Joint development, piloting and validation of entrepreneurial mindset and key skills curricula and training materials for third countries

EMSA

Entrepreneurial Mindset and Key Skills for All

ENTRECOMP CURRICULUM: 1.5 ETHICAL AND SUSTAINABLE THINKING – METHODOLOGICAL TOOLS

TASK ID AND TITLE 2.2: JOINT DEVELOPMENT OF THE CURRICULA AND TRAINING MATERIALS FOR ENTRECOMP

PARTNER RESPONSIBLE FOR THIS ACTIVITY: MMC MEDITERRANEAN MANAGEMENT CENTER

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PROJECT MAIN DETAILS

Programme: Erasmus+

Key Action: Lump Sum Grants

Project title: Joint development, piloting and validation of entrepreneurial mindset and key skills curricula and training materials for third countries

Project Acronym: EMSA

Project Agreement Number: 101092477

Start Date: 01/01/2023

End Date: 31/12/2025

COORDINATED BY

PROJECT PARTNERS

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SUMMARY OF THE METHODOLOGICAL TOOLS

Competence Code and Title	1.5 Ethical and Sustainable Thinking
EntreComp Area Code and Title	1 Ideas and Opportunities
Learning Outcomes for the Competence	1. List various frameworks and monitoring tools that are critical for assessing long-term goals and actions in terms of ethics and sustainability. 2. Name the principles and standards set by the CFA Institute regarding professionalism, duty to employer, and duty to client. 3. Describe the role and impact of the United Nations' 17 Sustainable Development Goals (SDGs) in guiding global efforts towards sustainability. 4. Distinguish between ethical and unethical business practices by applying principles of ethical and sustainable thinking. 5. Use monitoring tools effectively to assess and improve the sustainability of long-term goals and actions. 6. Integrate ethical and sustainable principles in different aspects of business operations.

Methodological tool Type	Number of Methodological tools
☒ Lecture (compulsory)	1
☐ Open-ended questions	

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☐ **Closed questions**	
☐ **Group discussion**	
☐ **Brainstorming**	
☒ **Individual exercise**	1
☒ **Group exercise**	3
☐ **Experiential workshop**	
☐ **Role play**	
☐ **Video projection and analysis**	
☐ **Other (Please indicate)**	
Total Number of Methodological tools:	5

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COMPULSORY METHODOLOGICAL TOOLS

1. POWERPOINT PRESENTATION

Methodological tool Code and Title	MT1.5_1 PowerPoint Presentation/Lecture on Ethical and Sustainable Thinking
Competence Code and Title	1.5 Ethical and Sustainable Thinking
Learning Outcomes covered by the Methodological tool	1. List various frameworks and monitoring tools that are critical for assessing long-term goals and actions in terms of ethics and sustainability. 2. Name the principles and standards set by the CFA Institute regarding professionalism, duty to employer, and duty to client. 3. Describe the role and impact of the United Nations' 17 Sustainable Development Goals (SDGs) in guiding global efforts towards sustainability. 4. Distinguish between ethical and unethical business practices by applying principles of ethical and sustainable thinking. 5. Use monitoring tools effectively to assess and improve the sustainability of long-term goals and actions. 6. Integrate ethical and sustainable principles in different aspects of business operations.
Methodological tool Aim	To deliver a lecture on the topics and subtopics of the module.
Hints and tips for the trainer to use the Methodological tool	✓ Be honest when commenting on the different topics and subtopics of the presentation.

Attachment for the usage of the Methodological tool	TrainMatEntre_1.5_Final.pptx

ADDITIONAL METHODOLOGICAL TOOLS

2. INDIVIDUAL EXERCISE

Methodological tool Code and Title	MT1.5_2 Ethical Dilemma in the Workplace
Competence Code and Title	1.5 Ethical and Sustainable Thinking
Learning Outcomes covered by the Methodological tool	1. Name the principles and standards set by the CFA Institute regarding professionalism, duty to employer, and duty to client. 2. Distinguish between ethical and unethical business practices by applying principles of ethical and sustainable thinking.
Methodological tool Aim	To practice ethical thinking individually through the use of a dilemma with ethical implications.
Hints and Tips for the trainer to use the Methodological tool	✓ Ensure that the learners understand the instructions for the activity fully before they start, including the CFA Institute's Ethical Standards of Professional Organizational Conduct and the CFA Institute's Ethical Decision-making Framework; clarify if necessary. ✓ Ask from the learners to justify their answers.
Attachment/s for the usage of the Methodological tool	Provided in the activity description below (if applicable).

Methodological Tool Title
Ethical Dilemma in the Workplace

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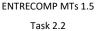| |
|---|
| ***Individual Exercise Title (if different from the MT title)*** |
| ***Ethical Dilemma in the Workplace*** |
| *Individual Exercise Source (if adapted from existing exercise)* |
| *N/A* |
| *Description of the Individual Exercise* |
| *You work in a company that is considering investing in a startup called BYO. You have been tasked with analyzing and recommending whether your company should invest in BYO.*

Ironically, your father has invested a significant amount of money in BYO. Not only that, but you have heard rumors that BYO might be facing financial difficulties.

Your father expects a positive recommendation. At the same time, your analysis suggests that BYO might have a problem due to potential financial issues shortly.

1. *How would you address this dilemma? Write down your answer, in approximately 250 words, taking into consideration the "CFA Institute's Framework for Ethical Decision-making".*

2. *In your answer, mention also what you would say to your father <u>and</u> your superior.* |
| *Estimated Duration (broken down into steps, if necessary)* |
| *25 minutes (15 minutes to write down the answer and 10 minutes for discussion).* |
| *General Guidelines (for the trainer)* |
| *This is an individual exercise; guide the participants to think over the exercise deeply and then answer.* |

Mention that they should use the **CFA Institute's Ethical Standards of Professional Organizational Conduct** and the **CFA Institute's Ethical Decision-making Framework** from the PowerPoint presentation to answer the question.

Ask from the learners to justify their answers.

Provide feedback.

As soon as all the learners take the floor and present their approach, present your own approach, too.

Instructions (for the participants)

You work in a company that is considering investing in a startup called BYO. You have been tasked with analyzing and recommending whether your company should invest in BYO.

Ironically, your father has invested a significant amount of money in BYO. Not only that, but you have heard rumors that BYO might be facing financial difficulties.

Your father expects a positive recommendation to boost the company's image. At the same time, your analysis suggests that BYO might have a problem due to potential financial issues shortly.

1. How would you address this dilemma? Write down your answer, in approximately 250 words, taking into consideration the CFA Institute's Framework for Ethical Decision-making.

2. In your answer, mention also what you would say to your father and your superior.

Allocation of tasks *(if applicable)*

N/A

Necessary Equipment and Materials *(if applicable)*

1. CFA Institute's Ethical Decision-making Framework (see PowerPoint Presentation)
2. CFA Institute's Ethical Standards of Professional Organizational Conduct (see PowerPoint Presentation)

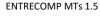| |
|---|
| *Online Classroom Setting **(if applicable)*** |
| *N/A* |
| *Expected Results* |
| *The attainment of ethically sound decisions that are in the best interest of all stakeholders (organization and the father) involved. Actions that are backed by a thorough analysis, considering both short-term and long-term implications of the decision.* *Identification of the issue, considering who is affected, and also the LAWS and regulations.* *Deciding on an action and ACTing ethically; elevating this issue to a higher authority, if it is too complicated.* |
| *Debriefing Questions* |
| 1. *How difficult was it to handle this dilemma? Why?*
2. *How honest were you when you provided your answer?*
3. *Would your answer/action have a significant difference if the scenario happened in real life compared to how you think you would respond under the given circumstances?* |
| *Remarks by the Trainer* |
| ✓ *The right approach on the exercise by using the CFA Institute's Ethical Standards of Professional Organizational Conduct and the respective framework.* |
| *Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change) (in case of Group Exercise only) **(if applicable)*** |
| *The learners will write their answer on the e-learning platform.* |
| *Attachment/s **(if applicable)*** |
| *N/A* |

3. GROUP EXERCISE

Methodological tool Code and Title	MT1.5_3 The Contradictive Cultural Practice
Competence Code and Title	1.5 Ethical and Sustainable Thinking
Learning Outcomes covered by the Methodological tool	1. List various frameworks and monitoring tools that are critical for assessing long-term goals and actions in terms of ethics and sustainability. 2. Describe the role and impact of the United Nations' 17 Sustainable Development Goals (SDGs) in guiding global efforts towards sustainability. 3. Distinguish between ethical and unethical business practices by applying principles of ethical and sustainable thinking.
Methodological tool Aim	To practice on the "sustainability" and "ethicality" terms in groups through elaborating on cultural practices' examples, which often prove that sustainability and ethicality can be contradictory.
Hints and Tips for the trainer to use the Methodological tool	✓ Divide the learners into two groups of equal number (if possible) and provide each group with one cultural practice example on which they will work. ✓ Ensure that the learners understand the instructions for the activity fully before they start; clarify if necessary.
Attachment/s for the usage of the Methodological tool	Provided in the activity description below (if applicable).

Methodological Tool Title

The Contradictory Cultural Practice

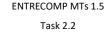| |
|---|
| **Group Exercise Title (if different from the MT title)** |
| *The Contradictory Cultural Practice* |
| Group Exercise Source (if adapted from existing exercise) |
| *N/A* |
| Description of the Group Exercise |
| *Cultural sustainability refers to preserving and promoting cultural diversity, heritage, and traditions, while advancing social, economic, and environmental sustainability. However, some cultural practices may conflict with sustainability goals.*

Discuss and report on one of the examples.

• *The Cultural significance of the given practice, covering both its impact and its importance within the society.*
• *How the practice conflicts with specific sustainability goals.*
• *Brainstorm potential solutions or compromises that respect the cultural practice while addressing the sustainability conflict.*

Example 1: Bullfighting, a traditional spectacle of Spain, is considered an art form by many and an important part of Spanish heritage and identity.

Example 2: In some cultures, (indigenous communities in the Arctic) whale hunting has been a traditional practice for centuries, vital for sustenance, cultural identity, and social cohesion. |
| Estimated Duration (broken down into steps, if necessary) |
| *25 minutes (15 minutes to think and write their answers in groups, and 10 minutes for discussion).* |
| General Guidelines (for the trainer) |

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Explain the exercise to the learners in detail.

Help them by explaining further the practices, if they are not aware of them.

1. *Bullfighting is a traditional practice in Spain, where matadors confront and kill bulls in an arena stadium. It is celebrated as an art form and cultural tradition but faces criticism for animal cruelty.*
2. *Whale hunting, practiced by indigenous communities in the Arctic and other regions, is a tradition vital for sustenance and cultural identity. It international debate over animal rights and environmental sustainability. (Not all whale species are considered extinct or even endangered, but several species are at risk and protected under various conservation statuses due to hunting).*

Feed back on the answers of the learners and ask from the learners to feed back, too.

Pose the debriefing questions and draw conclusions.

Instructions (for the participants)

Discuss and report on one of the provided examples of cultural practices, as they are assigned to groups.

Mention the cultural significance of the given practice, covering both its impact and its importance within the society.

Also, comment on how this practice conflicts with specific sustainability goals.

Subsequently, brainstorm on potential solutions or compromises that respect the cultural practice, while addressing the sustainability conflict.

The cultural practices that you will use are the following:

Example 1 – Group A: Bullfighting, a traditional spectacle of Spain, is considered an art form by many and an important part of Spanish heritage and identity.

- *Bullfighting is a traditional practice in Spain, where matadors confront and kill bulls in an arena stadium. It is celebrated as an art form and cultural tradition but faces criticism for animal cruelty.*

Example 2 – Group B: In some cultures (indigenous communities in the Arctic), whale hunting has been a traditional practice for centuries, vital for sustenance, cultural identity, and social cohesion.

- *Whale hunting, practiced by indigenous communities in the Arctic and other regions, is a tradition vital for sustenance and cultural identity. It has triggered international debate over animal rights and environmental sustainability (not all whale species are considered extinct or even endangered, but several species are at risk and protected under various conservation statuses due to hunting).*

Once you have discussed and written down your answers in groups, present the results to the learners of the other group/s.

Discussion will follow.

Allocation of tasks *(if applicable)*

The learners are divided into two groups; each group is assigned one cultural practice example. If the number of learners is large, more groups can be created and assigned the same cultural practice. In each group, one learner undertakes the task to present the results of the exercise to the learners of the other group/s.

Necessary Equipment and Materials *(if applicable)*

N/A

Online Classroom Setting *(if applicable)*

Assign each group to a breakout room. Try to develop groups of equal number of learners. At least two breakout rooms have to be created.

Expected Results

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• *Identifying conflicts between practices and sustainability goals.* • *Understanding the goals.* • *Identifying ethical aspects of cultural practices.* • *Critical thinking.*
Debriefing Questions
1. *Is the cultural practice assigned to you related at any point to ethics?* 2. *Are ethics the same across cultures?* 3. *Is there any practice pertaining to your culture that is contradictory to the UN sustainability goals?*
Remarks by the Trainer
• *Emphasize that preserving culture is a crucial aspect of maintaining a society's identity and heritage, by guarding it against erosion and loss; however, some practices are contradictory to the 17 Sustainability Goals of the UN. In such cases, special attention is needed.*
*Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change) (in case of Group Exercise only) **(if applicable)***
The same process will be followed, but the learners will write down their response individually. The responses will be posted on the e-learning platform.
*Attachment/s **(if applicable)***
N/A

4. GROUP EXERCISE

Methodological tool Code and Title	MT1.5_4 The Sustainable Corporation Mask: Ethicality Check
Competence Code and Title	1.5 Ethical and Sustainable Thinking

Learning Outcomes covered by the Methodological tool	1. Value and prioritize the integration of ethical and sustainable principles in all aspects of business operations. 2. Distinguish between ethical and unethical business practices by applying principles of ethical and sustainable thinking. 3. Use monitoring tools effectively to assess and improve the sustainability of long-term goals and actions. 4. Integrate ethical and sustainable principles in different aspects of business operations.
Methodological tool Aim	The aim of this tool is to guide the learners in how an organisation develops a sustainability report through reporting on training and education initiatives as per the GRI404-2 Guidelines. This suggests an understanding of GRI Guidelines and how they work, as well as how reporting works.
Hints and Tips for the trainer to use the Methodological tool	✓ Review thoroughly the GRI Guidelines and WPP Report to gain a deep understanding of their contents and what they essentially are; focus on those sections of the documents that relate to the exercise (GRI 404-2, training and education initiatives). ✓ Ensure that the learners understand the instructions for the activity fully before they start; clarify if necessary. ✓ Ensure that the learners understand what sections of the documents to read and that they have a clear understanding of their content before they start drafting their short report. ✓ Enter the breakout rooms regularly to check if the learners need any support in implementing the activity.
Attachment/s for the usage of the Methodological tool	Provided in the activity description below (if applicable).

Methodological Tool Title
The Sustainable Corporation Mask: Ethicality Check
Group Exercise Title (if different from the MT title)
The Sustainable Corporation Mask: Ethicality Check
Group Exercise Source (if adapted from existing exercise)
N/A
Description of the Group Exercise
Begin by reviewing the GRI 404-2 Guidelines to grasp what information needs to be included in the report about training and education initiatives. *Then, read the WPP Sustainability Report's section related to GRI 404-2 (pp. 36-39).* *With the GRI Guidelines and WPP Report's example in mind, draft a simple paragraph as if you were reporting on the specific standard (GRI 404-2) for an imaginary organization of your choice.*
Estimated Duration (broken down into steps, if necessary)
40 minutes (25 minutes for drafting the paragraph and 15 minutes for discussion).
General Guidelines (for the trainer)
Divide the learners into groups for a more focused and interactive learning experience. *Distribute the complimentary documents, that is, the GRI Standard's consolidated version (Guidelines) and the WPP Report to the learners. It would be beneficial to send these documents beforehand to the*

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learners, if possible, in order to familiarize themselves with their contents. Indicate the sections on which they should focus (Guidelines: GRI 404-2, Report: pp. 36-39).

Instruct the learners to study the Guidelines and the Report (the specific sections). This comprehensive approach is important for grasping the full spectrum of sustainable practices. If the learners are provided with the documents from before, they can also be advised to explore reports from other organizations that follow the GRI Guidelines.

*Explain to the learners that a thorough understanding and application of the insights from these resources are key to advancing an organization's sustainability across the three pillars, the **Economic, Environmental**, and the **Social** pillar. This strategy will equip everyone with the knowledge to contribute effectively to their organization's sustainability goals.*

As soon as the learners have a clear understanding of the indicated contents, they have to start drafting a simple paragraph as if they were reporting on standard GRI 404- for an imaginary organization of their choice.

Once the short reports are ready, ask from the learners to present them to the other group/s.

Feed back on the reports and ask from the learners to feed back, too.

Pose the debriefing questions and draw conclusions.

Instructions (for the participants)

The importance of this exercise lies in identifying how the WPP Report follows the guidelines from the GRI guideline document and how the reporting takes place.

Begin by reviewing the <u>GRI 404-2 Guidelines</u> to grasp what information needs to be included in the report about <u>training and education initiatives</u>.

Then, read the WPP Sustainability Report's <u>section related to GRI 404-2 (pp. 36-39)</u>.

With the GRI Guidelines and WPP Sustainability Report's example in mind, draft a simple paragraph as if you were reporting on the specific standard (GRI 404-2) for an imaginary organization of your choice.

Allocation of tasks **(if applicable)**

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Each group follows the same steps to implement the exercise. In each group, one learner undertakes the task to present the results of the exercise to the learners of the other group/s.

Necessary Equipment and Materials *(if applicable)*

- *GRI Guidelines (focusing on standard GRI 404-2)*
- *WPP Sustainability Report (focusing on standard GRI 404-2; pp. 36-39)*

Online Classroom Setting *(if applicable)*

Divide the learners into groups and assign each group to a breakout room.

Expected Results

- *A concise and accurate short report based on GRI standards.*
- *Understanding how to use the GRI Guidelines to write a report.*
- *Understanding how to read a sustainability report.*
- *Understanding that following the Guidelines is how one can make an organization more sustainable.*

Debriefing Questions

1. *From your experience, do organizations always report the truth?*
2. *How can organizations balance the pressure to present positive outcomes with their ethical responsibility to provide a truthful account of their sustainability performance report?*
3. *Discuss the potential consequences of misreporting or selectively highlighting data, for the organization, the employees, and society.*

Remarks by the Trainer

- ✓ *Feedback on the short reports.*
- ✓ *Answers to the debriefing questions.*

Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change) (in case of Group Exercise only) *(if applicable)*

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The same process will be followed, but the learners will draft their short reports individually by posting on the e-learning platform or they will upload a document including their short report.

*Attachment/s **(if applicable)***

PDF GRI-Standards-Conso lidated.pdf

PDF WPP_AnnualReport.p df

5. GROUP EXERCISE

Methodological tool Code and Title	MT1.5_5 Sustainability Audit
Competence Code and Title	1.5 Ethical and Sustainable Thinking
Learning Outcomes covered by the Methodological tool	1. List various frameworks and monitoring tools critical for assessing long-term goals and actions in ethics and sustainability. 2. Use monitoring tools effectively to assess and improve the sustainability of long-term goals and actions.
Methodological tool Aim	To practice in groups, evaluate, and understand the environmental impact of a workplace or training facility, focusing on energy use, waste management, resource efficiency, and carbon footprint.
Hints and Tips for the trainer to use the Methodological tool	✓ Ensure that the learners understand the instructions for the activity fully before they start; clarify if necessary.
Attachment/s for the usage of the Methodological tool	Provided in the activity description below (if applicable).

Methodological Tool Title
Sustainability Audit
Group Exercise Title (if different from the MT title)
Sustainability Audit
Group Exercise Source (if adapted from existing exercise)
N/A
Description of the Group Exercise
Work in groups to conduct a quick audit of your training facility, your workplace, or an imaginary workplace. Focus on areas such as energy use, waste management, resource efficiency, and carbon footprint. *Perform the audit in the designated area and then brainstorm on practical, low-cost solutions or improvements that could be implemented to enhance sustainability.*
Estimated Duration (broken down into steps, if necessary)
30 minutes (15 minutes to perform the audit in the designated area and then, another 15 minutes to brainstorm (all together) on practical, low-cost solutions or improvements).
General Guidelines (for the trainer)
Divide the learners into groups and ask from them to use the links provided in the PowerPoint presentation to implement the exercise. FOR THE SITE ENVIRONMENTAL AUDIT: https://public-library.safetyculture.io/products/environmental-audit-checklist-

1sfdbzlkhlknhsgf?amp_dev=3155f260-41fd-48eb-9958-153f5c02aed4&sid=1708435780290?amp_dev=3155f260-41fd-48eb-9958-153f5c02aed4&sid=1708435780290?utm_source=public-library&utm_medium=share_link&utm_content=template_d0e19a6f83e54b1fb13aaabfb2080a8a

FOR THE CARBON FOOTPRINT CALCULATOR: https://www3.epa.gov/carbon-footprint-calculator

Instructions (for the participants)

This is an exercise that showcases how we measure some fundamental elements that are responsible for sustainability.

Work in groups to conduct a quick audit of your training facility, your workplace, or an imaginary workplace. Focus on areas such as energy use, waste management, resource efficiency, and carbon footprint.

Use the two tools provided, one after the other:

SITE ENVIRONMENTAL AUDIT: https://public-library.safetyculture.io/products/environmental-audit-checklist-1sfdbzlkhlknhsgf?amp_dev=3155f260-41fd-48eb-9958-153f5c02aed4&sid=1708435780290?amp_dev=3155f260-41fd-48eb-9958-153f5c02aed4&sid=1708435780290?utm_source=public-library&utm_medium=share_link&utm_content=template_d0e19a6f83e54b1fb13aaabfb2080a8a

CARBON FOOTPRINT CALCULATOR: https://www3.epa.gov/carbon-footprint-calculator

Perform the audit in the designated area and then, brainstorm in groups on practical, low-cost solutions or improvements that could be implemented to enhance sustainability.
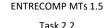
Write down your answers.

Discuss the results and your suggestions for improvements with all the other groups.

Allocation of tasks (if applicable)

Each group follows the same steps to implement the exercise. In each group, one learner undertakes the task to present the results of the exercise to the learners of the other group/s.

*Necessary Equipment and Materials **(if applicable)***

- *The links to the two tools*
- *https://public-library.safetyculture.io/products/environmental-audit-checklist-1sfdbzlkhlk-nhsgf?amp_dev=3155f260-41fd-48eb-9958-153f5c02aed4&sid=1708435780290?amp_dev=3155f260-41fd-48eb-9958-153f5c02aed4&sid=1708435780290?utm_source=public-library&utm_me-dium=share_link&utm_content=template_d0e19a6f83e54b1fb13aaabfb2080a8a*
- *https://www3.epa.gov/carbon-footprint-calculator*

*Online Classroom Setting **(if applicable)***

Divide the learners into groups and assign each group to a breakout room.

Expected Results

- *Familiarisation with two tools for measuring sustainability within organizations.*
- *Identification of key areas for improvement in sustainability practices.*
- *Recommendations for reducing environmental impact and enhancing overall sustainability.*
- *Understanding how the questions/items included in the two tools are related to sustainability. In other words, understanding that doing what those questions ask you is how you make a site more sustainable.*
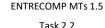
Debriefing Questions

1. *What do you think of the questions asked from the calculators? Can you understand the link-age between the **questions/items** and environmental sustainability?*

Remarks by the Trainer

- ✓ *Comments on the results provided by the tools, taking also into consideration the discussion that will take place after presenting the results.*
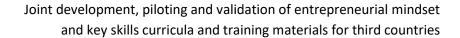- ✓ *Answers to the debriefing question.*

*Adaptation of the Methodological Tool for <u>Asynchronous Learning</u> (what to change) (in case of Group Exercise only) **(if applicable)***

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The links to the two tools will be provided on the e-learning platform for the learners to implement the exercise individually.
*Attachment/s **(if applicable)***
N/A

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