



CURRICULUM

Catalogue of Learning Objectives for Business Competence in Social Enterprises

v5.0, February 20th, 2014

- **Special Topics for Social Enterprises**
- **Human Resources Management**
- **Accounting**
- **Financial Ratios**
- **Costing and Pricing**

Developed for the project

Business Competence in Social Management

LLL, LdV Partnership

Project № 2012-1-DE2-LEO04-11646-8



In association with

EBC*L International Centre, Vienna



PREFACE

Dear Reader,

This curriculum is result of a project financed by the European Union („Leonardo Partnership“). From the beginning the project was based on the following presumption:

“As part of the economic, social and demographic developments in Europe, the so-called „social economies“ have grown in importance. The rising importance of social economies entails the increase of economic thinking within such businesses and organizations. Increasingly, managers in the social arena need to handle their business like a „normal“ one, according to general economic principles. However, employees and managers in the social services or similar areas rarely have the adequate economic know-how for successfully facing the challenges of the market.”

When the project started in 2012, seven institutions from six different countries began to work on this thesis. The involved partners come from adult education institutions, social enterprises, management consultancy firms and a chamber of commerce.

We interviewed numerous managers and employees of Social Enterprises in Austria, Bulgaria, Croatia, Germany and Spain. Our thesis was confirmed by everybody we asked. At the end we were sure that the situation is similar in all involved countries.

The next step was to screen local educational offers which might be suitable for our target group. We found that in all partner’s countries such learning opportunities rarely exist or are just local offers for people living in some bigger cities.

Therefore we decided to outline a special training concept with two distinct approaches:

- First, the training concept shall incorporate the use of ICT in education, especially e-learning. This ensures that the necessary temporal and spatial flexibility are provided.
- Secondly, the content must be transferable between our partner countries and in Europe.

The curriculum presented here was the basis for exemplary lessons in all partner countries. The participants (managers and employees of Social Enterprises) gave us many tips and ideas, which we used to rework into this current version.

What will we do next?

We are working on a new project to offer web-based lessons following our curriculum in a modular way. We want each “learner” to be able to pick up just what he or she needs/wants to learn, at any time and in any place. Only very little ‘tailor-made’ face-to-face lessons should be necessary.

I hope this curriculum will inspire you to think in new ways and tread new grounds in business education for Social Enterprises. If so, please reach out to us via our [Project Website!](#)

Regards,

Diethard Heindorf
Project Coordinator
VHS Hannover

PROJECT PARTNERS

Project Coordinator

Ada- und Theodor-Lessing-Volkshochschule Hannover
Hannover, DE
<http://www.vhs-hannover.de>

Project Partners

VEDOMA
Cersak, SI
<http://www.vedoma.si>

Easy Business Training
Vienna, AT
www.easy-business.cc

Stephansstift - Zentrum für Erwachsenenbildung
Hannover, DE
<http://www.stephansstift.de>

Obrtničko učilište
Zagreb, HR
www.obrtnicko-uciliste.hr

CENTROS DE PROMOCION INTEGRAL
Granada, ES
<http://www.centrosproin.es>

Association Generations
Sofia, BG
<http://www.generations-bg.eu>

GUIDELINES

FOR THE USE OF THE CURRICULUM

1. Social Enterprises are as numerous as they are varied. There is a wide range of social entrepreneurs, resulting in a wide range of interests.
2. A modular approach proves best suited to serve the various interests at work. Following the model of an "educational supermarket", social entrepreneurs should be able to pick up the modules they need and leave the rest for times when they need additional knowledge.
3. To this end, it becomes essential to help social entrepreneurs discover what their needs are. This can be done e.g. by means of preliminary discussions, workshops, and by setting priorities.
4. Since learning is a continuous process, it is important to offer opportunities for social entrepreneurs to 'go back' on a specific topic and recap or go more into depth. There are several possibilities to this effect, including e.g. the set-up of a Social Media group to ensure the exchange among (former) participants in the training course.
5. The training course needs to be extra promoted to social enterprises. Since most of the social entrepreneurs first react by stating that they cannot afford it, putting a proper marketing strategy in place is crucial.
6. Social entrepreneurs usually have a low understanding of 'business language', so it is quintessential to 'translate' all business terminology into simple language, and to explain it in easy comprehensible terms. It is essential to point out the benefits of business knowledge in practical work (e.g., what are the advantages of financial controlling, quality management, etc.).

-
7. Human Resources management, however, achieved high ranking on the relevance list. It should therefore be included in the curriculum.
 8. Fund raising appears to be a rather important issue in some of the partner countries, but its degree of importance varies across Europe. It is highly relevant for entering the economic /private sector, though.
 9. There is a need for a change of perspective amongst social entrepreneurs, thus there is a need for convincing them of business skills being highly necessary and useful, rather than being a 'bad, non-ethical thing'.
 10. In the training course, the motto needs to be conveyed: "Do not forget the social, ethic principles that build the foundation of your work, but:
 11. Stick to your business plan and market your 'product'!"

SPECIAL TOPICS FOR SOCIAL ENTERPRISES

General learning objectives

- Being able to face the challenges specific and crucial to Social Enterprises.

Specific learning targets

TOPICS	LEARNING TARGETS
1. Networking for Social Enterprises	1.1 Identify local and international networks of Social Entrepreneurs (online and offline).
	1.2 Name the crucial factors in order to build, maintain and grow a professional network.
	1.3 Describe the use modern information technology for networking purposes.
2. Public Procurement	2.1 Define and explain the term "public tenders".
	2.2 Explain the most important features of socially responsible Public Procurement in terms of European, national and regional frameworks.
3. Legal Forms for Social Enterprises	3.1 Name Legal Form for Social Enterprises according to the EU framework.
	3.2 Name Legal Form for Social Enterprises according to the national framework.
	3.3 Define the necessary conditions and procedures of establishing a social enterprise.

TOPICS	LEARNING TARGETS
4. Labour Law for NPO	4.1 Define and explain the different kinds and the content of labour contracts.
	4.2 Define the rights and duties of employees and employers.
	4.3 Define which dues and taxes have to be paid for an employee.
	4.4 Explain options for terminating labour contracts.

HUMAN RESOURCES MANAGEMENT

General learning objectives

- Being able to lead and manage staff in a socially and economically responsible way.
- Being able to name and apply the tools and benefits of Human Resources Management

Specific learning targets

- Being able to define jobs and write job descriptions.
- Being able to recruit and motivate volunteer workers.
- Being able to define and apply protocols and control of users / patients / persons served.

TOPICS	LEARNING TARGETS
1 HR capacities, skills and profile	1.1 Adjust the personnel policies to the business strategy of the company (Mission of HR Management).
	1.2 Develop and implement personnel policies.
	1.3 Name and define challenges in the following areas of Human Resources Management: <ul style="list-style-type: none"> • Selection and evaluation of staff • Training and development of staff • Compensation and benefits • Formal design of organisations • Workforce Management
	1.4 Name desirable skills in an HR manager.
	1.5 Name and define challenges in the following areas of management skills in an HR department: <p>communication</p> <ul style="list-style-type: none"> • teamwork • time management • team motivation • successful integration (diversity management)

TOPICS	LEARNING TARGETS
2. Effective organization of Human Resources	2.1 Provide vision of future.
	2.2 Name the keypoints for providing a framework for unified management based on goals.
	2.3. Name ways to direct resources to the development of competitive advantage.
	2.4. Indicate the need for systematic adaptation to the environment.
3. Effective techniques in recruitment, evaluation and control of staff	3.1. Develop, manage and implement plans for the selection, training, evaluation and, where appropriate, severance of an employee in the company.
	3.2. Name ways to develop skills needed to negotiate and resolve any conflicts that may arise in the workplace.
	3.3. Define the principles and techniques for evaluating the performance of an employee in his job.
4 Developing HR as competitive advantage	4.1. Name characteristics in the relationship between employee satisfaction and the positive assessment of the users/ families / stakeholders/ customers.
	4.2. Determine the key success factors for the definition and implementation of an Internal Marketing Plan for the Human Resources function in the organisation.
	4.3. Design an Internal Marketing Plan to "sell" the HR function in the organization.

TOPICS	LEARNING TARGETS
--------	------------------

5. Management of HR	5.1. Define the policies of recruitment, hiring and training of the company.
	5.2. Iterate the challenges of a wage incentive strategy, preparing payroll and social security.
	5.3. Define the importance of the management of the internal communication of the organization and, in general, perform all the formalities in the area of HR.
	5.4. Name the main activities in a Human Resources Department.
	5.5. Name the main points of a Hosting and Development Plan.
6. Employment relationship, national insurance, contracts and bonuses and layoffs	6.1. Define the types of contract and choose the most suitable and appropriate to the interests of the company and work to develop, taking into account the advantages, disadvantages and bonuses that each mode carries implicit contract.
	6.2. Identify the sources of the general law such as those sources governing the employment relationship.
	6.3 Identify and address collective negotiation and conflicts.

TOPICS	LEARNING TARGETS
7. Salary concepts, remuneration and payrolls	7.1. Explain the difference between performance evaluation, remuneration policy and social benefits.
	7.2. Define the labor management of Human Resources in the creation and management of payroll.
8. Most important or specific aspects of HR in social companies	8.1 Explain challenges in recruitment and volunteer worker motivation for social companies.
	8.2 Define a job, matching the operational structure of the company with the personnel structure of a social company.
	8.3 Define the importance of protocols and control of users / patients / persons served.
	8.4 Calculate ratios in HR management, specifically of personnel / users (sustainability).
9. Quality HR plan	9.1. Name Quality Management Tools.
	9.2. Outline a Quality Management Process.
	9.3. Define success factors for HR Audits.

FINANCIAL RATIOS

General learning targets

explain the most important objectives of a company.

- Being able to explain and compute the key ratios corresponding to these objectives

Specific learning targets

TOPICS	LEARNING TARGETS
1. Profitability	1.1 Define and explain the term “profitability”
2. Return on equity	2.1 Define and explain the term “return on equity”
	2.2 Compute the return on equity using the basic formula
3. Return on investment (ROI)	3.1 Define and explain the term “return on investment” (ROI)
	3.2 Compute the ROI using the basic formula
4. Liquidity	4.1 Define and explain the term “liquidity”

	4.2	Define and explain the term “liquid funds” and identify them correctly in the annual financial statements
	4.3	Define and explain the term “liquidity shortage“
	4.4	Explain why the objective of achieving sufficient liquidity is of central importance
	4.5	State whether liquidity or profitability is more important and why
5. Equity ratio, Debt ratio	5.1	Define and explain the term “equity ratio“
	5.2	Compute the equity ratio
	5.3	Explain the principal factors that influence the credit-worthiness (credit rating) of the company
6. Cash flow	6.1	Define and explain the term “cash flow”
	6.2	Compute the cash flow using the basic formula (rule of thumb valuation)
7. Productivity	7.1	Define and explain the term “productivity“
	7.2	Explain why achieving high productivity is of central importance

ACCOUNTING

General learning objectives

- Being able to explain the most relevant terms found in annual financial statements
- Being able to understand the basic structure of annual financial statements (balance sheet, profit and loss account) and draw initial conclusions

Specific learning targets

TOPICS	LEARNING TARGETS
1. Objectives of an annual financial statement	1.1 Explain the principal objectives of annual financial statements (balance sheet, P&L account)
2. Structure of a balance sheet	2.1 Understanding and explain the basic layout of a balance sheet
	2.2 Explain why a balance sheet needs to be “balanced” (total assets must be equal to total equity and liabilities)
3. Assets	3.1 Define the terms “asset side” of the balance sheet and “assets”
	3.2 Define the term “fixed assets” and state examples in Social Enterprises
4. Equity and liabilities	4.1 Define, the terms “equity and liabilities side” of the balance sheet and “liabilities”
	4.2 Define “equity capital” and explain its meaning
	4.3 Define the term “borrowed capital” and state examples in Social Enterprises

TOPICS	LEARNING TARGETS
5. Profit and loss account (P&L account)	5.1 Explain the basic structure and define the most important items in a profit and loss account (P&L account, also called income statement)
	5.2 Define the terms “expenses” and “income”.
	5.3 Define and explain the term “sales revenues” (also called turnover) and compute it
	5.4 Define and explain the term “cost of sales”
	5.5 Explain the difference between “sales revenues” and “profit”
6. Accounts receivable / accounts payable	6.1 Define and explain the term “accounts receivable” (receivables) and place it in the correct context in the annual financial statements
	6.2 Define and explain the term “accounts payable” (payables) and place it in the correct context in the annual financial statements
7. Reserves	7.1 Define the term “reserves” and identify them correctly in the annual financial statements
	7.2 State and explain reasons for setting up reserves
	7.3 Explain the difference between “provisions” and “reserves”
8. Depreciation	8.1 Define and explain the term “depreciation”
	8.2 Calculate linear depreciation
	8.3 Explain the problems encountered in calculating depreciation
9. Capital expenditure	9.1 Define and explain the term “capital expenditure”
	9.2 Differentiate between expenses that must be capitalised in the balance sheet and expenses that can be booked through the P&L account at their full amount
TOPICS	LEARNING TARGETS
10. Profit and loss account in	10.1 Describe the P&L account in report form

report form	10.2 Define the benefits of the P&L account in report form compared with the P&L account in account form
	10.3 Explain the term “operating result (operating profit/loss)”
	10.4 Explain the term “financial result”
	10.5 Explain the term “profit/loss on ordinary activities”
	10.6 Define the term “extraordinary result”
	10.7 Define the terms “profit/loss before taxes” (PBT) / “earnings before taxes” (EBT) / “pre-tax profit”
	10.8 Define the term “net profit/loss for the year”
	10.9 Define the terms “allocation to reserves/retained profit”
	10.10 Define the term “distributable profit”
	11. Analysis of the P&L account in report form
11.2 Explain how a profit or loss on ordinary activities may have been generated	
11.3 Explain how a pre-tax profit or loss may have been generated	
11.4 Describe the two basic options for using the net profit for the year	

COSTING AND PRICING

General learning targets

- Explain the economic background of entrepreneurial decision-making (markets, customers, competition, cost of sales)
- Explain the most important objectives, tasks and key concepts of cost accounting

Specific learning targets

TOPICS	LEARNING TARGETS
1. Tasks of cost accounting	1.1 Explain and define the objectives of cost accounting
	1.2 Explain the difference between financial accounting and cost accounting
2. Terms of cost accounting	2.1 Define and explain the term "cost elements", "cost centre" and "cost unit" and give examples in Social Enterprises.
	2.2 Explain the term "direct costs" (also called prime costs) and give examples in Social Enterprises.
	2.3 Explain the term "overhead costs" (also called indirect costs or overheads) and give examples in Social Enterprises.
	2.4 Define and explain the terms "fixed costs" and "variable costs" and give examples in Social Enterprises.
3. Pricing	3.1 Explain which factors significantly influence the price of a product
	3.2 Explain the interaction between demand and supply (price-demand function)

TOPICS	LEARNING TARGETS
	3.3 Explain different possible price strategies
	3.4 Explain the term “fixed cost degression” and its influence on the business strategy
	3.5 Explain the significance of the contribution margin for price calculations
	3.6 Define and compute the contribution margin of a product or service
	3.7 Explain the effects of a positive or negative contribution margin on the operating result
	3.8 Define the term “capacity utilisation” and explain its impact on price calculations
	3.9 explain the basic difference between short-term break-even price and the long-term bottom price

4. Cost centre accounting	4.1 Explain the purpose of cost centre accounting
	4.2 Explain the purpose of a cost distribution sheet and reproduce its basic structure
	4.3 Compute the costs for a cost centre