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**Value&**  
**Future**

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# Quick Scan Manual

## For IO3/A3 short piloting

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# Introduction to the activity and to the project

## 1.1 Project background

Sustainable, future proof entrepreneurship is based on ethics and values. This is the motto of the project Value and Future, an innovative project that connects 6 partners in Europe with a common goal: to empower young people towards ethical entrepreneurship and leadership, inspired by role models. The project sets the ambition to develop the skills and mind-set of young people, based on values and empathy instead of on only profit or professional protocols. The project encourages students of secondary vocational education (VET) to actively seek the purpose for their own entrepreneurial future and to recognise the ethical choices that enterprises showcase around them. Through a set of activities and lessons supported by teachers and entrepreneurs, VET students engage in a dialogue about moral dilemmas in enterprises in relation to people and planet. They learn to ask critical questions and search for positive role models. Due to project activities, students engage in conversations with enterprises to define values, ethics and authenticity, and the difference businesses can make in society. In these conversations, students continuously ask themselves the question: ‘What matters to me as a future entrepreneur and what matters to entrepreneurs I meet? What matters to my future company and what matters to enterprises around me?’

Our Erasmus+ funded project “Value and Future” (KA202-EABF08B0) has been developed with a clear goal: to promote a more fair, ethical entrepreneurial mind-set among students and teachers in VET, in close collaboration with businesses around them. This goes in hand with reaching the global and European sustainable development goals. Value and Future will equip VET students with one skill and key competence, namely with an entrepreneurial mind-set, which prepares them to ethical, value driven and responsible entrepreneurial thinking and action in life. In this way, the students can engage with entrepreneurs at a local, regional, and EU level and become drivers of change in a fair, value-driven economy and society.

## 1.2 Activity background

### Quick scan activity

The third part (IO3) of the Value and Future project is to establish a quick scan manual, which main focal point is connecting activities of students to entrepreneurs and their staff.

Several companies visit and interviews are planned in the first two years of the project for the purpose of involving more businesses in Value and Future targets and actions.



The main goal of the interviews is to investigate best practices and to examine the current mind-set of entrepreneurs and employees in our partner institutes regarding business ethics and values.

The business representatives, both entrepreneurs and employees, are being provoked to think about ethical behaviour and practices by the questions made by the students. These reflections take place not only the professional but also in the private environment.

The interchange of ideas inside the interviews and the visits in the companies deliver several important aspects such as stories, visions, dilemmas, solutions, and finally also role models and best practices. Role models are therefore people that are explicitly investigated and selected by the students, based on the interviews. These role models are furthermore asked to participate in further project activities (IO4 Future Days and IO5 Inspiration platform).

## 2. Goal of student + business interaction in the form of visits, interviews, and conversations



As mentioned above, there are several outcomes the student and business interaction provide to this project. There could be dilemmas experienced by the businesses and later used as negative and to be prevented examples in the quick manual. However, more important are solutions for prior faced problems and obstacles. The business representatives share their experiences and professional stories and visions behind their achievements at first hand. Their knowledge and expertise are then converted into best practices to follow and the representatives into role models, whose know-how are used for the quick manual.



## 3. How to prepare students for the activity

Before conducting the workshop, please ensure your students are aware of ethical entrepreneurship and ethical dilemmas, if not, please use the workshop Inspirational Ethical entrepreneurship and dilemmas uploaded on Google drive on the international platform of Value & Future alongside this document. After this workshop has been given to the students and they are aware of this topic then proceed with How to prepare students for the activity workshop and this document.

### 3.1 Goals of the preparation activity

The main goal for the preparation activity is to prepare the students for their visits in companies to do the quick scan. The students should be well prepared in order to acquire as many useful insights as possible from the companies and entrepreneurs. Furthermore, they need to have sufficient background information to understand questions they might be asked.

In short:



- Prep students for doing a quick scan
- Acquire students for doing a quick scan
- Understand the questions to be asked

### 3.2 Before the interactive lesson

#### 3.2.1 Tutor Preparation

The teachers overseeing the workshop have ensured the students are aware of the topic of ethical entrepreneurship and dilemmas through conducting the Inspirational Ethical entrepreneurship and dilemmas workshop. Furthermore, they have gone through the quick scan manual, the document of How to prepare students for the activity, powerpoint workshop on it.



#### 3.2.2 Students

The students are aware of what is ethical entrepreneurship and their dilemmas before the workshop. They are aware of the company and have done their desk research and prepared a few questions, alternatively this can also be done after the workshop.



### 3.2.3 If needed: Prepare Online Meeting

Should the interactive lesson be conducted online, it is necessary to set up the online meeting accordingly. Make sure to pay attention to all of the following steps in order to not have technical problems on the day of the lesson.



#### *Preparation in advance:*

- Choose a server that every participant has access to, e.g., Zoom, Skype, Teams
- Create the meeting in advance. You can usually choose different settings for how to conduct the meeting, for example: Do you want participants to be muted when joining? Do you want them to be in a waiting room before the meeting starts?
- Send the link and invitation for the meeting in time (no later than 2 days before the activity).
- If you want to record the meeting, get signed consent forms from all participants.
- Send a reminder a day before the meeting, including the link once again.

#### *On the meeting day/ shortly before meeting:*

- Check for your equipment: headphones, camera, maybe something to write. Ensure everything is in place, so you don't have to leave the laptop once the meeting starts.
- Conducting a test call with a colleague or friend is also a good idea, to check if all equipment works and to practice sharing your screen.
- Make sure of your physical environment and that nothing is in sight that you don't want others to see.
- Prepare your desktop: Open all documents you will need or put them all in one folder. Close the ones you don't want anyone else to accidentally see.
- Join the meeting early, welcome your participants.

#### *During the meeting:*

- Make sure all participants can hear and see you and your shared materials.
- Explain the features you want to use.
- If wanted, record the meeting.

You can and should also share these steps with your students if their planned activity is going to take place virtually as well!





## 3.3 During the interactive lesson

### 3.3.1 Introduction

The tutor welcomes the students to the workshop and provides brief information about what the workshop is about.

### 3.3.2 Mindmap

To get an overview of what students already know and want to learn. For this activity any interactive tool can be used, and suggestions are also provided in the table below.

### 3.3.3 5 min Lecture

Provide students with an understanding of what ethical entrepreneurial dilemma is, for further understanding and explanation use the trainers guide Chapter 1.

### 3.3.4 Prepping the quick scan questions

Students select relevant questions from the manual + prep an introduction to the questions in which they introduce themselves. They also write a closing.

### 3.3.5 Practicing the quick scan

Practice the conversations, the students can roleplay and interview with each other and then provide feedback on how well they conducted the interview.

### 3.3.6 Reflection survey – self evaluation

1. I know what an ethical dilemma is.
2. I am confident about my quick scan question.
3. I got acquainted with the company and entrepreneur.

### 3.3.7 Do's & Don'ts

Provide an interactive session with the students on examining the do's and don'ts of conducting a good interview so that they may know what questions to ask and what not to ask during the interview.

### 3.3.8 Peer Review

Peer review their quick scan questions in pairs to examine what questions are good and achieve the goal and what is not necessary.





### 3.4 After the interactive lesson

Students conduct their desk research if not done before the workshop, finalise their questions for the interview and clarify any questions they may have.

### 3.5 Links

Below are the links for both workshops and are also available alongside this document in Google Drive under the Value & Future project, in the Intellectual Outputs folder under 103 Quick Scan Manual, in Development of the Quick Scan Manual.



#### 3.5.1 PowerPoint workshop on Inspirational Ethical entrepreneurship and dilemmas

<https://drive.google.com/file/d/14Vs3XGwVDX-quLsGMK2-a8v5XblyUVMS/view?usp=sharing>



#### 3.5.2 PowerPoint on How to prepare students for the activity

[https://drive.google.com/file/d/1\\_YnKZ9L4za0Q-bYI007L2HCEW6hmeRQU/view?usp=sharing](https://drive.google.com/file/d/1_YnKZ9L4za0Q-bYI007L2HCEW6hmeRQU/view?usp=sharing)



### 3.6 Topics and schedule

The workshop can be split into sessions depending on partners and their students schedule.



*2-hours interactive session (2 times 45 min)*

	Activity	Time	Organisation & Materials
<b>Before the interactive lesson</b>	Students do desk research on and company and entrepreneur selected for the quick scan (could be after depending on what info students have)	1 hour	
<b>In the interactive lesson (1)</b>	Introductions	10 min	
	Which knowledge do students already have on entrepreneurial ethical dilemmas?	10 min	Mindmap: miro or whiteboard/smartboard Answergarden: <a href="https://answergarden.ch/">https://answergarden.ch/</a>
	5 min lecture on ethical entrepreneurial dilemma definition.	5 min	Use the training guide, Chapter 1. THEORETICAL FOUNDATIONS OF ETHICAL ENTREPRENEURIAL TEACHING
	Prepping the quick scan questions.	15 min	Chapter 1 from the quick scan manual with example questions
<b>BREAK</b>			
<b>In the interactive lesson (2)</b>	Students test (or peer review) their question in groups of 2	25 min	
	Discuss Do's and don'ts of conducting an interview	10 min	Mindmap: miro or whiteboard/smartboard, Answergarden: <a href="https://answergarden.ch/">https://answergarden.ch/</a> Kahoot: <a href="https://kahoot.it/">https://kahoot.it/</a>
	Students do self-reflection on the quick scan preparation criteria	10 min	
	Check – out: wrap up and next steps	5 min	
<b>After the interactive session</b>	Students do desk research on and company and entrepreneur selected for the quick scan (could be before the session)	1 hour	



## 4. Examples of quick scan questions to use



Questions that students ask at business representatives, make people think about the role ethical and fair business behaviour and practice plays in their lives and in their business

Introductory Questions	1. Can you shortly introduce yourself/the company/enterprise? (Size and sector of company)
Role questions	1. What is your role in the company? 2. What is your working experience? 3. What are the company's values?
Ethical dilemma	1. How would you define an "ethical" dilemma in your own words? 2. Have you experienced ethical dilemmas at your workplace? 3. Can you please describe a situation in which you faced an ethical entrepreneurial dilemma? 4. How did you approach this dilemma? 5. How did you compare various perspectives and solutions? 6. How did you decide for this solution? 7. What was your role in addressing/approaching/deciding on the ethical dilemma? 8. What was the role of other stakeholders in this dilemma and finding a way forward? 9. How was your reflection on the problem in hindsight? 10. How are ethical dilemmas prevented/dealt with in the company? 11. In your own words, which negative and positive effects do ethical dilemmas have? 12. What did you personally learn from addressing the dilemma?
Ethical behaviour	1. How would you define "ethical behaviour" in your own words? 2. Is there a code of ethics/ ethical behaviour at the company you work for? 3. Which benefits does ethical behaviour contribute to the company and to one personally?
Reflections on the dilemma within different context, e.g., private life or country	1. What was the most relevant contribution of an ethical dilemma to your <i>personal</i> development? 2. What was the most relevant contribution of an ethical dilemma to your <i>professional</i> development?
Concluding questions	1. What would you tell young and aspiring students who are striving for an entrepreneurial career? 2. Is there anything you would like to add?
Give a "Thank you"	1. Thank you so much for taking the time and talking about your experiences! It has been very helpful. 2. Would it be fine for you to take a picture together, as a memory of our interview?



## 4.1 Quick Scan Questions: A best practice interview

The interviews can go in many ways and the students should prepare for it by thinking about what they want to ask in advance. The questions above are examples but improvising and asking about things that are interesting at the moment of the interview is encouraged! Not all questions from above need to be asked and their order can also vary, depending on the flow of the interview. In the following, the questions from an interview with an entrepreneur is presented and split into parts as an example how such an interview can play out.

### Introduction – Introduce yourself and get an idea about your interview partner

- Hello, my name is Miriam and I'm from the University of Münster. I study Marketing in my master's degree. Thank you for your time today!
- To start off, can you shortly tell me about yourself and your company?

### Role questions – Ask more questions about the company and job

- If I may, I'd like to ask you some more questions about your company and the job you do.
- How did you get where you are today?
- Do you have some kind of vision with your company?
- What do you like most about your company and the job you do?

### Ethical behaviour and ethical dilemma – Getting closer to the topic and finding out what your interview partner has to say about business ethics

- As you know, I'm here today to learn about ethics and ethical entrepreneurship.
- I was wondering how you would define "ethical behaviour" in your own words?
- And how would that definition fit to the workplace, what does "ethical business behaviour" mean for you?
- Have you experienced ethical dilemmas at your workplace and can you maybe give an example?
- How did you approach this dilemma?
- In general, how are ethical dilemmas prevented or dealt with in your company?

### Reflections on the dilemma – What did the entrepreneur learn from it?

- Thank you for sharing your experiences, that was very interesting! What I'm wondering is what you and your company learned from the experiences you shared. Can ethical dilemmas be something positive also?
- Do they also contribute to your own professional development?



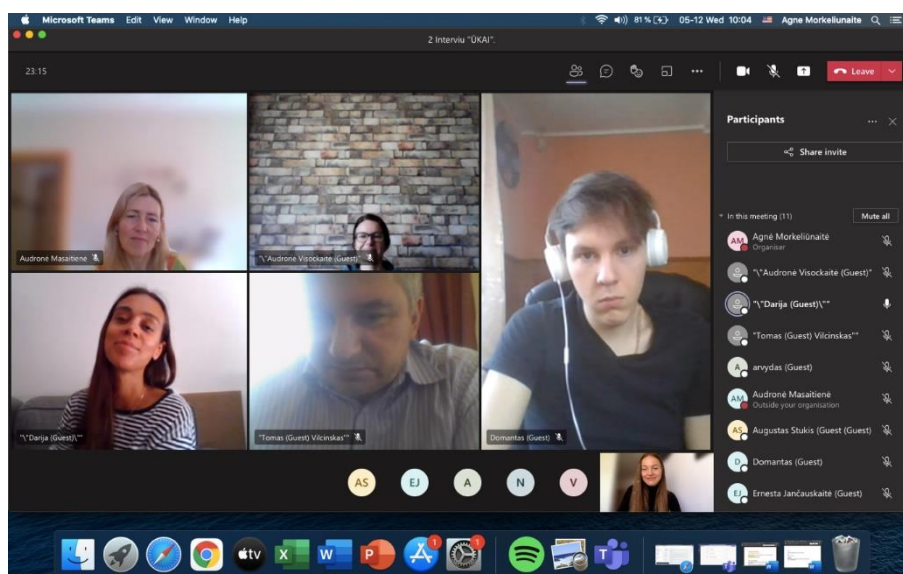
- And do you also learn from them personally?

### Conclusion and End of the Interview

- Thank you so much for the time today, it was very interesting for me! Is there anything you would like to add regarding ethical entrepreneurship?
- I actually have one more question that is more general, that is: What would you tell young and aspiring students who are striving for an entrepreneurial career? Is there anything that helped you?
- Again, thank you so much. I was wondering if we can maybe take a picture together for my course?

## 5. Best practices: summaries of conversations and visits

### 5.1 Best Practice 1: “ŪKAI”



#### 1. How was your experience overall?

It was interesting.

#### 2. Who was the interviewee?

The interviewee was the founder and creative director of company “ŪKAI” - Darija Ilevičiūtė-Zaveckienė. Darija is creative, striving to contribute to nature conservation, striving for the set goals. Company “ŪKAI” is an innovative and sustainable socks brand, that helps to clean the oceans from plastic waste.



### 3. Which ethical dilemma did you talk about?

The ethical dilemma we talked about was pollution. Business is tackling the problem of ocean pollution by reducing the amount of plastic in the oceans, which unfortunately occupies an increasing share of the oceans. Plastic is very dangerous for the ocean ecosystem, because when broken down into microplastic particles it gets inside the organisms and poisons and kills them. During discussion we got a conclusion, that many people do not have sustainable thinking and use a lot of products in plastic packaging, that most of which is not recyclable and some of it occurs in the oceans. It is a huge global problem with a huge negative impact.

### 4. Which solution did the entrepreneur find?

The solution(s) pointed out by the entrepreneur were to use recycled plastic as secondary raw material for new product development. „ŪKAI“ created socks that have a positive impact on the Earth and people. Each pair of „ŪKAI“ socks reduces plastic waste. One plastic bottle becomes recycled plastic thread and part of the socks material. Plastic bottles collected in the oceans are processed into fiber to make socks. The company cooperates with the international organization „Plastic Bank“. „ŪKAI“ is their official sponsor.

### 5. How would you explain ethical behaviour after this interview?

As a summary, ethical behavior could be explained as holistic and sustainable thinking is important in every day, in every step (what materials you buy, how you use and discard, what kind of sustainable alternatives do you have by choosing packaging, transport and so on).

### 6. What is your biggest take-away from this interview?

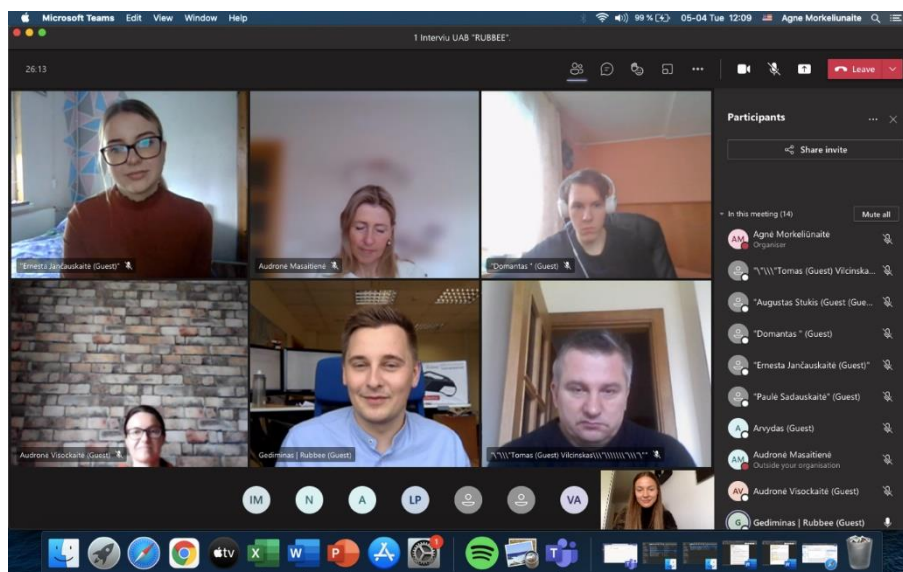
My biggest take-away was that I heard how plastic socks are made, how many plastic bottles are recycled and how much this company contributes to nature conservation. Inspiring story, interesting solutions.

I realized that everyone can contribute to cleaner oceans. Waste sorting is also very important. Made me think and rethink my consumption habits.





## 5.2 Best Practice 2: Rubbee



### 1. How was your experience overall?

It was interesting. The interview preparation phase by preparing the questions in advance was really valuable. We all felt freer. There was no confusion because we knew what questions to ask and what interview structure to follow.

### 2. Who was the interviewee?

The interviewee was Gediminas Nemanis - General Manager and Founder of company "RUBBEE". "RUBBEE" is a company that designs, manufactures, and sells wireless electric bicycle drives. The entrepreneur is youthful and full of innovative ideas. In his business, he not only offers to improve his bike, but also seeks to "pull" people out of polluting cars.

### 3. Which ethical dilemma did you talk about?

The ethical dilemmas we talked about were environmental pollution, ecology, traffic jams, and lack of parking spaces in the cities. Cars emit huge amounts of carbon dioxide in the world, which causes the greenhouse effect and contributes to a global problem - global warming.

### 4. Which solution did the entrepreneur find?

The solution (s) pointed out by the entrepreneur were to reduce natural pollution by replacing the pollution cars by bicycles. Cycling not only does not harm the environment, but also improves health and well-being. If everyone rode their bikes to work, air pollution would be significantly reduced. „RUBBEE“ electric drive is a great solution to overcome longer distances in the city. The device can be driven 45 km when fully charged. Distances in cities are covered faster by bicycle than by car, especially on traffic time. "RUBBEE" drive can



turn any bike into an electric one in 1 minute. The gear weighs from 2.8 kg, so when removed from the bike, it can be conveniently carried anywhere.

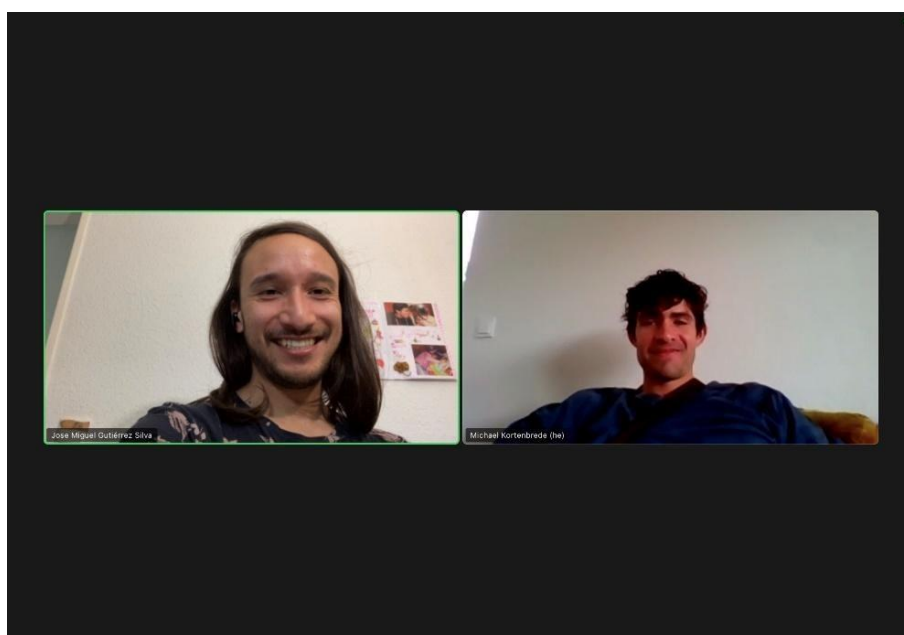
#### 5. How would you explain ethical behaviour after this interview?

As how "To be transparent like a bag". To pay taxes. It's important to be honest and open with employees, shareholders, investors, partners. The most important values mentioned by the entrepreneur are honesty and openness.

#### 6. What is your biggest take-away from this interview?

Gediminas, when he was young, bravely started a business. He started his business with some knowledges had mentor and attracted funding by crowd funding project „Kickstarter“. Gediminas is great example how hobby can be turned into a business. Entrepreneur encouraged not to be afraid and start implementing the ideas. I realized that everyone can build their business if they put a lot of effort, desire and believe in their idea.

### 5.3 Best Practice 3: Bayti Hier



#### 1. How was your experience overall?

Very good.

#### 2. Who was the interviewee?

The interviewee was Michael Kortenbrede, a social entrepreneur from Münster who has been active since 2016 with his company Bayti Hier. Later he founded his second social start-up the Trafostation, which is a social hub to share multicultural events and moments.





### 3. Which ethical dilemma did you talk about?

The difficulty to become a profitable company while trying to maintain the best quality along the value chain. Michael explained that there is not enough willingness from investors and policy makers to establish a more ecological and mainstream option for clothing and it is very difficult for them to remain profitable given the high costs of their garments. The focus is to provide fashion clothing inspired in the Arab culture to an affordable price. However, this is currently limited to their demand and their costs.

### 4. Which solution did the entrepreneur find?

The solution (s) pointed out by the entrepreneur were interesting. From selling pieces to a lower cost for refugees so they can have quality clothes at an affordable price to build networks that will enable them to have more political participation and may be able to influence in some frameworks for the future.

### 5. How would you explain ethical behaviour after this interview?

As a summary, ethical behaviour could be explained as the focus on the core values the company has without forgetting them not even for one day. People follow great leaders and no matter where they are, they always have some similar characteristics, focus on the people, clear communication strategies and great interpersonal skills.

### 6. What is your biggest take-away from this interview?

My biggest take-away was the interviewee himself, Michael showed empathy and great leader skills that have made the company very successful. Bayti Hier goes beyond the concept of offering clothes, they offer a way to communicate and express yourself through culture.



## 6. Indicators of success and how to measure the results

Indicators for success or results comprise a mix of narratives and quantified measures.

**Narratives** could describe a wider impact of the quick scan activity, while **quantitative activities** measure the success of the quick scan itself.

### Narratives

Narratives emerge from interaction with stakeholders. For example, when a student approaches a teacher or trainer and tells how much she helped her uncle with his business based on what she has learned in a particular interview with an entrepreneur. Those specific successes do not always fit quantifiable measures. Nonetheless this is where success is shown. Hence, it is recommended to use those stories and spread them via e.g., social media channels.

### Quantitative indicators

Indicator	Measure	Stakeholder	Data Collection
Overall score for the quick scan activity (satisfaction)	Scale 1-10	Entrepreneurs, Students	Survey for Entrepreneurs (Q5), Survey for Students (Q6)
Information before Interview	Scale 1-10	Entrepreneurs	Survey for Entrepreneurs (Q1a-b)
Meeting Evaluation: Quality of Questions	Scale 1-10	Entrepreneurs	Survey for Entrepreneurs (Q2a-c)
Meeting Evaluation: Behaviour of students	Scale 1-10	Entrepreneurs	Survey for Entrepreneurs (Q3a-c)
Meeting Evaluation: Atmosphere and Interview	Scale 1-10	Entrepreneurs	Survey for Entrepreneurs (Q4a-c)
Willingness of entrepreneurs to further collaborate	Scale 1-10	Entrepreneurs	Survey for Entrepreneurs (Q6)
Preparatory workshop: usefulness, helpfulness	Scale 1-10	Students	Survey for Students (Q1a-e)
Perception of interview: enjoyment, learning, atmosphere	Scale 1-10	Students	Survey for Students (Q2a-d)
Challenge of Quick Scan activity	Scale 1-10	Students	Survey for Students (Q3)
Learning from Quick Scan activity	Scale 1-10	Students	Survey for Students (Q4)



Workload Quick Scan activity	Scale 1-10	Students	Survey for Students (Q5)
Willingness of students to recommend activity	Scale 1-10	Students	Survey for Students (Q7)
Nomination of role models	Count	Entrepreneurs, Students	Teacher/ trainer
Quality of the student assignment	Grade 1-10	Students	Teacher/ trainer
Response rate to interview invitations	Percentage/ Ratio	Entrepreneurs	Teacher/ trainer
Dissemination (e.g., social media posts on assignments and narratives)	Count	Students, Entrepreneurs, Teachers/ trainers	Teacher/ trainer

See also:



Annex 1: Survey for Students



Annex 2: Survey for Entrepreneurs.

## 7. Recommendations of entrepreneurs and students

### Greece (IDEC)

#### Students Recommendations

The students in general were satisfied with the online visits and interviews. Most of them were anxious about time management while others were feeling embarrassed with interviewing the entrepreneurs.

#### Three Tops

1. Planning is the most important part of the whole process.
2. Clarifying the set-up of the interview (time, platform features, need for extra Q&As) makes the experience more concrete and framed for all people involved.
3. Ethical dilemmas are not the No1 priority for students during their studying period.

#### Three Tips

1. Students confessed that they should have done some rehearsals with their teachers before actually meeting the entrepreneurs.



2. Developing a report after the interview was one of the hardest parts.
3. They all agreed that implementing the interviews online was not such a friendly environment for them. Face to face visits might be more efficient and effective for them, since they would have been inside the company involved.

## Entrepreneurs Recommendations

The entrepreneurs agreed that it was an interesting experience and they felt really proud of students actually implementing these interviews.

### Three Tops

1. Entrepreneurs thought that students were really enjoying the interviews although it must have been sometimes hard for them to deal with such a sensitive topic.
2. They said that the students were well prepared and they kept a balance with the time management.
3. Entrepreneurs admitted that it would be stressful for them to be in the student's position.

### Three Tips

1. Students could have looked on the entrepreneurs' LinkedIn profiles or check their CVs online, so as to be better prepared with the entrepreneurs background and professional experience, academic studies etc.
2. Online visits are not as fruitful as physical ones.
3. Entrepreneur's body language is something that students should pay attention to while conducting the interviews.

## Germany (MUAS)

### Students Recommendations

The students overall were happy with their visits and interviews. They however also had some feedback, mostly related to the online format as well as to the limited time. The takeaways are summarized below in form of three tops and three tips:

### Three Tops

1. The workshop was useful to understand the topic and guidelines for interviewing.
2. Real life scenarios with real entrepreneurs were extremely interesting for students.
3. Ethical issues are not the main focus of students, but they are willing to learn about them during university.



### Three Tips

1. Students felt that they did not have enough time to understand fully the concepts of ethical dilemmas. They advised to plan more time for analysing and understanding the topic.
2. Because of the COVID-19 situation, the interviewees decided to conduct the interviews online. In the future, they would prefer in-person visits, as it might help understanding and conversation to see the offices and people.
3. Students lacked the general information to brief interviewees. Either more workshops or a briefing of the interviewees by the teachers would have been beneficial.

### Entrepreneurs Recommendations

The entrepreneurs were overall happy with the interviews and impressed by the students.

#### Three Tops

1. The entrepreneurs' found students were well prepared to interview them with interesting questions while being very comfortable during the interview.
2. The students' time management was appreciated.
3. Entrepreneurs were very happy to participate on the interviews and to be able to explain and share insightful information from their own experiences.

#### Three Tips

As the entrepreneurs only offered praise and no criticism, there are no three tips. In the future, the goal should be to keep it this way and to regularly check with the entrepreneurs that their attitude has not changed.

## Netherlands (Friesland College)

### Students Recommendations

#### Three Tops

1. Students appreciated the preparation workshop, especially in doing research.
2. The course provided them with interview skills. The tips from the entrepreneurs gave new insights to students about how to ask the real questions, i.e., how to know the answer is honest.
3. It gave them a confident feeling that they are well prepared for the company visit.

#### Three Tips



1. The preparation for a company visit could be more interactive.
2. Students would like to get more insights from entrepreneurs and real practice examples.
3. If students didn't join the lessons about "Ethical Entrepreneurship", they need more input to understand the topic well.

## Entrepreneurs Recommendations

### Three Tops

1. The entrepreneurs find this an important theme and appreciate being recognized as "Ethical entrepreneurs".
2. The entrepreneurs see it as a great opportunity to be able to bring this out through education.
3. The entrepreneurs think it is important to share choices and dilemmas with students and to give insights into these dilemmas.

### Three Tips

They were enthusiastic and wanted to participate more often for this kind of session.

## Spain (EP Mataró)

### Students Recommendations

#### Three Tops

1. The workshop gave them the opportunity to see different points of view and to talk to businesspeople with their philosophies.
2. They found it very useful to learn and see things that they practice every day in class.
3. It was very interesting for them to see new business models such as corporativism (which looks more for the welfare of the workers and not only for economic profit).

#### Three Tips

1. Students would like to learn and work on business ethics in a class subject.
2. The students would like to have been trained on this topic beforehand in order to be prepared for the visits.
3. The students propose to make more visits to different companies and to deal with a wider variety of ethical business dilemmas, in order to get different perspectives.



## Entrepreneurs Recommendations

### Three Tops

1. The entrepreneurs were very comfortable with the students and were enthusiastic about their motivation and eagerness to learn about the subject.
2. Entrepreneurs are grateful to be able to collaborate with the school, to be able to share their real experiences and at the same time give voice to business ethics.
3. Employers believe it is very important to teach students that business ethics is a very important part of their future.

### Three Tips

1. The entrepreneurs were very grateful to be able to share their experiences with the students and to be able to show them their businesses.
2. They congratulated us for teaching them that business ethics is very important nowadays and recommended us to keep working on that,
3. They also recommended us to contact more companies and to be able to work with different entrepreneurs to see different perspectives.

## Lithuania (KSPMC)

### Students Recommendations

#### Three Tops

1. Was interesting to work in a group as a team; the idea of workshop and used tools and company „Ūkai“ was interesting. (“ŪKAI” company)
2. Was interesting to analyze company's “RUBBEE” UAB activities and to work in a team. Was interesting to have the opportunity to meet representative of this company and ask concerned questions. Was interesting the idea of the task and was interesting platform used to create the questions. (“RUBBEE” company)
3. Was interesting to work in a team; to know the products and sustainable solutions developed by the company “Solidu”. The information presented was interesting. Was interesting to analyse organization activities, campaigns, projects and the topic was relevant. (“SOLIDU” & “TUŠTI NARVAI” companies)

#### Three Tips

The students in general have no complaints or observations, they liked everything and think that there is no need for changes. The only thing they could add is: cracking internet



connection by using interactive platform, and interactive platform “Mural” was difficult to use on smartphone.

## Entrepreneurs Recommendations

### Three Tops

1. The invitation and planning of the “Quick Scan” interview was excellent.
2. “Quick scan” interview questions, non-verbal communication and length of the interview were excellent.
3. Entrepreneurs said they are very likely to continue to collaborate in the context of our project, for example as a speaker at our events or as a role model for our students.

### Three Tips

The entrepreneurs do not have suggestions, they liked to participate and were very involved. For the students it was very positive to hear their experiences, they learned a lot.

## Cyprus (UNIC)

### Students Recommendations

#### Three Tops

1. Students claimed that they received valuable advices by the entrepreneurs and had the opportunity to discuss with them and find out how they deal with important issues that relate to ethical decision making.
2. They were very satisfied with the answers they received from the entrepreneurs related to the ethical dilemma questions.
3. Entrepreneurs helped them better understand the concept of ethical behaviour and its various dimensions.

#### Three Tips

1. The students do not have negative recommendations, they gave them all the appropriate information in detail for the proper construction of an enterprise.
2. The professionals were willing to share their experience with them, to give them the appropriate guidelines for their future steps at work. They gave them important advice to follow in their future-employment enterprise.
3. The professionals were willing to share their experience with them, to give them the appropriate guidelines for their future steps at work.





## Entrepreneurs Recommendations

### Three Tops

1. The discussion with students was really interesting.
2. The two entrepreneurs were extremely happy to participate in the Quick Scan activities.
3. They liked the opportunity to discuss some really interesting topics with students.

### Three Tips

1. Perhaps the overall experience could have been better if the entrepreneurs were prepared in advance.
2. If the entrepreneurs were told beforehand to think of some ethical dilemmas they faced in the past, perhaps they would have shared better ones with the students.
3. The online discussion was creating some barriers. Having these discussions face to face would uplift the experience for both the students and the entrepreneurs.





## Annex

### Annex 1: Survey for Students

#### Introduction:

Welcome to the Evaluation of the Quick Scan Activity you took part in. Please be as honest and open as possible about your experience to help us improve it!

#### Q1a-e: Preparatory Workshop

First, let's talk about the preparatory workshop.

Please rate the following aspects of the preparatory workshop and your level of preparation:

	Not at all.					Totally agree.				
	1	2	3	4	5	6	7	8	9	10
The workshop was useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned a lot during the workshop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The workshop was interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After the workshop, I felt ready to interview the entrepreneur and guide the conversation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After the workshop, it was easy to create the questionnaire for the interview.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Q2a-d: Interview Impressions

Next, please evaluate the Quick Scan Activity itself (the interview with the entrepreneur).

Please rate the following aspects of the interview:

	Not at all.							Totally agree.		
	1	2	3	4	5	6	7	8	9	10
I enjoyed the interview.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to learn a lot from the entrepreneur.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was an atmosphere that was open and encouraging to ask questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt like the entrepreneur was honest and comfortable with the topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Q3: General impression: Challenging

Lastly, what were your general impressions of the whole activity?

How challenging was the Quick Scan?

	Not at all challenging							Extremely challenging		
	1	2	3	4	5	6	7	8	9	10
Level of challenge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



#### Q4: General impression: Learning

How much did you overall learn from the Quick Scan?

	Nothing at all					Extremely much				
	1	2	3	4	5	6	7	8	9	10
Amount of learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### Q5: General impression: Workload

How reasonable or unreasonable was the workload for the Quick Scan?

	Extremely unreasonable					Extremely reasonable				
	1	2	3	4	5	6	7	8	9	10
Workload	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### Q6: General impression: Satisfaction

Overall, how satisfied or dissatisfied are you with your experience in the Quick Scan activity?

	Extremely dissatisfied					Extremely satisfied				
	1	2	3	4	5	6	7	8	9	10
Level of satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Q7: General impression: Willingness to Recommend

How likely are you to recommend the Quick Scan to friends or fellow students?

	Not at all likely							Very likely		
	1	2	3	4	5	6	7	8	9	10
Likelihood to recommend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Q8ff.: Open questions for feedback

What did you like most about the Quick Scan?

What did you like least about the Quick Scan?

How could the Quick Scan experience be improved?



## Q11ff.: Demographic information

To conclude, please indicate the following information about yourself.

What is your gender?

Male

Female

Non-binary / third gender

Prefer not to say

Please answer the following questions

Country	<input type="text"/>
VET	<input type="text"/>
Year/Semester	<input type="text"/>
Major/Study Program	<input type="text"/>
What is your year of birth	<input type="text"/>



## Annex 2: Survey for Entrepreneurs

### Introduction:

Thank you for your contribution to the Quick Scan activity. We hope you enjoyed the interview with our students!

We would like to ask you to answer a few questions about your experience. Please be open and honest in your evaluations to help us improve the Quick Scan activity in the future.

### Q1a-b: Preparation and Information before Interviews

First, we have a few questions about the preparation and information for the interview. Please indicate how much you agree with the following statements regarding your experience.

	Not at all.					Totally agree.				
	1	2	3	4	5	6	7	8	9	10
I had all the information I needed before the interview.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt ready to receive the students for the interview, visit, and conversation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Q2a-c: Meeting Evaluation: Questions

Next, please evaluate your impressions of the interview questions, the students interviewing you, and the overall atmosphere.

Statements about Questions:

	Not at all.							Totally agree.		
	1	2	3	4	5	6	7	8	9	10
The questions were interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The questions were thought-through.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The questions were appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Q3a-c: Meeting Evaluation: Students

Statements about Students:

	Not at all.							Totally agree.		
	1	2	3	4	5	6	7	8	9	10
The students were interested, paid attention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The students were polite and respectful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The students were well-prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





Q4a-c: Meeting Evaluation: Atmosphere and Length

Statements about Atmosphere and Interview:

	Not at all.							Totally agree.		
	1	2	3	4	5	6	7	8	9	10
I felt comfortable during the interview to share my experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The students helped to create an open, productive atmosphere.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The length of the interview was appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5: General impression: Satisfaction

Last, we would like to ask you for your general impression and opinion.

Overall, how satisfied or dissatisfied were you with the Quick Scan interview?

	Extremely dissatisfied							Extremely satisfied		
	1	2	3	4	5	6	7	8	9	10
Level of satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Q6: General Impression: Willingness to collaborate again

Based on your most recent interaction with our students, how likely are you to further collaborate in the context of our Value and Future projects, for example as a speaker at our events or as a role model for our students?

	Not at all likely					Very likely				
	1	2	3	4	5	6	7	8	9	10
Willingness to further collaborate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Q7: Open question for feedback

Please share any additional feedback you have for the future development of the Quick Scan:



## Q8ff: Business and Entrepreneur Information

Thank you for your honest answers!

We now want to ask you some final questions about your business and yourself.

How many employees work in your establishment?

1-4

5-9

10-19

20-49

50-99

100-249

250-499

500-999

1000 or more



Where are you employed?

PRIVATE-FOR-PROFIT company, business or individual for wages, salary and commissions

PRIVATE-NOT-FOR-PROFIT tax-exempt or charitable organization

SELF-EMPLOYED in own NOT INCORPORATED business, profesional practice or farm

Working WITHOUT PAY in family business farm

OTHER

Which of the following industries most closely matches the one in which you are employed?

Mining

Transportation or warehousing

Manufacturing

Wholesale trade

Arts, entertainment or recreation



Accommodation or food services

Admin, support, waste management or remediation services

Information

Finance or insurance

Forestry, fishing, hunting or agriculture support

Utilities

Healthcare or social assistance

Management of companies or enterprises

Construction

Real estate or rental and leasing

Professional, scientific or technical services

Retail trade

Educational services

Unclassified establishments

Other services



What is your gender?

Male

Female

Non-binary / third gender

Prefer not to say

What is your country of origin?

