

## GET-UP Lesson Plan for Masterclass

### Module 2: Understanding Green Entrepreneurship

**Learning Outcomes:** On completion of this workshop, green entrepreneurs (learners) will be able to:

- ❖ Understand the types of people who are green entrepreneurs.
- ❖ Understand the different types of businesses started by green entrepreneurs.
- ❖ Understand the stages in the development of a green business
- ❖ Be able to make business decisions using knowledge of the green economy.

Content and Instruction Method	Timing (minutes)	Materials/ Equipment Required	Assessment/ Evaluation
<p><u>Trainer Introduction:</u></p> <ul style="list-style-type: none"> <li>❖ Trainer introduces learners to the module – Understanding Green Entrepreneurship and presents an outline of the agenda for the workshop.</li> </ul> <p><u>Video</u></p> <ul style="list-style-type: none"> <li>❖ To introduce learners to the different types of green entrepreneurs and to help learners identify key characteristics or traits that they display, the trainer plays the short video lecture for module 2, unit 1</li> </ul> <p><u>Group Activity</u></p> <ul style="list-style-type: none"> <li>❖ Using a flipchart and marker, the trainer asks the learners: <b>‘What are the key characteristics of a green entrepreneur?’</b> – The purpose of this activity is to gauge the awareness among learners of the key characteristics that they will need to demonstrate if they are to achieve success as entrepreneurs in the green economy sector.</li> <li>❖ Next, distribute blank copies of the green</li> </ul>	<u>120 minutes</u>	<ul style="list-style-type: none"> <li>❖ Flipchart;</li> <li>❖ Marker;</li> <li>❖ Pens and note-taking materials for learners;</li> <li>❖ Blank copies of the Green Entrepreneurship Characteristics Wheel handout for each learner (see annex 2);</li> </ul>	<ul style="list-style-type: none"> <li>❖ Learners will engage fully in the group discussion and will take notes to support their learning.</li> <li>❖ Learners will engage fully in the individual activity, complete their own personal green entrepreneurship characteristics wheel and identify areas where they may need to build competence levels.</li> </ul>

<p>entrepreneurship characteristics wheel and from the list on the flipchart ask learners to select what they consider to be the 8 most relevant characteristics and to write one at the tip of each axis.</p> <p><u>Individual Activities and Presentation:</u></p> <ul style="list-style-type: none"> <li>❖ Next ask learners to put a mark on each axis that corresponds to whether they think the chosen characteristic is very important, important or not very important</li> <li>❖ Ask learners to justify their ratings</li> <li>❖ Next distribute a second blank copy of the green entrepreneurship characteristics wheel and ask learners to insert the characteristics they previously selected but this time ask them to mark on each axis their own perceived level of competence in each area according to the following levels very competent, competent or not very competent</li> <li>❖ Ask learners to join the marks on each axis and to consider what steps they might take to address areas where they consider their competence to be low</li> </ul>			
<p><u>Video:</u></p> <ul style="list-style-type: none"> <li>❖ The trainer plays the short video lecture for module 2, unit 2 which introduces some of the different types of businesses started by green entrepreneurs and helps learners understand the stages in the development of a green business Following this, the trainer leads a short group discussion, asking learners to recite one fact from the video lecture which stood out to them.</li> </ul>	<p><u>120 minutes</u></p>	<ul style="list-style-type: none"> <li>❖ Flipchart;</li> <li>❖ Marker;</li> <li>❖ Pens and note-taking materials for learners</li> <li>❖ PowerPoint Slides;</li> <li>❖ Projector and screen;</li> <li>❖ Laptop;</li> <li>❖ Blank copies of business model canvas handout for all learners (see Annex 3);</li> </ul>	<ul style="list-style-type: none"> <li>❖ Learners will engage fully in the group discussion and will take notes to support their learning.</li> <li>❖ Learners will engage fully in this group activity and will complete the business model canvas for their own business</li> </ul>

<p><u>Trainer Introduction:</u></p> <ul style="list-style-type: none"> <li>❖ Next, using PowerPoint slides, the trainer introduces the learners to the business model canvas methodology and explains             <ul style="list-style-type: none"> <li>○ What it is</li> <li>○ What the different elements are that go into it</li> <li>○ Why it should be used in a green entrepreneurship context</li> <li>○ How it can contribute to a successful business planning process.</li> </ul> </li> </ul> <p><u>Group Activity</u></p> <ul style="list-style-type: none"> <li>❖ The trainer sets aside one flipchart sheet for each element of the business model canvas.</li> <li>❖ The trainer leads the learners in filling out a generic business model canvas.</li> <li>❖ After 30 minutes, trainer asks for volunteers; each 1 will review the elements listed on 1 flipchart sheet.</li> <li>❖ The trainer leads a discussion about the detail contained in the generic version to ensure that all learners fully understand the meaning and purpose of each element.</li> <li>❖ The aim of this activity is to get green entrepreneurs to think of how these factors can affect their business.</li> </ul> <p><u>Individual Activities and Presentation</u></p> <ul style="list-style-type: none"> <li>❖ The trainer distributes blank copies of the business model canvas and tasks each learner to complete a business model canvas for their own business.</li> <li>❖ Each individual learner presents their business model canvas for consideration and comment by the group.</li> </ul>			
---	--	--	--

<p><u>Video:</u></p> <ul style="list-style-type: none"> <li>❖ The trainer plays the short video lecture for module 2, unit 3 which introduces the underlying conditions that support the development of green entrepreneurship and green business activity in Europe. The video also looks at some of the key supports available to impending green entrepreneurs. Following this, the trainer leads a short group discussion, asking learners to identify where they consider more support is needed.</li> </ul>	<p><u>20 minutes</u></p>	<ul style="list-style-type: none"> <li>❖ Flipchart</li> <li>❖ Marker</li> <li>❖ Pens and note-taking materials for learners.</li> </ul>	<ul style="list-style-type: none"> <li>❖ This activity is really a short brainstorming exercise to get learners used to analysing what supports are available and what additional supports are needed for green entrepreneurs to succeed.</li> </ul>
<p><u>Closing Session and Evaluation</u></p> <ul style="list-style-type: none"> <li>❖ Trainer closes the master-class with a short verbal feedback session.</li> <li>❖ Trainer will distribute copies of the workshop evaluation form to learners and asks them to complete it.</li> </ul>	<p><u>10 minutes</u></p>	<ul style="list-style-type: none"> <li>❖ Copies of evaluation forms for learners;</li> <li>❖ Pens and note-taking materials for learners;</li> <li>❖ Flip-chart and markers for verbal feedback</li> </ul>	<ul style="list-style-type: none"> <li>❖ Learners will engage fully in the evaluation and feedback activities and will complete the evaluation form.</li> </ul>
<p><b>Total Time</b></p>	<p><b>270 minutes/ 4.5 hours</b></p>		



### 1. Political

- How do the policies of the current government support or hinder my business development ideas?
  - Tax rates and incentives
  - Trade barriers or restrictions
  - Competition
  - Trade union or wage agreements
- Is the current government pro-business development and are there specific policy supports that might be of help?
  - Credit guarantees
  - Export incentives
  - Employment supports
  - Research and development grants
- How long is left of the current term of office and how likely is a change of government at the next election?
  - How likely is it that current policy supports would be changed?
  - How likely is it that current policy hindrance would be removed?

### 3. Social

- What emerging lifestyle trends might hinder or support the development of your business?
  - Is there a growing environmental awareness and does this impact consumer spending
  - Are consumers more health conscious and does this impact their behaviour
- What are the demographic trends and how will they affect your business?
  - Is the rural population increasing or decreasing
  - What is the trend for the specific consumer subset that your business targets
    - Increasing or decreasing in size
    - Education levels past, present and future
  - Have you considered the impact of immigration and emigration
  - Have you considered the proliferation of ethnic minority groups and their religious or ethical beliefs or habits
  - Have you considered the impact of population ageing at a macro level and how it may effect local market trends
- What are the key trends where consumer attitudes and habits are concerned?
  - Is there a concerted effort to support local produce and are people consciously buying more as a result
  - Are more people holidaying at home for economic, political or environmental reasons
  - What is the consumer attitude to product quality and customer service
  - How will the growth of online shopping impact your business

### 5. Environmental

- What national environmental policies are directly relevant to your business?
- What EU environmental policies are directly relevant to your business?
- What is the influence of global environmental protocols on your business or industry sector?
- What is the impact of climate change on your industry?
- What is the likely impact of environmental or carbon taxation policy on your product or service?
  - Recycling charges
  - Transport taxes
  - Excise duties
- Are there environmental standards that will govern your business activity?
- Is there a business compliance standard that you will need to achieve?
- Are there special licences that you will need to acquire and maintain in order to conduct your business or provide your service?

### 2. Economic

- What stage is the home economy going through at present?
  - Heading into a downturn
  - In recession
  - In recovery
  - Growing year on year
- What stage is the global economy going through at present?
  - Heading into a downturn
  - In recession
  - In recovery
  - Growing year on year
- What is likely to happen where financial policy is concerned?
  - Is the government likely to stimulate the market or try to cool it down
  - Are interest rates rising, falling or steady and what is the likelihood for change moving forward
  - What is the inflationary trend and how might this impact labour and material costs
  - What are exchange rate trends and how will they impact on the cost of raw materials
- What are employment prospects like and how is this likely to impact on consumer spending?
- What is the level of consumer credit availability?

### 4. Technological

- How susceptible is your business to technological change?
  - At your individual business level
  - Developments within your industry sector
  - Changes in consumer habits or levels of expectation where technology is concerned
- How expensive will it be to future proof your business technology infrastructure to keep up with new developments?
  - Hardware
  - Software – proprietary or open source
  - Training – continuous professional development of staff
- How prepared are you to take advantage of developments or advances in technology and do you have the capacity to innovate?

### 6. Legal

- What categories of law do you need to consider that will impact on your business or service
  - Company law
    - Employment law
    - Health and safety
  - Consumer protection and e-commerce
    - Data protection
  - Competition law
  - Copyright and patents and intellectual property rights