

# YEBE Project

*Youth for Entrepreneurship and Business Ethics*



Youth for Entrepreneurship and Business Ethics

*Innovative Training Concept*

*“Young Entrepreneurs - Acting on an Ethical Basis“*

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## Introduction

What do young people need to develop responsible leadership methods for their future work in companies and life in society? Around this question the project „Youth for Entrepreneurship and Business Ethics“ was created and conducted.

The results of the three year project were put together in a training concept that especially addresses the interests and needs of young people and that holds relevance for young people as well as decision-makers in companies and society. How do young people think? Which attitudes do students and young professionals have? How can the potential that is inherent in all young people be activated and transformed into entrepreneurial practice (with all the existing structures and limits) of global markets? What do we have to do today that leads and entrepreneurs of tomorrow act responsible with the resources that are available? What do we need to provide that participants of the program become ambassadors and multipliers of a sustainable and ethically reasoned entrepreneurial approach on European and global markets? The participants should take an active and creative role. It is not the aim to set up a classical curriculum. Content and processes are developed in exchange with the participants. They can be educated to personal responsibility and flexibility that is needed in entrepreneurial competition.

Considering this background a balance between knowledge, practical experience, interpersonal interaction and reflected self-management had to be established within the parts of the concept. Single and group exercises towards personal identity in relationship with the entrepreneurial role are the core definition of the concept as shown in the following chapters.

Lots of good experience was made with the test of the final training concept in the Summer School 2018 in Eger / Hungary. The experience was used for the further development of the concept. It is to emphasize that the training concept was developed during the whole project. Results from then Intellectual Outputs 1 to 4 of the project that also looked into the perspectives of young people, are integrated in the training concept as well as the quantitative and qualitative surveys of all participants of the training events in the project. Especially the Output 1 „Youth Code“ and the Output 2 „Social Market Economy“ deserve mentioning as they are fundamental parts of the training concept. Therein the results of the international cooperation manifest, as classical approaches have been reflected and further developed for

future plot options. It is all about the relationship between attitude and action, as innovative and realistic approaches can only be realized if they result from the actual demands of the actors and are operative convincingly in practice.

First the formal aims of the concept are shown as an orientation. Second the parts of the concept are listed.

### Overall objectives of the project

The objective of the YEBE project as outlined by Erasmus+ / BKU is to promote entrepreneurship education and social entrepreneurship among young people. This means promoting empowerment, participation and the active citizenship of young people in the world of business and society.

It is about promoting youth entrepreneurship at EU level by providing young people with non-formal learning opportunities helping them

- a) to explore and develop their entrepreneurial initiative,
- b) to develop and improve their leadership skills and
- c) to acquire knowledge about business ethics and to reflect the ethical dimensions of leadership in business in the context of a "highly competitive Social Market Economy" (Lisbon treaty).

The project will also give thrust to entrepreneurship education in Europe by developing and testing an entirely new innovative program of non-formal entrepreneurship education and training that should be complementary to both university studies, trainee programs and further training activities of young professionals. This program will be based on the concept of "Social Market Economy" and shall promote a cultural change in the attitudes towards a modern concept of business ethics.

Participating associations:

Belgium: Association chrétienne des Dirigeants et Cadres (ADIC )

Germany: Bund Katholischer Unternehmer (BKU)

Germany: Center for Corporate Citizenship

Italy: Unione Cristiana Imprenditori e Dirigenti (UCID)

Italy: Consulenza Formazione e Management S.C.A.R.L (CONFORM)

Hungary: Keresztény Ertekmegorzo Egyesület (KERME)

Hungary: Napra Forgó Nonprofit Közhasznú Kft.

Slovenia: Združenje krščanskih poslovnežev Slovenije (ZKPS)

Slovenia: Socialna akademija

## Goals for the Training Concept

A concept of a non-formal education and formation program will be elaborated:

- complementary to academic studies
- trainee and other on the job training programs
- will promote students and young people at the beginning of their professionals career to
  - explore and develop their entrepreneurial initiative,
  - develop and improve their leadership skills
  - and to acquire knowledge about business ethics and to reflect the ethical dimensions of leadership in business.

## Expectations and experience of the participants

In the course of the development of the final training concept written surveys have been conducted with the participants – on the one hand to get more specific info about the interests of the participants, on the other hand to uncover positive, negative or other experiences with the Summer Schools and other training activities. The following aspects hold central meaning for a concept to foster entrepreneurial thinking and acting:

- Basics of Business Ethics
- Introduction in philosophy / spirituality as foundation of thinking and acting of human beings
- Basics and forms of socially and responsible communication in relationships and media
- Supplements of traditional learning methods as seminars and conferences with active and participative concepts that include the direct interaction of the participants (e.g. company visits, corporate business games, workshops, etc.)
- Necessity to include topics / content to foster entrepreneurial thinking and acting into educational and further educational formats, such as
  - Ethical and sustainable thinking: ability to realize consequences and impacts of entrepreneurial initiatives on markets, society and environment as well as to understand how to let the long-term sustainability goals influence personal acting
  - Mobilizing resources: the ability to identify and use material and immaterial digital resources purposeful
  - Take initiative: ability to independently start value creation processes, accept challenges and reach targets
  - Handling uncertainty, ambiguities and risk: What can help me in uncertain scenarios? How can I reach a good decision?

The concept is aligned on a high personal responsibility of the participants. They are required to reflect on new content and experience in all areas and to formulate further questions and next steps for their personal development on this basis. The participants are considered the mainspring of the concept.

For their personal work with the concept they find questions to reflect on at various positions of the concept. These questions are starting points for the reflective process and they sensitize the participants for the relevant concepts.

#### Questions for reflection:

- Which experiences do I have in a program that fosters entrepreneurial skills?
- What content is important for me?
- What do I want to learn?
- Which targets do I have?
- What can I do to reach my targets?

## Basic Concept

Even if the primary target is the development of a practical concept, experience shows that a theoretical framework is needed to connect content on various levels and to transfer such content to new situations. Thus a descriptive model for acting competencies was used. The model integrates the areas of ability to act and willingness to act on the basis of personal characteristics in the context of systematic influences. Thereby a holistic approach emerges that can understand a person with its attitudes, abilities and motives in a context of systematically influencing variables. Referencing to sustainable business management and leadership the levels „Ability“, „Want“ and „Can“, each on the basis of personal characteristics, shall be brought in a fruitful balance. This underlines the direct reference to the targets of the project.<sup>1</sup>

The model of personal acting competencies is ideal to create a personal inventory. It is systematic and excludes different perspectives coming from the internal and external environment of the company. The different parts are not selective all the time and cannot be considered separate of each other. They are interlinked and they are parts of the same picture.

The following questions can help with the personal discussion. It is recommended to proceed in a brainstorming process. In the first step relevant things can be noted where it is not important to select and evaluate all data instantly. In the second step a selection can be made and the answers can be prioritized. It is recommended to connect the answers with concrete examples as this makes the practical relevance visible. It is finally important to capture the results digitally/manually to be able to go back to these results at any time and that the content can be further developed over time.

Only the interaction of the factors mentioned above forms the basis for a sustainable acting ability. Thus it is of central relevance to analyze the areas conscientiously and to create and take actions that fit to each person respectively to identify content that can be taken into account with personal decisions.

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<sup>1</sup> Kriegesmann, Kottmann, Masurek, Nowak: Kompetenz für eine nachhaltige Beschäftigungsfähigkeit. Fb 1038, Schriftenreihe der Bundesanstalt für Arbeitsschutz und Arbeitsmedizin, Dortmund, Berlin, Dresden, 2005.

## Personal Characteristics:

Understanding personal characteristics will narrow down the question „Who am I?“.

- What physical, psychological, social and mental resources do I have? (e.g. height, mentality, relationships, believe, values)<sup>2</sup>
- Which principles / values are the foundation of my actions?
- Which are my sources of power?
- What image of man do I have? How do I interact with other humans, the environment and other material and immaterial resources?

## Ability to act:

The ability to act describes the professional, methodological and the social ability of a human being. To realize a preferably holistic approach, this area is divided into the domains of explicit knowledge, implicit knowledge and skills. Of major importance is the aspect of being well qualified for the individual role in the company. This also covers the personal responsibility to seek further qualification if an individual understands that he / she has professional weaknesses or that he / she cannot fulfill the given responsibilities.

- Explicit knowledge
  - What professional knowledge do I have? (e.g. Ethics, Leadership and Management Skills)
  - Which methods do I know?
  - Which formal qualifications do I have?
- Implicit knowledge (Experience Knowledge)
  - Which experiences have I made in the areas professional business management? What was good, what was not good?
  - Which actions are good for me, which do encumber me? (e.g. lifestyle, contact with different people, professional work, etc.)
- Skills

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<sup>2</sup> Further reading: Covey: Die Sieben Wege zur Effektivität – Prinzipien für persönlichen und beruflichen Erfolg, Offenbach, 2013.

- What knowledge have I used and really tested in my professional and private life?
- Which practical experiences have I made in the concrete usage of methods in the field of employee and company management?
- What do I do deliberately so that I feel good?

### Willingness to act:

This concept describes if a person wants to do something. The most important question is why something is done. If a person is not intrinsically motivated he / she most probably will not be able to deliver the most sustainable result.

- What gives me motivation in life and profession? (For example: fun, money, self-determination, etc.)
- What is it that motivates me?
- When am I satisfied and happy?
- What do I dislike to do?

### Systemic influence factors:

Which internal and external influence factors exist which influence my actions?

- Who has which expectations in me? (For example: family, friends, teachers, supervisors, company, etc.)
- In which (digital) structures do I work? What am I allowed to do, what not?
- Where do I live / work? What culture predominates?
- With which people do I live / co-work?
- What do people value in my personality? What do I value in others?

## Training Concept

In orientation on „being able to“, „wanting to“, „being allowed to“ and the formal project aims a practical three step approach was developed that besides theoretical inputs mainly consists of practical and reflexive elements.

The concept consists of three levels:

- 1) Focus on someone's own personality: Which attitudes do I have towards entrepreneurship?*
- 2) How do I act in the role of an (ethical) entrepreneur?*
- 3) In which social and market economical systems do I have to interact?*

An emphasis lies on the understanding that this format only follows the goal **to sensitize** for sustainable and responsible entrepreneurship in the frame of the context mentioned above and to point out to the first steps towards personal expectations and targets. The attitude of the person will be in the center of the work. „How do I lead myself?“ will be the most important question that has to be answered. Only with this answer a person will be able to shape relationships and processes and lead a company in a good way. It is the aim to internalize an ethically reflected attitude as the primal foundation of personal actions. In consequence it is the aim to install an attitude that can be used for entrepreneurial actions even in difficult decision processes and when conflicts arise, that is to say being **anchor and corrective** at the same time. In this special point the concept is different from other concepts that keep the areas ethics and economy in separated areas and do not connect both domains.

Not all areas of the concept are completely defined. A framework was developed to cover the three steps „Person“, „Function“, „System“ in relation to ethical management. For the further definition of the content experts are chosen to professionally fill the framework – this will lead to high quality in every case the framework is used for. It also offers flexibility with the content. The framework can be adapted to different compositions of groups' respectively different knowledge of the trainees. The framework also helps to regularly include new experts and keep the content and the training concept always updated and further developed.

Furthermore the concept aims at the interaction and the **exchange of experience** among the participants as well as the responsible persons in companies and society. It is a special benefit that participants from different cultures and countries exchange experience and ideas. Leadership today and tomorrow demands knowledge of global markets with a broad variety of socialization, values, expectations and perceptions. This is true for relationships with companies from different regions as well as for personal development. What can be learned from others? What do I have to know about others? Why does a partner from Hungary behave in a different way than a partner from Germany? In the project five nations co-worked. Germany, Italy and Belgium represented partners from systems with a western market economy, Hungary and Slovenia represented the former eastern / communist economic ideology. The special idea of the concept is to communicate the different experiences and learn from each other – to develop a common European future. There is the aim to create information structures and processes towards a common European culture and to sensitize and train the participants for professional entrepreneurship on the basis of such a common European idea. Therefore the concept was complemented with a digital learn and exchange platform that will be described below. As a result the participants shall become **designers and ambassadors of good entrepreneurship with European spirit**.

### Content of the concept:

The concept should cover a minimum of three days. In the summer schools the content was delivered exemplarily in a five day program.

Subsequent the topics and questions will be named that have been covered in the training sessions (summer schools) and that can be organized in a flexible way. The following methods have been used to guarantee a good balance between theoretical basics, self-reflection and experience exchange.

### Methods (selection)

- Impulse lectures/speeches
- Professional lectures
- Moderated discussions
- Integration of experts from science and practice
- Coaching

- Reflection in single and group work (structured group building to ensure that people with different experience background, religion and origin get the chance to co-work)
- Workshops for specific topics (e.g. rhetoric, intercultural communication, etc.)
- Experience exchange with companies / entrepreneurs
- Company visits
- World Cafe: idea creation for specific questions from the groups
- Business Games
- Social Events: time and room to give the group a chance to get to know each other, create a good atmosphere and balance between actions toward the topics of the program and leisure time)

## Content:

### Introduction to the concept

Aim: Creation of a trusting and appreciative culture as basis for a trustful cooperation.

- Introduction into the concept and the training content
- Getting to know the other participants
  - Information about biographical, professional and organizational aspects and experiences
  - What distinguishes me from the others?
  - What do I do with passion?
  - Which expectations do I have?
  - How can I realize my expectations?
  - Vision exercises: “Move on thirty years in your imagination: What have you done to become a good entrepreneur?”
- Talks and discussions on the “ethical foundation of entrepreneurship”
  - Introduction in basics of an ethical reflected company management and transfer into practice through personal experience
  - Best Practices of ethical entrepreneurs
  - Exchange and reflection with the other participants
- Social evening event

- Sightseeing – transfer knowledge and sharpen the perception for the region and the culture where I am located
- Room and time for exchanges with the other participants, companies and other decision-makers

### Identification of personal attitudes and transfer

Aim: Reflect personal attitude and impressions in the perspective of business ethics and leadership as well as practical experiences with companies. The participants should become aware of their responsibilities and possibilities within the scope of the project and to transfer these insights into their own projects. Therefore an understanding for the personal attitude is the most important aspect.

- Identification of personal values, motives and aims
  - Which values characterize me?
  - What is my basic attitude?
  - Which expectations, aims and actions do I derive from my values?
  - How do I lead myself?
  - How do I lead others?
  - How do I allow others to lead me?
  - How can I orientate myself in times of crisis and if I have to overcome resistance?
  
- Introduction in business ethics
  - How is business ethics and how is individual ethics defined?
  - How can I connect / combine business actions with my ethical and religious values?
  - Sensitize the participants for ethics in love and love to god as a source for orientation.<sup>3</sup>
  
- Introduction into Catholic Social Thought

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<sup>3</sup> Content and experiences of the participants of the project part to “Business Ethics“ can be found in Intellectual Output 1 „Youth Code“.

- What does “Personality”, “Solidarity”, “Subsidiarity” and “Common Good” mean and where can these principles be found in economy?
- What is the background behind the cardinal virtues “Prudence”, “Courage”, “Temperance” and “Justice” and how can I transfer these virtues on my personal situation?
- (Social) companies as examples for the balance of economic and ethical values
  - Which forms of companies exist?
  - Which different targets and aims seek companies? Sensitizing that economy and companies are not oriented solemnly on money and influence)
  - What characterizes especially social companies?
  - How can social companies reach a balance between ethical and economical responsibility?
  - Which examples of ethically good companies exist, e.g. Small and Medium-sized Companies, Startups, etc.?
- Transfer good intentions into practical entrepreneurship
  - Which methods / strategies exist to systemize and prioritize entrepreneurial intention?
  - How can I introduce my personal values into this process?
  - Which economic models and technologies can support entrepreneurial planning?
  - How can I found and start a better ethical company?
  - How can I identify and convince partners for cooperation and investors?

### Basics of ethical leadership

Aim: Sensitizing for a holistic responsibility of leadership. Introduction into the basics of leadership and into the practical implementation of leadership technologies in various situations in the personal field of expertise.

- What is leadership?
  - Which ethical leadership methods exist? (For example transformational leadership, spiritual leadership, etc.)

- What are classical and future leadership tasks?
- Learning from good leaders / role models
  - Which impulses exist from the founders of the monastic orders (Benedikt, Franziskus) towards good leadership and the link between attitude and action?
  - Which literature / information can I use for my development (e.g. Vocation of the Business Leader)<sup>4</sup>
  - What can I learn from talks with successful entrepreneurs?
  - What can I learn from company visit? What was inspiring?
- How do I communicate in my leadership role?
  - How can I communicate clear and target orientated?
  - How can I excite others?
  - How can I convince others from my ideas / decisions but not manipulate them?
  - Leadership without words: How can I lead other in a non-verbal way (e.g. eye contact, touch somebody, demonstrate something, gesture, mimics)? What do I emanate? How authentic am I?
  - How do I use social media from an ethical point of view?
- Broaden personal perception / learn from others
  - How do I interact with people from other cultures? Am I ready to let in their culture and integrate it into my actions?
  - What can I learn from other professions, e.g. from a professional ballet dancer? Which characteristics such as discipline, passion and continuous exercise can I use from ballet for my leadership tasks?
  - How do I lead in international project teams? How do I deal with international cultural differences?

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<sup>4</sup> Pontifical Council for Justice and Peace: Vocation of the Business Leader!

## Social Market Economy

**Aim:** The participants learn about the basics of market systems such as the Social Market Economy. The participants get an introduction into the systemic influence factors for entrepreneurial decisions to reflect about their previous experiences and targets and to prepare for a transfer into practice.

- Introduction into different economy systems, especially the Social Market Economy.
  - Which experiences exist? What system tends to support ethical entrepreneurship, which system does not do so?
  - Sensitizing for the necessity of rules: Why do we need a common system of rules? What are my experiences if I e.g. play a football game without rules?
  - Which elements of the Social Market Economy are actual today?
  - Which elements have to be added from the point of view of young people?
  - What understanding do the different European people have of the Social Market Economy and how can these different point of views gat combined in common projects?<sup>5</sup>
  
- How do I make decisions in competitive markets?
  - How do I justify financial investments? What is the basis of my decision? What can I e.g. learn from the Bible according to my economic decision?
  - What does really matter to me when I make an economic decision? Is it a balance between ethical and economic targets at the same time when resources are used carefully? Or is it easy money?

## Consolidation of the content

### **Business Game**

**Aim:** In the context of work with a business game the participants transfer exemplarily and holistically the content of the program in a realistic concept. This ensures the transfer

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<sup>5</sup> These aspects can be found in the Intellectual Output 2 “Handbook of Social Market Economy”.

and testing of the content in real life practice. In addition it can foster the creativity of the participants towards innovative approaches. The development of future topics from the perspective of young people as well as the different social backgrounds and value patterns / traditions are also part of the program. On a personal level a reflective exercise can help: “What do I learn from the program?”

The following basic structure of a business game can be used:

**Story:** Client is a service company in Germany. The company is an international consulting firm specializing in executive consulting and development. For this reason, the company is always looking for new approaches and trends. It has grown rapidly in recent years and now has branches in Belgium, Italy, Hungary and Slovenia. It is important for the company to act in all business processes and services in a responsible and ethical way. Business Ethics is a central topic of the company board. Due to the rapid growth, a large number of young employees have been recruited who have taken on different management tasks immediately. In order to lead the company into a sustainable future and expand its offer in this area, the company has two main objectives.

1. How can young leaders be developed ethically?
2. How can the different European traditions and cultures be integrated into the leadership program?

**Exercise:** The Company has set up a project group with young employees. In this project group are employees from all countries in which the company is active. The task of the project group is to develop a first approach for a leadership concept which is based on business ethics. Following aspects should be contained in the offer:

- Attitude of young people
- Fundamentals of Business Ethics
- Modern concepts / approaches of leadership
- Integration of the European cultures in which the company is active
- Consideration of systemic framework conditions
- First approaches of a digital learning / networking concept

The participants of the summer school should now divide into groups. The goal is to develop a management concept (for young professionals) for the company. In addition to the content requirements (see above), the following requirements must be fulfilled:

- Development of a module program (draft)
- Integration of all places / cultures the company is active
- Formulation of learning targets
- Draught of learning contents
- Integration of preliminary works of the enterprise (Youth code and HSME can be an input)
- Preparation of an offer presentation incl. finance plan

**Presentation:**

- Presentation of a pitch deck in front of the company board, which is played by some of the accompanying persons of the project partners

**Reflection exercise: „What remains?“**

**Aim:** Reflection on the personal experience with the program. The following questions can support the reflection process:

- What have I learned about myself?
- What is important for me?
- Which topics are important for me?
- What do I want to do?
- When will I do / start or accomplish something?

The following method can be used:

To reflect on the program and about personal experiences it can be useful to leave the course / seminary location / room. The participants can slowly walk through nearby nature or in the surroundings of the seminary location. First the participants walk in groups of two to talk about the program. This also helps to broaden the personal perspective or that content becomes clearer visible. On the way back to the seminary location / room should walk alone and start to structure their own thoughts. Then the participants have time to document their experiences. A variation could be that the participants write a letter to themselves. It is important that the participants write about concrete actions that they want to do in the nearby future. Letters could be given to the seminary leader and he / she can give them back to the participants e.g. after half a year for further reflection. The exercise

gets more binding that way. It is of most importance that the participants understand the connection between the personal foundation as basis for their decisions and actions.

### **Website**

In the program technologies such as classical social media (e.g. Facebook) and digital communication (e.g. email, google drive, etc.) have been used and a project website <https://www.yebe.eu> was created. On the website all the content and the programs of the summer schools are available.

## Digital Networking and Collaboration

Moreover the training program was completed with a complex social forum that especially adopts the idea and the concept of the project. Subsequent there will be a short look at the social forum, its structure, accessibility and function.



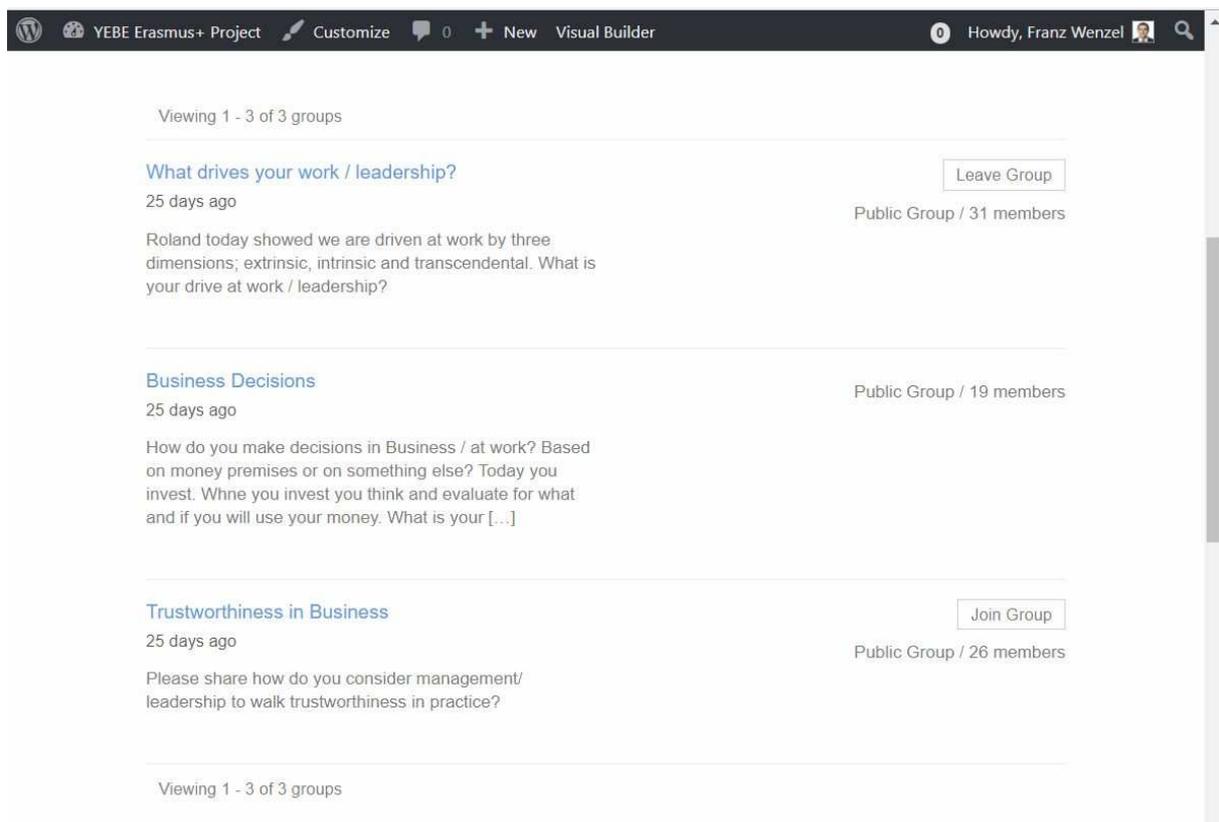
**Screenshot 1: The screen shot shows a part of the title page of the project website. On the upper part of the page the admin panel (black belt with content management functionality and link to the back end) and the user access functionality (grey belt, all functionality accessible from a menu structure on the front end and functionalities next to each text topic) can be seen.**

The use of digital media in education and in further education gains more and more importance. It is foreseeable that this trend profits from the omnipresent availability of powerful devices (e.g. mobile phones, phablets, tablets, etc.) as well as from the more and more intuitive design of user interfaces. The users identify themselves with digitally enhanced content significantly faster, a connection between work / training and leisure time (e.g. chat, social media) and even gamification open up new chances for education.

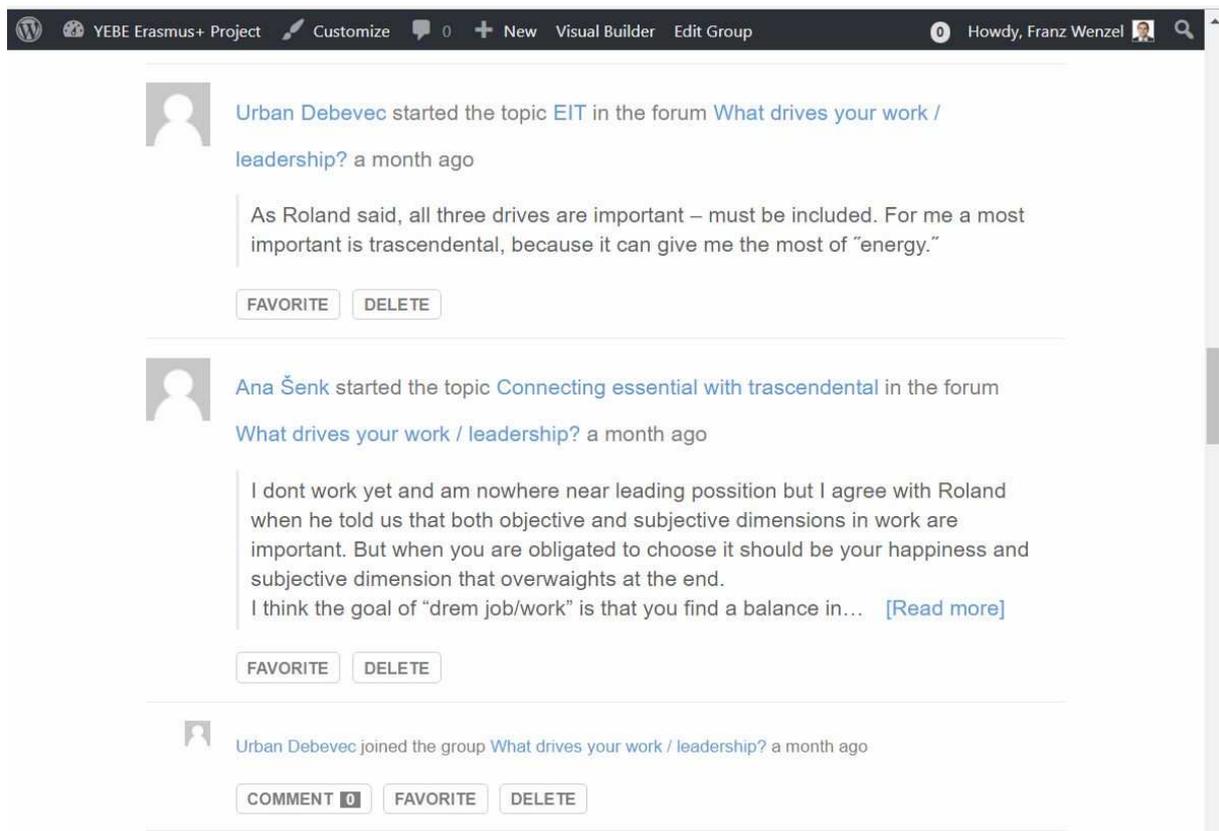
Nevertheless digital media is used most of the time for research and transport of already made digital documents and presentations of or for the participants of a training. The special

characteristics of social media is not used most of the time respectively its usage stays far behind its potential.

Within the YEBE project the method captures the potential of the participants of the trainings (summer schools) in a unique new way. The participants generate a part of the seminary content themselves and document this content within a group and forum software (that can be accessed from the YEBE project website) for future participants respectively for such people who are interested in the training content but do not or cannot attend the training.



**Screenshot 2: This screen shot shows groups that have been created in the training. The groups structure the posts and answers and all the groups form a forum around the training concept.**



**Screenshot 3: This screen shot shows an extract of a discussion in one of the groups. It shows rudimentary how the discussion of the participants can be depicted digitally and how it can be enhanced by a commentary function.**

If this method is further developed the content and the inputs of the participants can be refined over time. It is also conceivable to construct or transport certain parts of the content exclusively in an electronical form – the corresponding content will be more trustworthy, comprehensible and they will be made in an easy to follow (practical) language.

The participants of the training / program (summer schools) will become (digital) ambassadors for the content. The discussion runs in the groups (forum), best case in public form. External persons can follow the content and can comprehend its creation as well as orientate and deal with the thoughts and ideas of former participants. Former participants can be contacted or join respectively continue the discussion after the course.

Using this method, a theme platform can be constructed and the website / platform can be used to disseminate the seminary content and the project idea.

Unfortunately only a first prototype of the platform (with full functionality) was created within the narrow boundaries of the YEBE project. The training method was enhanced as shown but no further digital content was developed. A further version of the method and the platform should be done / continued in a follow-up project or from one or more of the project

partners (maybe on the website of the project). Maybe members of the youth group of BKU (Bund Katholischer Unternehmer e.V.) can be asked to be moderators on the website or secure the activities within the forum in another way.

## Summary

Finally, the essential components of the concept are summarized once again. It should be pointed out that the participants take an active part. The actions of the participants and their self-responsibility shape the concept. The following aspects characterize the concept:

- The interaction between the person, the function as entrepreneur and the systemic framework
- A broader definition of leadership competence: the connection of ability to act, willingness to act and systemic influencing factors and personal characteristics.
- Concentration on the topics business ethics, leadership and social market economy in an integrated way
- The reflection of personal values, attitudes and expectations as the basis of the concept.
- Techniques and methods are taught in the second step. It's about what basis is traded.
- Reflection on one's own person and experiences as an essential method
- Exchange of experience between the participants, entrepreneurs and other responsible actors as a central source of learning
- Focus on the perception of other cultures, needs and traditions. Here especially on the different experiences from the former western and eastern economic systems.
- Time for interaction and processing of the newly acquired knowledge as part of the curriculum.
- Integration of practical methods such as case studies or business games to give participants the opportunity to put theoretical knowledge into practice in realistic situations
- Integration of project outputs such as Youth Code of Business Ethics and Handbook of Social Market Economy and other documents or contents

- Offer digital learning platforms and popular social media so that participants can continue to communicate in parallel

It should also be emphasized that the concept provides a framework that can be adapted by the experts and participants according to the situation. Experts can use their own focus on a main topic, which gives the content a higher quality. In addition, the expectations and the level of performance of the participants can be addressed in an open concept in situ. The focus should always be on the personal situation of the participants. On what ethical basis do the participants act? The participants should have practical experience and work on different solutions with different people (from different countries) in sustainable situations. This creates a personal relationship to the entrepreneurial processes and decisions. This is a source of sustainable and ethical entrepreneurship and sustainable innovations.