAL COMPETENCES

COMPETENCES	AREAS	LEVEL
Planning and management	Into action	Foundation level 1 and 2
Creativity	Ideas and opportunities	Foundation level 1 and 2
Mobilizing resources	Resources	Foundation level 1 and 2

## ENTREPRENEURIAL PROJECT

KEY CONCEPTS	CONTENTS	ACTIVITIES
Manufacture system	How we are going to prepare our production	Activity Unit 9
Services procedures	How we will plan: <ul style="list-style-type: none"> <li>• The information to be given</li> <li>• The procedures with the client</li> <li>• Invoicing and charging</li> </ul>	ORGANIZATIONAL CAPACITY

## RECOMENDATIONS FOR THE TEACHER

### GLOSSARY

- Long term
- Medium term
- Procedure
- Process of service provision
- Production factors
- Productive process
- Quality
- r & d
- r + d + i
- Stock
- Short term
- Strategic plan
- Swot matrix

### SPECIAL TIPS

- Clearly distribute tasks among all team members
- Make a clear organization chart with roles and responsibilities
- Distribute work times in a workable way among all activities



# MODULE 3

## WORKING WITH QUALITY

---

### ORGANIZATIONAL CAPACITY



## PRODUCE

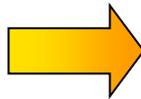
Before knowing how to produce well, you must know what to produce and how. You have to know what type of product the market wants and how it likes it.

- ✓ Don't try to sell what you produce.
- ✓ Try to PRODUCE WHAT CAN BE SOLD.
- ✓ First you have to study the market,
- ✓ Plan the commercialization and, finally, start producing



## THE QUALITY

A quality product is one that leaves the customer satisfied



**A QUALITY  
PRODUCT**

**SATISFIED  
CUSTOMER**

For this, it must meet some requirements that you must be clear before producing. We have to define what are these **QUALITY CHARACTERISTICS** that the market demands

- ✓ It is **VERY IMPORTANT** that the quality is regular.
- ✓ For that you have to **CONTROL THE QUALITY** of your product
- ✓ and always try to do it same.

## PRODUCTIVITY

Doing quality work in the shortest time and at the lowest possible cost is vital to compete and make our project sustainable



A productive system and a hard-working character will allow us to maintain:

## OUR INCOME

If the system is inefficient or you work reluctantly, the losers are us

## OUR SELLS

Only with a productive system can you stay in the market. Everyone is looking for good quality products at a good price. If we are not efficient, surely the company will close



## SEGURIDAD EN EL TRABAJO

Safety at work is essential. The most important thing is people and we must avoid the maximum danger of accident or damage to health.

Investing in safety and facilitating safe working conditions is proper to a good company, and a moral obligation.



If a worker does not use protections, those legally responsible are the owners of the company.

## THE QUALITY

**1**

In YOUR project, what is a quality product?

**2**

What do you think if you manage to make the product almost always very well and sometimes with defects?

**3**

How could you control the quality of what you produce?

## ¿DO YOU AGREE?

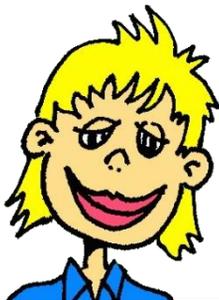
### TEAMWORK

What do you think of what these girls say?

THE BEST IS TO START WORKING  
AND LITTLE BY LITTLE WE WILL  
ALREADY LEARN HOW TO PRODUCE



THE FIRST THING IS TO KNOW HOW  
TO PRODUCE WELL AND THEN TO  
STUDY THE MARKET AND  
COMMERCIALIZE OUR PRODUCTS



## NUESTROS PROCEDIMIENTOS

Think about YOUR PROJECT AND ITS PRODUCTION PROCESS and define what procedures would be necessary to be able to produce your products or services.

**THINK**  
About your case

### LIST OF PROCEDURES

NAME:



**TRAINING CONTENT AND PLAN FOR THE ENTREPRENEURSHIP  
MODULE FOR MIGRANTS AND REFUGEES**

**TRAINING PLAN**

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**WORKING WITH QUALITY**

---

**UNIT 10**

**WORKING WITH PEOPLE**

<b>TOPIC</b>	Plan for the entrepreneurship module for migrants and refugees
<b>CLASS</b>	EMMR
<b>UNIT</b>	10 Working with people
<b>SUBJECT</b>	Team up, collaborate and network
<b>TIMING</b>	2,5 h
<b>AIMS</b>	<ul style="list-style-type: none"> <li>• Work together and co-operate with others to develop ideas and turn the min to action</li> </ul>

**ENTREPRENEUR****ENTREPRENEURIAL COMPETENCES**

COMPETENCES	AREAS	LEVEL
Working with others	Into action	Foundation level 1 and 2
Mobilizing others	Resources	Foundation level 1 and 2

**ENTREPRENEURIAL PROJECT**

KEY CONCEPTS	CONTENTS	ACTIVITIES
Functional Organization Chart	How could we share in the team all the functions we need to do?	Activity Unit 10
Working conditions	What are the rights and obligations for each part in a labour contract?	<b>WORKING WITH PEOPLE</b>

**RECOMENDATIONS FOR THE TEACHER**

GLOSSARY	SPECIAL TIPS
<ul style="list-style-type: none"> <li>• Prevention of occupational hazards</li> <li>• Salary</li> <li>• Sales force</li> <li>• Social costs</li> <li>• Work contract</li> </ul>	<ul style="list-style-type: none"> <li>• In the case of individual companies it is important to have collaboration agreements with other companies that can complement the services to be offered</li> <li>• Have a clear organization chart defined with roles and responsibilities by job profile</li> </ul>



# MODULE 3

## WORKING WITH QUALITY

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### WORKING WITH PEOPLE

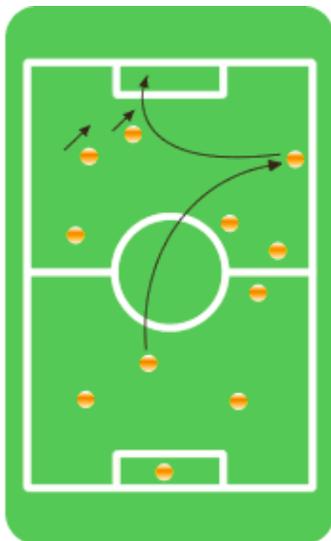


## THE TEAM

Can you imagine a team in which everyone wants to be forwards? Or all goalkeepers? That is not a team



In a company it is the same, you have to distribute the functions among everyone so that everything works well



In the company you have to gather the team, discuss, and decide what each one is going to do. You can make it provisional, or for a defined time and test how it works. It's like the strategy that teams plan on blackboards.

The most important functions within a company are described below.

## GENERAL MANAGER

He is the person who coordinates the team and takes the helm of the company

The most important competence of the manager is that he knows how to motivate others to do their job. And they must respect and trust him.



## COMMERCIAL MANAGER

### Research the market

It is the person who visits customers, knowing what they want and getting information from the competition



## FINANCIAL MANAGER

### Organize company account books

Create notebooks where you can record income and expenses, loans, cash inflows and outflows, contributions from partners, negotiate with banks, manage money, etc.



## PRODUCTION MANAGER

### Schedule production

Organize a schedule and calendar to know what to produce, when and how to do it.



## IT IS OUR DECISION

One person can perform various functions, depending on the size of our business.

There are companies of one person, where she does all the functions.



**YOU DECIDE HOW TO ORGANIZE IT**

How is a company and a soccer team alike?



What do you think it depends on a team win or lose?



**and a company?**

Answer on the other page



Similarities

A large, empty rectangular area with rounded corners, intended for writing. The left side of the area is decorated with a vertical green bar featuring a series of white circular punch holes, resembling a spiral notebook binding.

## WRITE THE ROLES OF YOUR TEAM!

We will divide into work teams. We will choose a project. We will think about the best way to organize the work in it and we will write the different roles with their functions.

**THINK**  
About your case

Name

Job:

Functions:

**THINK**  
About your case

Name

Job:

Functions:

**THINK**  
About your case

Name

Job:

**Functions:**

**THINK**  
About your case



name

job

Takes care of

**THINK**  
About your case



name

job

Takes care of

**THINK**  
About your case



name

job

Takes care of

**THINK**  
About your case



name	job

Takes care of

.....

.....

.....

**THINK**  
About your case



name	job

Takes care of

.....

.....

.....

**THINK**  
About your case



name	job

Takes care of

.....

.....

.....

## The good partner

How do you think the good partner should be?  
How should he or she behave with others?



## NORMAS ÉTICAS

Con todo lo que hemos visto en este capítulo, te proponemos algo: ¿por qué no intentas escribir unas normas de comportamiento ético de los miembros de la empresa?

**THINK**  
About your case

COMPANY:

RULES OF ETHICAL BEHAVIOR:

1

**THINK**  
About your case

COMPANY:

RULES OF ETHICAL BEHAVIOR:

**2**

**THINK**  
About your case

COMPANY:

RULES OF ETHICAL BEHAVIOR:

**3**



TRAINING CONTENT AND PLAN FOR THE ENTERPRENEURSHIP  
MODULE FOR MIGRANTS AND REFUGEES

**TRAINING PLAN**

**MODULE 3**

**WORKING WITH QUALITY**

UNIT **11**

**PLANNING AND FINANCING**

<b>TOPIC</b>	Plan for the entrepreneurship module for migrants and refugees
<b>CLASS</b>	EMMR
<b>UNIT</b>	11 Planning and financing
<b>SUBJECT</b>	Developing financial and economic know how
<b>TIMING</b>	2,5 h
<b>AIMS</b>	<ul style="list-style-type: none"> <li>Plan, put in place and evaluate financial decisions over time</li> </ul>

**ENTREPRENEUR****ENTREPRENEURIAL COMPETENCES**

COMPETENCES	AREAS	LEVEL
Financial and economic literacy	Resources	Foundation level 1 and 2
Mobilizing resources	Resources	Foundation level 1 and 2

**ENTREPRENEURIAL PROJECT**

KEY CONCEPTS	CONTENTS	ACTIVITIES
Financial viability	What investments we need and how we manage to finance them?	Activity Unit 11 <b>PLANNING AND FINANCING</b>
Economic viability	What is the minimum income to support all the annual expenses?	

**RECOMENDATIONS FOR THE TEACHER****GLOSSARY**

- Amortization of assets
- Amortizing a loan
- Balance
- Benefits
- Bill of exchange
- Budget
- Capital subsidy
- Charges
- Credit account
- Depreciation
- Economic forecast
- Economic planning
- Effects discount
- Expenses
- Fixed cost
- Income account
- Income and expenses account
- Income statement
- Industrial property
- Intellectual property
- Interest rate
- Investments
- Leasing
- Loan
- Long financing
- Microcredit
- Participatory loan
- Payments
- Renting
- Result of exploitation
- Sales
- Short financing
- Treasury plan
- Turnover
- Variable cost
- Venture capital

**SPECIAL TIPS**

- It is necessary to be clear about the difference between income and expense planning and the treasury plan
- Investments must have clear sources of financing.



# MODULE 3

## WORKING WITH QUALITY

---

### PLANNING AND FINANCING



## **1** Direct and indirect costs

To calculate the price, there are very easy to see costs, which we will always consider - direct costs - and others that are somewhat more invisible and that we cannot forget - indirect costs.

**DIRECT COSTS**



**PRECIO**  
29,00 €

They are all the costs that are seen directly and clearly that have been had to be able to sell that product.

### **An example: products of a restaurant**

**Bottle of water**



**1** Very easy At the bar the bottle of water costs what you pay when you buy it from the beverage distributor, its purchase price. Let's assume that it is 0.20 Euros.

## DIRECT COSTS

of an orange juice?

**2**

If the restaurant has a juicer and the fruit to serve 20 glasses of juice cost 4 euros,

$$\frac{4,00 \text{ €}}{20 \text{ glasses}} = 0,2 \text{ euros}$$

And of a burger?

**3**

We will have to add the cost of all the ingredients

$\frac{6,00 \text{ euros the bread box}}{12 \text{ pieces for box}}$	=	0,5 for the bread	+
$\frac{20,00 \text{ euros kg beef meat}}{5 \text{ burgers each kg}}$	=	4,00 for the meat	+
$\frac{4,00 \text{ euros / 1kg onions}}{10 \text{ 1 kg}}$	=	0,4 for the onion	+
$\frac{5 \text{ euros for one litre}}{50 \text{ Burguers each litre}}$	=	0,1 for the oil	
		<u>5,00 euros</u>	

## DIRECT COSTS

But that is not all. We have another very clear cost and easy to assign directly, because the hamburger has not come out of nowhere. Someone has cooked it. And it is very clear that cooking has allocated a few minutes to do so..



Suppose it costs 6 minutes. It is clear that the cost of that person during the 6 minutes corresponds to the hamburger. How much? Imagine that the chef costs 3,000 euros per month.

$$\frac{3.000 \text{ € chef monthly cost}}{200 \text{ monthly working hours}} = 15 \text{ € / hour}$$

$$\frac{15 \text{ €}}{10 \text{ burgers each hour}} = 1.5 \text{ € por hamburguesa}$$

$$5 \text{ € product} + 1.5 \text{ € working cost} = \mathbf{6.5 \text{ € direct cost}}$$

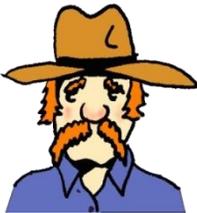
It is very important to calculate the cost of labor well. Measure how long it takes to do each thing. Without measuring it, it is very possible that by eye we think that it takes less than it actually costs us. If we do not take it into account, we can very cheap prices and lose a lot of money.

## 2

### Calculating the unit cost

How do I incorporate these indirect expenses into my calculations so as not to choke on dinner? We see it step by step and accompany it with the example of wedding catering, to make it clearer:

## The 7th magnificent STEPS TO CALCULATE UNIT COST



Ben Desqué

## 1

Think about your sales unit

Think about whether you sell menus, kilos of chicken, guided tours, albums, concerts ...

If your company sells products, it is best to rely on what a standard product could be. If it's services, it's easy to think that what you sell is hours.

*Wedding catering: the sales unit is the wedding menu*



Lou Norman

## 2

Haz una previsión de actividad "normal"

Calculate how much you will work in a year of normal activity. Surely the third or fourth year of the company's life.

And estimate how many units you are going to sell. You are going to sell 5000 kg a year, 2,000 bags ... (be based on the market study).

*Catering: 60,000 menus (300 menus in each of the 200 weddings per year).*



Jony Gastona

## 3

### Forecast

Make a forecast of all the expenses that you will have in that year of normal activity.

This is a fundamental point of the plan, not only to calculate these costs. You can take the list of expenses that we have seen in the catering example and fill in your case.

*Wedding catering: for 60,000 menus we calculate the following expenses*

Purchases raw material	1.632.000 €
Human Resources	840.000 €
Transport	636.000 €
Supplies	100.000 €
Equipment maintenance	40.000 €
Local rent	360.000 €
insurance	20.000 €
Advertising	60.000 €
Landline and mobile phones	43.200 €
Travel allowances and expenses	100.000 €
Tributes	40.000 €
Financial expenses	72.000 €
Amortization	80.000
<b>Total expenses</b>	<b>4.023.200 €</b>



Deer Hector

## 4

### Direct costs per unit

According to what we have explained before. There may be different direct costs for different products.

*Catering: we assume that there are two menu levels with different direct costs*

*Cheap menu: 30 euros*

*Expensive menu: 40 euros*



Sue Matou

## 5

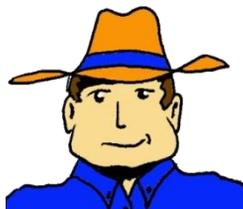
### Adding costs

From the forecast of expenses you have made (step 3) add the indirect costs.

*Catering:*

They put the direct ones that we have calculated before. The rest are indirect and add € 1,371,200

	directs	indirects
Purchases raw material	1.632.000 €	
Human Resources	384.000 €	456.000 €
Transport		100.000 €
Supplies		40.000 €
Equipment maintenance		360.000 €
Local rent		20.000 €
insurance		60.000 €
Advertising		43.200 €
Landline and mobile phones		100.000 €
Travel allowances and expenses		40.000 €
Tributes		72.000 €
Financial expenses		80.000 €
Amortization		
<b>Gastos</b>	<b>2.652.000 €</b>	<b>1.371.200 €</b>



Indi, alias "Recto"

## 6

### Indirect cost per unit

Simplified system: divides the sum of indirect costs (step 5) among the units sold (step 2).

*Catering:*

$$\frac{1.371.200 \text{ € total indirect costs}}{60.000 \text{ menús in total}} = 22,85 \text{ € indirect per menú}$$



La cabo Szé

## 7

### Total costs

The total cost is simply the sum of the direct and indirect cost.

*Catering:*

*Menú 1: 30 € direct + 22,85 € indirect = 52,85 € cost completed*

*Menú 2: 40 € direct + 22,85 € indirect = 62,85 € cost completed*

## What are these figures for?

To control the sale prices and know if we are going to make money or we are going to lose it.

## Catering for special celebrations

Its direct cost is 30 euros for the cheap menu and 40 euros for the expensive one. Selling below that price would not cover even the direct costs of raw materials, labor and transportation. Lose money directly

Its full cost is € 52.85 and € 62.85. Selling below those prices gives us some money per menu, but not enough to cover the company's expenses. If we sell the 60 menus below those prices we lose money.

## 3

### Keep the accounts

We are going to explain an account system, so you can keep track of what you are earning or losing and how you can calculate the annual benefits.

To make it easier, we present in the following pages some formats to keep track of the accounts of each day, each month and the year.

All formats are simply proposed for us to take them as ideas and with them as a basis you can elaborate our own way of keeping the accounting of our project.



The steps detailed are to get an annual income statement, to know if the economic activity of the company is profitable or not. There are other accounts to keep (contributions from members, credits, balance, etc.). We explain the benefits account because it seems the clearest and most important for the projects to which this material is directed.



## 2 Monthly income

You can pass the totals of each day to a sheet that summarizes those of the month. It consists simply of writing them down in their corresponding row and adding the totals at the end of the month. The sheet goes from 1 to 31, but on the sheet it is cut in half only to fit the sheet well.

VENTAS DEL MES:

COPIAR DEL TOTAL DE CADA DÍA

DÍA DEL MES	CANTIDAD	VENTA	GRUPO 1	GRUPO 2	GRUPO 3	GRUPO 4	GRUPO 5
1							
2							
3							
4							
5							
6							
7							
8							
22							
23							
24							
25							
26							
27							
28							
29							
30							
31							
TOTAL DEL MES							

COPIAR AL MES CORRESPONDIENTE DE LA HOJA DEL AÑO

## 3 Yearly income

VENTAS DEL AÑO:

COPIAR DEL TOTAL DE CADA MES

MES	CANTIDAD	VENTA	GRUPO 1	GRUPO 2	GRUPO 3	GRUPO 4	GRUPO 5
Enero							
Febrero							
Marzo							
Abril							
Mayo							
Junio							
Julio							
Agosto							
Septiembre							
Octubre							
Noviembre							
Diciembre							
TOTAL DEL AÑO							

COPIAR AL CUENTA DE LA HOJA DE BENEFICIOS DEL AÑO

And at the end of each month, you write the totals of the month on a sheet that summarizes the year.

As the months go by, you will fill it out. When you have December totals, you can add up every month and calculate what you have sold for each product during the year.



## 6

### Yearly expenses

You pass each month's totals to the summary sheet of the year. In December, you will have every month and you can add and calculate how much you have spent on each concept throughout the year.

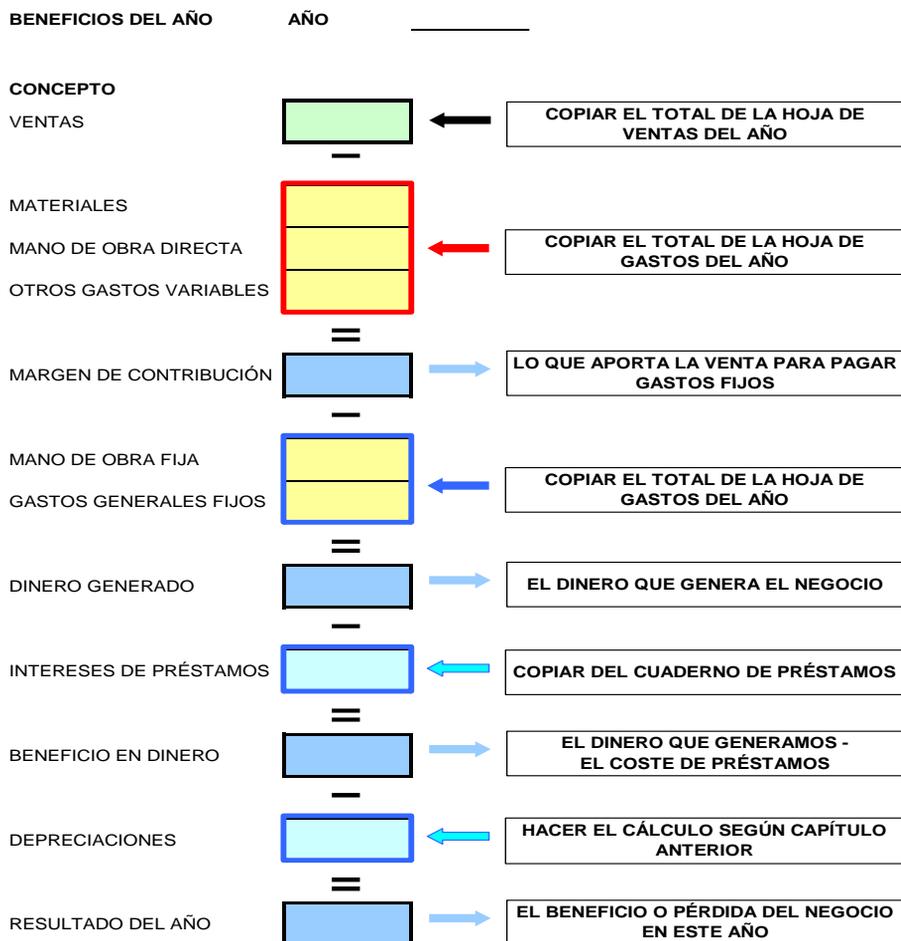
Yearly Budget Planner													Vertex42	
HELP													© 2010 Vertex42 LLC	
Starting Balance	0											Total	Avg	
Total Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Expenses	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NET (Income - Expenses)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Projected End Balance	0													
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	Total	Monthly Average
<b>INCOME</b>														
Wages Tip													0	0
Interest Income													0	0
Dividends													0	0
Gifts Received													0	0
Refund of Prepayments													0	0
Financial Aid													0	0
Rental Income													0	0
INCOME - Other													0	0
Total INCOME	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>RED SAVINGS</b>														
Emergency Fund													0	0
Retirement Fund													0	0
College Fund													0	0
Health Fund													0	0
Taxes													0	0
Vehicle Fund													0	0
SAVINGS - Other													0	0
Total TO SAVINGS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total INCOME	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>CHARITY/GIFTS</b>														
Tithing													0	0
Charitable Donations													0	0
Religious Donations													0	0
Gifts													0	0
Children													0	0
CHARITY - Other													0	0
Total CHARITY/GIFTS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total INCOME	-	-	-	-	-	-	-	-	-	-	-	-	-	-

## 7

### Profit account

This is the final account, where with all the information you have accumulated, you can calculate whether the economic activity of the company is profitable or not, if it has benefits or losses.

As it is a very important account, we explain line by line.



CONCEPT  
SALES

← COPY THE TOTAL OF THE SALES SHEET OF  
THE YEAR

In this box you put the total sales of the year, which come from the table.

You must have added in the daily income sheets the income from the economic activity of the company. It is not necessary to add neither the possible subsidies, nor the money that they give us for loans. These two things are part of the financing of the activity. The income statement tells you whether raising pigs (for example) as you do is economically profitable or not.

If you also receive a grant or have many or few loans, it is a matter of financing. The activity, what is earned by spending on concentrate and labor and selling pork meat is the same with or without subsidy.

MATERIALS  
DIRECT WORKMAN  
OTHER VARIABLE EXPENSES

← COPY THE TOTAL OF THE EXPENSE SHEET OF THE YEAR

The income is subtracted from the variable expenses, which you have added to the sheet.

Here you must have added only expenses, not investments. If you don't know the difference, check the previous chapter.



By subtracting sales minus variable expenses, you get the contribution margin.

It is the money generated by sales to support the company's fixed expenses. Here it is usually seen that if you sell very little, or with little benefit each sale, you do not generate enough money to pay the cost of renting premises, salaries of office staff, etc.

If you sell well and with good profit, this box shows that the company is generating money to pay fixed costs.



To the margin of contribution you subtract the fixed expenses, that come from the totals of the sheet.

Here, you also have to put only expenses, not investments. These concepts are explained in the previous chapter.



The contribution margin minus the fixed expenses, gives us the money generated by the economic activity of the company.

LOAN INTERESTS  $\square$  ← COPY FROM THE LOAN NOTEBOOK

Now you have to subtract the money you pay for loan interest. But not everything you pay to repay the loan, but only what corresponds to interest. You have not controlled this with the tables explained. You will have to have a notebook where you are writing down the loans that you ask for and the interests that you are paying throughout the year.

MONEY PROFIT  $\square$  → The money we generate - The costs of loans.

If the money generated, you subtract the interest you have paid for the loans we have, it gives us the benefit that our company has generated in money.

DEPRECIATIONS  $\square$  ← MAKE THE CALCULATION ACCORDING TO THE PREVIOUS CHAPTER

But, very important, to the benefit in money you must subtract the depreciations of machinery, vehicles, facilities. This is a concept explained in the previous chapter.

Result of the year  $\square$  → The profit or the loss of the business in this year

And once the profit in money is subtracted from depreciation, you finally get the result of the economic activity of our company.



## example **2**

### MONTHLY INCOMES

Monthly sales \_\_\_\_\_

Sales person \_\_\_\_\_

DÍA	PRODUCT	QUANTITY	PRICE	SALES	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									
21									
22									
23									
24									
25									
26									
27									
28									
29									
30									
31									
TOTAL									

example

**3**

## ANNUAL INCOMES

Annual sales \_\_\_\_\_

Sales person \_\_\_\_\_

	PRODUCT	QUANTITY	PRICE	SALES	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
January									
February									
March									
April									
May									
June									
July									
August									
September									
October									
November									
December									
	TOTAL								



## example

# 5

### MONTHLY COSTS

Month \_\_\_\_\_ Person who pays \_\_\_\_\_

Day	PRODUCT	QUANTITY	PRICE	SALES	Recording depending the type			Fix Labour cost	Others General
					Materials	Variable Labour costs	Others Variables		
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									
21									
22									
23									
24									
25									
26									
27									
28									
29									
30									
31									
TOTAL									

## example

# 6

### ANNUAL COSTS

Annual \_\_\_\_\_

Person who pays \_\_\_\_\_

	PRODUCT	QUANTITY	PRICE	SALES	Recording depending the type			Fix Labour cost	Others General
					Materials	Variable Labour costs	Others Variables		
January									
February									
March									
April									
May									
June									
July									
August									
September									
October									
November									
December									
TOTAL									

example

**7**

## RESULTS

Year result	
Concept	_____
<b>SALES</b>	
materials	
Indirect labor	
Other variables	
<b>GROSS MARGIN</b>	
Fixed labor	
<b>Other fixed generals</b>	
<b>BUSINESS RESULT</b>	
Interests	
<b>DISCOUNTED INTEREST RESULT</b>	
Depreciation	
<b>RESULT OF THE YEAR</b>	

## Let's see an example:

Again with our four cheeses pizza from "Justpizza" What costs do you think now that there are included in the price?

	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____



## Now, your turn:

What costs do you think you have to include now in the price of your product or service ?

	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____

## Wedding catering

What if it is a food company that serves weddings (is that business called catering?)

What will be the direct cost if the raw material costs € 20. and the cooks 5?



The company serves 100 daily menus to a school 70 km away

## The celebration

We assume that the total direct cost is € 30

*Well, the menu costs € 30. The competition sells it for € 45. We can offer a better and cheaper product. We are going to do an extraordinary commercial launch campaign. And we will offer the menu for € 35. With that price we continue to earn money with each menu and move on to the competition at a stroke.*



The commercial campaign has relative success. The price is not the only buying criterion and such a low price from someone unknown creates distrust among the couple. Despite these customer resistances our entrepreneurs are happy. They rate the campaign of success. In their first year they have removed the careers of the wedding competition, and have reached a total 40,000 menus a year.



They are so happy that they have organized a great dinner among the members to celebrate the first year of success. They decide to do it on the day that the consultant is going to prepare the accounts for the year, in which they will know how much they have earned.

## Is it time for Champagne?

Discuss in groups what do you think about the campaign..

The accountant, so calm, presents these accounts:

**Aaaaaaagh!!!**



+	INCOME	<b>1,400,000 €</b>
-	Purchases raw material	827,826 €
-	Human Resources	639,130 €
-	Vehicle expenses	322,609 €
-	Supplies	76,087 €
-	Equipment maintenance	30,435 €
-	Local rent	273,913 €
-	insurance	15,217 €
-	Advertising	45,652 €
-	Landline and mobile phones	32,870 €
-	Travel allowances and expenses	76,087 €
-	Tributes	30,435 €
-	Financial expenses	54,783 €
-	Amortization	60,870 €
-	Expenses (sum)	2,485,913 €
=	Outcome	<b>-1,085,913 €</b>

**They have lost 1,085,913 euros, almost as much as they have sold.**

**But what happened?**



**TRAINING CONTENT AND PLAN FOR THE ENTREPRENEURSHIP  
MODULE FOR MIGRANTS AND REFUGEES**

**TRAINING PLAN**

**MODULE 3**

**WORKING WITH QUALITY**

**UNIT 12**

**HOW TO MANAGE WITH THE PUBLIC AND OTHER  
EXTERNAL PROCEDURES**

**HOW TO MANAGE WITH THE PUBLIC AND OTHER EXTERNAL PROCEDURES**

<b>TOPIC</b>	Plan for the entrepreneurship module for migrants and refugees
<b>CLASS</b>	EMMR
<b>UNIT</b>	12 How to manage with the public and other external procedures
<b>SUBJECT</b>	Handling situations quickly and flexibly
<b>TIMING</b>	2,5 h
<b>AIMS</b>	<ul style="list-style-type: none"> <li>• Make decisions in the face of uncertainty and risk</li> </ul>

**ENTREPRENEUR**

**ENTREPRENEURIAL COMPETENCES**

COMPETENCES	AREAS	LEVEL
Motivation and perseverance	Resources	Foundation level 1 and 2
Mobilizing resources	Resources	Foundation level 1 and 2
Ethical and sustainable thinking	Ideas and opportunities	Foundation level 1 and 2
Taking the initiative	Into action	Foundation level 1 and 2
Coping with uncertainty, ambiguity and risk	Into action	Foundation level 1 and 2

**BUSINESS PROJECT**

KEY CONCEPTS	CONTENTS	ACTIVITIES
Procedures to start up the company	What It is supposed to be done in this country to run a business?	Activity Unit 12 <b>HOW TO MANAGE WITH THE PROCEDURES</b>
Systems to certify quality	If we need to certify the quality of our project, do we know the existing systems to do it?	

**RECOMENDATIONS FOR THE TEACHER****GLOSSARY**

- Legal form
- Legal personality
- Constitutional procedures
- Direct taxes
- Indirect taxes

**SPECIAL TIPS**

- It is convenient to know the responsibility that each one acquires according to the established legal form



# MODULE 3

## WORKING WITH QUALITY

---

### HOW TO MANAGE WITH THE PUBLIC AND OTHER EXTERNAL PROCEDURES

ACTIVITY

12

## OUR OPINION

**1**

¿La forma jurídica?



**AL FINAL**

The legal form of the project is better defined at the end, when we already have a lot of clearly defined data.

The most appropriate specific legal form will vary depending on each case and the national laws of the moment. In general, if you are going to make a large investment and take certain risks, it is best to seek a form of limited liability. So you only risk the capital you put in. If the liability is not limited and you accumulate a lot of debts, the creditors and the banks may also demand our personal property.

**COOPERATIVE**

If you are in a project with a social nature, with partners and you want to function democratically, you can form a COOPERATIVE.



**2**

**Important?**



**Not that much**

The legal form is important, but it is not the most important thing. Having one legal form or another will not make the project viable.

The company will be sustainable if you work well as a team, offer a desired product, get satisfied customers and organize the production and financing of the company well.



**The money is obtained thanks to customers**



**Not because your legal form**

## QUALITY CONTROL

To control quality you have two systems that you can use at the same time:

### 1. PROCESS

Define the company's processes as much as possible. For example, how long the bread should be in the oven



It is best to write the procedure in detail, so that no one will forget it. A good idea is to stick it to the wall or the machine where it will be done. For example, next to the oven in the case of bread



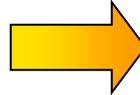
**We must comply with the procedures accurately**

## 2. PRODUCT CONTROL

You can control the quality of the products, see if they meet the quality characteristics that you have defined. :

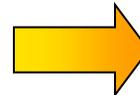
### RAW MATERIAL

Check that it is okay and avoid doing all the work with faulty material.



### PRODUCT IN PROGRESS

Do some checks during production. Check when a process is finished



### FINISHED PRODUCT

Check the quality characteristics before giving it to the customer



**You must decide what to do with the defective products.**

## LEGAL FORM

Do you agree with these phrases?

1

To create a business, the first thing you you have to do is decide the legal form

**Agree**

**Do not agree**



2

The legal form is one of the most important things for the project to be viable

**Agree**

**Do not agree**

3

"Once the positions of each member of the team have been chosen, we are organized to function as a company"

**Agree**

**Do not agree**



4

If the treasurer does his job well, the company's accounts will be clear

**Agree**

**Do not agree**

## TEAM WORK

Together in groups we will work exposing reasons for and against these same phrases

- 1 "To create a company, the first thing to do is decide the legal form"

<p>Reasons YES</p> 	<p>Reasons NOT</p> 
--	--

- 2 "The legal form is one of the most important things for the project to be viable"

<p>Reasons YES</p> 	<p>Reasons NOT</p> 
--	--

Together in groups we will work exposing reasons for and against these same phrases

- 3 "Once the positions of each member of the team have been chosen, we are organized to function as a company"

<p>Reasons YES</p> 	<p>Reasons NOT</p> 
--	--

- 4 "If the treasurer does his job well, the company's accounts will be clear"

<p>Reasons YES</p> 	<p>Reasons NOT</p> 
--	--

# BUSINESS PLAN

**Entrepreneur:**

<b>Project´s name</b>	
<b>Center</b>	
<b>Date</b>	



# INDEX

- **ENTREPRENEURIAL TEAM**
- **IDEA**
- **MARKET**
  - Customer Analysis
  - Competition Analysis
  - Supplier analysis
  - Business cooperation
- **MARKETING PLAN**
  - Market analysis
  - Product or service
  - Price
  - Distribution
  - Equipment
  - Promotion
  - External communication
- **HUMAN RESOURCES PLAN**
- **ECONOMIC AND FINANCIAL PLAN**
  - Investment
  - Financing
  - Costs
  - Income
  - Results prediction
- **LEGAL FORM**
  - Legal aspects
- **THE CREATION OF THE COMPANY**
- **FINAL PROJECT ANÁLISIS (SWOT)**



# ENTREPRENURIAL TEAM

Names



How does each member of the team contribute to the project?

Training, experience, skills ...

Names	Contribution of each team member



Perform a SWOT analysis of the promoting team, showing its strengths and weaknesses, as well as the aspects and conditions of the environment that favor or hinder it.

<b>Weaknesses</b> (weaknesses of the promoting team)	<b>Threats</b> (harmful aspects of the environment)
<b>Strengths</b> (strengths of the promoting team)	<b>Opportunities</b> (favorable aspects of the environment)

Conclusions of the analysis. Do we have training needs to develop the business idea? Do we need to hire outside agents? ...



# IDEA

Briefly describe the business idea

How did this business project idea come about?

(For observing the needs of the market, for having imported ideas observed elsewhere, through hobbies, through your training....)

Briefly describe the product or service



# MARKET

## Customer analysis

Who are our products or services aimed at?

Try to classify them in market segments

Product o service	Customer characteristics	Evaluation of customers and conditions

Is it possible to make any difference between consumers and buyers of our products or services?



# Competition Analysis

Who is our competition in the market?

Name of competing company	Characteristics of its products or services	Image that it offers on the market	Market value	Quality-price ratio	FINAL ASSESSMENT

Strategy used to compete in the market



## Supplier analysis

Do we know the supplier companies we need to supply our company with goods or services?

Name of company	Characteristics of its products or services	Quality-price ratio	FINAL ASSESSMENT



## Business cooperation

Will we establish a business cooperation agreement with other small companies in the environment that will help us achieve the commercial objective?

--

What characteristics should these agreements and companies have?

Basic points of purchase	Company



# MARKETING PLAN

## Market Analysis

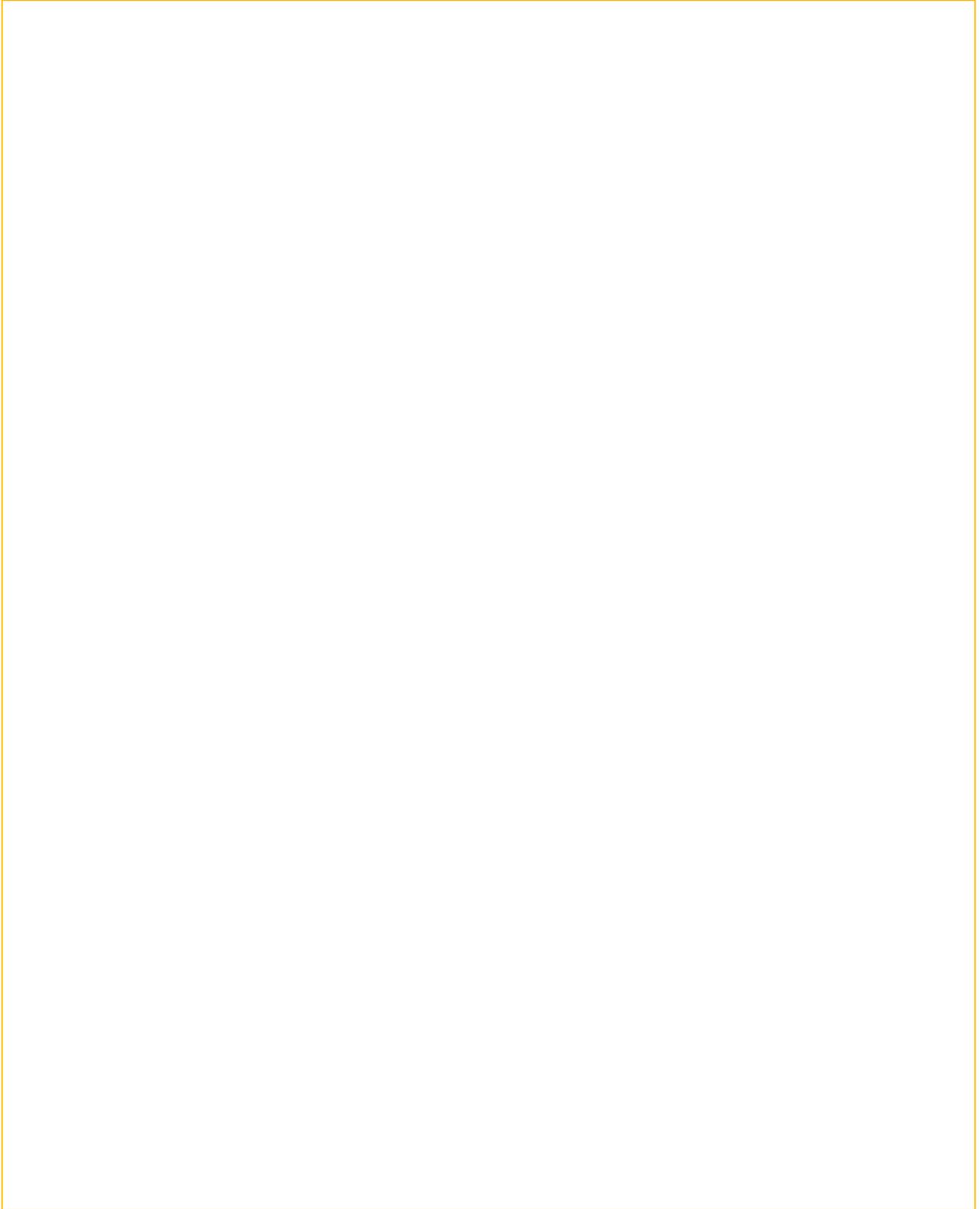
Is our market a local, regional, national or international market?

Features of Nuestro Estudio de Mercado

What was the sample analyzed?



## Final conclusions obtained from the market study



## Product or service

Briefly describe the product or service

What characteristics do these products or services have that differentiate them from others?  
What advantages and novelties do these products or services present in relation to those that already exist in the market?



When defining the product or service, what kind of actions were taken with regard to corporate social responsibility (CSR)? (safety, traceability, quality, environmental regulations ...)

Is there any type of regulation or specific regulation to be taken into account in the activity sector? What are the regulatory bodies or institutions?



## Price

What will our pricing policy be?

What factors will influence our pricing?



## Distribution

What type of channel are we going to use to distribute the products or services?

Direct sales to end customers	
Small retail sales	
A wholesale distribution channel	
Information and Communication Technologies	
Other alternatives. Which are?:	

If it is necessary for one or more people to carry out commercial tasks in the company, who will be in charge of selling our products or services?

Remember that they must be taken into account in the organization chart of the company.



## Equipment

What needs do we need for machinery, vehicles, computer equipment, furniture elements, etc.?



## Promotion

What will be the business name of the company?

What will the company logo be? What message are we going to convey with our image?



## External communication

How are we going to make ourselves known? Will we do some kind of advertising campaign?  
What means are we going to use?

Written press (newspapers, specialized magazines, ...)	
Radio	
TV	
Information and Communication Technologies. INTERNET	
Others:	

What other advertising actions will we carry out?

(Issuance of business cards and brochures, design / decoration of the storefront and point of sale, ...)

--



Will we develop a web page or a blog to communicate the company and / or its products or services? How will we do it?

[Empty response box]

# HUMAN RESOURCES PLAN

What roles and responsibilities in the company will each member of the promoting team have?

Name	Roles and Responsibilities

What will the corporate chart look like?

Remember that the work of all the people that make up the company must be reflected: both the promoter part and the hired personnel, in case there is a hiring of personnel.

# ECONOMIC AND FINANCIAL PLAN

## Investment

What and how much is the investment needed to start our company?



## Financing

What financial resources does the team of promoters have to finance the company?

Is this amount sufficient to cover the needs of the initial investment plan?

If not, what additional amount would be needed?



What other financing formulas are most interesting to the company? What investments would they finance?

Is it foreseen to request some kind of subsidy and help for the formation of the company? If so, what kind of subsidies and public aid are there?

## Cost of products or services

What estimated cost would each company product or service have?

Product or service	Estimated coast

In order to calculate the previous costs, it is possible to use the method of observing the prices of competing companies to discount an estimate of the profit margins they use.

In this case, how was this cost estimate made?



What benefit margin do you plan to apply to the sale of products or services? At what prices will they be offered in the market?

Product or service	Gross margin	Price

## Income

What will be the forecast for income and expenses for the first year?

Expenses	Income

## Results prediction

How much does the economic result for the first year of business activity light up?  
(Income before taxes = Income - Expenses)

If the economic result is negative, what could it be owed?



If profit has been made, what are the causes that led to such a favorable result in the first year of business?

How much does the amount payable as a direct profit tax in the first year of activity light?

# LEGAL FORM

## Legal aspects

Which legal form is the most suitable for the entrepreneurial initiative? What are the reasons for choosing this legal form?

The choice of this legal form, what legal responsibility does it imply for the partners?

What tax regime will we be subject to?



# THE CREATION OF THE COMPANY

What start-up procedures do we have to carry out and in which institutions?

Procedures	Institution that does it



# FINAL PROJECT ANALYSIS

Carry out a SWOT Analysis of the entrepreneurial initiative, showing the strengths and weaknesses of the same, as well as the aspects and conditions of the medium that favor or prejudice us

<b>Weaknesses</b> (weaknessesofproject)	<b>Threats</b> (harmful aspects of the environment)
<b>Strengths</b> (strengthsofproject)	<b>Opportunities</b> (favorable aspects of the environment)



Assessing the future of the business project





# **ENTREPRENEURIAL BASIC TERMS**

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### **ADVERTISING**

Form of paid and impersonal communication made by an identified sponsor in which ideas, goods or services are presented in order to persuade, inform or increase sales



### **AMORTIZATION OF ASSETS**

Recognition of the gradual loss of value of an asset throughout its physical or economic life, giving a percentage of its value as an expense for the year.



### **AMORTIZING A LOAN**

Any total or partial payment of the principal of a debt. Amortization can be made in a single final payment, or in terms that can be equal and periodic, increasing or decreasing.



### **BALANCE**

State of the assets of a company on a fixed date. It reflects in separate columns the properties and rights on the one hand, and the debts and objections on the other.



### **BUSINESS PLAN**

Summary of the forecasts of expenses and of the estimates of future income of a business



### **BRAINSTORMING**

Teamwork procedure to search for ideas or solutions. The difference with other procedures is that here the participants can only present ideas or variations on ideas presented by other colleagues, but without criticizing or rejecting them



### **BUDGET**

Summary of the forecasts of the expenses and of the estimates of the future income of a business. They are made in regular periods, which normally coincide



### **BUSINESS IDEA**

Economic activity to which I want to dedicate myself



### **BUSINESS PROJECT**

Detailed summary of the objectives of a new activity. It must include: description of the product or service to be offered, potential market, consumer analysis, manufacturing plan, marketing actions, balance sheets and accounts of provisional financial needs, and how to cover them.



### **CAPITAL SUBSIDY**

Economic assistance granted by the Administration to companies, and individuals, in order to promote a certain activity..



### **CHECK**

Heel issued by a bank against its own funds. It is a promise of payment from the registered or bearer bank.



### **CLIENT**

It is the person who has made a purchase recently. It is usually the subject of advertising campaigns and promotions.



### **CHARGES**

The entry or receipt of money or means of payment (transfer, check, bill of exchange) as consideration for a sale or service executed.



### **COLLECTIVE AGREEMENT**

Agreement between management and workers of a company or sector on working conditions. Employers and labor unions usually intervene.



### COMMERCIAL COMMUNICATION

All the activities I could do to publicize my business proposal among potential clients



### COMMERCIAL CONTRACT

Written agreements I reach with other companies to buy products for the company or sell them.



### COMMERCIAL OFFER

Conditions in which I offer a product or service to a customer. It can be wider than the price, includes delivery method, additional services, etc.



### CONSTITUTIONAL PROCEDURES

Procedures aimed at the creation of the company



### CONSUMER

Natural person who will be the one who enjoys good or service, at the end of the chain



### CREDIT ACCOUNT

Short-term banking product that guarantees the availability of funds for the company, with a limit.



### DELIVERY NOTE

Document that accompanies the sales document in which the number of units sent is sent, its reference number and other details about the specific products sent to the client.



### DEPRECIATION

Decrease in the value of an asset. It is calculated in the company, for all properties with a lifespan greater than the year, in terms of annual depreciation.

10%

### DIRECT TAXES

Taxes that directly encumber the performance of the company, the benefit that it annually obtains.



### DISBURSEMENTS

Payments that the company makes or will make in the future. A quarterly payment forecast is usually made.



### DISCOUNT

Lowering the normal price of the asset or service. It is usually associated with some purpose that the company seeks: recruitment of new customers, departure of products that are going to expire, etc. They are usually temporary.



### DISTRIBUTION CHANNELS

Ways to get the products to the final customer, to the consumer: through our own means of transport, through other distributors, through companies in another sector (hospitality...), etc.



### DISTRIBUTOR

Company that its activity consists in selling products from other companies. Normally your customers are not end customers



### ECONOMIC FORECAST

Company that its activity consists in selling products from other companies. Normally your customers are not end customers



### **ECONOMIC PLANNING**

Part of economic planning that is usually included in business or business plans



### **EFFECTS DISCOUNT**

An expression that is used when the bank advances the amount of a bill of exchange or promissory note.



### **ENTREPRENEUR**

Person who is going to create his own company. It is also used as a synonym for businessman.



### **ENTREPRENEURIAL SKILLS**

Skills we develop when we undertake: observation, exploration, creativity, initiative, risk-taking, decision making, motivation, leadership, communication, planning, perseverance.



### **EXCLUSIVE**

The right given to me by a manufacturer or distributor to sell his products in a certain area without any other company being able to do so.



### **EXPENSES**

Business expenses, consumables, purchases of assets and services of less than one year's duration. They are usually controlled monthly.



### **FACTORING**

External service provided by another company for the collection of our invoices.



### **FIXED COST**

Company expenses that are constant, the same, every month: rentals, insurance premiums, hosting, etc.



### **FRANCHISE**

Agreement to transfer to another company the know-how of another company in exchange for a price



### **HUMAN RESOURCES**

Group of workers of the company. Synonym for "Human Team".



### **HUMAN TEAM**

Group of workers of the company. Synonym for "Human Resources".



### **INCOME ACCOUNT**

Part of the receivables and payables account that refers to receivables



### **INCOME AND EXPENSES ACCOUNT**

Annual account that reflects the monthly liquidity of the company, including collections and payments of all kinds.



### **INCOME STATEMENT**

An annual account that exactly includes sales, expenses, and the result obtained in the financial year.





### LEGAL FORM

Type of entity chosen to operate in the market: natural person, commercial company, or cooperative.



### LEGAL PERSONALITY

Ability to legally contract. In natural persons the age of majority; in legal persons who have completed their constitution (it has several phases)



### LOAN

Money left to us by another company, usually a financial services company, which we have to return to you within certain periods of time. It has a cost called interest, and may have other expenses.



### LOGISTICS

At present, this is the name given to the activity of transporting goods and services carried out by the company, the means of transport it uses, the routes they carry out, etc.



### LONG FINANCING

Loans we have with repayment terms greater than one year.



### LONG TERM

In economic forecasts, forecast from the 5th year onwards. Medium term, 3 years. Short term, 1 year.



### MACROENVIRONMENT

Non-market aspects that can influence the success of entrepreneurship: technology status, environmental, demographic, employment, cultural, legal, social, and political aspects.



### MARGIN ON SALES

The difference between the selling price of a product and its cost of production. It is calculated as % of sales.



### MARKET

A way of calling the group of companies in the same economic sector and their customers: steel market, technological products market, sports footwear market, etc.



### MARKET STUDY

Analysis of the agents that influence the specific sector in which I want to undertake: competitors, potential clients, prescribers, etc.



### MARKETING PLAN

Business marketing strategy: includes definition of service, potential customer, competition, pricing, and communication.



### MEDIA PLAN

Within the communication activities, those that refer to mass media (press, radio, television).



### MEDIUM TERM

Number of years for which forecasts are made. In general, 3 years, 3 financial years.



### MERCHANDISING

Product promotion activities at the point of sale.



### **MICROCREDIT**

Loan without complementary guarantees whose guarantee is the business project itself



### **MICROENVIRONMENT**

Internal aspects that influence the market in which the company will move: suppliers, competitors, and customers.



### **PARTICIPATORY LOAN**

A form of loan that has its own financing elements, the lender assumes greater risks, does not compute for risk purposes, and its cost is associated with the company's performance.



### **PAYMENTS**

Part of the collection and payment account that refers to PAYMENTS.



### **POLL**

Questionnaire used to gather information in interviews with potential clients, to prepare companies.



### **PRESCRIBER**

Person or company that recommends our products, even if they are not customers.



### **PREVENTION OF OCCUPATIONAL HAZARDS**

Activity carried out by the company to prevent accidents in the workplace



### PRICE

Quantity for which we sell the products or service we offer.



### PROCEDURE

Way in which the company performs certain activity, within the company: purchasing process, customer service process, etc.



### PROCESS OF SERVICE PROVISION

How a service is provided: how the customer is informed, what he has to do to hire the service, how we organize to be able to provide it, how we bill and charge, etc.



### PRODUCT

Goods we manufacture for sale



### PRODUCT LIFE

Duration that the product is expected to have. It is also called "shelf life" of the product.



### PRODUCTION FACTORS

Elements that we have to combine to produce a good.



### PRODUCTIVE PROCESS

Phases in the manufacture of a product.



### PROFITABILITY THRESHOLD

Sales figure from which we get benefit



### PROFORMA INVOICE

Budget of singular assets: proforma invoice of a vehicle, proforma proforma of a computer, etc.



### PROMOTER

Person who drives a business project. It stands for entrepreneur



### PROVIDER

Company that supplies us with the goods we need to produce.



### PUBLIC RELATIONS

Communication activity that the company carries out, focused on obtaining personal contacts, preferably influential, who know the brand



### QUALITY

In the company, the concept is associated with the idea of "quality standard", and this with another idea that the processes adapt to standards, "standards", to referents.



### R&D

Research and Development. This is what the activities and departments of many companies in which new products are called and researched are called.



### **R+D+i**

In the more contemporary version of R&D, the Latin I of "innovation" is added.



### **STOCK**

It refers to the different merchandise accumulated in the company, either elements that are needed for manufacturing, or for selling. Thus the term "stock of raw materials", stock of finished products "is used, for example.



### **RANGE OF PRODUCTS**

List of products and services to be marketed. They are usually divided into "ranges".



### **REBATE**

Payment made by customers when they purchase our products and services



### **RECEIPT**

Proof of payment of the price. It is usually done when the customer pays the cash price.



### **RENTING**

Rent of a good. It is used in cars. Through this contract the use of goods is acquired, and maintenance is included in the price. The vehicle is renewed from time to time.



### **RESULT OF EXPLOITATION**

Annual difference between billing and company expenses. Result of the fiscal year.



### **SALARY**

Amount that the worker receives periodically for his work. It is usually monthly



### **SALES**

Revenue that the company obtains from customers in exchange for products or services



### **SALES FORCE**

Human team dedicated to marketing, within the company



### **SEGMENT (TO)**

Separate potential customers, based on similar characteristics



### **SERVICE**

What companies offer that do not sell physical products (transport, hospitality, intermediation, advice, etc.)



### **SHORT FINANCING**

External financing with repayment terms less than a year



### **SHORT TERM**

Forecasts made up to one year maximum



### **SOCIAL COSTS**

Expenditures generated by the labor force, in a broad sense, not reduced to salary: salary, social security costs, compulsory insurance for personnel, clothing, adjustments to adapt work space and training, among others.



### **SOCIAL ENTREPRENEUR**

People with innovative ideas that produce social change, instead of being motivated by the spirit of profit.



### **START-UP PROCEDURES**

Mandatory procedures to be carried out in various public bodies to communicate the start-up of a company.



### **STOCK**

Account or accounts of current assets that include raw and auxiliary materials, semi-finished products, finished products pending sale, etc.



### **STRATEGIC PLAN**

General forecast that the company makes on the objectives to be achieved in a given period



### **SWOT MATRIX**

It is the analysis of 4 variables (opportunities, threats, strengths and weaknesses). It allows to analyze the characteristics of the company in relation to the environment that surrounds it, compensating opportunities with threats and strengths with weaknesses.



### **SYNERGY**

Set of factors that allow the cooperation of people or organizations to perform a function is more effective than if they kept their activities independent.



### **TREASURY PLAN**

Plan or budget that reflects the payments and payments of a period and the initial and final position.



### **TURNOVER**

Term used in commercial activities. Refers to the number of times when stocks are replenished during a given period.



### **UNDERTAKE**

Rush and start a work or company. It is most commonly said of those that contain difficulty or danger.



### **USER**

Natural or legal person who enjoys a service



### **VARIABLE COST**

Cost that is directly proportional to the quantity of products manufactured or sold. It is fixed per unit and variable in its entirety.



### **VENTURE CAPITAL**

Investment in the capital of a new company. It is usually considered a high risk activity.



### **WORK CONTRACT**

Agreement between a person and a company, to provide services in this organization in exchange for a monthly fee.