Curriculum for the Advanced Training-Program for SMEs Seminar

" Cradle to Cradle® for SMEs"

CONTENTS

1 INTRODUCTION

1.1 Target Group

The primary target group is owners, managers and employees of small and medium-sized enterprises – basically from all branches.
In addition the training can be addressed:

- Start-ups and potential business founders – basically from all branches.
- Scientists and consultants dealing with economic questions and promotion of SMEs during research and consulting.

1.2 Teaching and Learning Objectives

The participation in the training enables the participants
  a) …to receive a detailed understanding of the Cradle to Cradle$^{®}$ concept;
  b) …to become interested in the practical implementation of C2C as well as initiating C2C inspired changes in their own enterprise;
  c) …to initiate first steps of implementation of a C2C project in their respective enterprise;
  d) …to realise advantages through C2C for their own enterprise and be motivated to continue project work.

The goal of the Advanced Training-Program seminar is to provide a base understanding of the Cradle to Cradle® concept and possibilities of practical implementation in small and medium-sized enterprises. The Trainer of the 'Train the Trainer seminar' will introduce the SME-trainees towards Case Studies in context of the Cradle to Cradle® concept and coach them through their own developed cases, assisted by Cradle to Cradle® experts (from EPEA, Hamburg).

2 CURRICULUM

2.1 Learning Outcomes

The learning outcomes include a base understanding of the Cradle to Cradle® concept and what this could mean for their special cases in small- and medium-sized enterprises. After the training, participants possess the necessary base skills and knowledge related to planning

and developing projects, products and service concepts in the context of the Cradle to Cradle® concept.

The core contents include the key aspects on the Cradle to Cradle® Design Concept, the principles, philosophy and methodology, how to develop it towards the SME-sector in different branches. Besides this the training includes 2 on-site workshops and a coaching and mentoring period (Module F and G) delivered by the Trainer of the 'Train the Trainer' seminar.

2.2 Modules A & B: Cradle to Cradle® Design Concept

Introductory lecture on key points:
- Sustainability vs. Cradle to Cradle®
- History of Cradle to Cradle®
- Philosophy
- Three principles of Cradle to Cradle®: waste equals food, using current solar income, celebrate diversity
- Cradle to Cradle® Design Concept: What is it about?
- What are the "right" materials?
- Development of Cradle to Cradle® from a business point of view
- Biological and technical metabolism
- Applications of biological and technical nutrients
- Five pillars of Cradle to Cradle®
- ABC-X assessment methodology
- Usage scenario development

2.3 Module C: Prototypes and case studies in the frame of the Cradle to Cradle® Design Concept

Introductory lecture on key points:
- SME prototypes
- EPEA case studies: biological and technical metabolism
- Value, profitability, market and support
- Issues of economic and international development

2.4 Module D: Cradle to Cradle® Tool Box and Roadmap

Introductory lecture on key points:
- How to develop a Cradle to Cradle® Roadmap
- Cradle to Cradle® Tool Box
- Potential of Cradle to Cradle® product innovation/ service concepts
- Advantages and opportunities for enterprises implementing Cradle to Cradle®

2.5 Modules F & G: Application of the Cradle to Cradle® methods in SMEs

Project Mentoring/ Coaching by Trainer (time frame of 12-18 weeks):
- Additional support and mentoring throughout the whole project-time by the corresponding trainer (regarding questions of understanding the concept, developing next steps, feedback, etc.).
- Furthermore, participants should receive the opportunity to meet with other participants for an exchange of their experiences, e.g. provision of materials, addresses, contacts, or electronic exchange.

2.6 Modules H - L: Exchange of experiences and next steps

Workshop on reflections of the SME project work
- Reflections of SME-cases
- Exchange of experiences of the different SME-participants
- Planning possible next steps, steps for implementation, roadmap, outlook
- Marketing, branding
- Networking

2.7 The first part: Intro-Training Workshop

Duration: 1,5 – 2,0 days

Trainers:
- The implementing partner is responsible for the whole preparation, implementation, and moderation of the training and support of participants.
- EPEA contributes with 1 – 2 lecturers in the training.

- As further lecturers the teaching staff of the implementing partner and/or lecturers on a fee basis are employed – preferably persons who have participated in the Train the Trainer seminar.

Program Training Day 1

14:00	Welcome address Module A: Introduction of the SME-Training Curriculum Goals and procedure of the whole training and of the first workshop Short introductions by the participants and their expectations
14:30	Module B: Cradle to Cradle® Design Concept
16.15	Break (coffee/tea)
16:30	Module C: Cradle to Cradle® Prototypes, Case Studies and examples for the first steps and for C2C use in SMEs
18:15	Work in small groups (3 – 4 persons each) with reflection of the communicated material on the basis of the own enterprise and of the personal background experience Presentation of group results and discussion
19:00	End of the Training Day 1

Program Training Day 2

09:00	Module D: Cradle to Cradle® Tool Box and Roadmap
10:30	Break (coffee/tea)
10:45	Work in small groups (3 – 4 persons in each) with identification of the first C2C applications at the own enterprise or in the own field of activity. Presentation and discussion of group results
12:30	Lunch break

13:30	Module E: Roadmap Development

15:00	Break (coffee/tea)

15:15	Each participant develops an outline of the first C2C project which should be processed and implemented during the second part of the training. Subsequent presentation, consulting and assessment of the individual projects in small groups (3 – 4 persons in each).

16:00	In plenary presentation and discussion of each individual C2C project with the goal: binding agreement of processing and implementation of each C2C project during the second part of the seminar.

17:00	Coordination of the further procedure, especially for the second part of the training

17:30	End of the Training Day 2

2.8 The second part: self-study and project work

Duration: 12 – 18 weeks

Trainers:
- The implementing partner is responsible for the implementation of the second part.
- During the whole second part the support and the consulting of participants must be obligatorily provided by the own teaching staff and/or by lecturers on a fee basis.
- EPEA is available only in cases of emergency for the clarification of questions per phone, e-mail or intranet forum.

Instructions and Program

Modules F & G

For self-study, project work and exchange of experiences each participant receives a list with:

- Contact data of the teaching staff and lecturers of the corresponding implementing partner who can be addressed if necessary.
- Contact data of all the participants to enable communication with each other, if necessary.
- Literature references and web addresses which are valuable for the self-study.

After one to maximum three weeks the project work has to be finally agreed upon and discussed with each partner. It can be done at the site of the participant. Alternatively to simplify it and to save time the implementing partner can offer and arrange one-hour individual consultation meetings.

Every participant must be contacted by the teaching staff and lecturers of the implementing partner at least every 2 – 3 weeks in person or via telephone. For this purpose evening events with all participants can be held at regular intervals.

During the exchange with participants teaching staff and lecturers of the implementing partners collect the topics and the issues of participants, which, for example, need to be improved or lack on knowledge. For this a form for the written documentation is recommended.

2.9 The third part: final workshop

Duration: 1,5 – 2,0 days

Trainers:
- The implementing partner is responsible for the whole preparation, implementation, and moderation of the training and support of participants.
- EPEA will cooperate with 1 lecturer.
- As main lecturers the teaching staff of the implementing partner and/or lecturers on a fee basis are employed – preferably persons who have participated in the Train the Trainer seminar.

Program Training Day 1

14:00   Welcome address
             Module H: Exchange of experiences and reflections

Transfer of knowledge and detailed information related to questions and topics which were collected by the teaching staff and lecturers during the second part of the seminar. Plenary discussion and clarification of further questions

15:45   Break (coffee/tea)

16:00   Presentation, consultation and discussion of results of all individual project works

19:00   End of the Training Day 3

Program Training Day 2

09:00   Module I: Models and Instruments, further Roadmap Development, C2C communication to third parties with building up the company's image and attractiveness using the example of the individual project work.

10:00   Module J: further in-depth study of individual modules

11:00   Break (coffee/tea)

11:15   Module K: Outlining the steps to implementation

13:00   Lunch

14:00   Follow-up of the project works
            During the self-study phase each participant develops an outline of further plans and procedures for future developments and implementations of C2C.

            After that presentation, consultation and assessment of individual plans in small groups (3 – 4 persons in each).

15:00	In plenary presentation and consultation concerning each individual plan for future C2C works with the goal to make available a realistic plan for each participant Transfer of deeper knowledge related to plans and final discussion of the contents

Break (coffee/tea) in between

16:30	Steps ahead, wrap-up and evaluation of the SME-course

17:30	End of the whole Training period

2.10   Lecturers sheets

The training seminar was developed for senior management and owners of SMEs across various industries.
For each module (teaching unit), slides and corresponding, supporting materials were developed, which are available for the SME-training program. Depending on prior knowledge, experiences and needs of participants, appropriate slides for the seminar can be selected specifically from the sets of slides with presentations.

Each participant of the SME-training receives a USB-stick or access data to intranet, where all the slide sets and the corresponding materials can be downloaded.

2.11 Course Feedback

The SME-training program seminar is completed with an evaluation of the seminar.

At the end of the first workshop each participant and each participating lecturer should evaluate the workshop in writing. For this purpose each implementing partner receives questionnaires prepared by Sirpa Sandelin, Satakunta University of Applied Science in due time.

During the second part of the project the teaching staff and the lecturers make very short face-to-face interview with the participants. For this

purpose each implementing partner receives a short standardized form in due time.

At the end of the final workshop each participant and every participating lecturer fulfills an evaluation form with questions to the last part and the whole training. For this purpose each implementing partner receives questionnaires for each participant and also for lecturers in due time.

2.12 Certificate

The participants receive a "confirmation of participation" upon completion of the seminar, in which the training contents (main topics) are listed and signed by the trainer (EPEA GmbH, implementing partner and the Hanse-Parlament).

The Seminar can be completed with an examination (assessment of the project work and oral examination). For this purpose each implementing partner receives examination regulations as a basis and orientation.
In case of examination each participant receives an examination certificate as a separate document.

2.13 Further materials for the conducting

- Analyses of labour and education markets in Baltic Sea Region
- Cradle to Cradle® prototypes
- Qualification needs of the SMEs
- Curriculum and documents of the Train the Trainer seminar
- Power Point presentations of the project workshop and Train the Trainer seminar
- Available check list
- Results and discussion forum of the project website

2.14 Implementation report

The implementation partner prepare an implementation report with
- number of participants in all 3 parts of the seminar
- represented branches and fields of the activity
- possible drop outs of the participants and reasons for this
- possible new participants
- short outline of implemented projects

- possible results of examinations
- own experiences and evaluation of the procedure
- recommendations and instructions for future implementations of the C2C seminar for SMEs
- own plans for future implementation of the seminar by implementation partner

3 LEARNING METHODS

There are a range of exercises the trainer can effectively use in order to involve the participants in the learning process as much as possible. The best way for adults to learn is when the new course material is based on their experiences. It is also helpful to leave room for debate among the participants. There are a variety of training methods - together they offer a multifaceted understanding of the course material.

Different kinds of teaching methods are:
• "Auditory" methods, such as discussions, lectures, using tapes
• "Visual" methods, such as films and other demonstrative processes/tools
• "Physical" methods, such as role playing, group exercises or other physical exercises

3.1 Icebreakers

In the beginning of the session it is important to get participants involved and engaged in an activity that requires them to talk and cooperate with the others. Ice-breakers are the simple activities used at the beginning of a session to help participants learn each other's names and/or backgrounds, share their experiences, or introduce the topic of the lecture. The right icebreaker can help to get a positive and enjoyable learning experience for both the trainer and the participants. During the icebreakers participants should connect with at least one other person. Icebreakers should be topic related and at low risk so that participants would feel comfortable and easy. Time used for icebreakers should not be too long compared to the length of the session.

3.2 Lecture

3.2.1 Presentation

The presentation (e.g. PowerPoint™) is used to support the content of the training and thus it should be clear and easy to read. The presentation is designed to be a visual support for both the trainer and the participants.

3.2.2 Figures, Tables and Videos

In order to improve the attractiveness of the lecture and the presentation, it is advisable to include figures, tables or videos in the presentation/ the lecture. Figures and tables illustrate the situations well and thus make it easier for the participants to assimilate the gained information. Presentations of success stories and case studies can also be included in this section. The internet and YouTube offer good opportunities for researching suitable videos.

3.2.3 Group Work and Brainstorming

Group work can be applied in learning if the trainer wants participants to deal with the issue by debating and discussing. Group work in small groups gives all the participants the opportunity to participate in the exercises and thus express their ideas. In order to get the best out of the group work, they should be goal-oriented. The participants should understand the task of the group work at hand, the time-frame and the way of presenting the results.

During brainstorming, the trainer asks an open-ended question and the participants come up with as many solutions as possible. The idea behind it is to get participants involved and engaged in the training. Brainstorming should be based on a few rules in order to get the best results: for example that there is no such thing such as stupid or bad ideas.

3.2.4 Mentoring

Mentoring can be described as a partnership between two people working in the same field or sharing the same experiences. A mentor is a person helping the mentee to develop solutions to career related issues. Mentors should be helpful and get the mentee to believe in her while

boosting her confidence. A good mentor also challenges and questions her mentee, but in the meantime provides guidance and encouragement. The most important meaning of mentoring is to enable others to become more self-aware, to make them take responsibility for their life and to direct their life in the direction they decide.

3.2.5 Best Practices and Worst Case Scenarios

Best practices can be defined as "practices that consistently show results superior to those achieved with other means" (European Commission report on best practices p.17). Best practice examples can be used as a support and example during the training session. Good examples can be found in the document "Europe can do better, Best practices for reducing administrative burdens".

The web-page to European Commission best practices
http://ec.europa.eu/dgs/secretariat_general/admin_burden/best_practice_report/best_practice_report_en.htm

Worst Case Scenarios can be defined as "worst possible environment or outcome out of the several possibilities in planning or simulation" (BusinessDictionary.com). During the training session, worst cases can be helpful to the participants for their planning of the future expenditure cuts and contingency in their businesses.

Link behind the definition:
http://www.businessdictionary.com/definition/worst-case-scenario.html

4 RECOMMENDED LITERATURE & MEDIA

'Cradle to Cradle®': the first book

In English:
- Braungart, M.; McDonough, W.: *Cradle to Cradle. Remaking the Way We Make Things*, North Point Press, New York 2002 (ISBN 0-86547-587-3)

In German:

-       Braungart, M.; McDonough, W.: *Einfach intelligent produzieren. cradle to cradle: Die Natur zeigt wie wir Dinge besser machen können*. Berliner Taschenbuchverlag, Juni 2003

In Hungarian:
-       Braungart, M.; McDonough, W.: *Bölcsotol - Bölcsoig*, published in 2007, (ISBN 978-963-9686-30-4) http://hvg.hu/hvgkonyvek/20071016_

'Cradle to Cradle®': the second book

In English:
-       Braungart, M.; McDonough, W.: *The Upcycle: Beyond Sustainability – Designing for Abundance*, North Point Press, 2013 (ISBN 978-0865477483)

In German:
-       Braungart, M.; McDonough, W.: *Intelligente Verschwendung: The Upcycle: Auf dem Weg in eine neue Überflussgesellschaft*, oekom Verlag, 2014 (ISBN 978-3865813169)