

LCVP



ENTERPRISE MATERIALS

**Resource
Pack
for Teachers**

Leaving Certificate Vocational Programme

LCVP



ENTERPRISE MATERIALS

Written by the LCVP Action Group

LCVP Resource Materials

© 2000 LCVP Action Team

The LCVP is a Senior Cycle Programme of the Department of Education and Science designed to enhance the established Leaving Certificate. The LCVP combines the academic strengths of the established Leaving Certificate with a new and dynamic focus on enterprise, the world of work, information technology and languages.

LCVP OFFICE

Navan Education Centre
Athlumney, Navan, Co Meath

E.mail: office@lcvp.ie
Website: www.lcvp.ie

LCVP



Contents

Introducing Enterprise	4
What is Enterprise ?	5
Qualities for Enterprise	8
 Enterprise and the Individual	12
Personal Enterprise	13
Enterprise Questionnaire	15
 Business Enterprise	18
The Business Entrepreneur	19
Characteristics and Traits	20
Profile of an Entrepreneur	23
 Community Enterprise	25
Enterprising People	26
Community-based Enterprises	28
 Planning an Enterprise	30
Personal Plan	31
Skills Audit	34
Planning	37
Generating Ideas	40
Writing Your Enterprise Plan	49
Market Research	52
 Setting Up Your Enterprise	57
Key Stages	58

LCVP



Introducing Enterprise



What is Enterprise?

Purpose:



- ◇ Define enterprise in as broad a way as possible.
- ◇ See where enterprise is evident around us.

Resources:



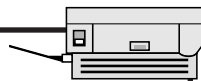
- ◇ Handout 1 : “Enterprise in Evidence”.
- ◇ Handout 2: “Defining Enterprise”.
- ◇ Leaflets from enterprise organisations.
 - Enterprise Ireland
 - County Enterprise Boards
 - Community Networks
 - Leader Networks
 - Teagasc
 - Local Newspapers
 - Banks
 - Internet search
 - LCVP Home page

The importance of enterprise and the value of personal enterprise in our lives is widely appreciated. When enterprise is mentioned students may often automatically associate it with entrepreneurial activity and sometimes fail to see the importance of enterprise as a culture affecting all aspects of our lives.

Enterprise should be examined and understood in its widest context: personal enterprise, entrepreneurial enterprise, community enterprise. The entrepreneur is always an enterprising person but an enterprising person is not necessarily an entrepreneur. Students, workers, community activists, voluntary workers can all enhance their work and promote their own success by being enterprising in their lives.

Activity:

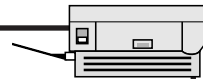
- Brainstorm student ideas on what enterprise is while one student keeps a record on a chalkboard or flip chart.
- Ask the class to break into small groups of 3-4. Each group should identify as many examples as possible in a short space of time, of where enterprise is evident at home, at school, at work and at leisure.
Use Handout 1.
- Groups elect individuals to report back to the whole class. Record main points on chalkboard or flip chart.
- Give students Handout 2. Ask them to insert in each of the blank spaces the statements from the given list which they consider most appropriate. One example has been completed.
- Evaluate learning by restating the aims and asking students to briefly say what they have learned.



Home

School / Work

Leisure



Being Personally Enterprising as :

•

Or

Or

Means:

•

•

•

Being Enterprising as an Entrepreneur in:

•

Or

Or

Means:

•

•

•

Being Enterprising in the Community in:

•

Or

Or

Means:

•

•

•

Being Enterprising:

Voluntary organisations,
Manufacturing industry,
A student,
An employee,
Sales (retail or wholesale),
Sporting organisations / clubs,
Service industries,
Community development,
A self employed person.

Means:

Making the most of personal opportunities,
Seeing and exploiting commercial opportunities,
Taking calculated risks for profit,
Being willing to make a social contribution,
Making the most of your skills,
Being able to set realistic goals,
Employing skills in business,
Exploiting opportunities to community advantage,
Employing skills in social or voluntary work.

Write in the blank spaces the statements from each list which you think most appropriate



Qualities for Enterprise

Enterprising people are equipped with a certain set of personal qualities which enable them to perform as they do. They also possess a developed set of skills which complement these qualities.

Purpose:



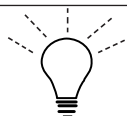
- ◇ Develop a list of qualities and skills an enterprising person might possess.
- ◇ Evaluate and prioritise these qualities and skills.

Resources:



- ◇ Handout 3 : “An Enterprising Person”.
- ◇ Handout 4: “Qualities for Enterprise”.
- ◇ Newspaper profiles of successful people.
- ◇ Audio and video recordings of interviews with successful people.
- ◇ Internet search
- ◇ Gaisce

What Next?



- ◇ Prepare a questionnaire to survey other students on their understanding of enterprise.

Students should be familiar with a range of these qualities and skills and be able to appreciate their value. They should also be able to evaluate themselves critically and constructively in the light of this.

Activities:

- Give students Handout 3. This is a card-sort exercise in which students consider the kind of qualities which might be expected from an enterprising person.
 - Working in pairs, each student should sort the cards into three piles - “strongly agree”, “strongly disagree” and “not sure”.
 - Use a whole class discussion to review and evaluate the activity.
- Brainstorm with the whole class a list of qualities and skills an enterprising person might display. One student keeps a record on a chalkboard or flip chart.
 - Give students Handout 4. From the combined lists of qualities and skills on the chalkboard or flip chart and on the handout, students should list in order of merit the ten most important skills in Column 1.
 - Ask the class to break into small groups of 4-6. Working in these groups students should agree through discussion a group list of the ten most important qualities and list these in Column 2.
 - Groups appoint a member who will report back to the whole class to present their agreed findings and explain their rationale.



An Enterprising Person H03

An Enterprising Person

Is only interested in making money



An Enterprising Person

Was born, not made, that way



An Enterprising Person

Wants to make jobs for other people



An Enterprising Person

Can't afford to think about the environment



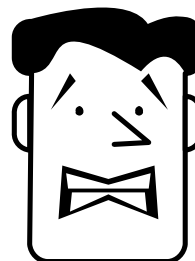
An Enterprising Person

Is well educated



An Enterprising Person

Doesn't like making decisions



An Enterprising Person

Is prepared to take risks



An Enterprising Person

Always knows what he or she wants to do next



An Enterprising Person

Has a good understanding of people



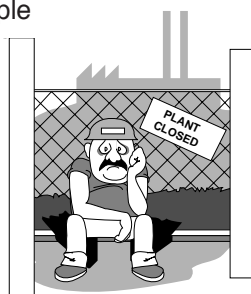
An Enterprising Person

Needs to communicate well



An Enterprising Person

Doesn't care about other people



An Enterprising Person

Always comes up with original ideas



Use a scissors to cut into individual cards



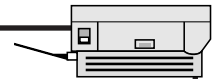
An Enterprising Person HO3a

Strongly Agree

Not Sure

Strongly Disagree

When you have cut the handout H2 into 12 separate cards you should sort the cards into three piles and place them on the squares above.



Some Qualities of Enterprising People:

- | | |
|----------------------|---------------|
| - Self confident | - Realistic |
| - Good time managers | - Persevering |
| - Innovative | - Analytical |
| - Determined | - Self aware |
| - Initiative takers | - Committed |
| - Reliable | - Honest |
| - Adaptable | - Creative |

Your Task:

- Working on your own, list in order of merit the ten most important qualities you feel a successful entrepreneur should possess. Refer to the list of qualities on the chalkboard and those above when compiling your list. Record your work in Column 1 below.
- Working in your group, discuss the qualities you have selected and the order of merit with the others. Come to an agreement on a common list of ten qualities that the group is happy with. Record this list in Column 2 below.
- Elect a group member who will report back to the whole class on your group's work and explain the reasons for your choices.

Column 1

Column 2

1

2

3

4

5

6

7

8

9

10

LCVP



Enterprise and the Individual



Personal Enterprise

The exercise of personal enterprise plays a central role in our success at study, at leisure, in employment or in self-employment.

Purpose:



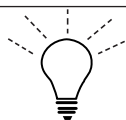
- ◇ Allow students to examine the extent to which they are personally enterprising in their own lives.
- ◇ Complete an evaluation questionnaire.

Resources:



- ◇ Handout 5 : “Are You Enterprising?”
- ◇ Handout 6: “Enterprise Questionnaire”.
- ◇ See “Introducing Enterprise” and “Qualities for Enterprise”.

What next?



- ◇ Set tasks to show personal enterprise in
 - preparing own C.V.
 - preparing personal SWOT analysis
 - preparing a study plan
 - generating extra pocket money.

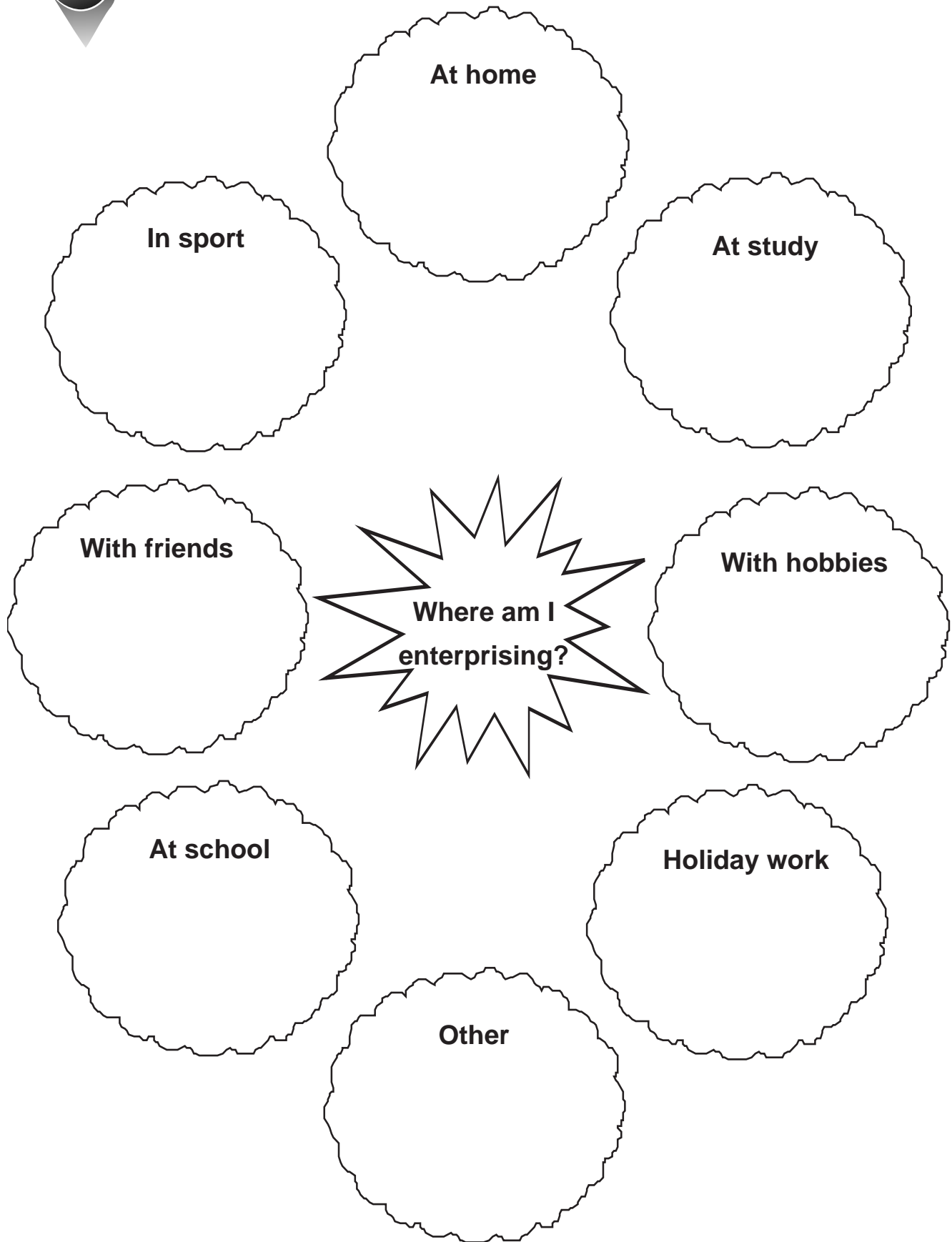
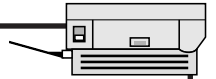
Students should be aware of how they show enterprise in their lives and in their work. Many students are highly enterprising in their school work, others show great enterprise in holiday or weekend work. Others still demonstrate great enterprise in the evasion of authority or the avoidance of work and though this enterprising spirit could be better directed, it should be recognised for what it is - enterprise.

Activities:

- Brainstorm with the whole class ways in which they demonstrate that they are enterprising in their lives. One student should keep a record on the chalkboard or on a flip chart. Consider home, school, work, leisure.
- Give students Handout 5 “Are You Enterprising?”. Students should spend some time thinking about where in their lives they are enterprising and complete Handout 5.
- Conduct a whole class discussion to review and evaluate the views on personal enterprise.
- Give students Handout 6 “Enterprise Questionnaire”. They should complete the questionnaire and then use the tally sheet provided to perform their own self-analysis.
- Conduct a whole class discussion to review this exercise and allow students to discuss its value, fairness, accuracy etc.



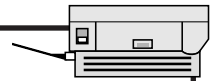
Are You Enterprising? H05



Think about what you do that is enterprising in any of these areas of your life.
Make a note of how you feel you are enterprising.



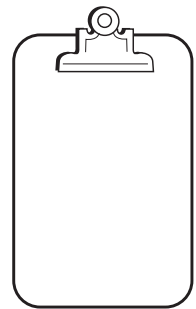
Enterprise Questionnaire H05



Are you naturally an enterprising person or do you need to develop your enterprise skills further? If you are an enterprising person, to what extent are you so?

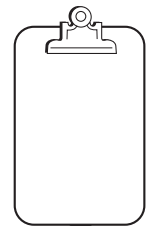
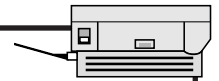
This questionnaire involves self analysis and is intended to give you some idea of the extent of your enterprise skills.

Answer each question as honestly as you can. Do not be tempted to give the answer you think will rate highest. The scoring system is not as predictable as you might think!!



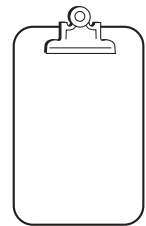
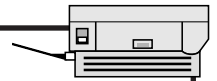
Tick the answer box which applies most closely to you.

- | | | | | |
|----|---|----|-----------|--------------------------|
| 1. | Do you like working by yourself with little outside guidance? | a. | Yes | <input type="checkbox"/> |
| | | b. | Usually | <input type="checkbox"/> |
| | | c. | No | <input type="checkbox"/> |
| 2. | Are you confident you will achieve good results in anything you choose to do? | a. | Yes | <input type="checkbox"/> |
| | | b. | Usually | <input type="checkbox"/> |
| | | c. | Sometimes | <input type="checkbox"/> |
| 3. | Do you find it frustrating not being given the freedom to act on your own initiative? | a. | Very | <input type="checkbox"/> |
| | | b. | Usually | <input type="checkbox"/> |
| | | c. | Can cope | <input type="checkbox"/> |
| 4. | When something you are involved in goes wrong, do you feel responsible? | a. | Yes | <input type="checkbox"/> |
| | | b. | Sometimes | <input type="checkbox"/> |
| | | c. | No | <input type="checkbox"/> |
| 5. | When you become involved in something, are you likely to begin suggesting improvements? | a. | Often | <input type="checkbox"/> |
| | | b. | Sometimes | <input type="checkbox"/> |
| | | c. | Seldom | <input type="checkbox"/> |
| 6. | Can you work effectively with other people? | a. | Usually | <input type="checkbox"/> |
| | | b. | Sometimes | <input type="checkbox"/> |
| | | c. | Seldom | <input type="checkbox"/> |
| 7. | Are your decisions based mostly on your own views and experience? | a. | Yes | <input type="checkbox"/> |
| | | b. | Sometimes | <input type="checkbox"/> |
| | | c. | No | <input type="checkbox"/> |
| 8. | Do you put equal effort into all tasks that face you? | a. | Yes | <input type="checkbox"/> |
| | | b. | Usually | <input type="checkbox"/> |
| | | c. | No | <input type="checkbox"/> |



Tick the answer box which applies most closely to you.

- | | | | | |
|-----|---|----|------------|--------------------------|
| 9. | Are you happy with what you have achieved so far? | a. | Yes | <input type="checkbox"/> |
| | | b. | Reasonably | <input type="checkbox"/> |
| | | c. | No | <input type="checkbox"/> |
| 10. | Are you happy with your present lifestyle? | a. | Yes | <input type="checkbox"/> |
| | | b. | Reasonably | <input type="checkbox"/> |
| | | c. | No | <input type="checkbox"/> |
| 11. | Are you concerned by what your friends, teachers and family think of you? | a. | Yes | <input type="checkbox"/> |
| | | b. | Sometimes | <input type="checkbox"/> |
| | | c. | No | <input type="checkbox"/> |
| 12. | Do you have a clear idea of what you want to have achieved three years from now? | a. | Yes | <input type="checkbox"/> |
| | | b. | Sometimes | <input type="checkbox"/> |
| | | c. | No | <input type="checkbox"/> |
| 13. | Do you believe you can control and direct your future? | a. | Yes | <input type="checkbox"/> |
| | | b. | Sometimes | <input type="checkbox"/> |
| | | c. | No | <input type="checkbox"/> |
| 14. | Do you speak your mind even though it can cause problems? | a. | Yes | <input type="checkbox"/> |
| | | b. | Sometimes | <input type="checkbox"/> |
| | | c. | No | <input type="checkbox"/> |
| 15. | When you have a setback or failure, can you forget about it easily? | a. | Yes | <input type="checkbox"/> |
| | | b. | Sometimes | <input type="checkbox"/> |
| | | c. | No | <input type="checkbox"/> |
| 16. | Do you feel adequately rewarded for the work you have done? | a. | Yes | <input type="checkbox"/> |
| | | b. | Sometimes | <input type="checkbox"/> |
| | | c. | No | <input type="checkbox"/> |
| 17. | Do difficult working conditions seriously affect your performance? | a. | Yes | <input type="checkbox"/> |
| | | b. | Sometimes | <input type="checkbox"/> |
| | | c. | No | <input type="checkbox"/> |
| 18. | Do your ambitions have the full support of your family and those close to you? | a. | Yes | <input type="checkbox"/> |
| | | b. | Usually | <input type="checkbox"/> |
| | | c. | No | <input type="checkbox"/> |
| 19. | When you are uncertain of what lies ahead, are you inclined to carry on regardless? | a. | Yes | <input type="checkbox"/> |
| | | b. | Sometimes | <input type="checkbox"/> |
| | | c. | No | <input type="checkbox"/> |



Counting Your Score

Question	a	b	c
1.	3	2	1
2.	3	2	1
3.	3	2	1
4.	3	2	1
5.	3	2	1
6.	3	2	1
7.	3	2	1
8.	1	2	3
9.	1	2	3
10.	1	2	3
11.	3	2	1
12.	3	2	1
13.	3	2	1
14.	1	2	3
15.	3	2	1
16.	1	2	3
17.	1	2	3
18.	3	2	1
19.	3	2	1

Ratings

- Over 55** You appear to know what you want to do and you have the motivation and attitude needed to succeed in your career. You have the qualities which would make you likely to succeed in your own business, provided that you obtain the proper advice and construct a careful business plan.
- 50-55** You have most of the qualities shown by people who are independent and self-reliant. You stand every chance of being successful in your career. With the right advice and support you could prove successful in your own business.
- 45-49** The motivation and attitude to succeed in projects is probably there. You seem to lack commitment in certain areas. Family commitments may make you cautious in business. On the other hand, you may not be committed to acquiring money.
- 40-44** You may be better suited to working for another person or in a large organisation, possibly in a managerial position. If your ambition is to work for yourself, then a partnership with someone who can complement your skills may be your best option.

LCVP



Business

Enterprise



The Business Entrepreneur

Entrepreneurs are people who have the ability to spot and evaluate business opportunities, to gather the necessary resources to take advantage of them and to take the appropriate action and risks to ensure success.

Purpose:



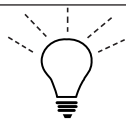
- ◇ To gain an insight into the personal qualities of the entrepreneur.
- ◇ Develop understanding of what motivates the entrepreneur.

Resources:



- ◇ Handout 7 : “The Entrepreneur”.
- ◇ Handout 8 : “Entrepreneurial Traits”.
- ◇ Handout 9 : “The Entrepreneur - Some Characteristics and Traits”.
- ◇ OHP slide S1
- ◇ “Start your own business” packs from banks.

What next?



- ◇ Invite an entrepreneur to visit the class group.
- ◇ Examine case studies and newspaper profiles of

Entrepreneurs are action-orientated, highly motivated individuals who take calculated risks to achieve goals. Without entrepreneurs in an economy little business development or wealth creation would occur. Entrepreneurs are innovators who enable resources such as labour, capital, premises and raw materials to be combined in a successful business venture.

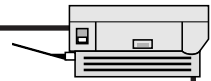
Activities

- Using Handout 7 “*The Entrepreneur*” ask students, while working alone, to list a number of characteristics an entrepreneur might possess. List some traits of these characteristics, such as how these characteristics are demonstrated in real situations.
- Brainstorm with the whole class a list of characteristics and traits an entrepreneur might display. One student should be appointed to keep a record on a chalkboard or flip chart.
- Complete Handout 7.
- Working alone, list in order of merit the six most important traits you think an entrepreneur should possess. Record your list in Column 1 of Handout 8 “*Entrepreneurial Traits*”
- Ask class to break into groups of 4-6. In these groups negotiate and agree a list of the six most important traits in order of merit and record these in Column 2 of Handout 8. In each case, one group member should report back to the whole class and justify his/her choice.
- At the end of the session, distribute Handout 9 and ask students to compare the list with the results of their discussions.



The Entrepreneur - H07

Characteristics & Traits



Characteristics:

Traits:

Self Confident

*Has positive self-image, shows independence,
demonstrates individuality, is an optimist.*

Action-orientated

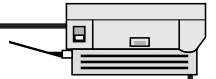
*Likes challenge, calculates carefully, enjoys
decision-making, can cope with setbacks.*

Leadership Skills

*Has need for achievement, is profit-oriented, seeks
personal satisfaction.*

Originality

Attempt to list characteristics and traits that you think an entrepreneur should possess in the spaces above. The first characteristic with traits which describe it is complete. The next five should be completed by you while the final two are entirely up to you.



Traits of an Entrepreneur

HO8

Your Task:

- Working on your own, list in order of merit the six most important traits you feel a successful entrepreneur should possess. Record your list in Column 1 below.
- Working in your group, discuss the traits you have selected with the others. Through debate and negotiation come to an agreement on a common list of six traits that everyone can find acceptable. Record this list in Column 2 below.

Column 1

Column 2

1

2

3

4

5

6



The Entrepreneur

Some characteristics and traits

Characteristics:



Self-confident



Action-orientated



Risk-taker



Good leadership skills



Highly motivated



Originality

Traits:

Positive self-image, independence, individuality, optimism.

Initiative, persistence, determination, hard worker, drive, energy.

Likes challenge, careful calculation, decision making, coping with setbacks.

Gets along well with others, good interpersonal skills, responsive to suggestions and criticisms, responsible.

Need for achievement, profit-oriented, personal satisfaction.

Innovative, creative, flexible, openness of mind, resourceful, versatile.



Profile of an Entrepreneur

Activities

Purpose:



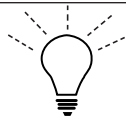
- ◇ To gain an appreciation of the extent of entrepreneurship in the community.
- ◇ To identify a range of businesses of various types operating in the community.
- ◇ To identify, approach, interview and profile a local entrepreneur.

Resources:



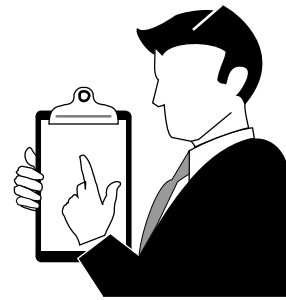
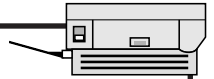
- ◇ Handout 10 : "Profile of an Entrepreneur".
- ◇ Directory of local businesses.
- ◇ Chamber of Commerce.
- ◇ County Enterprise Board.
- ◇ Local newspapers.
- ◇ Yellow Pages.
- ◇ Newspaper profiles of successful business people.

What next?



- ◇ Visits by groups of students to suitable businesses of interest.
- ◇ Preparation of a map showing locations and types of businesses in the local area.

- Working alone, ask students to compile a list of six entrepreneurs whom they either know personally or know of in the community. They should also list the business each person is active in.
- Brainstorm with the whole class a comprehensive list of these people and their businesses and classify them by type.
- Ask students working in groups of 3-4 to identify one entrepreneur from the list whom they will contact, interview and prepare a profile on. Students should use Handout 10 "*Profile of an Entrepreneur*" as a guide in this activity.
- Profiles should be prepared individually using a word processor and should include appropriate photographs and clippings. Letters requesting interviews and replies should also be included.
- A projected plan of action for the activity and a diary of events would also be important items to record.
- At the end of the activity, each group should make a presentation to the whole class group. The presentation should summarise the content of the profile they have prepared and reflect upon what the group learned in the course of the activity.



Your Task:

- Working with your group identify an entrepreneur for whom you will prepare a profile. The person you choose should be someone who is willing to cooperate, to whom you can gain reasonable access and whose enterprise you find interesting.
- Contact the person, conduct an interview to investigate his/her story.
- Write the profile of the person using the headings below as a guide.

The Profile:

1. Personal Details

Name, address, telephone.

2. The Enterprise

Describe the business with which your chosen person is associated. Examine what it does, how it does it and for whom. Look at organisational structure, employees, projections for the future etc.

3. Motivation

Find out why and how the person became involved.

4. Problems

Describe the difficulties faced by the person in starting the enterprise and the day to day difficulties encountered in running the business.

5. Qualities

What are the personal qualities required to succeed in this area of work?

6. Your View

Record your own view of how this person shows enterprise in his/her work and life.

7. Other

Any other significant information.

LCVP



Community

Enterprise



Enterprising People

Our local communities are full of people who show great enterprise in their lives. These may be local business people, community organisers, sports club members and officials, sales assistants, office workers, parents, students.

Purpose:



- ◇ Appreciate the many manifestations of an enterprise culture visible in the local community.
- ◇ Identify, meet, interview and profile an enterprising person.

It is important for students to appreciate the different ways in which people are enterprising in their lives and to be able to identify people who demonstrate these qualities in the way they live.

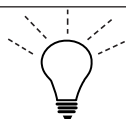
Activity

Resources:



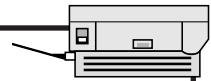
- ◇ Handout 11 : “Enterprising People”.
- ◇ Recipients of student awards.
- ◇ Past pupils.
- ◇ Family.
- ◇ Local newspapers.
- ◇ School magazines.
- ◇ Board of management.

What next?



- ◇ Construct a time flow chart of the people who have affected your life to date.
- ◇ Investigate criteria for personal achievement awards
 - Gaisce
 - Person of the year
 - Student of the year

- Brainstorm student ideas about people in the local area who they believe have shown enterprising qualities. Encourage identification of people from different backgrounds who are involved in a variety of activities. One student should record, on chalkboard or flip chart, the names and the reasons why various people are thought to be enterprising.
- Ask students to identify one person from among their family and friends who they think has demonstrated unusual enterprise in the work that he/she does. This person may or may not be one of those listed on the chalkboard or flip chart.
- Each student should then prepare a profile of this individual explaining how he/she has been enterprising in work or leisure.
- Students may use Handout 11 “*Enterprising People*” as a guide in this activity.
- Profiles, complete with photographs where possible, should be prepared using a word processor and presented to the class.
- This work could form the basis of a Summary Report.



Your Task:

- Identify someone you know who you believe has shown enterprise in his/her life, work, or community involvement .
- Contact the person, interview him/her and investigate in what ways he/she has been enterprising
- Write a profile of the person using the headings below as a guide.

The Profile:

1. Personal Details

Name, address, telephone.

2. Why?

Describe why you chose this person to profile. What personal qualities does this person possess which helped him/her succeed?

3. Achievements

Describe the person's achievements.

4. Education

Outline the educational background of the person. How important a factor was education in his/her success? Were other factors more important?

5. Ambitions

Describe the person's plans, hopes and dreams for the future.

6. Interests and Hobbies

How does this person use his/her leisure time? Is this a factor in his/her success?

7. Your View

Record your own view of how this person shows enterprise in his/her work and life.

8. Other

Any other areas of this person's life that you think are significant.



Community - based Enterprise

Entrepreneurial activity in a community does not just involve money-making by individuals. People often get together to use their entrepreneurial skills and talents, on a voluntary basis, to help others or improve their community. For example, many towns have a Tidy Town's Committee, a St Vincent de Paul Society, Youth Clubs, Drama Societies etc.

Purpose:



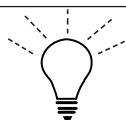
- ◇ Appreciate the value of teamwork and partnership in achieving goals.
- ◇ Identify, and research the work of community groups.

Resources:



- ◇ Handout 12 : "Community - based Enterprise".
- ◇ LCVP Resource Book "My Own Place".
- ◇ Website: www.comhairle.ie

What next?



- ◇ Compile a directory of local Voluntary Organisations.
- ◇ Invite a representative from a voluntary organisation to visit the LCVP class.
- ◇ Plan a fund-raising event for a local voluntary organisation.

Activity

- Brainstorm a list of organisations in the community which depend on voluntary effort.

Identify one organisation in each of the following areas:

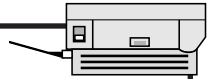
Sport and Recreation

Youth

Community Welfare

Environment

- Get different groups of students to each investigate a voluntary organisation. Use Handout 12, "Community-based Enterprise", as a resource for this activity.
- Areas of investigation could include organisation aim, structure, resourcing, personnel, training, achievements and future plans.
- An individual, who is working for a voluntary organisation could be interviewed and profiled by the student group.
- Following the investigation and/or the interview, get each group to make a short presentation to the class on the role and work of each of the organisations studied.
- The information from these activities could be used as a basis of a Summary Report for the students' portfolio.



Your Task:



Part 1

- Make a list of all community and voluntary organisations in your local area.
- Your group should select one organisation to investigate. Find out information under the following headings:

name and aims of organisation, source of funding, number of people working locally, types of work, qualifications and training required, achievements, future plans.

Part 2

- Contact a person who works for the organisation you have investigated and arrange an interview.
- In the interview find out how the work of members helps the group to achieve its aims.

The Interview

- Before you interview the person, draw up a short list of questions:
 - personal details - name, address, status, work, interests
 - voluntary group details - name, numbers involved, aims, resources, funding
 - reasons for getting involved
 - personal achievements
 - importance of teamwork
 - advice for anyone wishing to get involved.

LCVP



Planning an Enterprise



Personal Plan

Success is seldom a matter of accident but the result of careful forward planning. This unit highlights for students the importance of planning in their everyday lives and helps them to set personal targets and goals.

The design of a personal plan involves examining where you are now, deciding where you wish to be and then setting out a plan of action to get there.

Purpose:



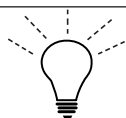
- ◇ Introduce the idea of goal setting and planning for success.
- ◇ Focus on the importance of personal planning as a life skill.

Resources:



- ◇ Handout 13 : "Life Paths".
- ◇ Handout 14: "My SWOT and I".

What next?



- ◇ Interview an adult you regard as successful in life and seek their views on the importance of goal setting and planning.
- ◇ Set goals and prepare a term plan for the LCVP class.
- ◇ Survey other students to determine the proportion who consciously set goals and design plans for themselves.

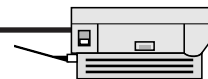
- You can set goals for all aspects of life, your future career, sporting goals, study goals, family, etc.
- Goals should be specific and measurable.
- Goals should be realistic and achievable providing neither too great nor too little challenge.
- Goals should have a time scale otherwise you can never evaluate your success.
- *Set Goals!*
You cannot hit a target that is not there!
- *If you want it you must go and get it!*

Activity:

- Introduce the topic of planning by getting the student to brainstorm plans he/she may have already made, for example, weekend or holiday plans.
- Prompt students to consider what a plan is and why plans are needed?
- Prompt students to consider where they are now, what their goals are for the future and what steps are necessary to achieve these?
Use Handout 13.
- Ask students to analyse their position now and to set goals for themselves in the light of this for the remainder of the school year.
Use Handout 14.
- Evaluate the activity by restating the aims and encouraging students to set goals and plan for success in appropriate areas of their lives.



Your Life Path HO13



In 1970 a study was conducted in a university in the USA. It found that 3% of final year students had set written goals. The researchers tracked the year group and ten years later analysed their performance. They found that the 3% who had written goals were wealthier than the other 97% and enjoyed a better quality of life. Written goals work!

Further study and a career in

.....
.....
.....
.....



Career in

.....
.....
.....
.....



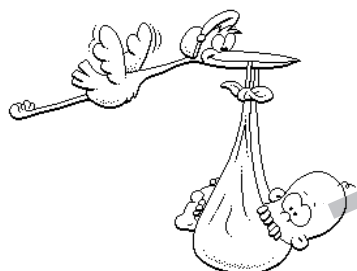
Your Task:
Put in symbols along your path and write beside them.

Use the letter S to highlight important events, successes, interests, disappointments, achievements, people etc.

Use the letter p to highlight any point at which you set (or intend to set) goals and plans.

I went to Secondary School in.....

.....



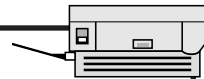
I was born on



I went to Primary School in.....

.....





My SWOT and I

H014

My Strengths:

Things I have going for me right now.

In School:

.....

.....

.....

.....

.....

Outside School:

.....

.....

.....

.....

.....

My Areas of Weakness:

Things holding me back, areas where I could do with improvement.

In School:

.....

.....

.....

.....

.....

Outside School:

.....

.....

.....

.....

.....

Opportunities I have

Things I have available to me that I could use.

In School:

.....

.....

.....

.....

.....

Outside School:

.....

.....

.....

.....

.....

Tasks I will undertake:

Things I will do to use my strengths and tackle my weaknesses.

Using my strengths:

.....

.....

.....

.....

.....

Tackling weaknesses:

.....

.....

.....

.....

.....



Look at what you can do!

0-18 months...learned to walk...tried, fell over...tried again, fell on my face...learned from failure, adapted, tried again and finally succeeded.

0-5 years...learned to talk, no inhibitions...tried, got it wrong, people laughed, no problem...adapted, tried again and finally achieved success.

"Success is going from failure to failure with great enthusiasm"Winston Churchill.

Believe in yourself, take responsibility, take action and it will be yours.....remember "all achievers are dreamers but not all dreamers are achievers".



Skills Audit

The catalyst for success in any enterprise activity is the use of the human resources and skills which are available. The first step is to identify these resources and skills.

Students may not be aware of the skills they possess, individually or as a group. This skills audit activity allows skills to be identified and also highlights areas in which skills may need to be developed.

Purpose:



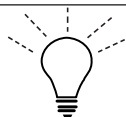
- ◇ Make students aware of what the key skill areas are.
- ◇ Enable students to identify their own skills and also the skill areas in which they may need to improve.
- ◇ To enable team skills profiles to be prepared, where teams have already been established.

Resources:



- ◇ Handout 15 : "What are Your Skills"?
- ◇ Handout 16: "Team Skills Profile".

What next?



- ◇ Generate ideas for enterprise activities and marry these to the team skills profiles.
- ◇ Set task for a team to prepare a simple statistical analysis of the skills of the whole class group. Prepare and present using a spreadsheet.
- ◇ Arrange visits out or invite resource visitors in, to address skill deficits.

A skills audit may also be used to prepare for and de-brief after work experience and to identify skills to highlight in a C.V. or interview.

Activity:

- Introduce the topic by getting the students to brainstorm for 3-4 minutes everything they can do, no matter how small, for example, babysit, cycle, study, cut lawn. Have two students keep a record on the chalkboard.
- Facilitate the grouping of the skills with reference to three main areas:
 1. Personal Skills and Qualities.
 2. Technical and Practical Skills.
 3. Interpersonal and Group Skills.
- Distribute Handout 15. Discuss briefly the items in each area. Emphasise that each individual has strengths that must be respected in a team, for example, "the listener is as important as the organiser". Have students complete Handout 15 individually.
- Where teams already exist individual profiles can now be used to compile a team skills profile. Use Handout 16. Ask team representatives to report back to the whole class group. Skill deficits, such as word processing, can be identified in this way and addressed.
- Prepare a short personal report on this activity, focusing on Handout 16.



What are Your Skills?

Tick the boxes to rate yourself in each of the skill areas listed below.
If possible give an example of where you demonstrated this skill in the last year.

Personal Skills/Qualities I am:

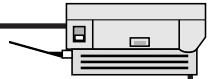
	High	Medium	Low	Example in last year
Honest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dependable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willing to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determined	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Show initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Know strengths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Humorous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friendly and sociable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organise my time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Admit mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accept criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Express my opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Technical/Practical Skills I am good at:

	High	Medium	Low	Example in last year
Writing letters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foreign languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Researching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generating ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Designing/Art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good on telephone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good with my hands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Report writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interpersonal/Group Skills I am able to:

	High	Medium	Low	Example in last year
Work well with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicate well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead others/chair meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allow others to lead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deal with conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teach skills to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meet and greet strangers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seek the opinion of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensure others are heard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speak in front of a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follow the ideas of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourage others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Get on with authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Team Skills Profile

Use each team member's personal audit to compile a skills profile of the team. First agree a list of strengths that the team has and then compile a list of the areas in which the team needs to develop skills.

Team Strengths:

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the entire width of the page. There are no margins, text, or other markings present.

Team Weaknesses:

[illegible]



Planning

This unit gives students the opportunity to gain experience of planning. Case studies are used to provide students with a framework in which to work. The complexity of the task facing the students will vary with the complexity of the case studies used.

Planning takes time. Students will need to give consideration to what their aims are, what resources they have available, how they will go about achieving their aims and how they will know that they have reached their targets.

Purpose:



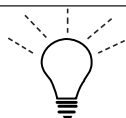
- ◇ Allow teams to plan solutions to real challenges.
- ◇ Students apply team skills in a practical, planning environment.

Resources:



- ◇ Handout 17 : "Planning Sheet".
- ◇ Handout 18: "Case Studies".

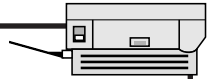
What next?



- ◇ Students may follow through on one of their plans.
- ◇ Prepare a plan for the next LCVP activity.
- ◇ Examine the production of business plans associated with students' mini-enterprise activities.

Activity:

- Discuss the topic of planning and highlight the need for teams to make plans for any enterprise activity they may wish to undertake.
- Divide the class into teams of 5-6. Give each team a case study which presents them with a situation for which they must come up with a plan of action.
- Distribute Handout 17. Use this Handout to emphasise to students that planning involves a set of steps designed to enable them to get from where they are now to where they want to be. Students may use this handout as a guide in their work and as a means of recording their outcomes.
- Prompts for students could be questions such as:
 - What is our task / goal?*
 - What resources have we got?*
 - What do we need?*
 - How do we get these things?*
 - What are the difficulties?*
 - How do we deal with these?*
 - Has this been done before anywhere?*
 - Have we considered all the options?*
- Each group will report back to the whole class on their plan. Other groups may comment on the plan presented, propose improvements or point out obstacles which had been overlooked.



Planning Sheet



Our Goals / Priorities:

.....

.....

.....

.....

.....

What we will need:

How we will get these:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Obstacles and difficulties:



How we will deal with them:



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

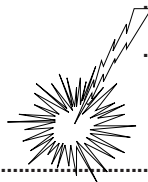
.....

.....

.....

.....

Our Proposal:



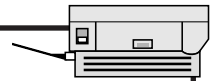
.....

.....

.....

.....

.....



Case Study 1

First and second year students are not allowed to leave the school during the mid-day lunch break which is one hour long. There is very little for students to do for the hour except hang around. There are no organised activities at present.

Design a plan of action to be presented to the school management to improve this situation.



Case Study 2

The canteen in your school is not very popular with students. There have been complaints that the food served is mostly of the “fast food” variety and not very suitable for the health conscious.

Your team has been asked to submit a set of proposals to re-design the canteen menu which will improve its popularity and address the issue of a healthy diet.



Case Study 3

Your LCVP class is about to embark on a number of mini-enterprise activities. A skills audit has shown that the class is weak in the skills of coming up with ideas for products and services and in identifying markets.

Your team has been given the task of identifying a suitable expert and of arranging for a visit by this person to your class.



Case Study 4

Litter is a problem in your school. After every break both the school grounds and the school itself are strewn with discarded packets, wrappings and drinks cans.

Your team has been asked to propose a strategy for dealing with the problem which must be submitted to the management of the school for consideration.





Generating Ideas 1

When students begin to set up and run their own Enterprise Activity, an important early exercise is the generation of ideas for possible projects that might be undertaken. This unit will facilitate students of in the creation of a list of possible projects based on the personal, school and community resources available to them and on markets they identify.

Purpose:



- ◇ Introduce students to strategies for generating ideas.
- ◇ Focus on ideas arising out of personal resources, skills, hobbies and interests.
- ◇ Focus on ideas arising out of school facilities and community resources.
- ◇ Focus on idea generation in catering for different markets.

Resources:



- ◇ Handout 19 : "Hobbies and Interests".
- ◇ Handout 20: " Using my Resources".
- ◇ "Skills Audit" p.34-36

Activities:

Introduce the topic of idea generation by prompting students to think of unique ideas, products or services they know about.

- Distribute Handout 19. Ask students to list their hobbies and interests and link these with ideas for possible projects, products or services.
- Distribute Handout 20. Ask students to list what they consider to be their main skill areas, refer to the "Skills Audit" unit in this section. Link these skills with possible projects, products or services.
- Arrange for students to work in groups of 5-6. In these groups students should negotiate and agree the four best ideas that have emerged from the earlier exercises. Record the work of all groups on the chalkboard or on a flip chart for the whole class to share.
- Each student should make a record of the final list of ideas and file it together with their worksheets.



Generating Ideas 2

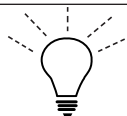
Activities:

Purpose:



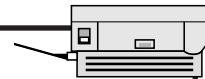
- ◇ Handout 21 : “School Facilities”.
- ◇ Handout 22: “ In the Community”.
- ◇ Handout 23, 24 and 25 “Market Based Approach”.
- ◇ County Enterprise Board personnel.

What next?



- ◇ Employ other schemes for generating ideas, for example, developing existing products or recycling waste.
- ◇ Establish teams interested in pursuing different ideas that emerged.
- ◇ Conduct a feasibility study for a selected idea.
- ◇ Students invite in an outside consultant to advise them on the feasibility of their ideas.
- ◇ Conduct market research.

- Arrange for students to work in groups of 3-4 and ask them to identify facilities and resources available to them in the school. Brainstorm ideas for projects related to these. Use Handout 21.
- Arrange for students to work in groups of 3-4. Ask them to identify resources, needs, organisations or other aspects of local community. Brainstorm ideas for projects related to these. Use Handout 22.
- Record the work of all groups on the chalkboard or flip chart. Each student should make a record of the different ideas and file them together with their worksheets.
- Arrange for students to work in groups of 5-6. Ask them to identify different markets, identify the needs of these markets and then brainstorm ideas for possible products or services to meet these needs. Identify markets based on different criteria: age, hobbies, holidays, events, location, income etc. Use Handouts 23, 24 and 25.
- Each group should appoint a leader to report back to the whole class group on the ideas it has developed. Record these ideas on chalkboard or flip chart. Each student should make a record of the ideas.
- Ask students to prepare a brief outline of the idea they favoured most, saying why this idea appeals to them and proposing the next steps that should be taken.



Hobbies and Interests HO19

Hobby or Interest.

Possible Product, Service or Project.

Swimming

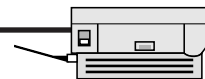
Give lessons. Supply towels and other accessories.

Art

Investigate the origin, funding and design of the sculpture on the town by-pass.

Music

Your Task: In the left hand column list your hobbies and areas you are interested in. In the right hand column make a note of any ideas you may have that might fit in with your hobbies and interests. Delete any of the entries above that do not apply to you.



I am Good at...

Working with children

Making things

Meeting people

Product, Service or Project.

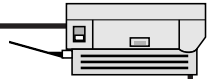
Children's stories - organise a Halloween party.

Your Task: In the left hand column list those things at which you feel you are good. In the right hand column make a note of any ideas you may have that might make use of these skills. Delete any of the entries above that do not apply to you.

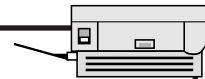


School Facilities

HO21

[illegible]

Your Task: In the left hand column make a list of the resources and facilities you have available to you within the school. In the centre column record any ideas that come to you that might use these facilities. In the right hand column make a note of where these ideas coincide with your hobbies, interests or skills.



Aspect of Community.

Project, Activity, Product, Service.

Link to Hobby, Interest or Skill.

.....
Local "Community
Alert " Group

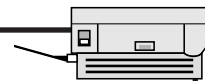
.....
I nvestigate this organisation, its
objectives, how it is organised,
what it contributes, its future.

.....
I nterested in Gardaí
as a career. Know
people in Gardaí.

.....
St. Vincent de Paul
Society

.....
Derelict Buildings

Your Task: In the left hand column make a list of the resources and facilities you have available to you within the school. In the centre column record any ideas that come to you that might use these facilities. In the right hand column make a note of where these ideas coincide with your hobbies, interests or skills.



Market Base Approach HO23

People

Market

Needs

Ideas

Students

At school

Locker key tag with place for name and class. Means of protecting floppy discs in transport between home and school.

At home

Hobbies

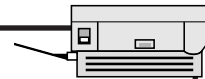
Interests

Parents

Teachers

People in community

Your Task: When looking at your chosen market first analyse the needs or requirements of that market and then see if you can come up with a product or service to meet that need. This worksheet uses people as the market base. You should also look at other market bases e.g. age groups, hobbies, food, location.



Market Base Approach HO24

Holiday and Events

Market

Needs

Ideas

Halloween

Christmas

*Greeting cards, presents,
decorations, charity
fund-raising*

*Design print and sell packs of
Christmas cards.*

Valentine's Day

St. Patrick's Day

Easter

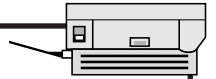
Father's Day

Mother's Day

Your Task: When looking at your chosen market first analyse the needs or requirements of that market and then see if you can come up with a product or service to meet that need. This worksheet uses holidays and events as a market base. You should also look at other market bases e.g. age groups, hobbies, food, location.



Market Base Approach HO25



HO25

Market

Needs

Ideas

[illegible]

Your Task: You can use this work sheet to look at other market bases e.g. age groups, gender, hobbies, musical preference, food, location, employment, etc.



Writing your Enterprise Plan

Students should by now be familiar with the process of planning and the key steps involved in preparing a plan of action for an enterprise activity. The purpose of this unit is to guide students in the planning required for a specific enterprise activity - a mini-enterprise.

Purpose:



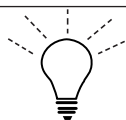
- ◇ Become familiar with the main elements of a business plan.
- ◇ Draft a business plan for a specific enterprise.

Resources:



- ◇ Handout 26 : "Elements of a Business Plan".
- ◇ Handout 27: "Constructing a Plan".
- ◇ Teacher's notes in this unit.

What next?

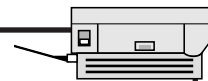


- ◇ Launch the Enterprise Activity in line with the agreed plan.
- ◇ Recruit consultants to visit and advise the class.
- ◇ Conduct feasibility study / market research.

Students should be aware that though their plan forms the framework for their business, it must be flexible to allow for the changes necessary to cope with unforeseen events. Students should also be aware that in a business there will be short and long term plans and goals.

Activities:

- Review with the class what a plan is, the key steps involved in planning and the key aims and objectives related to this enterprise.
 - Distribute Handout 26. Brainstorm with the whole class ideas on what each section of the business plan is and what information it should contain. Record the agreed descriptions on the handout.
 - Using Handout 26 again and working alone, ask students to place the sections of the business plan in the correct sequence.
 - Working in small groups of 4-5 ask students to decide on a sequence on which the whole group can agree and record this.
- This activity requires the class to work in six teams where the entire class is engaged in one mini-enterprise. The activity can easily be adapted to suit a situation where a number of enterprises are being set up by smaller groups.
 - Distribute Handout 27. Each group should be allocated a section of the pie chart and asked to develop their section of the plan.
 - Each group should report back to the whole class on their section and defend and/or adapt it in the light of comment.
 - Assemble the complete plan and file it.



Elements of a Business Plan

What are they?

Advertising:

.....

.....

.....

.....

Personnel:

.....

.....

.....

.....

Production:

.....

.....

.....

.....

Finance:

.....

.....

.....

.....

Market Research:

.....

.....

.....

.....

Business Description:

.....

.....

.....

.....

	<i>Myself</i>	<i>Group</i>
Personnel	<input type="checkbox"/>	<input type="checkbox"/>
Finance	<input type="checkbox"/>	<input type="checkbox"/>
Business Description	<input type="checkbox"/>	<input type="checkbox"/>
Production	<input type="checkbox"/>	<input type="checkbox"/>
Market Research	<input type="checkbox"/>	<input type="checkbox"/>
Advertising	<input type="checkbox"/>	<input type="checkbox"/>

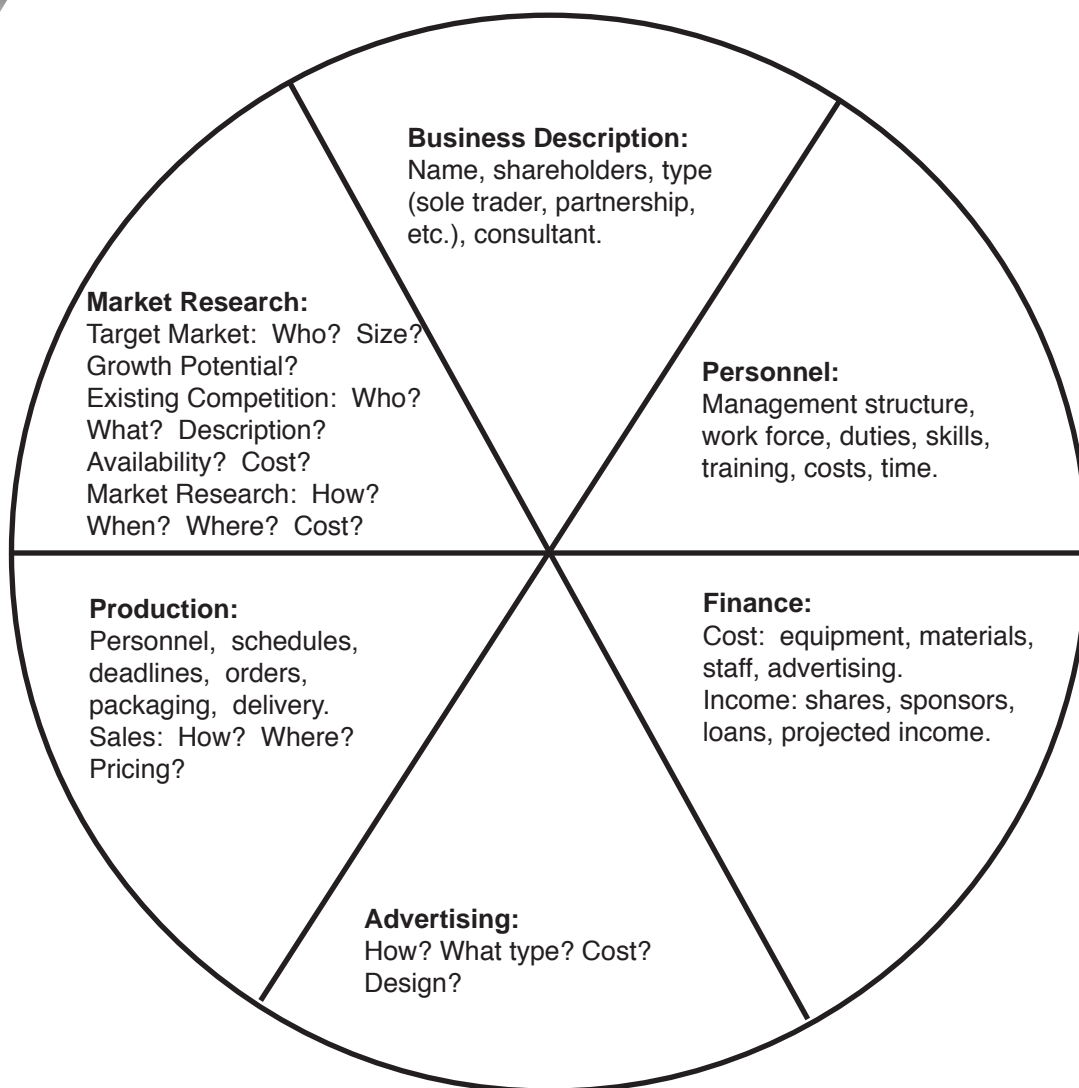


Your Task: Write the agreed description of each element of a business plan in the boxes above. Then, working alone, rank the elements of a business plan from 1 to 6 in the order you think is most appropriate. Later, working in your group, you will agree a common ranking for your business plan.



Constructing a Plan

HO27



Section.....

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Your Task: In your group, analyse the section of the business plan which you are responsible for. Prepare a proposal for how that part of the enterprise might be dealt with. Use the prompts in the pie chart above as a guide, but include any other relevant data or ideas that you think are important. Record your plan in the box above, use additional paper if necessary.



Market Research

A mini-entreprise will need customers in order to succeed. Students will need to find out who and where these customers are and to what extent any competition is providing a similar product or service. At this point, students will have generated their enterprise idea. The next step is to find out if it is feasible, by carrying out market research. Market Research is an investigation of the potential demand for a product or service.

Learning as much as possible about what the customer needs and wants is an excellent learning process. Students need to learn how to conduct research i.e. gathering, analysing and coming to understand the relevant information.

Purpose:



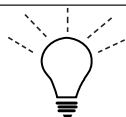
- ◇ To find out who would buy the product or service.
- ◇ To find out what competition there is.
- ◇ To find out exactly what the customers want.
- ◇ To reduce uncertainty before deciding to proceed with the production and marketing of the product or service.

Resources:



- ◇ Handout 28: "Our Expert's View".
- ◇ Handout 29: "The Competition ?"
- ◇ Handout 30: "Pilot Questionnaire"
- ◇ Handout 31: "Decision Time"

What next?



- ◇ Links to other subjects (Art, Business) in a competition for a logo or other means of advertising.
- ◇ Arrange finance for your idea based on your sound market research.
- ◇ Conduct interviews to see who will manage, produce, sell, keep records for your business.

Activities:

1. The first step in checking if your product or service is feasible is to get to know your potential customers. Brainstorm the identity of potential advisors, including family and friends who might be able to help. Survey these people for their views using Handout 28 as a help. This exercise could be undertaken by individuals or by a designated team.
2. Researching the competition is the next step. Again this could be undertaken by individuals or by a designated team. Use Handout 29 as an aid.
3. Brainstorm who your potential customers are and use the information collected in steps 1 and 2 to design a *Pilot Questionnaire*. Ask small groups to come up with lists of questions. Record these on the chalkboard, go through them and agree a list of essential questions. See sample Handout 30.
4. Test out your questionnaire with a small number of potential customers. Examine the results and check if questions give you answers that can be used to generate useful statistics. Adjust the questionnaire as necessary and decide the number and location of potential customers you will survey.
5. Set deadlines for the survey to be completed and conduct it. Collect all the information and put it on one sheet (Tally Sheet). Present the results to the whole group and base a decision on how to proceed on the answers to the questions on Handout 31.



Our Expert's View

Is our idea marketable?

HO28

Short description of product or service:

.....
.....
.....

Personal Details:

Name of interviewee:

Occupation:

Male: ☐ Female: ☐

Age Group:	Under 12	12 - 15	16 - 18	19 - 25	25+
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Responses:

Q1. *Do you think this is a marketable / saleable idea?*

Yes ☐ No ☐ Maybe ☐

Why?

.....

Q2. *Who do you think would buy this product / service?*

.....

Q3. *Who is the competition for our potential customers?*

.....

Q4. *Can you suggest ways to make the business more marketable?*

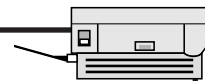
.....

Q5. *Would you use this product / service?*

.....

Q6. *Do you know anyone else we could ask about this idea?*

.....



The Competition?

HO29

Identity of Competitors:

How many competitors do we have?

Name:

Location:

Name:

Location:

Name:

Location:

What products / services do they offer?

1

2

3

Who are their target group of customers?

Age: Work they do: Interests:

Other:

.....

.....

Where and how do they:

Sell?

.....

Advertise?

.....

How much do they charge?

How can we make our product / service better than the competition?

.....

.....

.....



Questionnaire No. _____

Dear Resident / Fellow Student,

As our LCVP mini-enterprise we are planning to

We would greatly appreciate it if you would respond to this questionnaire so that we can establish the feasibility of offering this product / service.

Q1. Are you?

Male: ☐

Female: ☐

Q2. Age Group:

Under 12

12 - 15

16 - 18

19 - 25

25+

☐
☐
☐
☐
☐

Q3. Your occupation / class you are in?

Q4. If was available would you use / buy it?

Yes ☐

No ☐

Q5. Would you buy this product / service for:

Yourself ☐

Someone else ☐

Q6. If you ticked "Someone else" please state who

Q7. Where do you usually purchase this product/service? (be specific)

Q8. How often do you buy this product/service?

Q9. How much are you will to pay for it?

Q10. Any other comments on the proposed product/service?



To make a well informed decision about how to proceed which maximises the chances of success and minimises risk we need to be able to answer questions such as:



Q1. Who is going to buy our product/service?

.....

Q2. Where will they go to get it/how will we get it to them?

.....

Q3. How much will they pay?

.....

Q4. How much will they buy?

.....

Q5. When do they want to buy the product/service?

.....

Q6. How will we sell the product/service?

.....

Q7. How much profit can we expect to make?

.....

Q8. Can we do it?

.....

LCVP



Setting up Your Enterprise



Setting up your Enterprise

Key stages

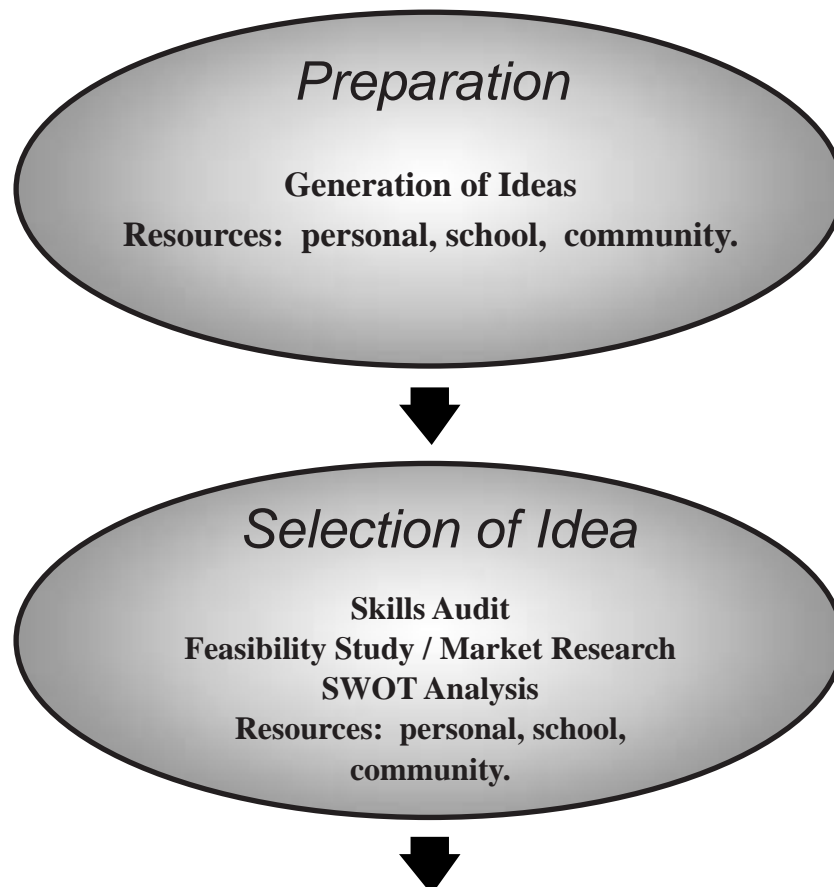
Stages involved in setting up and running an enterprise activity.

Introduction:

When setting up an enterprise activity it is very important to set a time frame, as students should be encouraged to meet deadlines. The activity could relate to running a mini-enterprise, engaging in a non-entrepreneurial school or wider community activity or conducting an investigation focusing on an aspect of community, a workplace, an industry or a career.

Ideally, the enterprise undertaken should emerge as the students own idea or selection. It might be a development of an earlier activity or resulting from a local community investigation such as “My Own Place”. In all cases the probability of a successful outcome to the enterprise or enterprising activity will be enhanced when good planning and a coherent sequence of work is employed.

In all cases good planning will enhance the probability of a successful outcome to the enterprise activity.



Selection of Personnel

Job descriptions, Letters of Application,
Curriculum Vitae,
Interviews,
Unit 1 "Introduction to Enterprise"



Planning

Setting Personal Goals,
Preparing Business Plan,
Simulations and Trial Runs.



Running the Activity

Making Contacts,
Conducting Interviews,
Production, Marketing, Advertising,
Sales,
Financial Records, Report Writing,
On-going Evaluation.



Conclusion of Activity

Meeting of Shareholders,
Liquidation,
Final Account,
Final Report, Diary,
Presentations.



Evaluation

Review Business/Personal Plan
in the light of Final Report,
Revise Skills Audit.
Consider follow-on activities.
Portfolio: C.V.,
reports, plan,
recorded interview/presentation.

Conclusion:

This chart could be given to students as a blank on which they might generate their own key steps and stages using the main headings above. This would be a valuable exercise and serve as a framework for reporting and evaluation at a later stage.



The Leaving Certificate Vocational Programme is funded by the Department of Education and Science with assistance from the European Social Fund

