



## Module IO4: Der Peer Approach in Student Company Work

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## Introduction into the module and the didactic objective

This module will provide teachers with methodological-didactical support to embed the peer learning approach into the work of the Student Company. This approach encourages Entrepreneurship Education, particularly through active student exchange of information and knowledge with those who have prior experience with the Student Company. The peer learning approach also encourages Entrepreneurship Education by exercising structured knowledge transfer as well as strengthening presentation skills.

The following teaching sequences, teaching tips and lesson materials show how these skills of the students can be encouraged. The teaching units and materials are constructed in such way that they can be integrated into the learning and working processes of a Student Company, selected according to need and can also be delivered separately from the complete module.

The *Module IO4: The Peer Approach in the Student Company Work* arose (alongside the other specified modules) in the context of the EU-project *WIN<sup>2</sup> Wirtschaftsunterricht international gestation<sup>1</sup>*. It is the fourth in a series of seven modules:

Module IO1: Setting up a Student Company

Module IO2: Student Company Work and Career Guidance

Module IO3: International Student Company Work

**Module IO4: The Peer Learning in Student Company Work**

Module IO5: Institutionalisation of student companies in schools

Sustainability of the Student Company

Module IO6: Internet-supported training concept

Module IO7: School Curriculum: Interlocking theory and practice for the subject of Economics

Each module focuses on the theme of the Student Company. This module also uses the structure of the previous modules with the emphasis on “peer learning”. To that end, the peer approach is embedded in the following core areas of the Student Company work: *The Business Idea, Finances, the Skills Market and the Work Processes*.

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<sup>1</sup> The Erasmus+ project (2014-2017) is conducted in cooperation with educational institutions as well as schools in Poland, Bulgaria and Germany and is coordinated by the Institute of Economic Education (Germany). The main goal of this project is to set up student companies in participating schools and to connect them internationally.



### What does peer learning mean?



Bild: IÖB

Learning processes are at the core of this module, those initiated by youngsters to youngsters (peer-to-peer). “Peers” are understood in this context as young people who share characteristics such as age, rank and status (cf.: Kempen 2007, p. 17, Abb. 1 and p. 19). If the “peer approach”, i.e. meaning peers “learning from one another”, is integrated into the learning process, then a group of youngsters assumes the role of the multipliers and takes on responsibility for processing and conveying knowledge on a selected theme to another group of youngsters. The multipliers already possess a leading edge in their knowledge on a certain topic or develop this with the support of the teacher in their care. In both instances, however, the teachers urgently need to prepare the students to take on the role of the multipliers, not least because the students are confronted with a challenging task: to prepare the students didactically in such a way as to facilitate the transfer of knowledge to the target group. It involves participatory learning processes and active interaction with the learning materials, something that has to be supported by the teacher both in terms of content and organisation. In particular, this includes showing the relationships and references to the relevant themes as well as supporting the reduction of complexity of a theme (teaching skills), on which the students are working (cf. Martin 2000, 7).

Applying the peer approach encourages skills of the students and passes on their knowledge. This applies, for instance, to the presentation and communication skills (see Chapter 2 in this module).

This module presents the peer approach in terms of its embedding in the work of the Student Company. It shows that there are learning opportunities in the context of the work of the Student Company, in which the application of the peer approach makes sense from a didactic perspective. Topics such as the *Developing a Business Idea*, *Finances*, *Skills* and *Working Processes* are particularly suitable here. The materials that follow present these examples.



A differentiation among the multipliers is made in this module. Depending on the aspect of the topic and the task, the role of the multipliers is taken on by:

- students from the Student Company team (transfer of information about the work of the Student Company, etc.); or
- students not in the team and, for example, come from another school (Introducing the theme of “Accounting”, etc.).

In the last instance, the role of the multiplier can be transferred to a team member of the Student Company after the Student Company has acquired the knowledge. (See diagram 1).

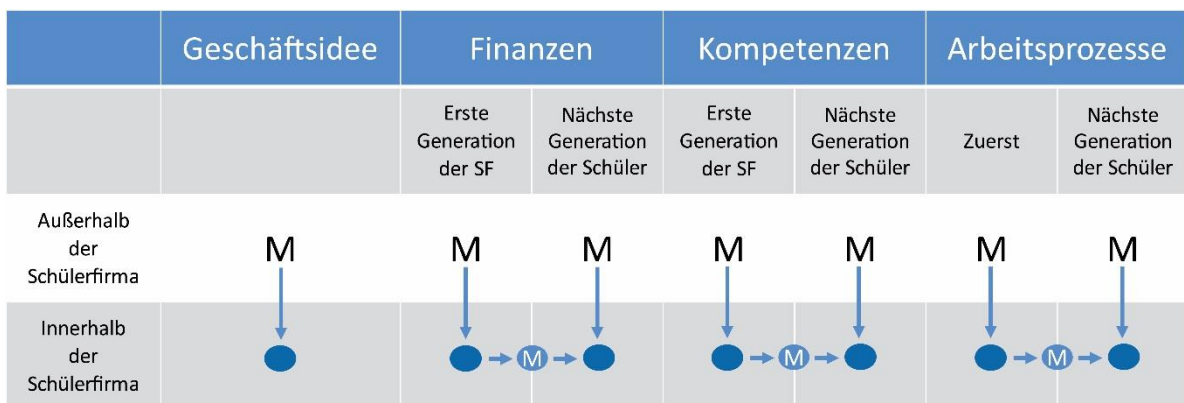


Diagram 1: Using multipliers (M) in the Student Company work



## Chapter 1: The business idea

### Didactic objective:

The following materials should encourage interaction among the students about the business idea, the start-up process as well as organisation of Student Company work. These materials can be combined with the materials from *Module IO1 Companies and Setting up a Student Company* to build on or deepen understanding. In this chapter, the work of students is focussed on gathering and assessing information which they gain either through research on the internet or through interacting with employees of existing student companies. In doing so, students should check the information acquired for its applicability or transferability of some approaches to the students' own Student Company.

As an overarching goal in gathering and assessing information, focus is on creating a business plan for the students' own Student Company. For an existing Student Company, the teaching goal can focus on questioning and reflecting on organisational matters, work processes as well as the actual offer.

Moreover, research into existing student companies can be used as an introduction for considering creating business contacts between the student companies.

Time required (lessons including preparation and evaluation)	Main topics
1 lesson respectively	<ul style="list-style-type: none"> <li>What business ideas do other student companies pursue?</li> <li>Are the business ideas of other student companies transferable?</li> <li>Which information based on the practice of other existing student companies can support the set-up and work of our Student Company?</li> </ul>

### Materials:

Material IO4\_1\_1: Research on the internet: What student companies are out there?

Material IO4\_1\_2: Researching an existing Student Company

Material IO4\_1\_3: Extensive tour of our Student Company: How do we prepare?

Material IO4\_1\_4\_Lehrkraft: Speed dating with existing student companies



### Material IO4\_1\_1:

## Research on the internet: What student companies are out there?

Do you want to set up a Student Company and are looking for a viable business idea? Or perhaps you have already developed an idea and are looking for motivation and tips to create, for example, a business plan or looking to better prepare yourselves to implement your business ideas? It is well worth researching the ideas which students from other schools have implemented. Some of those ideas as well as ways of implementing them could be interesting and helpful to you. But perhaps you could also learn from the experiences of employees from other student companies, especially when they talk about hurdles or bad decisions.

There is a large range of business ideas which student companies can implement. Just a select few ideas are listed in figure IO4\_1\_1 below.

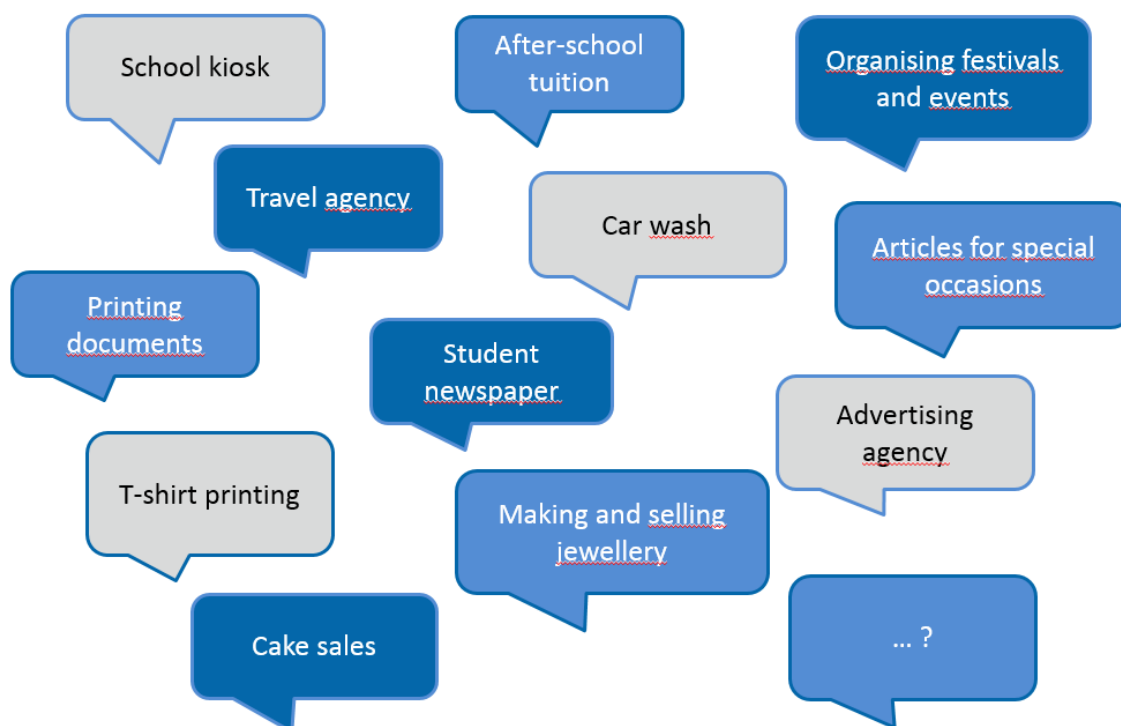


Figure IO4\_1\_1: Examples of business ideas for student companies

Bear in mind that student companies implementing the same business ideas are not identical. That means that you can be inspired by your peers with similar business ideas, such as how you expand your product range/services or how to make these more attractive for customers. You will be able to gather ideas through your research on how to present your Student Company to the outside world, e.g. using the internet!

1. Note down in key words why it is sensible to find out about the work of other student companies. List aspects which could be important for your Student Company (products, presentation on the internet, marketing strategies, etc.).



2. Research on the internet which student companies are in your region and get an initial overview.

**Tip:** To get the research started, you could use the project website <http://www.winwin-youngentrepreneur.eu/>, if you are looking for student companies in Germany, Poland and Bulgaria or you would like to get some initial ideas on a topic. When doing your research, think about social networks, such as Facebook and other platforms on which student companies often present themselves. The internet site of FEZ Berlin (<https://lernen-macht-fez.fez-berlin.de/index.php?id=1081>; under: Download) could also be interesting for you. You can find out which student companies were at the 8th International Student Company Trade Fair in Berlin. The international Student Company Trade Fair takes place in Berlin every two years.

Student companies in our region include:

Product/idea/implementation	Justify why it is interesting!



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We found these products/ideas/methods of implementation particularly interesting:



We found these ideas particularly interesting for presenting the Student Company on the internet and could also use them for our Student Company:

Marketing/ideas	Justify why it is interesting!

This also occurred to us:

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3. Bring together the search results of your research on the internet and evaluate them! Discuss in your team how you could use them for your Student Company.

Write down the most important key words:

4. Decide which ideas you would like to implement in your Student Company.

**Material IO4\_1\_2:****Researching an existing Student Company**

You have researched for student companies and gathered information about the topic of business ideas of student companies (Material IO4\_1\_1). Beyond that, there is a lot that you can learn from employees of other student companies, e.g.:

- How do you set up a Student Company? What are the steps in setting up a Student Company?
- What are you offering?
- How does your Student Company organise procurement and production?
- How do you promote your products?
- Who takes care of finances in your Student Company, e.g. who receives and settles invoices?
- What tasks does the Student Company have to do?
- How is the Student Company organised in its organisational chart/organisational structure?
- What skills do your employees have?
- What precautions have you taken to reduce risk?
- etc.

You will have to consider and analyse these aspects when setting up a Student Company. They form the basis of creating a business plan.

1. Think together whether and why it would be sensible to contact another Student Company, and which topics would be at the centre of a meeting.

Describe the Student Company that you have selected here:



Student Company name:	
Business idea:	
Contact data:	
Contact person:	
These topics are particularly important to us:	



2. Organise a meeting with the Student Company. Decide which information you would like to obtain and formulate questions you would like to ask at the meeting. You can take some ideas from the following examples.

**Tip:** If it is not possible to meet in person, you can contact the Student Company online, (Skype, Facebook, etc.).

#### Topic 1: Business idea: Product/service

- How did you come up with your business idea?
- Why this product and this service?
- Have you done a market analysis (customers, supply/demand, competition)? If so, how?
- Where do you see your strengths and weaknesses of your business idea?
- What steps do you have to take for your Student Company to be set up?
- How long did finding the ideas and the setting up process last?
- What aims have you set yourselves?
- What tips would you give to get yourself off the ground?

#### Topic 2: Acquisition/Production

- Which work stages are necessary so that you can offer your product/produce your service?
- How and where is the product produced? What preparations are necessary for your service to customers?
- Which materials/tools/technology (equipment) do you need?
- Do you have stock?
- Where is your stock and finished products going to be stored? Do you have to consider anything special when storing?
- How do you make sure that the needs of your customers can be met when there is heavy demand?
- How do you make sure that the product is delivered to the customer on time?

#### Topic 3: Sales market/marketing

- Which marketing instruments do you use for your Student Company?
- Which distribution channels do you use?
- Have you further developed your product/your service or varied/changed your product range over time? If so, why and how?
- Do you have special marketing campaigns? What are they? Why and when are they going to happen?
- Do you measure customer satisfaction? How do you do that?
- What tips would you provide to get us started?

**Topic 4: Finances/money flows**

- Did you need starting capital? If so, how did you acquire the capital?
- How did you calculate prices?
- How do you organise your accounting? (Income statement?)
- Do you achieve profit or loss with your business idea? Who works this out?
- How high is your revenue?
- Have you already experienced financial difficulties? How did you solve them?
- What do you do with your profit?

**Topic 5: Structure and process organisation**

- How many employees does your Student Company have?
- How many departments does your Student Company have and what are their areas of responsibility?
- How many employees does each department have?
- How are the work processes (structure organisation) in the Student Company organised? What are the work stages in which your product/service is prepared for the customer?
- How did you decide on who would take on which task?
- Do you have a plan of action? How many hours per week do you work for the Student Company?
- How do you guarantee product quality?

**Topic 6: Team building and skills**

- How did you allocate the tasks among the team? Did the skills of the students play a special role when the tasks were distributed? What were they?
- What do you do if an employee is on long-term sick leave, e.g. that s/he is sick?
- How do you find new employees for your Student Company? Can anyone apply for work in the Student Company? Are the students given a trial period in the Student Company?
- Who gives them the induction?
- Working in the team is not always easy. What did you learn?
- Have you had to terminate someone's contract? If so, why and how did you do it?
- Did you have meetings in which all of the employees of the Student Company met together? How often do they take place? And what is the content of these meetings?

**Topic 7: Risks/problem areas of the student companies and solution approaches**

- With which problems have you been confronted up to now?
  - in the setting up phase?
  - In the running business?
- What are the risks connected with your business idea? What do you have to pay attention to? Have you considered anything to reduce risks and then implemented it? What exactly?



Your questions to the other Student Company:



3. Bring your information together after finishing your research. Then discuss within your team of employees which information is relevant for your own Student Company and what did you learn?

⇒ What approaches from the Student Company which you researched would you like to implement in a similar or identical manner? Write down key words:

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⇒ How would you go about this? Agree on a plan and write down the most important implementation steps.

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4. Consider ways of staying in contact with students of the host Student Company.

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**Material IO4\_1\_3:****Extensive tour of our Student Company: How do we prepare?**

Your Student Company has generated interest from another school. They have established contact with you and would now like to find out more about your Student Company. They do not just want to visit, but want to explore the business idea, the stages in setting up the Student Company and how it is organised in more detail.

This means that you have to prepare for a student visit so that you are in a position to provide information. So, how can you prepare well for this visit?

**Step ①**

Discuss with your teacher which ideas you developed to carry out an extensive tour of your Student Company and how you have best prepared for this extensive tour.

1. Prior to the meeting, ask the students in what they are most interested in the Student Company. Depending on the topic, the area of focus of the visit can be set in a particular way. Are the students interested, for example, in the setting-up phase or rather business operations?
  - ⇒ Interest in the setting-up phase will focus on the business plan of your Student Company as well as the steps to be taken in the setting-up stage.
  - ⇒ Are the guests interested in a particular procedure that you use to produce your product? If this is the case, the respective department will be the focus of attention. The students working in this department can present particular manufacture stages of your product, even also provide a tour and show the materials necessary in manufacture.
2. Prepare a presentation in which you present your Student Company to the visitors at the start of the visit. Go through the presentation with the teacher looking after the project and make sure that you use and can explain the economic terms, just in case questions arise. What can be assumed about what the guests do not know? This should be considered so that the students can follow your presentation!
3. Create a plan and divide the tasks among the group. Agree on deadlines for the preparations as well as the structure of the visit among each other.
4. Have a look at your brochures, leaflets or other promotional items, if you have them, to give them to the students as a reminder.



## Step ②

### 1. Secure attendance!

- The Managing Director of your Student Company should really be present at the appointment as s/he represents the Student Company to the outside world.
- At least one student from each department should be represented so that the detailed questions of the visitors can be answered, e.g. regarding on how work is organised.

### 2. As a representative of the Student Company, the Managing Director should welcome the visitors on arrival and provide them with an initial insight into the Student Company. This includes key information, such as:

- What does the Student Company do?
- When was the Student Company established?
- Which departments are there in your Student Company and why do they exist?
- How many students are employed by the Student Company and how are the employees spread over the departments?
- How can you acquire your services/products?
- etc.

### 3. The guests should be shown through all departments, preferably by the Managing Director. The visiting students get explaining on each individual department together with the tasks that are completed by individual employees in these departments. Decide beforehand which work processes you would like to show to the students so that they can get a picture of the tasks that each department does.

Don't forget to talk about what motivates you to work at the Student Company. That would certainly interest the visiting students!

Decide whether you would like to remain in contact with the visiting students. Could a reciprocal visit be interesting? Could your student companies enter into a partnership?

**Tip:** Consider the fact that your visitors (or business partners) could be your customers of tomorrow and could also potentially report to other students about you. Take your responsibility seriously!

### Material IO4\_1\_4\_Lehrkraft:

## Example: Speed dating with existing student companies

The method of *speed dating* has been used in the Win<sup>2</sup> project to exchange experiences among existing student companies. Using this method guarantees the involvement of all Student Company employees in the exchange without particular students having a greater speaking time whilst others remain in the background.

The method was used in one of the project meetings. Students brought posters with them to this meeting, ones which present the business idea, organisational chart of the Student Company as well as details on which students are allocated to which individual department. Each of the five teams present their poster depicting the Student Company. After this introduction, the students' task was to collect detailed information on the other student companies (speed dating), finally assessing and collecting the information as well as jointly presenting it in the forum.

To carry out speed dating, five topic tables were prepared for the following themes:

Table 1: Acquisition/production

Table 2: Sales market/marketing

Table 3: Finances/money flows

Table 4: Organisational processes and structures

Table 5: Team building and skills



Figure 1: Students from the Win<sup>2</sup> project present their Student Company (Photo: IOEB)

At least three students presented their Student Company at each of the topic tables. The students had ten minutes to ask the respective Student Company for information on that particular theme. The questions were partly provided (See *Material IO4\_1\_2*). After ten minutes, the students went and sat at another topic table and delved into another topic. The supervising teachers supported the students with speed dating, only intervening when necessary.



Figure 2: Speed dating in the Win² project (Photo: IOEB)

Evaluating and pooling the information occurred in the Student Company teams. The student formulated key words on the information collected and arranged them on the board according to the topic areas from the work of the Student Company.



Figure 3: Win² students arrange key words according to the areas of work of the Student Company (Photo: IOEB)

What followed was the analysis and evaluation of the information in view of the differences and similarities in setting up and organizing a Student Company. This was supplemented by evaluations through students' reports on their own Student Company experience.

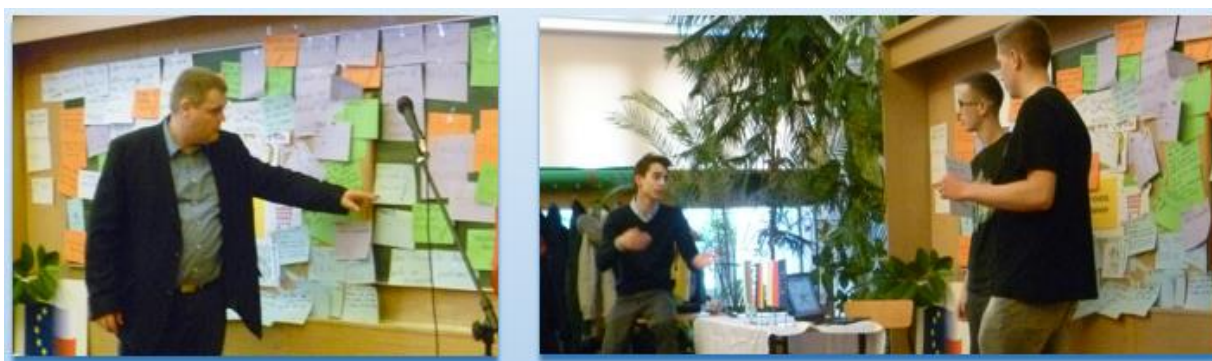


Figure 4: Joint evaluation of speed dating (Photo: IOEB)



## Chapter 2: Finances

### Didactic objective:

Every Student Company must keep a cash book. Even if the subject of economics is taught at school, the topic of *accounting* is not really treated in great detail in lessons, often regulated to the side lines of the subject.

If students do not possess a firm knowledge of accounting, then it makes sense to use the peer approach. The teacher responsible can establish contact with the local vocational schools (ideally) with a subject emphasis in commerce and trade. Students at these schools are familiar with accounting. They can, therefore, introduce accounting to the Student Company employees. A team of students from the vocational schools thereby take on the role of the “multipliers” and do a workshop which is aimed at the Student Company employees.

The students from the local vocational schools also benefit from this project: they deepen their own acquired knowledge by presenting the topic in a way that is appropriate to the target audience. Furthermore, they are given the challenge to present theory and its application in practice. This can happen in a workshop which the multipliers can create and deliver independently. The workshop should teach the Student Company employees how easy accounting (generally an income statement) really is and, at the same time, comply with the principles of proper accounting. This applies, for instance, to the organisation of receipts.

Time required (lessons including preparation and evaluation)	Central topics of the workshop
3 lessons	<ul style="list-style-type: none"> <li>Accounting in theory and (Student Company-)practice</li> </ul>

### Material:

Material IO4\_2\_1\_ Lehrkraft: Experts wanted!

Material IO4\_2\_2: We act as Student Company consultants



### Material IO4\_2\_1\_Lehrkraft: Experts wanted!

Most secondary school do not convey knowledge in accounting. As a consequence, teachers are not really familiar with this topic. It is, therefore, useful to involve external actors who (can) convey the necessary knowledge to the students but also to the teachers, especially to introduce the topic. It is, therefore, particularly important that knowledge is conveyed about this topic in a way that is close to practice, occurring in relation to the process of the Student Company without the students being completely overwhelmed by the topic from the outset.

It proved to be particularly helpful in the project Win<sup>2</sup> to focus on the local vocational schools with a subject emphasis in commerce. Peer learning can create synergy effects if selected students from vocational schools offer themselves as “experts” or “lecturers” to deliver a workshop on the “income statement”. The students from the vocational school also benefit: they deepen their own knowledge by preparing specific workshop content for their target audience. Furthermore, they strengthen their skills in delivering the workshop (e.g. their presentation skills) and can put themselves in the shoes of a lecturer. Later, this can be reflected upon with the teacher supervising the project.

These recommendations can assist, at this point, to deliver a successful workshop.

SECONDARY SCHOOL		VOCATIONAL SCHOOLS	
Students:	Peer Group 1	Students:	
<ul style="list-style-type: none"> <li>are introduced to the topic of accounting</li> </ul>		<ul style="list-style-type: none"> <li>prepare the topic in a way that it is appropriate to the target audience and deepen understanding of the topic;</li> <li>practice presentation and communication skills;</li> <li>experience themselves in a new role of “expert” or “lecturer”; and</li> <li>strengthen self-confidence.</li> </ul>	
Supervising teacher:	Peer Group 2	Supervising teacher:	
<ul style="list-style-type: none"> <li>can consult on current business with the teacher from the vocational school (“short paths of communication”)</li> </ul>		<ul style="list-style-type: none"> <li>requires a deepening of acquiring knowledge by preparing the topic appropriate to the target audience;</li> <li>jointly reflect on their presentation skills and theory-practice transfer with the students;</li> <li>can involve the Student Company as a small, manageable company in the learning process in checking their finances, analysing costs as well as provide and reflect on forecasts for the coming year, etc.; and</li> <li>can allow students to act as “Student Company Consultants”</li> </ul>	

Table IO4\_2\_1\_1: Win-win effects for both sides



### Preparing the workshop

Both schools need to make following preparations for the workshop in close cooperation with the supervising teachers:

- **Vocational school:** The teacher chooses the students and supports them in terms of content when planning the workshop (also during its delivery!). In doing so, attention is focused on the level of knowledge as well as how it is related to the Student Company. When the students deliver the workshop, the teacher needs to make sure that the content is correctly conveyed, support the students when they have questions, and also put the content in broader perspectives. The teacher, furthermore, needs to consider that the student is possibly going to be familiar with complex double entry accounting and, therefore, will still have to adapt to the principles of an income statement.
- **Secondary school:** In consultation with the vocation school, the secondary school teacher clarifies the terms (e.g. fixed and variable costs) of which the Student Company team are aware prior to the workshop and interlinks the knowledge transfer with the subject of economic or another related school subject. Differentiating between fixed and variable costs can be coupled, for instance, with exercises in economics lessons over a manageable space of time, e.g. keeping a household book of their pocket money.

Furthermore, various receipts can be collected (invoices, paper receipts, etc.), ones that are relevant for accounting. The second step can involve the Student Company employees preparing the receipts to be used in a workshop to create an invoice statement. The supervising teacher needs to determine beforehand the Student Company documents which are necessary for the workshop.

Another suggestion is to involve vocational school students as experts to audit the accounting of the Student Company. If questions arise during the course of business, they can perhaps be answered in a follow-up meeting.



### Material IO4\_2\_2:

## We act as Student Company consultants

You are vocational school students and have already discussed the topic of *Keeping a Cash Book* or an *Income Statement* in your lessons.

A Student Company has approached your school and asked for support with this topic. The employees of the Student Company require this knowledge to document the money flows in their company.

### What is a Student Company?

Student companies are in-school teaching projects. In doing this project, students get to learn, for example, how theoretical knowledge (in the subject of economics) is applied in practice (Student Company). A Student Company is set up and operated just like any other company. But there are some differences between the student companies and real companies that you know. For instance, student companies are not registered in the Commercial Register of Companies; they do not declare tax; and the students do not earn any money from the company. Yet, student companies still have to have a viable business idea and generate revenue. That is why students (depending on the business idea of the Student Company) produce products and sell them or offer services. They have to buy materials; they generate revenue and have expenses that they acquire through purchasing. They are obliged to document Student Company money flows, just like any other real business.

That is why the students have turned to you: Can you teach them how to do it?

As student companies are business of a manageable size, the work does not involve *double entry accounting* which larger companies need to do. Students have to be introduced (depending on the nature of the Student Company) to the topics of *Cash Book*, *Organising receipts* and/or *Income Statement*.

You have already looked at these topics in your lessons and know a lot about them. The challenge is to convey this knowledge to the students who are dealing with this topic for the first time and have to use this knowledge in practice for the Student Company. That means that you should cover both the theory and the practical application of the knowledge in the workshop.

Your supervisory teacher will support you preparing for the workshop.



### How do we prepare?

- Reflect first of all on which specialist knowledge is necessary? Do we have a good command of the topics that are being requested?
- Discuss with your teacher on how much time you have. Agree on how you can deliver the practical part of the training.
- Tip: The Student Company is likely to ask for particular documents, information and files so that they can practice with the students using relevant templates. Also clarify which areas in the work of the Student Company are not considered in the templates (e.g. taxes, etc.).

### What content needs to be considered in the training?

Think about designing your workshop in a way that is appropriate to the target audience and is also practical.

⇒ It will be appropriate to the target audience if the introduction into the topic does not overwhelm the student. This means that you have to focus on the most important points and not provide the students with information that is likely to be irrelevant for the students.

Make sure that unknown special terms are explained in a way that is understandable.

⇒ The presentation will have a practical element if you don't lose sight of the goal whilst you are preparing the training: at the end of the training, the students need to leave and know how to document their money flows.

Integrate exercises to guarantee the practical use of knowledge. The exercises should be based on the work in the Student Company.

### What information about the Student Company do we need beforehand?

Information about the Student Company	
How high is the turnover or how high is it expected to be?	
Does the Student Company pay tax?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, which?
Do the students get wages?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Can the students use Microsoft Excel?	Yes <input type="checkbox"/> No <input type="checkbox"/>
...	



### How do we proceed?

Decide in your team and with your teacher supervising the project how the workshop will flow. It should consist of two parts: an introduction into the topic and a practical part. Create a rough workshop structure before going into detail.

Duration	Content	Activities Multipliers
Introduction (15 mins)	<ul style="list-style-type: none"> <li>Why is it important to monitor the flow of money in a company?</li> <li>What principles of proper accounting must be considered?</li> <li>What types of receipts are there? What do you need to remember?</li> <li>Organising receipts</li> <li>How do you document income and expenses?</li> <li>What does inventory mean? Why does an inventory need to be done?</li> </ul>	Presentation
Deepen	<ul style="list-style-type: none"> <li>Present a cash book or the income statement (depending on how relevant it is for the Student Company)</li> <li>Step 1 ...</li> <li>Step 2 ...</li> <li>Step 3 ...</li> </ul>	Presentation, Presenting the templates
Testing (practical part)	<ul style="list-style-type: none"> <li>Exercises/using the cash book or the income statement</li> <li>Step 1 ...</li> <li>Step 2 ...</li> <li>Step 3 ...</li> </ul>	Multiplier(s) actively support the students in doing the tasks

Create a work plan containing who is preparing the content and how this content will be brought together and presented.

Discuss with your teacher which documents are necessary for the workshop.

Decide with your teacher whether you want to go beyond the workshop and actually act as a consultant.



## Chapter 3: Skills in focus

### Didactic objective:

This chapter involves looking at cases and instances where it can be important to integrate students as experts, even though they not belong to the team of employees.

On the one hand, the materials deal with strengthening the area of Student Company marketing. Not just in marketing but also in finance, it is helpful, even in many instances essential to have good knowledge of computer programs and tools to create homepages and sitemaps.

There are many reasons why cooperating between student companies is useful from a didactical perspective. This interaction can, for example, be used to exchange knowledge and experiences on particular aspects. In this context, participation in Student Company Trade Fairs is particularly inspiring as student companies exhibit their business ideas and projects. Using an exemplary example of a Student Company from the Win<sup>2</sup> project, the Student Company Trade Fair materials present how multipliers from an overseas Student Company contributed to widening their own product range and learning a new procedure.

Time required (lessons including preparation and evaluation)	Central topics
1 lesson respectively	<ul style="list-style-type: none"> <li>Our team and our skills</li> <li>Student Company Trade Fair and the peer approach</li> </ul>

### Materials:

Material IO4\_3\_1: Can you do something we can't!

Material IO4\_3\_2\_Lehrkraft: Student Company Trade Fairs



### Material IO4\_3\_1:

## Can you do something we can't!

A Student Company has to present itself to the outside world so that customers can get to know the company and what it offers. What action have you taken so far to market your Student Company? Are there possibly marketing tools that you could use to promote your Student Company at school or even outside of school?

Think of ...

- Advertising films
- Radio ads
- Homepage
- Banners
- Social media



Figure IO4\_3\_1\_1: Homepage of Student Company yNot

Developing these advertising tools requires specialist knowledge, e.g. of graphic programs or tools to create website. Perhaps you possess this knowledge.

If not:

1. Think about whether you know anyone from another school who has this knowledge. Ask whether they could support the Student Company!

You can, for example,

- a) support a Student Company employee interested in technology, computers, computer programs to learn about new programs.
- b) receive an order, e.g. to develop a homepage for a Student Company or create a banner

Note down any people who would be eligible.

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2. If you don't know anybody personally, then prepare an advertisement describing who you are looking for. Put it up on a noticeboard at school or distribute it via social media.



### Material IO4\_3\_2 \_Lehrkraft: Student Company Trade Fairs

Student Company Trade Fairs are good occasions to be inspired by other Student Company business models and to forge cooperation. There are different reasons why it is useful - from a teaching perspective - for student companies to cooperate with each other. This interaction can, for example, be used to exchange knowledge and experiences on particular aspects. Attending Student Company Trade Fairs is a good way to come into contact with other student companies and get to know different business ideas and products. It can also be interesting to discover student companies exhibiting products made from the same materials, yet produced using very different methods.

This happened in the context of the Win<sup>2</sup> project where the Student Company *Ecocubes* from Oldenburg in Germany (manufacture and sales of wooden cubes) came across the Student Company *Takeoff* from Novosibirsk in Russia at an International Student Company Trade Fair in Berlin. *Takeoff* produces and sells gift articles made from wood, which the Russian students process through laser technology.



Figure IO4\_3\_2\_1: Student Company “Ecocubes” from Oldenburg, Germany meets “Takeoff” Student Company from Novosibirsk, Russia at the 8th International Student Company Trade Fair in Berlin, February 2017 (both photos: IOEB)

The students from Oldenburg were interested in extending their product range with similar gift articles and would like their Student Company to work with laser technology. Cooperation between the schools is currently underway aiming to forge intensive exchange about the use of technology to produce articles as well as work processes in the student companies. That way, the Russian students will bring their expertise to Oldenburg and act as the multiplier.



### Student Company Trade Fairs

There are a large number of regional and international Student Company Trade Fairs in Germany. The *International Student Company Trade Fair* takes place in Berlin every two years. It is organised by the FEZ Berlin, which is Europe's largest non-commercial centre for children, young people and the family.

The example provided in this material refers to the 8th International Student Company Trade Fair which took place in Berlin in February 2017. 59 student companies exhibited at the Trade Fair from countries including Portugal, the Netherlands, Russia, Poland, Montenegro and, of course, Germany.

(More information can be found at: <https://lernen-macht-fez.fez-berlin.de/8-internationale-schuelerfirmenmesse/wettbewerbe/>).



## Chapter 4: Induction of new employees

### Didactic objective:

If a Student Company exists over many school years, there will be a constant change of students working for the company: some employees finish school, a new generation takes on the tasks and the new employees require induction. A peer approach is also relevant in this context, too, because older employees have an edge in their knowledge over their new employees. The peer approach can encourage the structured knowledge transfer from the older to the new generation of employees.

The didactic added value for students lies in strengthening personal skills (independence), social skills, communication and presentation skills as well as creating structured approach to knowledge transfer.

If the work of the Student Company is conceived as a place of learning where students get to know different type of jobs through a change in departments or where students can offer work experience places, then induction of new students can be used here to encourage these particular skills.

Time required (lessons including preparation and evaluation)	Central topics
1 lesson respectively	<ul style="list-style-type: none"> <li>Change in departments: Introducing the field of work</li> <li>Induction for new employees (presentation of the Student Company and concrete tasks)</li> </ul>

### Materials:

Material IO4\_4\_1: Change in departments: different department, different tasks

Material IO4\_4\_2: We train new employees \*

\*Materials on the topic of *Interviews in the Student Company* can be found in *Module IO2: Work of the Student Company and Careers Guidance*

**Material IO4\_4\_1:****Change in departments: different department, different tasks**

A change in department lends itself for students to be able to get to know different tasks in the Student Company. Preparations are necessary so that your successors can quickly find his/her way in the “new” department.

You can certainly draw on a department description. Check whether the description is still relevant and update the description. The tasks and responsibilities for completion are particularly important. A list of the current pending work is also necessary. The department description can be used as a checklist when introducing the new students to his/her tasks. This is how you guarantee that you have explained all the tasks to the new student and have not forgotten anything. The conversation with the student will be more structured.

1. Prepare a list of your tasks. Think of all the important information which you have to convey about each individual task on induction of the new student (where the files are saved, appointments, cooperation/coordination with ..., etc.).

Note down key words.

<b>Position in the Student Company/Department:</b> <hr/>	
These are the tasks:	The following information has to be considered:
1.	
2.	
3.	
Current pending tasks	
1.	
2.	
...	



2. Go through the lists and decide whether the work processes that you have done up to now are known to students from different departments. As work processes are perceived differently by individual who manufacture the products as opposed to those who do the accounting.

What knowledge do you need still to convey in the context?

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3. Are there further points that the student has to know? Are there particular deadlines or other aspects which are important (particular clothing, corrosive materials, etc.)?

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4. Name the skills that are most important in your area.

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**Material IO4\_4\_2:****We train new employees**

Long-term existence of a Student Company requires “new” students to be trained.

Consider as a starting point what the new employee has to know about the Student Company.



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- The student already probably knows the name of the Student Company and the logo.
- Does the student know the legal status of the company? Explain to the student what legal status means and how important it is for a Student Company.
- Product range: Does the student know all of the products and services which you offer to the customers?
- You will be able to present the structure of your Student Company best through an organisational chart. Then describe briefly the responsibilities for each department.
- It is worth explaining at this point how you prepare your offer and how you bring your products and services to the customers. A practical example can fill an abstract organisational chart with life and explain work processes.
- Decide whether you provide the new student your business plan developed prior to setting up the Student Company. This business plan contains all of the important considerations of your business idea. Perhaps the new student brings new ideas (e.g. extending the product range?), worth talking about in the team.
- Then go and introduce the tasks which the new student will take on. Name the student's tasks and describe them.

**Tip:** Prior to the meeting with the new employee, create a checklist for yourself in which you list the tasks that the new student is going to do. To accomplish this, you can use the table from Material IO4\_4\_1. It will allow your meeting to flow in a more structured manner and ensure that you do not forget anything.

If you have already created a PowerPoint presentation, go through this presentation and check whether it is appropriate for a general introduction for the student and may be included in the presentation of the Student Company.



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