

PRACTICAL ACTIVITY: ANALYSE AN ORGANISATIONAL PROCESS

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EntreComp Competence Framework: Ethical and sustainable thinking

Purpose and recipients

This activity aims to teach future professionals to analyse critically organisational processes, always considering ethical and sustainable impacts, and to evaluate the consequences and influence of different ideas, possibilities and actions.

The activity develops skills that are useful in any business sector or professional activity, therefore the learning unit is useful for several teaching environments (VET, professional training, public schools), the main recipients being adult learners (16-25 y.o.) receiving professional training.

Learning outcomes

- Learners understand the key importance of inclusive and sustainable management
- Learners get in contact with corporate social responsibility (CSR)
- Learners can apply effectively communication strategies, team work and critical thinking

Description of the activities and exercises

Step 1

The learning mediator identifies companies or organisations of interest to the group, e.g., the school institution they attend, an organization or company with which the group has come in contact (e.g., in internships or famous companies).

The learning mediator predefines single business/organizational processes that can be easily analysed and implemented with actions that improve its ethical and sustainable approach (e.g., finding information on the company website, accessing the company building, producing promotional materials, archiving, etc).

Depending on participants and the time available, the learning mediator choose whether to analyse one or more processes.

This activity can be conducted in small groups or plenary.



Step 2

SMALL GROUPS

1. The learning mediator introduces the basic concepts of ethical and sustainable thinking
2. Majority choice of an organisational reality and an organisational/business process to be analysed
3. Collectively carry out an initial evaluation of the selected process, analysing the areas of possible improvement from an ethical and sustainable point of view
4. Identify the specific objectives that one would like to achieve to improve the ethics and sustainability of the organisational reality, identifying the key performance indicators
5. Divide those present into small groups of 2/3 people. Each group should develop as detailed as possible an action plan. The plan should include concrete activities and a description of the resources needed for its implementation
6. When the draft of the action plan is finished, compare the results obtained by each group by starting a discussion
7. Conclusions by the learning mediator

PLENARY

1. The learning mediator introduces the basic concepts of ethical and sustainable thinking
2. Majority choice of an organisational reality and an organisational/business process to be analysed
3. Carry out an initial evaluation of the selected process, analysing the areas of possible improvement from an ethical and sustainable point of view
4. Identify the specific objectives one would like to achieve to improve the ethics and sustainability of the organisational reality, identifying the key performance indicators
5. Develop together an action plan that is as detailed as possible. The plan should include concrete activities and a description of the resources needed for its implementation
6. Once the action plan has been drafted, initiate a critical-analytical discussion with the participants
7. Conclusions by the tutor

Step 3



During the activity, the learning mediator evaluates the learner's behaviour by scaling the following parameters:

- **Participation:** learners must actively participate in the couple or plenary activity sessions
- **Critical thinking:** learners are encouraged to analyse processes and reflect on how they can be implemented. Moreover, learners are urged to consider the consequences of their actions.

Methodology

Combining couple and plenary exercises, the activity promotes both collaborative and individual critical thinking. The learning mediator can motivate the learners by choosing companies/organisation of interest to them (e.g. a very famous company).

The frontal explanations are limited to the initial moment in which the learning mediator provides the general background of ethical and sustainable thinking; during the plenary discussions or the couple work, the learning mediator intervenes only to guide and boost the discussion between the learners, leaving space to their opinions and trials.

Supporting resources

To help the learners discussing ideas/consequences, the learning mediator could provide real examples of green/inclusive companies.

Duration: 90'

Competence level: EQF 2 and 3