



EXPLORING ENTERPRISE

*A resource to enhance the
teaching & learning of enterprise
in 2nd level schools*



County & City
Enterprise Boards



EXPLORING ENTERPRISE

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INTRODUCTION

- Importance of **Entrepreneurship**
- **Introduction** to Resource

IMPORTANCE OF ENTREPRENEURSHIP

Entrepreneurship has never been more important to the Irish economy.

As we have moved through a period of outstanding economic performance, supported by a young, educated population, an attractive corporate tax regime and the resulting flow of foreign direct investment, the Irish economy needs entrepreneurship for sustained progress. Home grown business ideas that express high levels of initiative and creativity will allow us to retain our position in both domestic and global markets. We are no longer a low cost economy and depend on our entrepreneurship to provide the innovative ideas, lateral and knowledge-based solutions that will allow us to preserve the economic progress, improved living standards and employment that is associated with 21st century Ireland.

Subsequent growth of our economy will depend on young people, including the second level students of today. This cohort represents the next generation of Irish entrepreneurs and business people. Their motivation, actions and decisions will have a major influence on the future development of the Irish economy.

It is at second level that students will start thinking about their future career, therefore, exposure to entrepreneurship can have the highest impact. Education in entrepreneurship should raise students' awareness of self-employment and entrepreneurship as options for their future careers. However, the benefits of entrepreneurship education are not limited to more start-ups, innovative ventures and jobs created. According to recent European Commission documentation 'Entrepreneurship is a key competence for all, helping young people to be more creative and self-confident in whatever they undertake and to act in a socially responsible way'.

Entrepreneurial mindsets and skills can best be promoted through learning by doing and experiencing entrepreneurship in practice, by means of practical projects and activities. In Ireland, under the established curriculum, programmes like Transition Year (TY), Leaving Certificate Applied (LCA) and the Leaving Certificate Vocational Programme (LCVP) offer students the opportunity to experience entrepreneurship.

For students following the Leaving Certificate 'Business' Syllabus, there is an emphasis on preparing students for participation in a changing business environment and developing an understanding of the role of enterprise and the overall environment in which business functions.

Entrepreneurship is only one option for students but by showing how it works and what support is available, those who are motivated to follow this route will have a much better understanding of what is required and how they can improve their chances of becoming a successful case study themselves.

“Entrepreneurship needs to be promoted, to be explained and explored.”

Entrepreneurship needs to be promoted, to be explained and explored. Young people need to be provided with an opportunity to see what entrepreneurship is all about, to hear the stories of entrepreneurs and to understand what a pathway into entrepreneurship might look like at a personal level.



INTRODUCTION TO RESOURCE

The County and City Enterprise Boards, in association with the Second Level Support Service (SLSS), are delighted to be involved in the development and delivery of Exploring Enterprise. This resource, which comprises a DVD with eight case studies of entrepreneurship and an accompanying 'Teacher Resource Book', is designed to enhance the teaching and learning of entrepreneurship in second level schools. The resource is aimed primarily at students participating in Enterprise Modules within Senior Cycle Programmes including Transition Year (TY), Leaving Certificate Applied (LCA), the Leaving Certificate Vocational Programme (LCVP) and students following Leaving Certificate Business.

THE DVD

The DVD comprises eight case studies of entrepreneurs from various locations across Ireland. Each case study is approximately five minutes duration. A case study through the medium of Irish has also been included.

The DVD resource aims to provide students with a greater understanding of the principal features of entrepreneurship and to learn from the experience of the entrepreneurs profiled.

Each of the eight case studies will seek to:

- Explore the concept of entrepreneurship
- Establish the link between successful entrepreneurship and fundamental business principles of planning, market research, marketing, SWOT Analysis and finance
- Illustrate the dynamic world of entrepreneurship and the requirements for constant innovation and continuous learning
- Illustrate the challenge of entrepreneurship and the persistence, motivation and conviction that is required to overcome such challenges
- Illustrate the benefits and lifestyle associated with running your own business
- Illustrate where aspiring entrepreneurs can seek assistance

For students the DVD aims to:

- Engage all learners in the classroom
- Reinforce the curriculum with excellent 'real life' examples
- Make difficult topics more understandable
- Provide visual reinforcement to the concepts they study in class
- Provide a springboard for discussions around entrepreneurship in the classroom

Each case study will focus on:

- The name of the entrepreneur, business name, location, product/service provided
- Source of business idea
- Relevance of subjects/modules/courses taken in school
- Skills and qualities of entrepreneurs
- Benefits of running your own business
- Challenges of running your own business
- Advice for young people thinking of starting out in business

The collection of the eight case studies will also convey strong evidence of many of the common themes and concepts running through Transition Year (TY), Leaving Certificate Applied (LCA), the Leaving Certificate Vocational Programme (LCVP) and Leaving Certificate Business including: Idea Generation, Market Research, Marketing, Marketing Mix, Sales, Advertising, Finance, Assistance for Business Start-ups and the importance of ICT in Business Enterprises.

THE TEACHER RESOURCE BOOK

This 'Teacher Resource Book', is designed to support teachers in using the DVD as a teaching and learning tool in the classroom and also to provide many useful ideas for follow up activities for exploring entrepreneurship.

Within the ‘Resource Book’ teachers will find the following:

- Information on Enterprise Education at Senior Cycle
- A 'Student Worksheet' for use with any of the DVD clips in the Classroom
- Practical suggestions for follow up activities including visits out to enterprises and visits in to the classroom from entrepreneurs
- Sample letters for entrepreneurs
- Sample 'Parent Consent Form' for visits out
- Student Preparation Worksheet for Visits in/Visits out
- Checklist for visits to local enterprises
- Sample Student, Teacher and Entrepreneur Evaluation Forms
- Sample 'Thank You' letters
- Comprehensive notes on Teamwork, Idea Generation, Market Research, Marketing, Finance
- An A-Z of business ideas
- Information on the County and City Enterprise Boards 'Student Enterprise Awards'



SECTION 1

- Enterprise Education at **Senior Cycle**

ENTERPRISE EDUCATION AT SENIOR CYCLE

In Ireland, Enterprise Education has been included in the curriculum of Senior Cycle Programmes including Transition Year, the Leaving Certificate Applied (LCA) and the Leaving Certificate Vocational Programme (LCVP). Each of these programmes may also have mini-companies as part of the curriculum. Enterprise Education is also formally represented in the Leaving Certificate Business Syllabus.

THE TRANSITION YEAR “GET UP AND GO” MINI COMPANY PROGRAMME

Over the years the ‘Get up and Go’ programme has become a widely used student company programme in schools, offering mini-companies as part of the Transition Year. The Transition Year sets out to prepare students for the world of work in a pre-vocational environment, including the development of entrepreneurial skills.

The “Get Up and Go” Mini Company Programme is therefore a curricular activity, which may run as a 10 weeks module but best practice would be a full year. It is recommended that the entire Transition Year class would constitute the “company” with managerial positions being competed for by interview. Alternatively, groups within the class may also form distinct companies, but the replication of “real life” experiences is often best achieved through the large group.

The teacher manual developed as part of the 'Get up and Go' programme is divided into ten sections. Each section deals with particular aspects of the mini company programme:

- Introduction to mini companies including benefits of mini company, methodologies used and decisions on products
- Selection and organisation of mini company team.
- Communication
- Mini Company Registration
- Marketing
- Legislation
- Business Plan
- Finance
- Closing down and winding up the mini company
- Trade fair/showcase

Through participation in the “Get Up and Go” Mini Company Programme, students have opportunities to:

- develop enterprise skills in a non-threatening environment in the classroom
- display and celebrate such skills through trade exhibitions where they have an opportunity to display their work as well as de-briefing and evaluating their own work and that of other student companies.
- be intrinsically motivated through ownership of and engagement with their own developed ideas.
- feel empowered as they feel they have control over their learning, and the teacher becomes a facilitator rather than a deliverer.

For more information on the Transition Year Programme access the website <http://ty.slss.ie>

LEAVING CERTIFICATE APPLIED

Enterprise Education is a compulsory component of Leaving Certificate Applied, which is given recognition in specific learning activities and as a critical aspect within the overall assessment and certification process. The Vocational Preparation and Guidance course includes three enterprise modules. All students must complete one module on enterprise and teachers are strongly encouraged to provide the opportunities for students to engage with a second enterprise module.

Credit for the development of enterprise skills is given to Leaving Certificate Applied students through the completion of specific enterprise modules, for using enterprise as a Vocational Preparation task and in their Final Examination in English and Communications where entrepreneurial skills are assessed in both the written and oral components. The skills and competencies developed in courses within the Vocational Specialisms, ICT, Arts Education and Leisure and Recreation provide a broad range of skills, which can be applied to develop enterprise ideas and test market opportunities.

Details of each enterprise module are as follows:

Enterprise I

This module is designed to enable Leaving Certificate Applied student's set-up, organise and run his or her own enterprises. Through direct involvement and practical experience the students gain a realistic understanding of how an enterprise

operates. This enterprise activity provides students with real experience of all phases of the operation and management of an enterprise where students apply their entrepreneurial skills to real situations. The focus of this module is on research, planning, decision-making, co-operation and teamwork.

Enterprise II

This module is designed to enable Leaving Certificate Applied students apply their skills to a different type of enterprise activity than that undertaken in Enterprise I. Enterprise II could be a school-based event/activity where the Leaving Certificate Applied students provide an organisational structure for managing and running the event. This differs from Enterprise I in that the focus is not on profit and the students do not go through the full process of setting up their own company e.g. selling shares etc. Some possible activities could include a drama production, music/dance performances, exhibitions of various types, school bank, school shop or local community based project. In all cases the students must adopt an organisational/management role for the activity and/or be actively involved in the specific event itself.

Enterprise III

This module is designed to build on the abilities, skills and understanding that Leaving Certificate Applied students have acquired from previous enterprise activities. The module investigates self-employment as a feasible career option by interviewing a self-employed person and conducting a detailed investigation of a potential enterprise idea. The preparation of a business plan is an integral part of this module. This plan should incorporate the students' business idea and the documentation required to make a presentation to a funding agency. The students will also investigate a local enterprise and its interaction with the market place and compare their own enterprise experiences with this reality.

For more information on the Leaving Certificate Applied access the website <http://lca.slss.ie>

LEAVING CERTIFICATE VOCATIONAL PROGRAMME

Students following the Leaving Certificate Vocational Programme (LCVP) are required to take two activity based Link Modules, Preparation for the World of Work and Enterprise Education, over the two years of the programme. The Enterprise Education module deals with Enterprise in the broadest sense to include personal enterprise, business enterprise and community and voluntary enterprise. The module aims to develop creativity, resourcefulness, self-confidence and initiative. Students are encouraged to interview enterprising people, investigate local businesses and community enterprises and to set up their own enterprise projects as vehicles of learning. The content of this module is flexible to allow a school to utilise local resources and enable learning to take place in as wide a variety of settings as possible. The module content should emphasise that Enterprise Education is a continuous learning process.

The Enterprise Education Link Module comprises four units:

- **Unit 1** Enterprise Skills
- **Unit 2** Local Business Enterprises
- **Unit 3** Local Voluntary Organisations/Community Enterprises
- **Unit 4** An Enterprise Activity

For more information on the Leaving Certificate Vocational Programme access the website <http://lcvp.slss.ie>

LEAVING CERTIFICATE BUSINESS

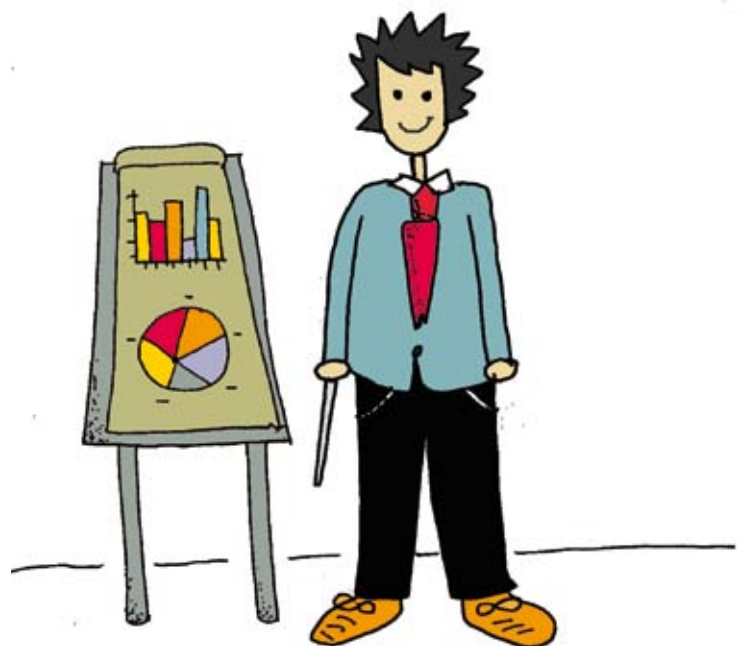
The Leaving Certificate Business course aims to develop a clear understanding of the role of enterprise, to encourage the development of appropriate enterprise learning skills, and to generate in students a positive and ethical attitude to enterprise in personal, business and public life. The course sets out to illustrate the process of setting up a business and developing a new product or service. It emphasises the importance of good management and deals with skills and activities necessary for good management practice. The course also deals with the impact of technology, international trade, global firms and competition, business structures and the national economy.

ACTIVE TEACHING AND LEARNING

The use of active teaching and learning methodologies is encouraged in the Senior Cycle Programmes.

Students following these programmes engage in a range of activities including:

- Individual work
- Pair work
- Working in teams
- Accessing and analysing Case Studies
- Conducting out-of-school visits
- Inviting visitors to the classroom
- Organising enterprise activities
- Making presentations
- Using information and communications technology



Throughout the programmes students are encouraged to develop the following skills:

Personal Skills	Business Skills
Creativity	Understanding how a business works and how wealth is created
Team working	Entrepreneurial thinking and generation of business ideas
Problem solving skills	Basic economics
Communication skills	Experience of key business functions
Assertiveness	Developing a market research
Leadership	Developing a business plan
Critical thinking	Enterprise organisation and management
Self-confidence	Human resources management
Taking initiative	Financial literacy
Assuming responsibilities	Budgeting and allocating resources
Autonomy	Raising finance through shares, sponsors, loans
Taking individual and group decisions	Figuring product cost and profit
Time management and keeping deadlines	Accounting
Setting goals	Marketing
Negotiating skills	Advertising a product/service
Project management	Mounting an exhibition and participating at a trade fair

These skills are equally relevant to those preparing for further education, seeking employment or planning to start their own business.

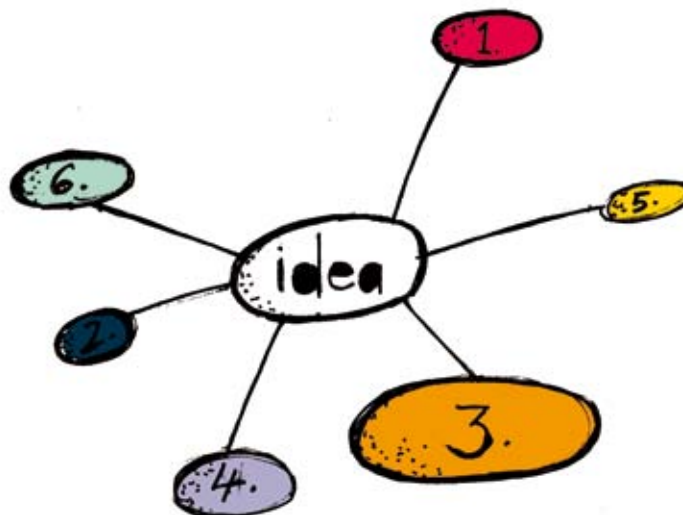
Some common themes running through Leaving Certificate Business, Transition Year, The Leaving Certificate Applied and the Leaving Certificate Vocational Programme include:

Entrepreneurship	• Identifying enterprising skills and qualities • Generating ideas for mini companies/enterprise activities • Discussion of the benefits of self employment • Identification of challenges associated with business start-ups
Focus on an Enterprise	• Insight into origins of business idea • Focus on products and services • Identification of markets • Analysis of roles of individuals within the enterprise • Developing awareness of a range of supports available for business start-ups • Onsite and offsite training for staff • Use of Information and Communication Technology within the business • Effects of the Single European Market on a business enterprise
Market Research	• Defining market research • Understanding the reasons why enterprise undertakes to carry out market research • Awareness of the different types of market research including desk research and field research. • Developing an understanding of compiling a questionnaire
Marketing Mix	• Defining the Marketing Mix • Developing an understanding of each of the elements of the marketing mix • Example of a Marketing Mix for a product or service

Business Planning

- Defining a Business Plan
- Developing an understanding of why businesses plan
- Outlining and explaining the key elements of a Business Plan
- Developing cash flow forecasts
- Examining the advantages of planning
- Developing an awareness of how to review and evaluate plans

As stated earlier, the eight case studies featured on the DVD will convey strong evidence of many of the common themes and concepts listed above.



SECTION 2

- The use of **DVD** as a teaching and learning tool in the Classroom
- **Meet** the Entrepreneurs

THE USE OF DVD AS A TEACHING AND LEARNING TOOL IN THE CLASSROOM

We all know from experience that the more engaged your students are and the more interactive your lesson is, the more your students will enjoy, learn from and retain information from your lessons.

As educators, our goal is to get students energised and engaged in 'hands on' learning experiences in the classroom, and DVD is clearly an instructional medium that motivates students and generates excitement.

DVD technology opens a visual window to content far richer than print. DVDs transform educational content into an engaging world of stories, facts, ideas, pictures and sounds. The use of DVDs in the classroom can tap into emotions, which stimulate and enthrall students and provide increased opportunities for interaction, discussion and sharing of ideas around curricular concepts.

Today's students have been raised in a media – oriented environment, which comprises TV, Internet, Video, Computer Games and DVD. Students are therefore accustomed to visual images. DVD resources enable teachers to deliver information in the classroom using the kinds of media that mirror how students really think and learn. DVD provides another sensory experience that allows

concepts to actually be 'experienced' and come to life. It is reported, time and again, that the learning experience of students is enhanced greatly when DVD content is used in the classroom. The retention of information is increased and the challenges in understanding concepts are more rapidly overcome and internalised.

Current research reveals that the most effective way to use DVD is as an enhancement to a lesson or a unit of a study. DVD should be used as a facet of instruction along with any other resource material you have available to you for teaching a given topic. It is important to prepare for the use of DVD in the classroom in the very same way you would with any other teaching aid. Specific learning objectives should be determined, an instructional sequence should be developed and any reinforcement activities planned.

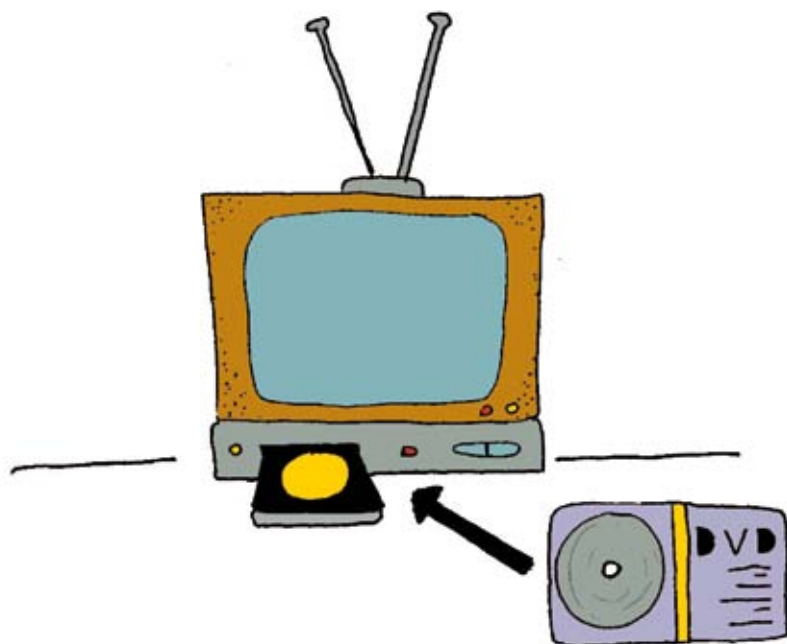
It may surprise you to think of a DVD as a means for interactive instruction, but DVD is a very flexible medium. The ability to stop, start and rewind it can be invaluable.

You can stop the DVD to generate discussion around a particular clip, or to elaborate on, or debate a particular point. You can rewind a particular portion to add your own review or to reinforce a particular concept. Furthermore, you can ensure interactivity by planning activities to reinforce and integrate concepts and ideas presented in the DVD. Typical activities may include research projects, pair work, group work, and visitors to the classroom, field trips, quizzes, investigative projects and presentations.

The multi sensory approach supports various learning styles, visual, auditory and kinaesthetic by offering information through pictures, voice, written text, sound, and animation and full motion video clips. The medium also makes it easier for students with low literacy levels to participate in individual knowledge construction and classroom discussions.

“You can rewind a particular portion to add your own review or to reinforce a particular concept.”

The multi-sensory learning environment provided in a DVD is appealing to all students but can have particular value for students with special educational needs.





MEET THE ENTREPRENEURS...

Business

Entrepreneur

Adrenalin Internet Systems

Set up by John Beckett, Adrenalin Internet Systems is a software outsourcing and website development company which is based in Dublin



John Beckett

Fuschia

Fuschia is an amazing brand of make-up and cosmetics, which was launched in November 2005, by Gillian Moore. Fuschia is based in the Scotch Hall Shopping Centre in Drogheda, Co. Louth



Gillian Moore

Grouse Lodge Studios

In 2002, Paddy Dunning launched Grouse Lodge Studios, Ireland's first International Residential Recording Studios. Based in Co. Westmeath, Grouse Lodge has two world class studios within the complex



Paddy Dunning

Real Event Solutions

In 2000, Aidine O'Reilly created Real Event Solutions (RES) in Cork City. RES is a dynamic educational event management company



Aidine O'Reilly

Business**Entrepreneur****Modern Timber Homes**

Shaun Mc Colgan established Modern Timber Homes in 2004. Modern Timber Homes is a rapidly growing Irish Timber Frame manufacturing company which is based in Letterkenny, Co. Donegal

**Shaun Mc Colgan****Europus**

Is comhlacht comhairleoireachta teanga é Europus Teo. atá suite ar an gCeathrú Rua i gCo. na Gaillimhe. Soláthraíonn an comhlacht seirbhísí aistriúcháin, fotheidealóireachta, teilitéacs agus comhairleoireacht teanga. Bhunaigh Áine Ní Chonghaile Europus sa bhliain 1996

**Áine Ní Chonghaile****Babylon Foods**

Set up in 1997 by Hassan Ameer, Babylon Foods is a food manufacturing company based in the Clondalkin Industrial Estate in Dublin. The company makes thirty five different food products which are free from additives and preservatives

**Hassan Ameer****Aire Children's Centre**

Hannah Wrixon set up Aire Children's Centre in 2004. Aire Children's Centre is a playschool and after school project based in Limerick City

**Hannah Wrixon**

WORKSHEET NO. 1

– DE-BRIEFING AFTER EACH DVD CLIP



Entrepreneur Name: _____

Business: _____

1. Having looked at this clip can you complete the following individually:

One thing I learned:

One question I still have:

2. What skills and qualities do you think this entrepreneur possesses?

Entrepreneur Name: _____

Skills	Qualities
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

3. Where did the idea for the business come from?

---

4. Could you complete a SWOT Analysis for this business?

Strengths	Weaknesses
Opportunities	Threats

5. Can you complete the marketing mix for the product/service?

Product	
Price	
Place	
Promotion	
Packaging	

6. What were the benefits and challenges to the entrepreneur of running his/her own business?

Benefits	Challenges
1.	1.
2.	2.

7. List two ways this business could link with the local community

- (i)
- (ii)

8. If this business decides to sell in other countries is there anything they need to consider?

9. If you decided to set up your own business, what support would be available to you locally? List three forms of support locally and outline how they could support you

Name the Organisation/Agency	Type of Support
1.	
2.	
3.	

10. Can you think of a similar business locally?

---

11. Can you list three other entrepreneurs in your local area?

Name of Person	Business Name	Contact Number	Product/Service

12. Having watched this DVD clip on entrepreneurship, list one possible follow on activity for your class

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SOME TEACHER NOTES FOR WORKSHEET NO. 1

Question 1

Students should be encouraged to complete question 1 individually, directly after viewing the DVD clip. This ensures that the students' own individual reaction to the clip is recorded. The teacher may then decide to allow the class to engage in discussion about what was learned and what questions they still have.

Question 2

In some situations, it may be useful to provide the students with a 'Word Bank' of skills and qualities (see Word Bank – Skills and Qualities). Students can then be encouraged to choose some skills and qualities from the 'Word Bank' which they feel describes the particular entrepreneur.

Question 8

Ireland is a small economy and we depend heavily on exporting to other countries. This question should encourage discussion around considerations for businesses exporting. Examples here could include language, currency, legal implications, advertising and promotion to name but a few.

Question 9

This question provides an opportunity to discuss support available for 'Business Start-Ups' in the area. Examples of support provided may include support from the local Enterprise Board, Banks, FAS, LEADER and local community and employment partnerships to name but a few.

Questions 10 and 11

These questions provide an opportunity for students to relate what they have seen to their local area.

Question 12

Using this DVD in the classroom is one teaching and learning tool for exploring entrepreneurship. Other possible follow up activities could include a visit out to a local enterprise, inviting a local entrepreneur into the classroom, set up a student enterprise/mini company, engage in an enterprise activity and use case studies in the classroom. Each of these will be explored further in section three of this resource book.

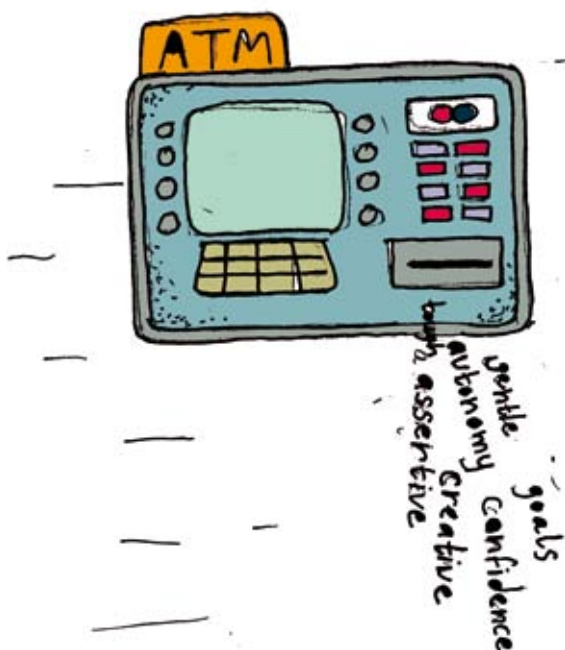
WORD BANK – SKILLS AND QUALITIES

Some Skills

Personal Skills	Business Skills
Creativity	Understanding how a business works and how wealth is created
Team working	Entrepreneurial thinking and generation of business ideas
Problem solving skills	Basic economics
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Assertiveness	Developing a market research
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Time management, and keeping deadlines	Accounting
Setting goals	Marketing
Negotiating skills	Advertising a product/service
Project management	Mounting an exhibition and participating in a trade fair

Some Qualities

Reserved	Risk taker
Passive	Caring
Practical	Enthusiastic
Cautious	Self-motivated
Tough	Imaginative
Confident	Decision Maker
Dependent	Reliable
Relaxed	Aggressive
Outgoing	Initiative
Assertive	Friendly
Creative	Relates well to others
Adventurous	Trustworthy
Gentle	Idealistic
Lacks Confidence	Accept responsibility
Self-Sufficient	Inventive
Tense	Realistic



STUDENT ACTIVITY

- CHARACTERISTICS OF ENTREPRENEURS



The purpose of this activity is to introduce students to the personal characteristics of entrepreneurs.

Teacher Note

Entrepreneurs:

- Are self confident and optimistic
- Are independent, with a strong desire to control situations
- Show initiative, persistence and determination
- Are assertive and action-orientated
- Are opportunity-seekers who enjoy a challenge
- Are hard-working people with drive and energy
- Can cope with uncertainty but do not take excessive risks
- Are good at relating to others
- Are good at networking
- Are able to create teams, which support their endeavours

THE ACTIVITY

Select a clip from the DVD

Ask the students in pairs or in groups to discuss the characteristics, which they think the entrepreneur might have.

Once they have decided where on the scale 1 to 10 the entrepreneur lies, they should shade in the appropriate box. For example, if they think an entrepreneur is very reserved, they should shade in box 1 or box 2.

After the students have completed the task, put **'Survey Results - Characteristics of Entrepreneurs'** on the overhead, revealing it line by line. Before revealing each line, ask the students to suggest the ideal 'score' for an entrepreneur. Then reveal the relevant line.

If there is a significant difference between the students' views and the survey results, discuss the issue.

Shade your selection in pencil

[illegible]

WORKSHEET NO. 2 - TYPICAL RESULTS - CHARACTERISTICS OF ENTREPRENEURS



Where would you place an entrepreneur in each of the categories below?
Shade your selection in pencil

[illegible]

GARDNER'S THEORY OF INTELLIGENCES

Most people have a combination of different types of intelligences in varying amounts:

Linguistic Intelligence

The ability to use language. Being able to express what's on your mind and to understand others. Used by poets, novelists, politicians and lawyers.

Logical/Mathematical Intelligence

The ability to understand cause and effect. Being able to manipulate numbers. Used by scientists, mathematicians and engineers.

Spatial Intelligence

The ability to think in pictures, to see things in relationship to others and to navigate. Used by sailors, pilots, artists, architects, racing drivers and sculptors.

Bodily Intelligence

The ability to control body movements and the capacity to handle objects skilfully. Used by athletes, actors and dancers.

Musical Intelligence

The ability to think musically and to hear, recognise and remember patterns. Used by musicians, mathematicians, artists and music publishers.

Interpersonal Intelligence

The ability to understand and relate to others. Used by teachers, salespeople, human resource managers and doctors.

Intrapersonal Intelligence

The ability to understand yourself, to know what you can or can't do, what you want to do and where to go if you need help. Used by philosophers, psychologists and church ministers.

Naturalist Intelligence

The ability to recognise living things and be sensitive to the natural world. Used by botanists, ornithologists, beauticians and top chefs.

WORKSHEET NO. 3

– A FUN QUIZ TO IDENTIFY YOUR STRONGEST INTELLIGENCE



Linguistic Intelligence

- ☐ Books are very important to me
- ☐ I can hear words in my head before I read or speak or write them down
- ☐ I get more out of listening to the radio or tapes than I do out of TV or film
- ☐ I am good at word games like scrabble, boggle and anagrams
- ☐ I enjoy entertaining myself or others with tongue twisters or puns
- ☐ Others ask me at times to explain the words I'm using when writing or speaking
- ☐ History and English are easier for me than Maths or Science
- ☐ When out driving I notice the words on road signs more than the scenery
- ☐ I often talk about the things I have read or heard
- ☐ I've written something recently that I was proud of, or others praised me for

Logical/Mathematical Intelligence

- ☐ I can easily add and subtract numbers in my head
- ☐ Maths and Science are my favourite subjects in school
- ☐ I enjoy playing games/solving puzzles that need logical thinking
- ☐ I like to set up little 'what if' experiments
- ☐ I'm always looking for patterns and logical sequences or order in things
- ☐ I'm interested in all new developments in Science
- ☐ I believe almost anything has a rational explanation
- ☐ I sometimes think in clear, wordless and pictureless thoughts
- ☐ I always notice when people are not being logical in what they say
- ☐ I like it when things are measured, analysed and put into categories

Spatial Intelligence

- ☐ I often see clear pictures/images when I close my eyes
- ☐ I'm sensitive to colour
- ☐ I like using a camera or camcorder to record what I see around me
- ☐ I enjoy doing jigsaw puzzles, finding my way through mazes or visual puzzles
- ☐ I have vivid dreams at night
- ☐ I can usually find my way around places I don't know well
- ☐ I like to draw or doodle
- ☐ Geometry is easier for me than Algebra
- ☐ I can imagine how something would look if I were directly above it
- ☐ I prefer books that have lots of pictures in them

Bodily Intelligence

- ☐ I use my hands a lot when talking
- ☐ I do at least one sport in my own free time on a regular basis
- ☐ I find it difficult to sit still for long periods of time
- ☐ I like working with my hands at concrete activities
- ☐ My best ideas come when I am out walking or active in some way
- ☐ I often like to spend my free time outdoors
- ☐ I need to touch things in order to learn about them
- ☐ I enjoy daredevil amusement rides or other thrilling physical experience
- ☐ I am pretty well co-ordinated i.e. not clumsy or awkward in my movements
- ☐ I prefer to learn a new skill by doing it, rather than reading how to do it

Musical Intelligence

- ☐ I have a pleasant singing voice
- ☐ I can tell when someone sings off key or out of tune
- ☐ I spend a lot of time listening to music
- ☐ I play a musical instrument
- ☐ My life would be poorer if there were no music in it
- ☐ I often find a TV jingle or tune running through my mind as I walk or work
- ☐ I can keep time to a piece of music with a drum or a stick
- ☐ I know the tune to many different songs or pieces of music
- ☐ If I hear a piece of music once or twice I can sing it back
- ☐ I often tap a tune or sing a tune while studying or working

Interpersonal Intelligence

- ☐ People often come to me for advice
- ☐ I prefer group sports to solo sports
- ☐ If I have a problem I'll ask for help and not try to solve it by myself
- ☐ I have at least three close friends
- ☐ I like social games/activities rather than individual ones that I do alone
- ☐ I enjoy the challenge of teaching others what I know
- ☐ I consider myself to be a leader, or others have called me that
- ☐ I feel comfortable in the middle of a crowd
- ☐ I like to get involved in social activities connected with my work/church/
community
- ☐ I prefer being with a group at night to being on my own at home

Intrapersonal Intelligence

- ☐ I like to spend time alone, thinking about things
- ☐ I like sessions/classes that help me to learn more about myself
- ☐ I have opinions that set me apart from the crowd
- ☐ I have a special hobby/interest that I keep to myself
- ☐ I have important goals in my life that I think about often
- ☐ I have a good idea of my strong points and my weak points
- ☐ I'd prefer to spend a weekend alone, rather than with crowds of people
- ☐ I consider myself to be strong willed and independent minded
- ☐ I keep a diary to record the events of my life
- ☐ I would like to be self employed

Naturalist Intelligence

- ☐ I like to take walks in the country
- ☐ I enjoy gardening
- ☐ I like to get to know the names of plants and trees around me
- ☐ Biology is one of my favourite subjects
- ☐ I watch nature programmes on TV when I get the chance
- ☐ I am conscious of environmental pollution and try to avoid contributing to it
- ☐ When out for a walk I would stop to look at the rocks, trees or wild flowers around me
- ☐ I recognise and can differentiate between types of car on the road
- ☐ When cooking, I try to use fresh, natural ingredients as much as possible
- ☐ I think all gardeners should keep a compost heap

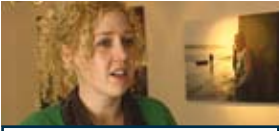
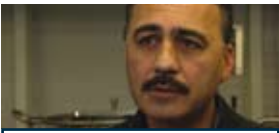
Seven Kinds of Smart, Thomas Armstrong

WORKSHEET NO. 4

- THEORY OF INTELLIGENCES



Having discussed Gardner's Theory of Intelligences, can you identify the combinations of Intelligences that you think the following entrepreneurs possess?

Entrepreneur	Business	Intelligences
 John Beckett	Adrenalin Internet System	
 Gillian Moore	Fuschia Cosmetics	
 Paddy Dunning	Grouse Lodge Studios	
 Aidine O'Reilly	Real Event Solutions	
 Shaun Mc Colgan	Modern Timber Homes	
 Aine Ni Chonghaile	Europus	
 Hassan Ameer	Babylon Foods	
 Hannah Wrixon	Aire Childcare	

WORKSHEET NO. 5

- THEORY OF INTELLIGENCES



Can you identify the combinations of intelligences that would best service entrepreneurs in the following enterprises?

Entrepreneur	Intelligences
 Garage Owner	
 Web Designer	
 Book Shop Owner	
 Basketball Coach	
 Poet	
 Dress Designer	
 Sales Person	
 Film Producer	

the 1990s, the number of people in the UK who are employed in the public sector has increased by 1.5 million, from 2.5 million in 1980 to 4 million in 1998. The public sector has also become an important employer of women, with 5.5 million women employed in the public sector in 1998, compared with 4.5 million in 1980.

There are a number of reasons why the public sector has become an important employer of women. One reason is that the public sector has a high proportion of women in its workforce. In 1998, 88% of the public sector workforce were women, compared with 78% in 1980.

Another reason is that the public sector has a high proportion of women in its senior management. In 1998, 33% of the public sector senior management were women, compared with 23% in 1980.

A third reason is that the public sector has a high proportion of women in its part-time workforce. In 1998, 44% of the public sector workforce were part-time, compared with 34% in 1980.

There are a number of reasons why the public sector has a high proportion of women in its workforce, senior management and part-time workforce. One reason is that the public sector has a high proportion of women in its senior management. In 1998, 33% of the public sector senior management were women, compared with 23% in 1980.

Another reason is that the public sector has a high proportion of women in its part-time workforce. In 1998, 44% of the public sector workforce were part-time, compared with 34% in 1980.

A third reason is that the public sector has a high proportion of women in its senior management. In 1998, 33% of the public sector senior management were women, compared with 23% in 1980.

There are a number of reasons why the public sector has a high proportion of women in its workforce, senior management and part-time workforce. One reason is that the public sector has a high proportion of women in its senior management. In 1998, 33% of the public sector senior management were women, compared with 23% in 1980.

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A third reason is that the public sector has a high proportion of women in its senior management. In 1998, 33% of the public sector senior management were women, compared with 23% in 1980.

SECTION 3

- Follow-on **Activities** and Associated **Worksheets**
- Support from **County** and **City Enterprise Boards**

FOLLOW ON ACTIVITIES AND ASSOCIATED WORKSHEETS

Having watched one or more of the DVD clips, there are a number of follow on activities that students can engage in.

Teachers will follow the route that is most appropriate to their particular preference, class group, school, location, and timetabling constraints.

Some possible follow on activities include:

1. Preparation of a presentation on the entrepreneur and his/her business featured in the DVD clip
2. Preparation of a mind map on the entrepreneur and his/her business
3. Compilation of a case study on the enterprise
4. A summary report on the enterprise
5. A visit out to a local enterprise, either as a whole class or in smaller groups
6. A visit in to the classroom by an entrepreneur
7. The use of case studies of entrepreneurs in the classroom
8. Using the Internet to research a particular business
9. Students engage in a mini company or an enterprise activity

Within this section of the resource we will focus on the 'Visitor in to the Classroom' and the 'Visit Out to a local Enterprise' exercises. Section Four of this resource will look at the 'Student Enterprise Awards' as an effective instrument for fostering an entrepreneurial spirit at school. For students who wish to engage in an enterprise activity other than a student enterprise/mini company e.g. a fundraiser, you will find useful notes and worksheets on idea generation, market research, marketing, finance etc in Section Four.

THE VISIT IN/VISIT OUT METHODOLOGY

The development of links with the world of business and the active participation of speakers, mentors and advisers from local businesses can be a key element of successful entrepreneurship programmes in schools. While the role of the teacher will be that of assisting and facilitating students through the various stages of the visit exercise, students should be encouraged to become actively involved in the learning process. Students should be encouraged to introduce the group, ask questions, thank the entrepreneur etc. It is by taking responsibility for their own learning that young people grow in the qualities and skills of entrepreneurship.

For active learning to be effective, every activity that the students engage in should be broken down into five distinct phases:

1. Plan

2. Experience

3. De-brief

4. Evaluate

5. Record

SOURCING ENTREPRENEURS

There are many ways of sourcing entrepreneurs who will either act as the 'Visitor to the Classroom' or will facilitate a 'Visit to a local Enterprise'.

The following are some useful ideas for sourcing entrepreneurs:

- Contact your local Enterprise Board (see Appendix 1 or www.enterpriseboards.ie)
- Past Pupils
- Relations of students
- School Suppliers
- Staff
- Chambers Of Commerce

- SFA / IBEC / ISME
- Local newspapers
- Golden pages
- Internet

Within this section of the resource we have included a range of materials, which may be useful to you and your students in planning, experiencing and evaluating these activities. Details of the material included are outlined below:

Visit In	• Entrepreneur - Confirmation of Visit In Letter • Checklist for a Visit In • Entrepreneur Letter of Thanks – Visit In
Visit Out	• Entrepreneur – Confirmation of Visit Out Letter • Guidelines for a Visit Out • Checklist for a Visit Out • Parent Permission letter • Entrepreneur Letter of Thanks – Visit Out
Visit In and Visit Out	• Visit Exercise – Student Preparation Worksheet • Question Bank • Student Evaluation of Visit • Teacher Evaluation of Visit • Entrepreneur Evaluation of Visit



CHECKLIST FOR A VISIT IN

- ☐ Date and time of visit
- ☐ Name of entrepreneur
- ☐ Address and phone number of enterprise
- ☐ Directions to school given
- ☐ School phone number
- ☐ Suitable room booked
- ☐ Allocation of individual duties/responsibilities
- ☐ OHP/Video/DVD if required
- ☐ Water
- ☐ 'Do not Disturb' Sign
- ☐ Questionnaires
- ☐ Worksheets
- ☐ Notepad
- ☐ Pens
- ☐ Camera/Camcorder (if agreed with entrepreneur)
- ☐ Entrepreneurs evaluation form
- ☐ Student evaluation sheet
- ☐ Teacher evaluation sheet

CHECKLIST FOR A VISIT OUT

- ☐ Date and time of visit
- ☐ Name of entrepreneur
- ☐ Address and phone number of enterprise
- ☐ Directions to enterprise
- ☐ School phone number
- ☐ Bus (if applicable)
- ☐ Allocation of individual duties/responsibilities
- ☐ Questionnaires
- ☐ Worksheets
- ☐ Notepad
- ☐ Pens
- ☐ Camera/Camcorder (if agreed with entrepreneur)
- ☐ Entrepreneurs evaluation form
- ☐ Student evaluation sheet
- ☐ Teacher evaluation sheet

ENTREPRENEUR

- CONFIRMATION OF VISIT IN LETTER



Date

Dear

I am writing to thank you for agreeing to visit our school to meet with a group of _____ students. The purpose of this visit is to provide the students with an opportunity to develop a greater understanding of the principal features of entrepreneurship and also to learn from your experience as an entrepreneur. In preparation for the visit the students will prepare a range of questions about the enterprise based on the learning outcomes of the programme/subject they are following as part of their senior cycle education in school.

Details of the planned visit to the school are recorded below:

Date: _____

Time: _____ **From:** _____ **To:** _____

No of Students: _____

The visit should take approximately _____. At the end of the visit the students will give you a short evaluation form. We would appreciate if you could complete this evaluation form and return it to the school as soon as possible.

If you have any problems with these arrangements, please contact me at the school on _____. I look forward to meeting with you on the _____.

Yours sincerely

_____

Subject Teacher/Programme Teacher/Programme Co-ordinator

ENTREPRENEUR LETTER OF THANKS - VISIT IN



Date

Re: Presentation to _____ **students**

Dear

I am writing to thank you for coming to our school and making a presentation about your business to a group of students taking part in the _____ programme in our school.

A total of _____ students engaged in the 'Visitor to the Classroom' methodology which took place on _____.

The students were delighted with the information presented and they also welcomed the opportunity to ask many questions based on the learning outcomes of the enterprise courses/modules they are involved in at school.

If I haven't received your 'Entrepreneur Evaluation Form', I would appreciate if you could return it to the school at your earliest convenience. Your comments and ideas are important to us in reviewing the activity and in scheduling and planning similar events in the future.

Once again, many thanks for all your work in preparation for this visit.

Wishing all at _____ every success in the future.

Yours sincerely

_____
Subject Teacher/Programme Teacher/Programme Co-ordinator

ENTREPRENEUR - CONFIRMATION OF VISIT OUT LETTER



Date

Dear

I am writing to thank you for agreeing to facilitate a visit to your enterprise for a group of _____ students from our school.

The purpose of this visit is to provide the students with an opportunity to develop a greater understanding of the principal features of entrepreneurship and also to learn from your experience as an entrepreneur. In preparation for the visit the students will prepare a range of questions about the enterprise based on the learning outcomes of the programme/subject they are following as part of their senior cycle education in school.

Details of the planned visit to your enterprise are recorded below:

Date: _____

Time: _____ **From:** _____ **To:** _____

No of Students: _____

The visit should take approximately _____. At the end of the visit the students will give you a short evaluation form. We would appreciate if you could complete this evaluation form and return it to the school as soon as possible.

If you have any problems with these arrangements, please contact me at the school on _____.

I look forward to meeting with you on the _____.

Yours sincerely

_____

Subject Teacher/Programme Teacher/Programme Co-ordinator

GUIDELINES FOR A VISIT OUT

Before You Go On Your Visit:

Aims/Objectives

Identify the purpose of the visit out and specify what you hope to achieve by engaging in the visit out exercise.

Parental Permission

You must have written permission before you leave the school.

Confirmation

Phone the entrepreneur to confirm that the visit is still on as arranged. Confirm the time.

Cancellation and Delay

If you must cancel the visit for any reason, phone the entrepreneur immediately, and if possible, rearrange it.

Permission from School

Follow the normal school procedure for obtaining permission for an out-of-school event.

Location

Do you know where you're going? You may need a simple map giving directions to the business.

Contact Details

Bring the school telephone number in case there is a problem and you have to contact the school.

Equipment

Make sure you have all the required items with you. This could include notebook copy, folder, pens and any worksheets, which you are required to complete during the activity. If you have approval for the use of a camera or other equipment, bring it with you.

Appearance

Make sure your students are neatly dressed and well groomed.

During Your Visit:

Arrival

Arrive on time.

Introduction

Introduce the group. Confirm with the entrepreneur how long you have for the visit. Introduce the question master and the timekeeper if appropriate.

Question Lists

Have your questions ready. Each member of the group could have a copy of all the questions. It may be useful to appoint a question master who has a list of those asking questions and the order in which they will be asked.

Time

It may be useful to appoint a timekeeper who will keep a close check to ensure that we keep to time.

Student Safety

Students should stay together at all times. Under no circumstances should they become separated from the group. They should follow instructions and observe all safety rules, especially if they are given a tour of the business. Ask permission before taking photographs.

During the Interview

Students should speak clearly and always be polite. They should show interest in what is said to them. All information should be treated with respect.

At the end of the Visit

Appoint a member of the group to thank the entrepreneur. Refer to two/three interesting aspects of the presentation/tour. Ask him/her to fill out an evaluation form. Return to the school.

After The Visit:

Student De-briefing and Evaluation

Each student should be encouraged to de-brief and evaluate individually directly after the activity. Following this you should discuss your answers with other members of the class group in order to compare and contrast the experience of going on a visit out to a local enterprise.

Aims/Objectives

Refer back to the initial purpose of the visit and determine if you have achieved all the objectives, which you had set out for the visit.

Student Evaluation Form

Complete an evaluation form and return this to your teacher

Teacher Evaluation Form

Complete an evaluation form and file this with programme/subject planning materials for future reference

Contact the Entrepreneur

Send a thank you note to the entrepreneur



PARENT PERMISSION LETTER



Date

Dear Parent/Guardian

As part of their Senior Cycle Education your son/daughter is taking part in _____. As part of the Enterprise Education element of this programme/subject, a visit has been organised to a local enterprise. The purpose of this visit is to provide students with an opportunity to develop a greater understanding of the principal features of entrepreneurship and also to learn from the experience of the local entrepreneur.

The details of the visit are outlined below:

Place: _____

Date: _____

Departure Time: _____

Return Time: _____

Cost: _____

If you wish your son/daughter to take part in this activity, I would appreciate if you could sign the **permission slip** below and return it to me by _____.

If your son/daughter suffers from any medical condition that may cause risk to his/her health I would appreciate if you could contact me directly at the school on _____.

Yours sincerely

_____
Subject Teacher/Programme Teacher / Programme Co-ordinator

Please cut along the dotted line and return permission slip to the school

Visit to _____

I give permission to my son/daughter to participate in the above activity

Student Name: _____

Parent/Guardian Signature: _____

Date: _____

ENTREPRENEUR LETTER OF THANKS - VISIT OUT



Date

Re: Visit to _____ **by** _____ **students**

Dear

I am writing to thank you for facilitating a presentation and tour of your business for a group of students taking part in the _____ programme in our school.

A total of _____ students engaged in the 'Visit to a local Enterprise' which took place on _____.

The students were delighted with the information presented and they also welcomed the opportunity to ask many questions based on the learning outcomes of the enterprise courses/modules they are involved in at school.

If I haven't received your 'Entrepreneur Evaluation Form', I would appreciate if you could return it to the school at your earliest convenience. Your comments and ideas are important to us in reviewing the activity and in scheduling and planning similar events in the future.

Once again, many thanks for all your work in preparation for this visit. Wishing all at _____ every success in the future.

Yours sincerely

_____

Subject Teacher/Programme Teacher/ Programme Co-ordinator

WORKSHEET NO. 6

- STUDENT VISIT PREPARATION



Visit Exercise

Student Name: _____

Programme/Subject: _____

Visit to/Visit in from: _____

Date: _____

Business Details

Business Name: _____

Contact Person: _____

Business Address: _____

Phone: _____

Fax: _____

Email: _____

Website: _____

Details of the Visit

Time: _____ From: _____ To: _____

Format: (Please tick) Presentation: _____ Tour: _____ Q and A: _____

Timekeeper: _____

Directions to Enterprise (if Visit Out Exercise)

Purpose of the Visit

– Please complete both group and individual sections

Group Aims/Objectives: _____

Individual Aims/Objectives: _____

Links to Programme/Subject Assessment

Questions

Question Master	

Question Running Order	Student Name	Question
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

Individual Roles and Responsibilities

Role	Student Name	Duties
Confirm the Visit		
Introduce the Group		
Question Master		
Timekeeper		
Thank the Entrepreneur		

Other Roles	Student Name	Duties

QUESTION BANK

Business History

- When was the business established?
- Where was the business set up?
- Why that particular location?
- How did you decide on the business idea?

Personal Qualities and Motivation

- What were your main reasons for starting the business?
- How important are persistence and determination in your business?
- What risk do you have to take in this type of business?
- How important is it to be able to get on well with other people?
- What motivates you to keep going in business?

Influences

- What role did others play in encouraging you to become an entrepreneur?
- How did you decide on that particular career path?
- Did your hobbies or leisure activities influence your choice of business?
- Did you travel outside Ireland? If so, did this have any influence on setting up your own business?
- Why did you set up business now and not ten years ago?
- What career plans do you have for the future?

The Organisation

- Are you a sole trader, a partnership, a limited company, a co-operative?

The Product/Service

- Could you describe your product/service?
- Has the market for your product/service changed in any way?
- Have technological changes helped or hindered your business?
- Do you have many competitors in this market?
- How would you describe the demand for your product/service: growing, contracting, static?
- How do you determine your selling price?
- How is your product/service distributed to your customers?

Personnel

- How many people are employed in the business?
- What different jobs are available within the business?
- Who recruits staff?
- How do you recruit new people for your business?
- What skills and qualities do you look for in employees?
- What types of training are important for your employees?

Trade Unions

- Are your employees members of a Trade Union?
- What is the procedure when worker grievances arise?

Health and Safety

- What Health and Safety signs are on display in the workplace?
- How are employees made aware of Health and Safety Issues?
- What Personal Protective Equipment (PPE) is worn?

Finance

- When you started your business did you have any difficulties in raising finance? If so, how did you overcome them?
- Do you give credit to your customers? How do you control it to ensure no bad debts?
- Are there any issues in the current economic climate that have a particular effect on your business?
- How do you see this business in ten years time?

Business Support

- What organisations or government agencies have assisted the enterprise?
- What type of assistance has been provided?
- Did you have to prepare a Business Plan for any of these organisations/agencies?
- What information must be included in the Business Plan?
- Did anyone assist you in drafting your business plan?

Marketing and Promotion

- Who do you sell your product/service to? i.e. who are the target market?
- Who are the main competitors?
- How important is Market Research?
- How do you carry out Market Research?
- How does the enterprise promote/advertise its products/services?
- Where does the enterprise sell its products?

Customers

- Why do you think your customers deal with you rather than another business?
- Do you have a procedure for dealing with customer complaints?

Information and Communications Technology

- What role has ICT played in the development of the enterprise?
- Where and how has it been used in the enterprise?

Single European Market

- Can you describe the impact of the Single European Market on your business?

Self Employment

- What skills and qualities do you think are needed to set up and run an enterprise?
- What kind of experience would be useful?
- What do you see as the benefits of running your own business?
- What are the challenges of running your own business?
- What advice would you give to someone thinking of setting up his or her own business?

Community

- What are the benefits to the local community regarding locating here?
- What responsibilities do you have to the local community?

Education

- How valuable has education been to the success of your business?
- Did you take part in any enterprise activity when you were at school?
What did you learn from this experience?
- Have you taken any training courses to help you run your business?
- What qualifications, if any, are necessary for your business?

WORKSHEET NO. 7

- STUDENT EVALUATION OF VISIT



Enterprise Name: _____

Name Of Entrepreneur: _____

Student Name: _____

Date Of Visit: _____

Programme/Subject: TY ☐ LCVP ☐ LCA ☐ LC Business ☐
(Please Tick)

Format Of Visit: Presentation ☐ Tour ☐ Question And Answer Session ☐
(Please Tick)

1. Did you enjoy the activity? Yes ☐ No ☐

2. What did you enjoy most about the visit?

---

3. Had you enough time for the activity? Yes ☐ No ☐

---

4. What went well and why?

---

5. Rate the group's performance in the following areas:
(please circle where 1 = poor, 4 = excellent etc)

Timekeeping on Visit	1	2	3	4
Interview with entrepreneur	1	2	3	4
Getting the information needed	1	2	3	4
Working as a team	1	2	3	4

6. Describe one thing you learned

---

7. List one question you still have

---

8. List one possible follow on activity

---

9. How will you record your learning from this activity?

---

10. What were your responsibilities in relation to the visit?

---

11. To what extent were you able to develop your skills in the following areas:
(please circle where 1 = very little, 4 = a lot etc)

Carrying our research	1	2	3	4
Organising	1	2	3	4
Taking initiative	1	2	3	4
Problem solving	1	2	3	4
Working as part of a team	1	2	3	4
Communicating with adults	1	2	3	4

12. If you had an opportunity to take part in this activity again what would you do differently?

Signed: _____ Date: _____

TEACHER EVALUATION OF VISIT



Enterprise Name: _____

School Name: _____

Date of Visit: _____

No of Students: _____

Programme/Subject: TY ☐ LCVP ☐ LCA ☐ LC Business ☐
(Please Tick)

Format Of Visit: Presentation ☐ Tour ☐ Question And Answer Session ☐
(Please Tick)

Suitability of Visit for relevant programme/subject:

Please evaluate the enterprise visited using the criteria outlined below:

Record a score of 1-4 below across from each heading where 1 = poor, 4 = excellent etc

Accessibility _____

Organisation of Visit _____

Communication with students _____

Quality of information provided _____

Relevance to curriculum _____

Overall rating of Activity: Excellent ☐ Satisfactory ☐ Needs Improvement ☐
(please tick)

Preparation For The Visit

1. Was the enterprise adequately briefed on the aims/ objectives of this visit: Yes ☐ No ☐
2. Were the students adequately prepared for this activity? Yes ☐ No ☐

_____

_____

3. List some of the challenges you encountered when planning this activity

---

---

4. Identify possible ways of overcoming the challenges listed in Q.3 above

---

The Visit

5. Outline the main benefits to your students of engaging in this activity

---

---

6. In facilitating the teaching and learning of enterprise education in the classroom, list some of the benefits of this activity to you the teacher

---

---

7. In your opinion, how has the school benefited from this visit?

---

8. What benefit(s), in your opinion has this visit brought to the enterprise?

After the Visit

9. List some useful methods of de-briefing and evaluating the visit exercise with your students

---

---

10. List some possible follow on activities for your students arising from the visit exercise

---

---

11. How may your students use this activity to link with the various assessment components of their programme/subject?

---

12. What improvements would you like to see developed in relation to the visit activity?

Signed: _____ Position: _____

Date: _____

ENTREPRENEUR EVALUATION OF VISIT



Enterprise Name: _____

School Name: _____

Date of Visit: _____

No of Students: _____

Programme/Subject: TY ☐ LCVP ☐ LCA ☐ LC Business ☐
(Please Tick)

Format Of Visit: Presentation ☐ Tour ☐ Question And Answer Session ☐
(Please Tick)

Overall rating
of Activity: Excellent ☐ Satisfactory ☐ Needs Improvement ☐
(please tick)

Preparation For The Visit

1. Were you adequately briefed on the aims/objectives of this visit: Yes ☐ No ☐

2. Were there any difficulties for you arising out of this activity? Yes ☐ No ☐

Comments

The Visit

3. Were the students adequately prepared for this activity? Yes ☐ No ☐

Comments

---

4. Do you think this experience is beneficial to students? Yes ☐ No ☐

Comments

---

5. What benefit(s), has this visit brought to your enterprise?

Comments

Future Visits

6. Would you be prepared to facilitate a similar visit at a future date?

Yes ☐

No ☐

7. If the answer to Q6 above is 'Yes' please suggest any area(s) for improvement with regards to a future visit exercise

---

---

8. What other link activities (if any) would you be interested in developing with the school?

Signed: _____ Position: _____

Date: _____

Thank you for taking the time to complete this evaluation form

SUPPORT FROM COUNTY AND CITY ENTERPRISE BOARDS

County and City Enterprise Boards are the State Agencies responsible for supporting the development of small enterprises throughout the country.

The Enterprise Boards provide financial and developmental supports to people starting and developing business. In addition to this Enterprise Boards also have a remit to develop the entrepreneurial culture in their areas. It is in pursuit of this remit that County and City Enterprise Boards have had an involvement in Enterprise Programmes at Second Level. Enterprise Boards support the delivery of The Student Enterprise Awards and have also provided support for programmes such as Enterprise Encounter.

Through their involvement with these programmes Enterprise Boards have built a relationship with teachers and are anxious to develop these relationships in the interest of improving the support that we can provide to schools.

County and City Enterprise Boards are willing to provide practical support to teachers involved in the teaching of Enterprise Programmes in second level schools. Enterprise Boards can arrange visits by business advisors, mentors or entrepreneurs to the classroom in an effort to augment the work of teachers in the enterprise area.

CONTACT DETAILS – COUNTY AND CITY ENTERPRISE BOARDS

There are 35 Enterprise Boards in Ireland and you will find contact details for each of the County and City Enterprise Boards in Appendix 1 of this resource. You can also access details of your local enterprise board from - **www.studententerprise.ie**.

You are invited to contact your local Enterprise Board to find out what type of support will be available to you.





SECTION 4

- Student Enterprise Awards
An Action Based Enterprise Experience
for Second Level Students

INTRODUCTION TO STUDENT ENTERPRISE AWARDS

The Student Enterprise Award is a national initiative organised by County and City Enterprise Boards, which aims to foster an enterprise culture among second level students.

The 'Student Enterprise Awards' offer students the opportunity to take a business from the idea stage, through market research to production, selling, record keeping, management and finally, writing a comprehensive report on the activity. The STUDENT ENTERPRISE AWARDS is a practical programme that appeals to students of all abilities.

ETHOS

County and City Enterprise Boards endeavour to foster an environment where increasing numbers of Irish people will establish and run their own enterprises. Therefore, the promotion of entrepreneurship as a career choice is a vital element of the work of County and City Enterprise Boards. In pursuit of this objective, the Boards have supported teachers in the delivery of a number of action based enterprise programmes designed to give students practical experience of setting up and running their own business. The Student Enterprise Awards is one such initiative.

Although winning the Student Enterprise Awards is of course a tremendous achievement, students have overwhelmingly found the experience to be fun, rewarding and enormously valuable, regardless of how far they manage to proceed through the competition. Participation in the STUDENT ENTERPRISE AWARDS enables students to develop and acquire a wide range of personal and business attributes and skills. All of these are relevant to entrepreneurship and will help the students to be successful during the continuation of their studies and in their future careers.

BENEFITS FOR STUDENTS

The Student Enterprise Awards provides an opportunity for students to:

- Build an entrepreneurial mindset
- Learn valuable lessons from the experience of working in a team
- Apply learning in a practical way
- Explore possible career paths for the future
- Consider becoming entrepreneurs in the future
- Enhance creativity
- Improve communication skills

CATEGORIES

There are three categories in the awards scheme:

- **Senior Category:** Transition Year, 4th Year, 5th Year, 6th Year Students, Youthreach Students
- **Intermediate Category:** 2nd Year, 3rd Year Students
- **Junior Category:** 1st Year Students

TIMETABLE OF EVENTS

September	Decide on your business
October	Start producing your product/service and selling
End October	Registration for the Student Enterprise Awards
January	Prepare your Business Report
End January	Schools Finals
End February/Early March	County Finals
End March	Closing Date for entry to National Final
May	National Final

REGISTRATION

- Option 1:** Complete the 'Online Registration Form' on **www.studententerprise.ie**
- Option 2:** Download a postal entry form from **www.studententerprise.ie** and the completed form should then be returned to your local Enterprise Board

THE RULES

In the interests of fair competition, it is vital that all STUDENT ENTERPRISE AWARDS entrants abide by the rules, which are as follows:

1. Individuals or teams may participate in The Student Enterprise Awards. There are no limits to the number of students on a team, however, each STUDENT ENTERPRISE AWARDS business must be represented at the National Finals by a maximum of 5 students.
2. Participants must operate a real business.
3. Participants must submit 5 copies of their business report (following the required format and with a maximum of 20 single sided or 10 double sided pages) by the designated date.
4. Participants must set-up a business display at the awards venue by the designated time. The display must be confined to a floor area of 1.5 metres x 1.5 metres.
5. Participants must undertake their work in the current academic year.
6. Each participating County and City Enterprise Board may nominate one entry per category to participate in the Student Enterprise Awards National Finals.
7. The judges decisions in all matters are final.

JUDGING CRITERIA

Students, like all good entrepreneurs, will discuss their ideas and seek advice from others. However, it is important that the report submitted and products and services developed, as part of the initiative, are indeed the work of the students. This ensures fairness for all students involved in the programme. Judges will endeavour to satisfy themselves that each entry represents the student's own work. Where there is evidence of undue outside influence this will be taken into consideration in the marking of any individual project. The judge's decision in this matter is final.

Students have three opportunities to impress the judges.

The following advice is provided for students:

1. Business Report

The business report is your chance to make a really good first impression with the judges. It is very important to cover all aspects of operating the business, if the judges don't know about all the good things that you did, they cannot give you any marks for doing them.

- Make sure that your business report is neat and legible and do not be afraid to be creative with the presentation of the report.
- The report can be a maximum of 20 single or 10 double-sided pages so it is important to keep it concise. 5 copies of your business report must be submitted by the designated date.
- It is a good idea to make your report as attractive as possible so where you can, try to include pictures of your product and maybe even of your team! Be honest in your report and if you came across difficulties, describe them and tell the judges how you solved them.

2. Business Display

A good exhibition stand and interview can make all the difference so prepare well for both.

- You must set-up your business display at the awards venue by the designated time.
- The display must be confined to a floor area of 1.5 metres x 1.5 metres.
- Try to be imaginative with your display! Judges are interested to see samples of your product (or perhaps photographs if it was a service).
- Use props to make your stand look nice (maybe flowers or a nice piece of material draped over the table). Backdrops can work well too with posters containing important information such as the results of your survey or your final accounts.
- You may include some comments from satisfied customers or some photographs of your product/service in use.
- If you designed packaging or promotional material, display it on your stand too.
- Perhaps you could have a demonstration of how you made your product? A little bit of effort with the presentation of your stand makes a big difference.

3. Interview

This is your opportunity to meet with the judges and to show them your product/service. For the interview, it is good to appoint a spokesperson who will greet the judges and introduce each of the team members. The judges will ask questions and it is good if all the team members get a chance to answer. Remember to speak one at a time and be honest. Judges are interested to hear how you overcame problems along the way!

MARKING SCHEME

It is important to consider how projects are marked when planning your project, preparing your report, carrying out research etc. To help you understand what the judges are looking for you will find a few pointers below. These are intended as guidance only, for teachers, students and judges involved in the Student Enterprise Awards.

STUDENT ENTERPRISE AWARDS projects are marked out of 250 marks, which are allocated as follows:

1. Product/Service - 50 Marks

Judges will be checking on the quality of the product or service. If it is a product it should be appealing, well finished, with good quality control procedures in place and appropriate for its intended use. If it is a service business then it is important to show consistent high quality of delivery of the service and what checks are in place to guarantee this.

2. Marketing - 30 Marks

Marks will be awarded for evidence of market research including questionnaires, findings etc. In addition, students should have a clearly defined marketing plan and evidence of how the marketing plan has been and continues to be refined to meet customer requirements in response to the market research findings.

3. Innovation - 50 Marks

Marks in this section are awarded for outlining the methods used for ideas generation, the level of innovation of the product or service, or innovative methods used for marketing or selling of the product or service. In addition, marks are awarded for product or service research and development.

4. Risk Management - 20 Marks

The identification and management of risk is key to the success of any business. It is not intended that students should for example borrow large amounts of money and invest it in their projects. Students should be able to identify what risks are associated with their projects and show how they managed these risks. Anything that demonstrates an element of taking students outside of their comfort zones will be considered under this category.

5. Business Report - 30 Marks

Marks are awarded for demonstrating the business structure used and the role each person played in the business. Charts are, for example, a good way of illustrating this. While business performance is very important for all entrepreneurs, the Student Enterprise Awards only awards ten marks in this section. This is to ensure that there is no disadvantage to any student with an innovative product/service and also that no advantage is gained by any student who might consider inflating the figures in relation to performance. All businesses will experience some difficulties. Marks are awarded for demonstrating how these difficulties were overcome.

6. Finances - 20 Marks

This is a very important section of the report. Marks will be awarded for a forecast or budget showing the projected income and expenditure for the business. This does not have to match with the actual performance of the business, however, students should identify where and how the differences arose. Marks are also awarded for clearly showing how the product or service was priced and for a profit and loss account showing the actual performance of the business.

7. Exhibition Stand and Interview - 30 Marks

The visual display is awarded ten marks, however, it is very important as it creates an overall impression of the business and there is a special prize awarded for Best Display. Ten marks are awarded for techniques used, this might include very brief PowerPoint presentation, use of video, CD Player, demonstrations etc. Ten marks are awarded for interview skills. The purpose of the interview is to determine the student's knowledge of the project, business and life skills developed and in the case of groups, how they worked together.

8. Personal Development - 20 Marks

Students who learned from the experience will be motivated. The learning for each student will vary. Students should demonstrate what they learned from their experience of Student Enterprise Awards.

TIPS FOR TEACHERS

- The case studies on the accompanying DVD can be used to stimulate discussion on the various elements of developing a Student Enterprise
- Your local Enterprise Board is an excellent source of advice, contact them to let them know that you are entering the Student Enterprise Awards competition and they will help with information and expertise. You might even consider going on one of their Start Your Own Business Courses yourself
- Ensure business groups are formed as quickly as possible to give students maximum time to run their businesses
- It may not always be best to put friends together as running a business can be stressful and it is good to have teams made up of people with complementary skills
- Insist on market research questionnaires being developed for all service and product ideas and examine all findings
- Have a Christmas fair and get the students involved in the promotion and running of same
- Allow a student that was involved in the programme previously to talk to the students
- Set firm time periods for work completions. Encourage students to put a little time aside each week, it all adds up
- Encourage all STUDENT ENTERPRISE AWARDS students to keep relevant materials in a file/folder. Examples of relevant materials would include completed questionnaires, photographs, promotional materials, correspondence etc
- Have a school final regardless of teams / numbers involved
- Remember, the STUDENT ENTERPRISE AWARDS is a practical programme that appeals to students of all abilities

ADVICE FROM THE JUDGES

Here are some thoughts from previous judges about what impressed them the most:

The Idea

Invariably the businesses that are most successful have **a simple or innovative idea that is clearly defined**. This makes market research much easier and makes the business more focused.

Market Research

The main objective at this stage is to verify that there is a demand for your product. **Listen to what your target customers say**, modify your idea according to their feedback and use the research to obtain hard information such as what they are prepared to pay, when and where they are likely to buy the product and so on.

Marketing

It is exciting to come across a business that shows initiative by going outside the school and beyond friends and family for its customers. **Creative promotional ideas** and clever packaging are also always well received. Some of the ideas that impressed judges in the past were good websites, creative brochures, innovative ideas, awareness of changing market trends and exhibiting at trade shows.

Pricing

Your market research should give an indication of the price you can charge. When pricing your product or service you should ensure that you cover all your costs and leave a margin for profit.

Financial Information

The Profit and Loss account is very important. **Cash flow planning** is also important and it is good to show that you have planned ahead, taking into account when money needs to be paid out, and when you expect to receive cash from sales.

People

Remember that people are **the most important asset** in any business. Customers are putting their faith in your team to deliver the product, particularly if they are ordering in advance for a product that they have not seen. You need to build a team with people who have complementary skills and who can work well together. **Good team spirit is just as important as your ability to sell yourselves to your customers.**

QUOTES FROM STUDENTS

“It was a really good year, we enjoyed it an awful lot and learned so much”.

“Very good experience, well worth doing”

“I learned so much and had an amazing time. Thank you”

“Really enjoyed it - highlight of TY”

“It was a great experience and good fun”



WINNERS OF THE SENIOR CATEGORY, 2007

Colm Gore and Séamus Crosbie, St. Patrick's Classical School, Navan

This Is Their Story. *Business Illustrated*

What an adventure!!! If only we knew starting off in September how successful we would be, all the fun we would have, all the money we would make and most importantly all the experience and knowledge we would gain.

Lets rewind to the start of the process when we had our brainstorming session. We highlighted business studies as where our strengths lay. We then examined what was happening in relation to subject inspections and the requirement of visual stimulation in the classroom. We had discovered a niche in the market, a niche that pleaded to be filled! After considerable market research we decided to run with our idea. Using the Chief Examiners Reports we identified and tackled areas of common difficulty in both the Junior and Leaving Certificate Exams. As similar information was already available in books we decided to put it on classroom poster which would act as a constant reminder to students. We used effective graphics and snappy definitions to help students grasp the concepts on each poster. Even though our products were simple we were sure they would be a hit.

We paid for some of the production of our product with sponsorship deals we had secured and the risk involved declined as a result. Our product sold extremely well within our target market to such an extent, that educational publishers Folens, are delighted to be a part of it. From September onwards Folens will be producing, marketing and distributing our products to schools nationwide. We will receive royalties for this.

Many fellow students felt that we were wasting our time and many others slagged us, but this all stopped after we won the county finals. We now had teachers and students alike appreciating our work. Coming up to the national final we were confident that our business was good enough to win but we knew the competition would be strong. From beginning to end we had full backing from our school especially our teacher Padraig Doherty and Caroline Lynch from the Meath County Enterprise Board. They supported us in every way possible and gave us added belief in our products and ourselves.

The atmosphere was electric at the national finals. There was a real sense of accomplishment within everyone involved and general good-natured banter between students of all schools. Everyone was happy to have got this far and all felt they were in with a chance. We couldn't believe when we were announced winners of the Senior Category. All our hard work really paid off. We can't wait for our trip to Valencia in September, which is part of our prize.

This is only the beginning of Business Illustrated, we intend to branch out into different subjects such as accounting,

economics, history and religion and we will strive for continuous success in those subjects too!!

Taking part in the Student Enterprise Awards did us the world of good. It tapped into skills we didn't know we possessed and forced us to use them. It prepared us for years to come; no matter what walk of life we decide to take. We recommend every student should participate as only positivity can come from the whole experience.



Colm Gore and Séamus Crosbie with their teacher Padraig Doherty

GETTING STARTED - SELF ANALYSIS

As part of the Student Enterprise Awards programme students are encouraged to examine their own skills and aptitudes and in particular their attitude to risk. All entrepreneurs take calculated risks. The ability to assess risk and take appropriate risks is an underlying trait of all successful entrepreneurs.

The following fun exercises should assist students in evaluating their own business strengths and attitudes to risk. Students will have the opportunity of exploring their team skills in the section on teamwork. These tools should enable students to evaluate objectively and improve upon their own skills and abilities.

STUDENT ACTIVITY - THE PIG DRAWING



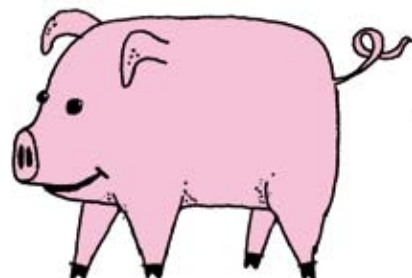
WHAT SORT OF BUSINESS PERSON ARE YOU?

(Student Exercise)

It is quite amazing how an individual's personality traits can be identified by tests. There are all sorts of complex tests that can analyse every single thing about us. Researchers have analysed hundreds of pig drawings and have discovered that the way you draw a pig can tell a lot about you. Try it and see.

Draw a picture of a pig on a blank sheet of paper. You should do this on your own initially and then you can compare your drawings and results with friends.

Once you have drawn your pig look at the 'Answer Key' to determine what sort of business person you are.



STUDENT ACTIVITY - ANSWER KEY - THE PIG DRAWING



WHAT SORT OF BUSINESS PERSON ARE YOU?

If the pig you drew is:	You are:
Towards the top of the sheet	You are positive, optimistic with a sunny outlook
Towards the bottom of the sheet	You may be a sceptic or somewhat cynical, with a tendency to see the glass as half-empty
Toward the middle of the sheet	You are a realist, very pragmatic
Facing left	You believe in tradition, are friendly and remember dates e.g. birthdays, anniversaries etc
Facing right	You are innovative, creative and active, but may not have a strong sense of family, preferring autonomy. You have a tendency to forget dates
Facing front	You are direct, enjoy playing devil's advocate, not afraid of confronting a bad situation, neither fear nor avoid hard questions or discussions
With many details	You are analytical, cautious and somewhat distrustful or wary of others
With few details	You are emotional and naïve, you tend to see the big picture, but be impatient with details. You are a risk-taker
With fewer than four legs showing	You may be living through a period of change, self-reflection
With four legs showing	You have a healthy self-image, may be stubborn, but stick to your principles and ideals
How big are the ears?	The size indicates how good a listener you are. The bigger, the better
The length of the tail?	This indicates the fun in your life (and, again, more is better!)

WORKSHEET NO. 8

RISK TAKING



ARE YOU A RISK TAKER?

Tick the answers that you feel apply most to you.

1. You have been asked to introduce yourself to someone you haven't met. Would you do it?

- a) Definitely ☐   b) Maybe ☐   c) Not a hope ☐

2. Would you be a vegetarian when none of your friends are?

- a) Definitely ☐   b) Maybe ☐   c) Not a hope ☐

3. You are with a group of friends you admire but don't know very well. They are talking about something you know nothing about. Would you admit it?

- a) Definitely ☐   b) Maybe ☐   c) Not a hope ☐

4. Would you hang out with someone your friend's don't like?

- a) Definitely ☐   b) Maybe ☐   c) Not a hope ☐

5. Would you try out a sport your friend's aren't interested in?

- a) Definitely ☐   b) Maybe ☐   c) Not a hope ☐

6. Would you become friends with someone who's not popular?

- a) Definitely ☐   b) Maybe ☐   c) Not a hope ☐

7. Would you stand up for someone who is being treated unfairly?

- a) Definitely ☐   b) Maybe ☐   c) Not a hope ☐

8. Would you wear your favourite jacket even it was out of style?

- a) Definitely ☐   b) Maybe ☐   c) Not a hope ☐

ANSWERS

What did you most often circle: A, B or C?

Mostly A's	Mostly B's	Mostly C's
You enjoy taking risks. Life is full of risks, but you need to make sure that you calculate the risk involved and keep making smart risk-taking decisions	You are inclined towards risk but not sure whether you want to take the final step. Gathering more information is always good but don't lose out by not being able to take a risk	You might be a little too cautious. You may be denying yourself valuable exercise and social contact or cutting back unnecessarily on your quality of life

STUDENT ACTIVITY - THE WASTE PAPER BASKET GAME



Time: 30 minutes

Materials: Waste paper basket, five tennis balls, space and a scoreboard

Aim: To encourage risk analysis

Method: Place the basket in an open space and mark off distances from it in two metre intervals up to say to 6 metres. The challenge is to see how far one can move back from the target or goal and still score hits. Competition is self-directed rather than other directed.

There are three rounds to the game. Each is the same; the student decides which distance marker he will throw from; takes all five throws from that marker and records his satisfaction from that on a 1 to 10 scale.

Debriefing: The debriefing should concentrate on judging risks, taking risks; feelings of challenge, satisfaction, frustration and disappointment.

Finding one's limits must often mean failing, otherwise the reality of situations would not be appreciated. Failing often requires people to succeed next time.

A knowledge of capabilities and careful assessment of the risk enables people to set themselves challenging but achievable goals. If the goal is too easy people get bored or do not bother because there is no risk. If the goal is too hard people give up or don't bother because there is too much risk.

WASTE PAPER BASKET GAME SCOREBOARD

Name	Try	Distance	Hits	Satisfaction

THE BUSINESS IDEA

Twenty percent of the marks in the Student Enterprise Awards' competition is allocated to Innovation. There is even a special award for Innovation at the Student Enterprise Awards National Final. Why? Because innovation has been identified by the Irish government as being vital for the country's future economic success! This seems like heavy stuff but they are right! In business innovation can be the difference between success and failure.

Innovation is not just about having the ideas; it is also about developing these ideas and putting them into practise to achieve commercial success. These new ideas may develop into new products, new services or even new ways of doing things.

It is very hard to come up with a completely brand new product or service, but through idea generation it can be possible to come up with a different spin on an existing product.

Students can also be innovative in the way they package or market/sell their product/ service. For example, by changing the packaging for hand-made chocolates they can be sold at different times of the year and to different types of people e.g. red ribbon for Valentines Day, or miniature packs for a personal treat!

Students can also score marks in this section for the research and development they have carried out on their product or service. This simply means that they will be given credit for the work they have done on developing their product or service to make it work and/or look appealing to the customer.



GETTING THE BUSINESS IDEA

Here are some tips for students to enable them get started.

1. What about your hobbies as a business?

Many people have hobbies and skills, which could be turned into worthwhile and profitable businesses. Make a list of your hobbies and Brainstorm with your friends, family or group members on how any of these hobbies could be turned into a business e.g.

- Woodcraft/Metal craft - Making items from wood or metal for sale.
- Cooking - Baking cakes, savouries, or setting up a catering business.
- Sewing – Making soft furnishings and accessories for the home.
- Writing/Photography – producing calendars, short stories, magazines etc.
- Puzzles – Puzzle books for young children.
- Music – Providing classes, workshops, making CDs or forming your own band.

2. Are there any gaps in the marketplace?

Have you ever said to yourself where can I buy..... or why can't I buy..... in my local area or school. If so, a new business idea could be staring you in the face!

- **School:** does your school have a sandwich service, or a tuck shop?
- **Home:** Do people in your area find it difficult to find babysitters, childrens party planners, pet minders etc?
- **Local Community:** Is there a scarcity of locally produced craft items, gift items or cards in your area? Could your local community benefit from a simple phrase book in, for example, Polish to enable better communications?

3. Use ideas which have been used before. Maybe you can give them a new twist.

Remember many successful companies do not try something completely new, they build upon ordinary ideas and make something special of them. Look around your local area, what kind of businesses exist? Could you offer something better? Remember you will be going into competition with these companies.

4. Use up items lying around the home.

In every home there are items lying around and of no use. These can provide a source of inexpensive raw materials, particularly, if you do not want to invest a lot of pocket money in setting up a business. Remember to get permission before you use anything.

IDEA GENERATION TECHNIQUES

There is a whole array of idea generation techniques, which could be used in coming up with new ideas for businesses. Two of the more popular are brainstorming and SCAMPER.

1. Brainstorming

Successful brainstorming generates massive quantities of diverse and sometimes fantastic ideas. Fantastic ideas are good during brainstorming, not bad. You want a high quantity of ideas during brainstorming, not quality. There will be plenty of time later to dissect and analyse.

Effective brainstorming can take place in groups or individually. Some of the ideas submitted to a brainstorming session may seem off the wall initially. After consideration these may turn out to be perfectly good business ideas.

With brainstorming there are a few rules.

- Assign one person in the group to write down ALL of the ideas that are generated by the group, no matter how wild or wacky they are
- Remember that all suggestions, no matter how silly they may seem, should be included on the written list and members of the group should give their suggestions as they come into their heads
- The quantity of ideas is better than the quality of ideas
- The wilder and stranger the better
- Do a practice run to warm up the mind: Example: how many uses can you think of for a cardboard box?
- Get the whole group to let their minds flow and wander and come up with as many ideas as possible over a period of about 20 minutes – the aim is to generate as many ideas as possible
- At the end of the brainstorming, go through the list, identifying which ideas may be possible and which ones are not possible to take further. Of those ideas that you could take further, start to brainstorm the positives and negatives of each one before you finally choose one idea (see appendix 2 for list of product/service ideas).

2. SCAMPER

SCAMPER works by providing a list of active verbs that you associate with your problem and hence create ideas. As they are all verbs, they are about doing and so get you to think about action. For this you ask students to look at an existing product/service and apply the following to it.

S – Substitute (parts, people, ideas, materials or components)

An example would be where metal discs (CDs) were substituted for vinyl records and opened up a whole range of opportunities for sales – cd holders, players, cleaners etc.)

C – Combine (mix, combine, use other services or methods)

Examples would be candles and candleholders, swimming goggles and swimming hats - where you add something to the product on sale that adds or changes the final product or service you are selling. Combining electricity and bicycles gave us electric bicycles. A futon – is it a bed or a settee?

A – Adapt (alter, change function, use part of another thing)

One very simple example was where somebody decided to make shorts out of their jeans and so three quarter jeans and denim shorts were made. Also some people had ideas for making handbags from old jeans.

M – Modify (increase, reduce, change shape, colour etc.)

The ipod mini and nanos are perfect examples of a product that was made in different sizes and colour and become a product range in their own right.

P – Put to another use

The tops of Pringles boxes can be used as can savers e.g. if dog food has been opened and only half has been eaten. The bottom part of the box can be painted and decorated and make lovely pencil pots.

E – Eliminate (remove elements, simplify, cut costs, reduce time, waste, effort)

A very simple example was where the need to eliminate bad odours led to the creation of air fresheners.

R – Reverse or rearrange (turn inside out, upside down etc.)

An example can be seen in some public parks where car tyres are turned inside out and form the shape of plant pots which are then painted and used as displays in these parks.

The idea is the easy part; bringing it to fruition is more difficult. Good luck!

WORKSHEET NO. 9

IDEA GENERATION



1. How can you **SUBSTITUTE** something to make the product different and marketable?

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2. How can you **COMBINE** the product with something else to make something new or different that people will want to pay for?

---

3. How can you **ADAPT** the product to make something else?

---

4. How can you **PUT** the product **TO ANOTHER USE** that people are interested in using?

---

5. What can you **ELIMINATE** from the product that would make it different?

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6. What about the product can be **RE-USED OR RECYCLED** and how would you go about doing this?

STUDENT ACTIVITY - THINKING OUTSIDE THE BOX

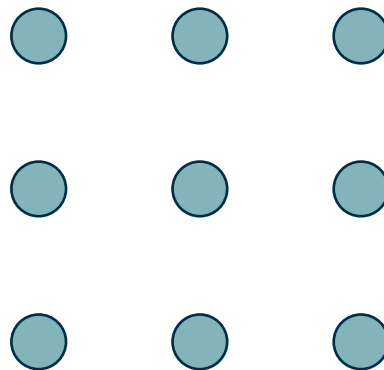


Generating new business ideas is the cornerstone of new venture success. The ability to think outside the box is a valuable skill that can help not only in the initial stages but throughout the setting up of the venture as you come across new problems and obstacles that arise.

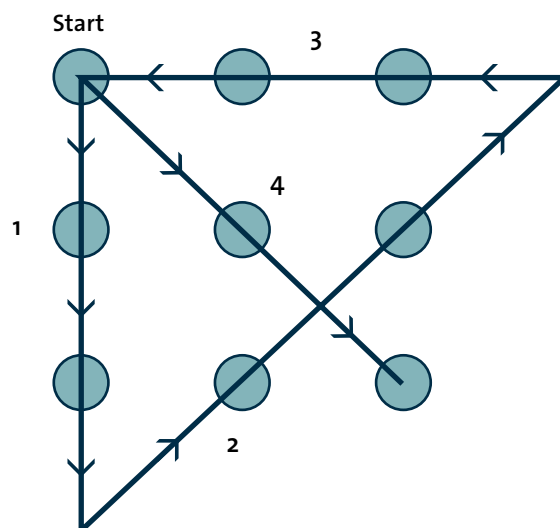
All successful entrepreneurs are good at generating new ideas and thinking outside the box but idea generation is also a skill that can be learned by everyone. Basically, all you need is the ability to see things differently.

Take a look at the diagram below of the nine dots. Can you join all nine dots using only four straight lines, without lifting your pen from paper once you have started?

Give it a try.



SOLUTION - THINKING OUTSIDE THE BOX



WORKSHEET NO. 10

IDEA GENERATION REPORT



1. Explain the process used to explore Ideas for your product

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2. Why do you think the method chosen actually worked?

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3. On what basis did you decide on the final product or service?

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4. What challenges does your choice of product present to you and your team?

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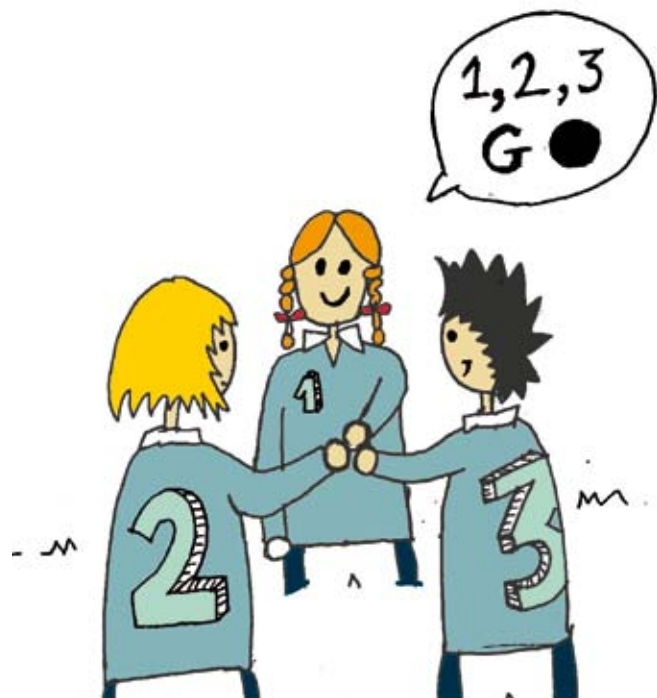
5. What skills did you learn in the process?

TEAMWORK

Individual Business or Working as Part of a Team

When setting up a an enterprise, students will need to consider whether they wish to work as part of a team or go it alone. There are advantages and disadvantages to both. Many entrepreneurs set up their enterprise as a one-person operation but gradually build a successful team around them as the business expands.

Working Individually	Working as part of a Team
I get to make all the decisions	Decision making is shared
I get to keep all the profits	Profits are shared
I may lose money on the business	Losses are shared
I can work at my own pace	We can get more done together
I prefer to work alone	I enjoy working with others
I take all the responsibility	Responsibilities are shared
Feedback may be slow because I work on my own	Instant feedback from the team
I rely on my own skills	A range of skills from each member of the team



Discussion around the following points may help them to decide.

It is important to understand the difference between groups and teams.

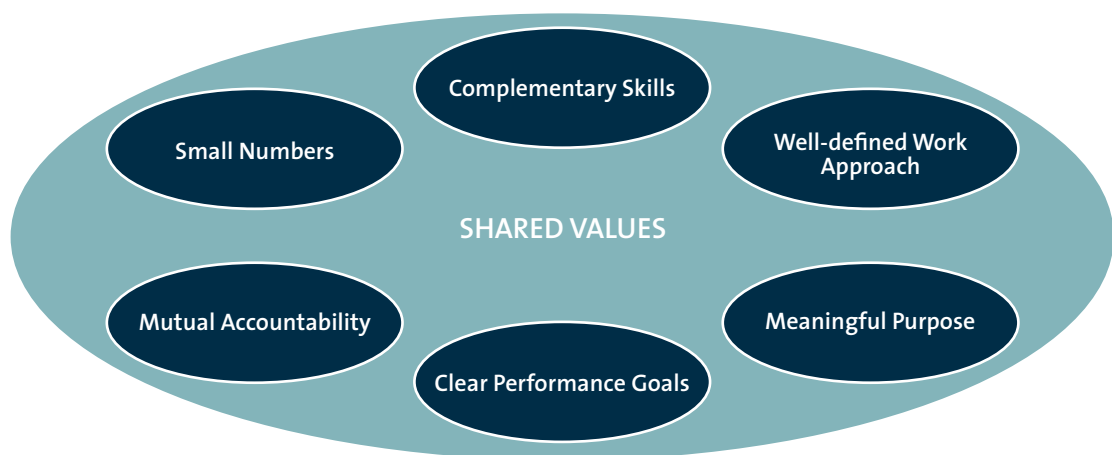
A group is a number of individuals who have some collective reason for being together for e.g. a group in a classroom would be those who study French or Music or some other subject. They all do the same thing, go to class at the same time, have the same teacher, study the same subject and get the same homework and exams.

A team, however, has the difference of being a group, which has a common goal in mind and works together to achieve a goal. Team members cooperate and share tasks to achieve the goal. Failures are not blamed on individuals so that they do not operate in fear of failure but see failure as a learning opportunity.

CHARACTERISTICS OF A GOOD TEAM

Team Building and Teamwork

- Seven Characteristics of a Dream Team



WORKSHEET NO. 11

QUIZ - ARE YOU A TEAM PLAYER



Instructions: Tick each statement on how closely it resembles your current situation, attitudes, and feelings. Teacher will give instructions for allocating score.

1=Strongly Agree
4=Disagree

2=Agree
5=Strongly Disagree

3=Neither Agree nor Disagree

SCORE

1. For most projects, I prefer to rely on my own skills and abilities rather than work with others

1 ☐   2 ☐   3 ☐   4 ☐   5 ☐

☐

2. While I am focused on my personal career success, I do truly support my team members and want the team to succeed.

1 ☐   2 ☐   3 ☐   4 ☐   5 ☐

☐

3. For the most part, I believe that my team members do not work as hard as I do.

1 ☐   2 ☐   3 ☐   4 ☐   5 ☐

☐

4. I seek out ways to learn to get along better with people and to do a better job of collaborating, to be a better team member.

1 ☐   2 ☐   3 ☐   4 ☐   5 ☐

☐

5. I tend to come up with the best solutions to the problems my team faces, yet I usually receive very little of the credit.

1 ☐   2 ☐   3 ☐   4 ☐   5 ☐

☐

6. People generally enjoy working with me on a team.

1 ☐   2 ☐   3 ☐   4 ☐   5 ☐

☐

7. I understand that the value of teamwork is the emergence of new ideas and creative solutions as well as the sharing of the workload.

1 ☐   2 ☐   3 ☐   4 ☐   5 ☐

☐

8. The reality of the workplace requires me
to work in teams - even if I do not like it.

1 ☐2 ☐3 ☐4 ☐5 ☐☐

9. I always end up carrying my team and it's disappointing that
I do not receive more credit for doing so.

1 ☐2 ☐3 ☐4 ☐5 ☐☐

10. I am very flexible and can quickly adjust to new situations
and changing demands of the team and team leader.

1 ☐2 ☐3 ☐4 ☐5 ☐☐

TOTAL SCORE

☐

SCORING FOR QUIZ - ARE YOU A TEAM PLAYER

Use this system for scoring each of the 10 responses:

Question	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
1	1	2	3	4	5
2	5	4	3	2	1
3	1	2	3	4	5
4	5	4	3	2	1
5	1	2	3	4	5
6	5	4	3	2	1
7	5	4	3	2	1
8	1	2	3	4	5
9	1	2	3	4	5
10	5	4	3	2	1

Students should now add up all of their scores

Analysis of Scores:

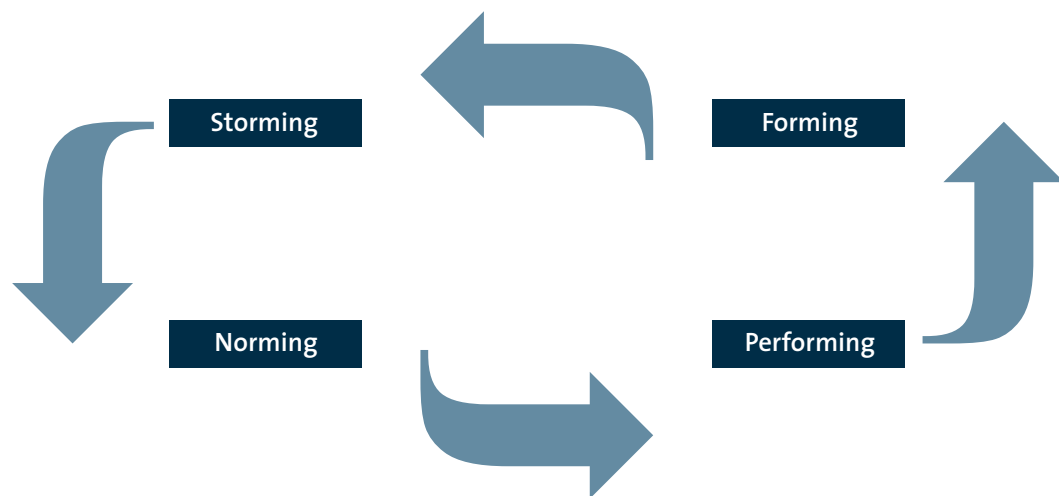
- 40-50 points:** You're a great team player! You understand the value and importance of collaboration. You can be a great inspiration to other members of your team.
- 30-39 points:** You're a good team player. You recognize the value and importance of teamwork, but have not quite mastered being a great team player. Find opportunities to develop your team skills more.
- 20-29 points:** You're just a 'so-so' team player. With the importance that most organisations place on teams however, think carefully about finding ways to develop team skills.
- Less than 20 points:** You may not like working in teams. So you have two choices, firstly you could invest a lot of time and effort in improving your teamwork skills or secondly, you may decide to set up an enterprise on your own.

DEVELOPING EFFECTIVE TEAMS

Students need to be aware that teams are not effective from day one and that they need time to mature and develop. In 1965, Bruce Tuckman developed a simple four-stage model of team development that has become an accepted part of thinking about how teams develop. Tuckman outlines four stages of team development:

Forming, Storming, Norming and Performing.

In the classroom, a discussion around Tuckman's 'Stages of Team Development' can help students develop team working skills that will stand to them both in their enterprise and later on in life.



Stage	What is happening....
Forming	• This is a stage of transition from a group of individuals to a team • Members are introduced to each other • Individuals are not fully clear about their role and contribution to the team • This is the 'getting to know you' phase • Members are not confident to say what they mean in case they expose themselves • Trust may start to build • There is a high dependence on the leader for guidance and direction • The leader must be able to answer a lot of questions on the purpose of the team and its objectives • Leader directs
Storming	• Team members grow more confident • Team members will have different opinions as to how the team should operate • Clarity of purpose increases but plenty of uncertainties exist • There may be arguments as people look for a position within the team • Trust is focused into smaller groups and sub-groups may form • Decisions may be hard to make, as members may be unwilling to give way. This means that compromise must be reached • The team needs to be focused on its goal to avoid becoming distracted by relationships and emotional issues • Leader coaches

Stage	What is happening....
Norming	• The team emerges with an agreed method of working together and everyone normally agrees with this • Things get done at this stage • As roles are clarified and accepted, trust begins to develop further • Differences are accepted • Leadership is clearer • Group is able to come to common decisions • Co-operation and collaboration replace the conflict and mistrust of the previous phase • Commitment to the job is obvious • There is a general respect for the leader and some of the leadership is more shared by the team • Leader facilitates and enables
Performing	• The team knows exactly what it is doing and why • The emphasis is now on reaching team goals, rather than working on the team process • Team operates on high levels of trust as loyalty and relationships develop • Making decisions is a lot easier and some decisions may be delegated to sub groups or individuals • The team is able to manage more complex tasks and cope with greater change • The team does not need to be instructed or assisted • Leader delegates and oversees

WHAT SKILLS ARE NEEDED IN YOUR TEAM?

Effective teams will have a blend of the following skills. Students should reflect on their particular skills and abilities. Consider what skills are necessary in setting up their teams.

Production skills

The skills necessary to make the product.

Organisational skills

Making sure that students are well organised, can get their orders done on time, can arrange and run meetings etc.

Finance skills

Have they the skills to cost and price their product or service? Can they complete their forecasts and accounts?

Promotional Skills

Someone in the group should be skilled in promoting the product or service.

Sales and Marketing

These are very important skills, as someone needs to be able to market the product or service and sell it.

Management skills

Someone needs to take overall responsibility to ensure that the job gets done.

When the necessary skills have been identified, set ground rules for yourself and for the team.

- Agree who will take on responsibility for each of the different tasks
- Decide upon how much time they are each prepared to invest in the business
- Decide on how they propose sorting out problems/disagreements that may arise

STUDENT ACTIVITY - SELECTING TEAMS

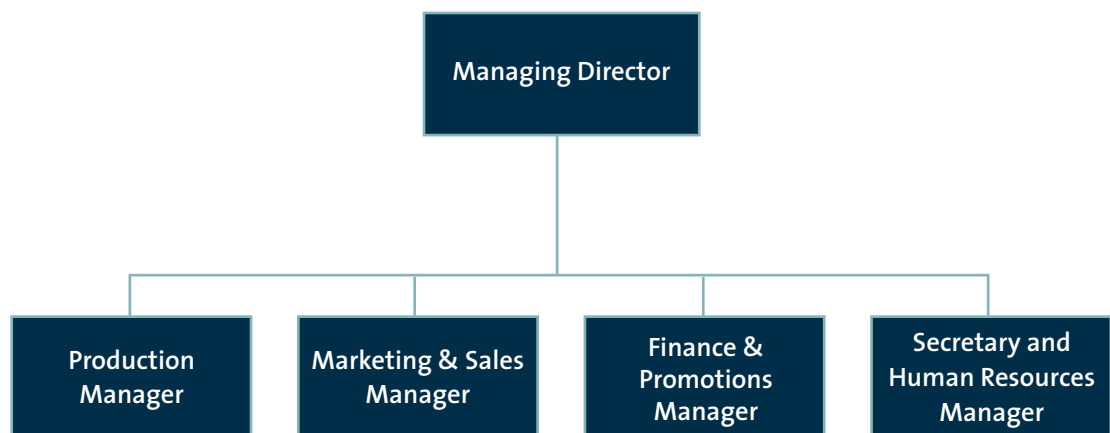


Give everybody a raffle ticket and put the stubs into a drum or hat. Make sure you mix them well. You pick the groups by pulling out the tickets. This is an excellent way to mix abilities and interests and gets past the “I don’t know anybody” or even the “I want to be with .....”. It may take a little work on them getting to know each other but this may be a good exercise to ensure they each do their own strengths and weaknesses exercise, which can lead them to being able to assign roles and responsibilities more evenly.

ORGANISATION CHART

When they have decided on a team formation they should prepare an organisation chart.

Depending on the different roles that the team have identified they may decide upon something like this:



WORKSHEET NO. 12

TEAMWORK



1. Explain the process used to pick your team

---

2. Was this a good method for picking teams? Why?

---

3. What difficulties did you encounter in the process?

---

4. How did you overcome these difficulties?

---

5. What did you learn about yourself in the process?

---

6. What did you learn about other members of your team in the process?

---

7. What skills could you or your team learn so that your team can work more efficiently?

WORKSHEET NO. 13

TEAM MEETING



Team Name: _____

Date of Meeting: _____

Teams Members Present	Team Members Absent

What was discussed at the meeting:

Topic	Discussion	Action to be taken	Person Responsible	Deadline
1.				
2.				
3.				
4.				

Details of Next Meeting	
Date:	
Time:	
Items to be discussed:	
1.	
2.	
3.	
4.	
5.	

Signed: _____ Date: _____

MARKET RESEARCH

ADVICE FOR STUDENTS

The key to a good business is understanding what your customers want, and meeting those needs in a way that is profitable for you. So before you begin producing anything, you need to do some market research.

What is market research and why is it important to carry it out?

Market research will give you valuable information from your potential customers so that you can make decisions about your product or service. Remember to use this information wisely to decide whether your business idea is viable.

Where do you start?

1. Look at other similar products that are out there: Can you learn from them? What do they do well? How could they be improved and how is your product going to be better than everything else that is available?
2. Secondly, look at your target customers: What are their needs? A questionnaire can be very helpful here but you might also consider talking to someone who is an expert in this area. e.g. if you are producing a piece of craft, how about talking to a successful craftsperson in the area? You might learn many valuable lessons.

What are the different types of market research?

There are two main types of market research: Primary Research and Secondary Research. It is important that you carry out both types of research and to use the results of your research to determine if you have a viable business idea

Research Type	Details
Primary Research (Field Research)	• Primary research information you gather yourself through field work such as questionnaires or conducting a mystery shopper report on your competitors by calling them or buying their product service • You could also sit outside your competitors' premises and count the number of cars, customers and how often they receive deliveries • You can collect their brochures and price lists
Secondary Research (Desk Research)	• Desk research is a term that generally refers to the collection of secondary data or data that has already been collected • To most people it suggests published reports and statistics, that are either electronic or in hardcopy. Therefore, libraries, online databases and the Internet are certainly important sources as are speaking to someone at a trade association or carrying out an interview with an industry expert • The advantages of secondary research are that it is quick and available and provides data that you may not be able to gather yourself. However check your source and check to ensure that the information is up to date

Carrying out Field Research

The secret to getting answers to your market research is asking the right questions, so it is important to decide in advance what information you require. When conducting your survey try to limit it to ten or twelve questions. Your survey should include a mix of 'closed questions' and 'open question'.

What is the difference between 'closed' and 'open' question?

Closed Questions	Open Questions
Questions that ask for yes/no answers	Questions that leave room for opinion or allow the person answering the survey to voice their own opinion
The answers are factual	The answers are a collection of opinions
Answers are easy to count and the information can be used to make graphs and tables to show results	Answers are difficult to represent in graphs/charts as they are a collection of opinions
You can write explanations e.g. 40% of people survey said.... This is quantitative Research	There may be useful suggestions in these answers to help you with your business idea. This is called qualitative research.
Examples: • Would you buy this product? Yes/No? • Do you buy a new CD every week? Yes/No?	Examples: • Would you pay for this product and if so why? • What price range would you be willing to pay?

Carrying out Field Research

If you are going to do a questionnaire, start by writing down what it is that you want to find out. Then write your questions. In your survey, the first few questions should be closed ones with yes/no answers or tick box answers. You should also ask one or two 'open questions' such as 'please explain' or 'comment on', in order to get a feel for what the customer or competitor really thinks. Your aim in doing all this is to find out what are the exact needs of potential customers.

Who can you survey?

For the STUDENT ENTERPRISE AWARDS, conduct your primary research on forty or fifty people both inside and outside your school i.e. make sure that you talk to a wide sample of people so that you are getting the views of everybody and not just a small section of your overall market. You can start with your friends, teachers and family however you should also stop and ask people on the street and visit or phone local businesses. These people should be prospective customers or competitors. Remember to get permission if you want to survey people in shopping centres.

The most important thing of all is once you have conducted your market research take on board the results and if necessary adapt your product/service.



WORKSHEET NO. 14
QUESTIONNAIRE



Quick Quiz – Please indicate whether each of the following is an ‘open’ or ‘closed’ question

Questions	Question Type
How many times have you used this service last month? • 1-5 times • 6-10 times • Never	
Would you be willing to pay €10 for this service and if not why?	
Did you enjoy our service?	
What do you think of our product?	

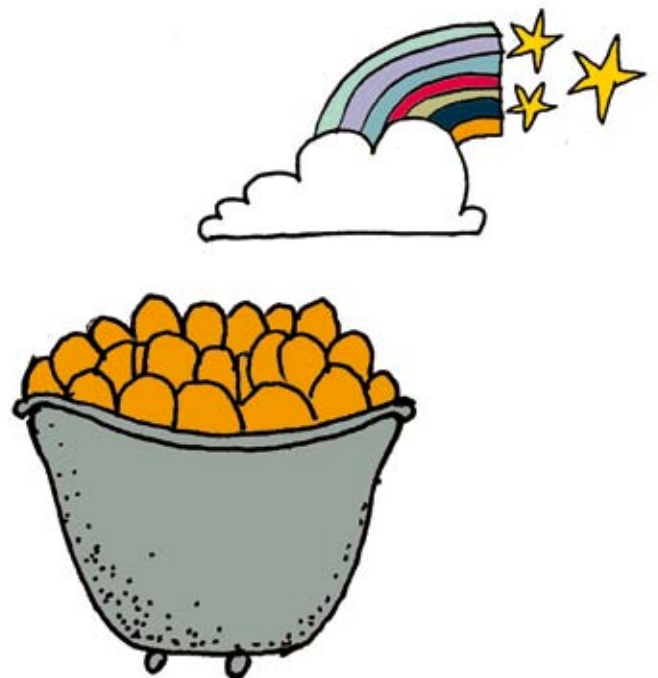
Student Task - Draw up some 10 or 12 questions for your own survey questionnaire

[illegible]

PRACTICAL EXAMPLE – POT LUCK

Kate is the Marketing Manager of 'Pot Luck' and together with her friends Robert, Financial Manager and Jane, Production Manager they set up a business hand painting ceramic bowls. She conducted her primary research by distributing a questionnaire to 50 potential customers and competitors both inside and outside her school. She started with her friends, teachers and family, however, she also stopped and asked people on the street. She visited some local craft shops in her area and got permission to survey people in a local shopping centre.

Kate drew up a survey with 7 questions comprising both closed questions with yes/no answers or tick box answers and some open questions to get a feel for what her customers or competitors really think (see Kate's Questionnaire for Pot Luck). Her aim with customers was to find out what their needs were. The most important thing for Kate is once she conducted her market research she took on board the results and where necessary the team adapted their product.



SAMPLE QUESTIONNAIRE FOR POT LUCK

1. How many times a year do you buy gifts? (please tick)

0-5 ☐   5-10 ☐   10 or more ☐

2. Would you buy hand painted ceramic bowls as a gift or for yourself?

Yes/No

3. How much would you pay for our hand painted ceramic bowls? (Please tick)

€15 ☐   €18 ☐   €20 ☐

4. What size bowls would you prefer? (please tick)

Small ☐   Medium ☐   Large ☐

5. What are your favourite colours?

---

6. Are you interested in personalised hand painted ceramic bowls and if so what design/theme would you like?

---

7. How many ways do you intend to use these bowls?

Thank you for taking the time to complete this questionnaire

SWOT ANALYSIS

When you have completed your research you can then do your SWOT analysis.

What is a SWOT Analysis?

A SWOT analysis is used to let you know what potential problems you might have to deal with in your business and the things, which will be of benefit to you if dealt with correctly. Carrying out a SWOT analysis means looking at strengths, weaknesses, opportunities and threats.

- Strengths and Weaknesses usually relate to internal factors (things within your business) over which you have some control
- Opportunities and Threats usually relate to external factors (things outside your business) over which you have limited or no control

When Kate completed her research she then did a SWOT analysis

She used her SWOT analysis to discover potential problems they might have to deal with in their business and the things which will be of benefit to them if dealt with correctly.

Strengths ..... Pot Luck's products are very popular as they are hand painted and are very unique. They are not perishable, therefore, they have a long shelf life and will not go out of date. Seasonal bowls for Christmas or Easter can be stencilled and painted in advance by Jane thus reducing delivery times to customers.

Weaknesses..... Some of Pot Luck's bowls are hand painted individual designs which are time consuming to paint. However, as a result of market research, non personalised bowls are also offered to customers. Bowls with acrylic paint can be used for decorative purposes only but bowls with glazed finishes can be used for foodstuffs.

Opportunities..... Pot Luck availed of a local potter to give their business any cast-offs which were surplus to his requirements as well as purchasing plain ceramic bowls. A friend of Kate's mother has a local craft shop where their products can be displayed and sold. This opportunity provided the team with experience of selling somewhere other than school and it gave them a chance to learn about trading with the general public.

Threats..... Pot Luck has competition from other shops in the area where lighter, less expensive mass produced coloured bowls are on sale taking some of their market share, however, the group examine their products constantly for quality and regularly review their designs as sale trends dictate. They managed to find a niche in the market.

WORKSHEET NO. 15

SWOT ANALYSIS



Identify STRENGTHS of your business?	Identify WEAKNESSES of your business?
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
Identify OPPORTUNITIES for your business?	Identify THREATS to your business?
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

PRODUCTION

When the product or service is decided upon and the market research is complete it is then time to commence production. It is important to carry out some product/service research to ensure that the project can be delivered upon.

It is essential to identify all of the components necessary including any essential equipment to supply the service or deliver the product.

Similarly with a service business it is essential to verify that all elements of the service can be delivered upon to the highest standard at the costs identified. It may be necessary to change some of the materials used at this stage if difficulties arise.

Practical Example – Pot Luck

‘Pot Luck’ will need to be satisfied that:

- they can get a supply of ceramic bowls at the identified costs.
- they can get appropriate paints and varnish at the correct price.
- they have access to facilities to carry out their work.
- the paints used are suitable and will not wash off.
- the paints are non-toxic.
- the ceramic bowls are suitable for use in a dishwasher.

Carrying out research on the Internet, magazines and shops should give a clear indication of the types of product/service in demand in the marketplace. Consumer tastes change and these changes are generally reflected in the media.

Quality control is essential in all businesses to ensure that customers are satisfied. Appointing someone with responsibility for production and quality control is recommended.

A well-organised production system is necessary to ensure that orders can be delivered on time. In addition to this there is a risk that too much or too little materials may be purchased causing future problems. It is advisable to take advance orders with a deposit in order to gauge the quantities required.

THE SIX QUESTIONS ON PRODUCTION

1. Where to produce the goods/provide the service?
2. Who will produce the goods/provide the service?
3. How exactly will the goods be produced? What steps are involved?
4. What steps are involved in providing the service?
5. What way will tasks be organised?
6. How long will it take to make the goods/provide the service?

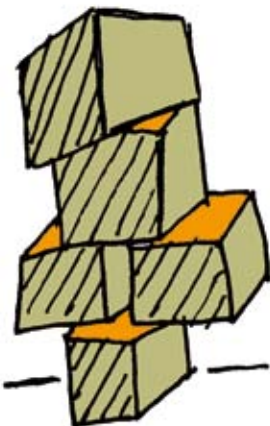
STOCK CONTROL

Managing the amount of stock is very important for business.

Stock includes:

- Raw materials
- Goods bought for re-sale but not yet sold
- Goods in the course of production but not yet complete
- Goods produced and awaiting sale
- Office stationary

In order to control the amounts of stock it is important to know how much you need to produce or how often your service will be required. It is also essential to know the amount of stock necessary for this. Running out of stock can cause big delays in meeting deadlines. On the other hand carrying too much stock is expensive in terms of cashflow and also increases the risk of loss, as all stock may not be sold. Planning ahead will ensure that you carry the optimum levels of stock.



WORKSHEET NO. 16

PRODUCTION



1. Explain the process used to produce your product/deliver your service

---

---

2. What do you think was good/bad about the method chosen?

---

3. What difficulties did you encounter in the process?

---

4. What did you learn about yourself in the process?

---

5. What did you learn about your team-mates in the process?

---

6. What skills could you or your team learn so that your team can work more efficiently?

MARKETING

What is a market?

A market is a collection of all existing and prospective buyers of your product or service.

What is marketing?

Marketing is concerned with satisfying the needs of your customers as best you can while selling your product/service at the best price, anywhere you can, using suitable promotion or advertising and making a profit.

Basic Marketing Steps

1. Identify and anticipate a need
2. Research the market
3. Develop a product/service and a brand
4. Price the product/service for the market
5. Promote and sell the product/service to the market
6. Distribute the product/service to the market

The Marketing Mix

The **marketing mix** is probably the most famous phrase in marketing. The elements are the marketing 'tactics'. Also known as the '**four Ps**', the marketing mix elements are **price, place, product, promotion** and **packaging**.



The concept is simple. Think about another common mix - a cake mix. All cakes contain eggs, milk, flour, and sugar. However, you can alter the final cake by altering the amounts of mix elements contained in it. So for a sweet cake add more sugar! It is the same with the marketing mix. The offer you make to your customer can be altered by varying the mix elements. So for a high profile brand increase the focus on promotion and reduce the emphasis on price.



Another way to think about the marketing mix is to use the image of an artist's palette. The artist mixes the prime colours (mix elements) in different quantities to deliver a particular final colour. Every hand painted picture is original in some way, as is every marketing mix.

Remember to pay attention to the marketing mix .....the 5 Ps: **Product, Price, Place, Promotion, Packaging.**

Product...research competitors and what your customers' needs are. Adapt the product or service if required. Consider quality control and health and safety issues. Do you intend to provide after sales customer service? Do you need to patent your product/service to protect yourself and not allow others to copy it. It is important that you believe your product/service is viable.

Price...consider your labour costs and profit margins. They are not the same. Find out what your competitors are charging. Have you a unique product/service and can you charge more? Your customers want value for money therefore you must find out what they are prepared to pay and if this price is realistic for your business with you making a profit. You might also offer discounts or have special offers from time to time for students or old age pensioners.

Place...location, location, location. Make it easy for your customers to buy from you. What type of places will you sell your products? only in your school or will you venture outside your comfort zone. Do you have access to transport and will you make deliveries? Or perhaps will you use direct selling by mail order and internet e.g. eBay?

Promotion... get attention for your business e.g. draw up posters, run a competition in your school or local paper. Be prepared. Get permission to talk to each class or make a presentation at lunchtime. If you are selling food, get people to taste it and compare your product to competitors. Give out samples. Brainstorm with your friends to come up with a great promotional idea to portray your image getting value for your money. Do you have a unique name or logo that others will remember and associate with you?

Packaging... remember your packaging is very important to promote your product. Judges have commented in the past that students often do not consider packaging their product. Consider the appearance of your packaging, the colour you chose, the image or logo which is your identity. It can say a lot about your business. Your customers may make a decision to buy from you based on eye-catching designs on your packaging.

Produce a Marketing Plan for yourself to include a mission statement with your unique selling points and the needs and benefits of your business together with the target market of your product/service. This plan should include details on your product, where your business will be established, what price you will charge and how you will advertise.

Marketing Mix – Pot Luck

Product... Pot Luck decided to purchase plain ceramic bowls and add value by hand painting individual designs on these bowls. Kate researched the market and found that her potential customers buy at least 10 gifts a year. She also discovered that to make the business viable they had to sell non personalised products as well as commissions. The group do examine their products constantly for quality and regularly review their designs, shapes and sizes. It is clear from comments and compliments received that their product appeals to a wide customer base. Pot Luck believes their bowls are excellent quality and are very unique. They have found a niche in the market.

Place...location, location, location. Kate and her team sold their products at lunchtime in school and took part in school trade fairs initially. However they decided to step outside their comfort zone and got permission to set up a stall and sell in a local shopping centre. They also sold their bowls in a shop belonging to a friend of Kate's mother. They paid her mum to drive and collect them from the craft shop and shopping centre. The team provide after sales customer service as they are interested in feedback from their customers and their customer base has expanded through word of mouth.

Price... Through market research Kate has considered labour costs, materials and profit margins and that the breakeven figure is close to €14 to make personalised individual hand painted bowls. She has checked out their competitors and found that as 'Pot Luck' has a unique hand painted product they can charge more. Their competitors' products are priced less expensive but are mass produced and weigh lighter. Pot Luck can only offer discounts or have special offers from time to time on non personalised bowls.

Promotion... Kate drew attention to their business by printing business cards to hand out to family, friends and customers and by putting up posters in her school. She got permission to talk to each class and made a presentation bringing along samples of their products. This helped the students and teachers to become familiar with 'Pot Luck' and what they were selling. Kate also made announcements on the intercom informing their potential customers which days they were selling their product in school. Kate also had some pens printed with their name, address and contact telephone numbers to inform the public at large they were open for business.

Packaging... The team members of Pot Luck got together and had brain storming sessions on packaging their ceramic bowls. After much discussion and soul searching on their favourite colour combinations and designs they decided on a colourful blue made-to-measure folding gift box. These unique gift boxes combine economy and luxury and promote an attractive and upmarket look to their business. The durable boxes store flat, are strong enough to contain their ceramic bowls and are complimented with a classic silver label imprinted with company name and logo, enhancing the packaging and sealing the box.

Kate produced a Marketing Plan for the team, which included a mission statement with their unique selling points, highlighted, business needs, benefits of business and an indication of the target market for their product. This plan included details on their product, where their business is established, what price they charge and how they advertise.

STUDENT ACTIVITY - MARKET A PENCIL



Time: 40 Minutes

Materials: Circle of chairs, pencils, flip chart, felt pens, Blu Tack

Aim: To raise awareness of using marketing to sell simple products

Method: Divide the class into groups. Each group must develop a strategy to market a pencil.

Within their strategy, they must:

- Indicate what customers they are targeting
- Identify how they are going to reach these customers
- Develop an advertisement to attract their attention

De-briefing:

- What did you enjoy about this activity?
- What challenged you most?
- Which group presented the best marketing campaign?
- What was the single most important thing, do you think, in their approach?

WORKSHEET NO. 17

MARKETING



1. Did you think Kate marketed Pot Luck's products successfully?

---

2. What would you have done differently?

---

3. What type of product/service can you offer potential customers?

---

4. What type of advertising will work for your product/service?

---

5. List some places where you can sell your product/service?

COSTING AND PRICING

Students will have considered price as part of the marketing mix and should have a good idea of the price that customers are willing to pay for the product/service. It is vital that students establish the total cost of producing a service or providing a service so that they know if the price they achieve will cover all costs and maybe some extra for profit. After all, this is the reason for establishing a business in the first place.

Consider the following – Pot Luck:

Jane is artistic and the Team decided to use her talents in the business. They are going to purchase plain ceramic bowls and add value by hand painting individual designs on the bowls. They can buy the bowls for €4 each and a friend of Jane's mothers has offered to buy 20 bowls from Pot Luck at €10 each. Should they accept the offer?"

Another way of putting the question is:

Will Pot Luck cover all their costs and make a profit by selling the bowls at €10 each. We can't really answer this question until we look at what the 'total costs' for the bowls will be.

How do we calculate the total costs for making the product?

It is vital that you know how much your product is going to cost you before you begin to sell. You need to break down the product into all its individual pieces and make sure you know exactly how much each little piece costs. Total costs are made up of variable costs and fixed costs.



FIXED COSTS + VARIABLE COSTS = TOTAL COSTS

What are 'Fixed Costs'?

Fixed Costs are costs that will remain the same regardless of the level of activity. In the real business world, rent, rates, and insurance are examples of fixed costs. However, students are unlikely to encounter these. It is important that students recognise all costs that they will incur and include them.

Fixed costs are for the entire period of the business and as stated previously are not dependent on the number of bowls sold. However, in order to calculate the total cost of each bowl it is important to assign a portion of the fixed costs to each bowl. To do this the Team will have to estimate the number of bowls that they think they will sell. They can use the results of their market research to do this and they should also take account of the number of bowls that Jane is going to have time to produce.

Pot Luck – Estimating fixed costs per bowl

Fixed Costs (for 6 months)	€
Admin Wages	150.00
Business Cards	20.00
Pens	10.00
Posters	5.00
Phone Calls (€4.17 * 6)	25.00
Travel Costs (€3 * 6)	18.00
Total Fixed Costs	228.00

Kate/Marketing Manager has estimated that they will sell 60 bowls during the period of the project. Fixed costs as shown above are divided by 60 to give the fixed cost per bowl as follows: $€228.00/60 = \text{€}3.80$ **fixed costs per bowl**.

Jane will be paid for her time working on production of the bowls and Kate and Robert will have to be paid for their time working on marketing and managing the finance of the business. It has been agreed that they will be paid €75 each. This €150 would normally be referred to as administrative wages and is a fixed cost.

Students will incur costs in promotion, for instance, Pot Luck have decided to have business cards printed and will print colour posters using a PC and printer. They should estimate the cost of paper and ink to be used in printing the posters, as it is important to realise that those are not free. They will also incur costs in phone calls to customer and suppliers and an estimate for this should also be included. They will have travel costs in collecting materials from suppliers and delivery to customers.

What are 'Variable Costs'?

Variable costs are costs that change with the level of activity. In Pot Luck's case variable costs will include – purchase of bowls, paint, labour costs and packaging.

Students should estimate the time that they are going to work on the business and put a price on their time. How much time does it take to make each product? Do some products take longer than others to make? If so, can you charge more for them?

Pot Luck – Estimating cost of time per bowl

In Pot Luck's case Jane can find out the time it takes to paint a bowl by actually painting one. Say she finds that it takes her 30 minutes to paint each bowl and the Team have decided her pay should be €10 per hour. The variable cost of labour per bowl is $30 \text{ minutes} / 60 \text{ minutes} \times 10 = €5.00$

Pot Luck – Estimating cost of paint per bowl

Jane can also estimate the cost of paint, taking account of the number of colours she will use and how many bowls she can paint from a tube of paint. Assume paint costs work out at €0.25 per bowl, the boxes costs €1.00 each, the variable costs can now be summarised as follows:

Variable Costs	€
Purchase bowl	4.00
Paint per bowl	0.25
Labour per bowl	5.00
Box and label	1.00
Total Variable Costs per bowl	10.25

Students should be asked to consider if any other variable costs should be included.

Pot Luck - Cost Per Bowl

Fixed Cost + Variable Cost = Total Cost

i.e. €3.80 + €10.25 = €14.05 per bowl.

To Conclude:

If Pot Luck sell the bowls at €10.00 each they will actually make a loss of €4.05 per bowl (see calculation below).

				€
To produce 20 bowls	=	20 * 14.05 per bowl	=	281.00
To sell 20 bowls at €10 each	=	20 * 10.00 per bowl	=	200.00
		Total Loss	=	81.00
		Loss per bowl (€81/20)	=	4.05

Market Research will provide a good idea of the price that customers are willing to pay. When the total costs are known it will be clear whether or not the business has potential to make profit.

Additional work can be done to improve the presentation of costing in the report by including pie charts or other graphs. If considered appropriate teachers may wish to introduce other concepts at this stage such as break-even analysis, profit margins and mark-up.

The attached sheet can be used to establish unit cost for a student enterprise.

WORKSHEET NO. 18

CALCULATING THE UNIT COST



A. Calculate your Fixed Costs

Fixed Cost	€
Total Fixed Costs	€
Fixed Costs per unit	€

B. Calculate your Variable Costs

Variable Costs	€
Total Variable Costs	€
Variable Costs per unit	€

C. Add 'Fixed Costs per unit' and 'Variable Costs per unit' together Do your calculation here:

PRICING YOUR PRODUCT

Once you have estimated your unit costs, you can start to decide how much you can sell your product for. This is called your pricing policy and there are several ways in which it can be done.

Cost Plus Pricing – here you add a percentage (e.g. 10%) to the unit price and that becomes your price. The percentage that you add is called a ‘Mark Up’ so you would have a 10% mark up. Example: if the unit price was €14 and you add a ‘mark up’ of 10% i.e. €1.40, you would have a selling price of €15.40.

Competitive Pricing – here you set your price very near your competitor’s price. For example if your competitors are charging €14.20, you might to decide to charge €14.00. Think this one through very clearly as this could limit the amount of your profit.

Loss Leaders – here prices are set at cost or even below cost so that you get customers interested quickly and you make your profit on something else they buy. You need to be careful not to put yourself out of business. An example of this could be a shop where you sell newspapers below price because if somebody comes into the shop they will probably buy sweets where the profit is higher. Remember, however, if you have nothing else to sell this is not appropriate.

Penetration Pricing – here your price is above cost but lower than your competitors so you get customers from your competitors and then you have a choice to raise the price and so make more profit. An example of this could be where you offer the first edition of a magazine at a reduced price so that people start to look for it in the shops and then you charge full price for every other edition.

Creaming Pricing – here you make the price high because it has some unique feature and is considered a luxury. You have a chance to cover a lot of your costs quickly.

Price Discrimination – here you can charge different prices to different customers e.g. Old Age Pensioners and Students are charged a cheaper price.

Remember: Check back on the results of your Market Research to see what price people are prepared to pay.

Having taken everything into consideration, the Pot Luck team has decided to introduce the bowls to the market at a price of €17.50 each.

FINANCE

Finance is a key component of any business and it is important that students understand the various aspects of how finance impacts on businesses from the outset. We will look at budgets, record keeping and preparation of accounts.

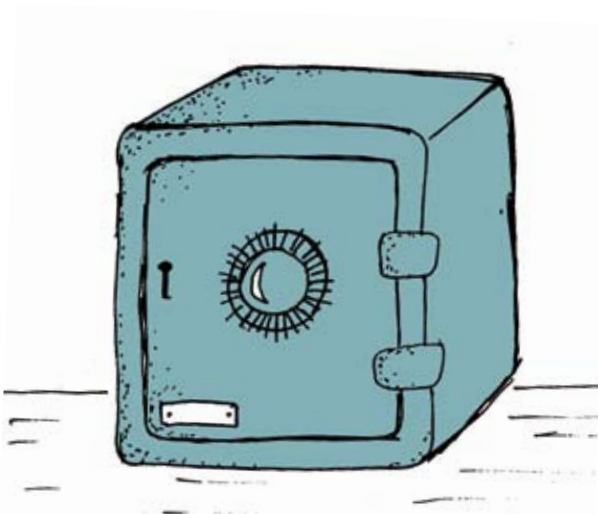
Preparing a budget

A budget is an essential tool in planning for any business, as it will detail the expected financial performance of the business. Forward planning is an important method of reducing risk of business failure. It also enables students to calculate how much money is needed to start their business and will enable them to monitor business performance on an ongoing basis and take corrective action if targets are not being met. You may find it useful to use a practical example of how budgeting applies to every day life to help students understand the concept, e.g. budgeting for a school trip.

The most appropriate format for a budget is a cashflow forecast (it can be weekly or monthly). **The results of market research and the work done on costs and pricing will help provide the figures for the cashflow.** It is best to do the cashflow initially on a cash basis i.e. all goods required will be purchased for cash and sales will be on a cash basis only – no credit will be given. Most student enterprises operate on this basis and should a credit situation arise it should be treated appropriately in the cashflow.

Practical Example - Preparing a Cashflow Forecast for Pot Luck

It is important to indicate the assumptions that your figures are based on. For instance your sales figures will be estimated using results of market research and pricing.



In the case Pot Luck, Kate, the Marketing Manager has estimated that she will sell 60 bowls over 6 months

- Having completed the pricing exercise Pot Luck decided on a selling price of €17.50 per bowl. Costs have also been identified. The timing of sales and purchases must also be estimated.
- Kate has assumed that no sales will be made in September and that there will be an increase in sales in December because of the Christmas Craft Fair and in February following increased promotion.
- For September they have decided to purchase 6 bowls at a cost of €4 each and 4 tubes of paint at a cost of €7.50. Robert, the Finance Manager thinks that they will spend approximately €20 on getting business cards printed €10 for promotional pens and another €5 on posters, which Pot Luck will use to promote their products.
- Estimation of expenditure on phone calls is €4.17 and €3.00 on travel per month. Wages for Kate and Robert have been set at €75 each, taking account of the time they will spend working on the business.

The expenditure figures for September should now be entered – it is best done on a spreadsheet if available.

The format for the cashflow forecast/budget will be as follows:

	Sept	Oct	Nov	Dec	Jan	Feb
No of Items	0	6	10	25	5	14
Income	€					
Sales Value	0					
Investment						
Loans						
A. Total Income	0					
Expenditure						
Labour	0.00					
Bowls	24.00					
Boxes	6.00					
Paint	7.50					
Admin Wages	0.00					
Business Cards	20.00					
Pens	10.00					
Posters	5.00					
Phone Calls	4.17					
Travel	3.00					
B. Total Expenditure	79.67					
C. Income less Expenditure (A-B)						
Opening Balance						
Closing Balance						

This will show total expenses for September of €79.67 before any income is made from sales. This indicates the amount of money needed to finance the start-up costs of the business. This leads us to look at **sources of finance for business**.

Basically, there are two sources of money – 1) your own and 2) somebody else's. Your money, when invested in business is known as **equity investment** and other people's money is generally in the form of **loans**. Sponsorship can be a relevant source of finance for some student enterprises such as magazines and calendars. In some cases students will actually undertake an initial enterprise to raise the finance needed to start their main enterprise. Students could, for instance, wash cars to raise finance.

SOURCES OF FINANCE – POT LUCK

In Pot Luck's case the team has decided to invest €30 of their savings and Jane's parents have agreed to loan the other €50 to them. These figures should now be entered under income.

It is only money that is actually received or paid out that is entered in the cashflow. There is €0.00 entered for labour even though an allowance for labour is included in the costing of the item, it will only be entered in the cashflow in the month that it will be paid out.

	Sept	Oct	Nov	Dec	Jan	Feb
No of Items	0	6	10	25	5	14
Income	€					
Sales Value	0					
Investment	30.00					
Loans	50.00					
A. Total Income	80.00					
Expenditure						
Labour	0.00					
Bowls	24.00					
Boxes	6.00					
Paint	7.50					
Admin Wages	0.00					
Business Cards	20.00					
Pens	10.00					
Posters	5.00					
Phone Calls	4.17					
Travel	3.00					
B. Total Expenditure	79.67					
C. Income less Expenditure (A-B)	00.33					
Opening Balance	00.00					
Closing Balance	00.33					

For October Pot Luck estimates that they will first sell the six bowls that Jane has painted and then purchase a further 10 bowls from the shop. They will not need to buy paint this month. The figures can be inserted accordingly. All 3 have decided not to take any wages out of the business at present in order to keep money in the business to purchase materials and repay loans.

	Sept	Oct	Nov	Dec	Jan	Feb
No of Items	0	6	10	25	5	14
Income	€	€				
Sales Value	0	105.00				
Investment	30.00					
Loans	50.00					
A. Total Income	80.00	105.00				
Expenditure						
Labour	0.00	0.00				
Bowls	24.00	40.00				
Boxes	6.00	10.00				
Paint	7.50	0.00				
Admin Wages	0.00	0.00				
Business Cards	20.00	0.00				
Pens	10.00	0.00				
Posters	5.00	0.00				
Phone Calls	4.17	4.17				
Travel	3.00	3.00				
B. Total Expenditure	79.67	57.17				
C. Income less Expenditure (A-B)	00.33	47.83				
Opening Balance	00.00	00.33				
Closing Balance	00.33	48.16				

WORKSHEET NO. 19

CASHFLOW FOR POTLUCK



Using the notes on the following page complete the Cashflow for Pot Luck

	Sept	Oct	Nov	Dec	Jan	Feb
No of Items	0	6	10	25	5	14
Income	€	€				
Sales Value	0	105.00				
Investment	30.00					
Loans	50.00					
A. Total Income	80.00	105.00				
Expenditure						
Labour	0.00	0.00				
Bowls	24.00	40.00				
Boxes	6.00	10.00				
Paint	7.50	0.00				
Admin Wages	0.00	0.00				
Business Cards	20.00	0.00				
Pens	10.00					
Posters	5.00	0.00				
Phone Calls	4.17	4.17				
Travel	3.00	3.00				
Other	0.00	0.00				
B. Total Expenditure	79.67	57.17				
C. Income less Expenditure (A-B)	00.33	47.83				
Opening Balance	00.00	00.33				
Closing Balance	00.33	48.16				

The exercise can be completed based on the number of sales indicated for each month and other issues can be dealt with as follows:

It had been agreed to repay the loan of €50 in December. Robert proposes to repay their own investment of €30 in December and also intends to pay Jane €300 in wages as she needs money for Christmas Holidays. Another €7.50 will be spent on paint in December. Robert's and Kate's wages will not be paid until February. The bowls and packaging to be sold in any month will need to be purchased in the proceeding month.

The figures for sales could be varied – what happens if they only achieve sales of 15 bowls in December? In each case the consequences for cash should be examined and corrective action taken if negative cashflow results.



RECORD KEEPING

Every business needs to know where it stands financially on an ongoing basis. The key questions for business are:

Are we making profit? How much are we selling? What are our costs? Do we have enough cash?

These questions can only be answered if the business maintains appropriate financial records – the records must be both accurate and timely.

For student enterprises it should be sufficient to enter financial transactions in a Cashbook. A cashbook is the record of all the cash that comes into and goes out of a business on a daily basis.

A typical cashbook layout would include the following:

CASH BOOK

Receipts				
Date	Paid By	Reference	Amount	Details
2 Oct	A. Jones	INV 002	17.50	Sale of 1 Bowl

Payments				
Date	Paid To	Reference	Amount	Details
3 Oct	ABC Print Ltd	INV 5739	20.00	Business Cards

Receipts and payments can be totalled on a regular basis and this will let you know how the business is progressing. You will also have recorded the information that you need for the preparation of accounts for the business.

However, if some analysis of receipts and payments is included in the cashbook it will make it much easier to compile accounts later.

CASH BOOK

Receipts							
Date	Paid By	Ref	Amount		Sales	Loan	Investment Other

Payments									
Date	Paid to	Ref	Amount	Purchase Materials	Wages	Print/ Promo.	Phone	Travel	Other

PRACTICAL EXAMPLE – POT LUCK

“Pot Luck” completed a cashbook for transactions in September and October and everything went exactly as predicted in the cashflow forecast.

This rarely happens but it can be used to show how the cashbook would be completed:

CASH BOOK

Receipts							
Date	Paid By	Ref	Amount		Sales	Loan	Investment Other
20/09	A. O'Shea	L/1	50.00		50.00		
20/09	Robert, Kate and Jane	Invest	30.00			30.00	
Total for September			80.00			50.00	30.00
Total Year to Date			80.00		0.00	50.00	30.00 0.00

CASH BOOK

Payments									
Date	Paid to	Ref	Amount	Purchase Materials	Wages	Print/ Promo.	Phone	Travel	Other
25/09	Bowl Makers Ltd	349	24.00	24.00					
25/09	Paint Suppliers Ltd	0076	7.50	7.50					
25/09	Box Supplies Ltd	0126	6.00	6.00					
28/09	ABC Printers Ltd	2407	20.00			20.00			
28/09	Ace Promo.	1298	10.00			10.00			
29/09	A. Jones	Paper /Ink	5.00			5.00			
29/09	J. O'Shea	Phone	4.17				4.17		
30/09	A. Jones	Travel	3.00					3.00	
Total for September			79.67	37.50	0.00	35.00	4.17	3.00	0.00
Total Year to Date			79.67	37.50	0.00	35.00	4.17	3.00	0.00

It will be important to differentiate transactions that are appropriate to the profit and loss of the business and those that are not. In general transactions that will be used to calculate profit or loss are sales and the costs incurred in making sales. All of the payments can be associated with making sales – materials were bought to make the bowls that will be sold. Printing, telephone and travel were classified as fixed costs when we looked at costing. These are costs associated with sales as advertising is essential to generate sales, goods have to be ordered, collected and delivered – these types of costs are also referred to as overheads. However, the receipts for September will not be used in calculating profit and loss. Loans and investments are items that would be included in a balance sheet.

Transactions for October would be entered as follows:

CASH BOOK

Receipts							
Date	Paid By	Ref	Amount	Sales	Loan	Investment	Other
3/10	B. Smith	01	17.50	17.50			
5/10	A. O'Brien	02	17.50	17.50			
10/10	Cash Sale	Cash	35.00	35.00			
15/10	J. Curtin	03	17.50	17.50			
22/10	T. Mahoney	04	17.50	17.50			
Total for October			105.00	105.00			
Total Year to Date			185.00	105.00	50.00	30.00	0.00

Payments									
Date	Paid to	Ref	Amount	Purchase Materials	Wages	Print/Promo	Phone	Travel	Other
20/10	Bowl Makers Ltd	459	40.00	40.00					
20/10	Box Supplies Ltd	0364	10.00	10.00					
29/10	J. O'Shea	Phone	4.17				4.17		
30/10	A. Jones	Travel	3.00					3.00	
Total for October			57.17	50.00	0.00	0.00	4.17	3.00	0.00
Total Year to Date			136.84	87.50	0.00	35.00	8.34	6.00	0.00

It will then be possible to generate accounts for the business from the cashbook figures.

PREPARATION OF ACCOUNTS

Accounts are prepared by businesses in order to show how the company has performed financially for any specified period. For the purpose of the Student Enterprise Awards it is sufficient to complete a Profit and Loss Account for the period from commencement of the business to a date prior to the deadline for submission of reports.

Accounts for a business would also include a Balance Sheet but this is not considered necessary for this programme as the student enterprises will not normally have assets or debtors/creditors to any significant extent. However, a Balance Sheet can be included if considered appropriate and students that demonstrate that they prepared and reviewed accounts on a regular basis will certainly create a better impression when it comes to competitions. As participation is considered to be more important than competition the type of accounts required is kept to a minimum.

Profit and Loss is the normal format of accounts for manufacturing and retail businesses with Income and Expenditure generally used by service businesses.

A Profit and Loss account (P&L) as the name clearly implies will tell what profit (or loss) a business made on its activities during the period. The account starts with a trading account, which shows the income from sales and the direct (variable) costs of making the items actually sold.

If we assume that the cashflow projection for Pot Luck turned out to be very accurate and the only variation was that actual sales turned out to be 57 bowls as against the 60 projected. All other costs turned out as projected. The accumulated cashbook figures would look like this.

CASH BOOK

Receipts						
Date	Paid By	Ref	Amount	Sales	Loan	Investment Other
Total Year to Date			1,077.50	997.50	50.00	30.00 0.00

Payments								
Date	Paid to	Ref	Amount	Purchase Materials	Wages	Print/Promo	Phone	Travel Other
Total Year to Date			923.00	315.00	450.00	35.00	25.00	18.00 80.00

Note that the payments refer to the cost of 60 bowls as 60 were purchased and prepared. The €80.00 under “other” refers to the repayment of Investment and Loan. This will not be taken into the P&L Account.

PROFIT & LOSS ACCOUNT EXAMPLE FOR POT LUCK

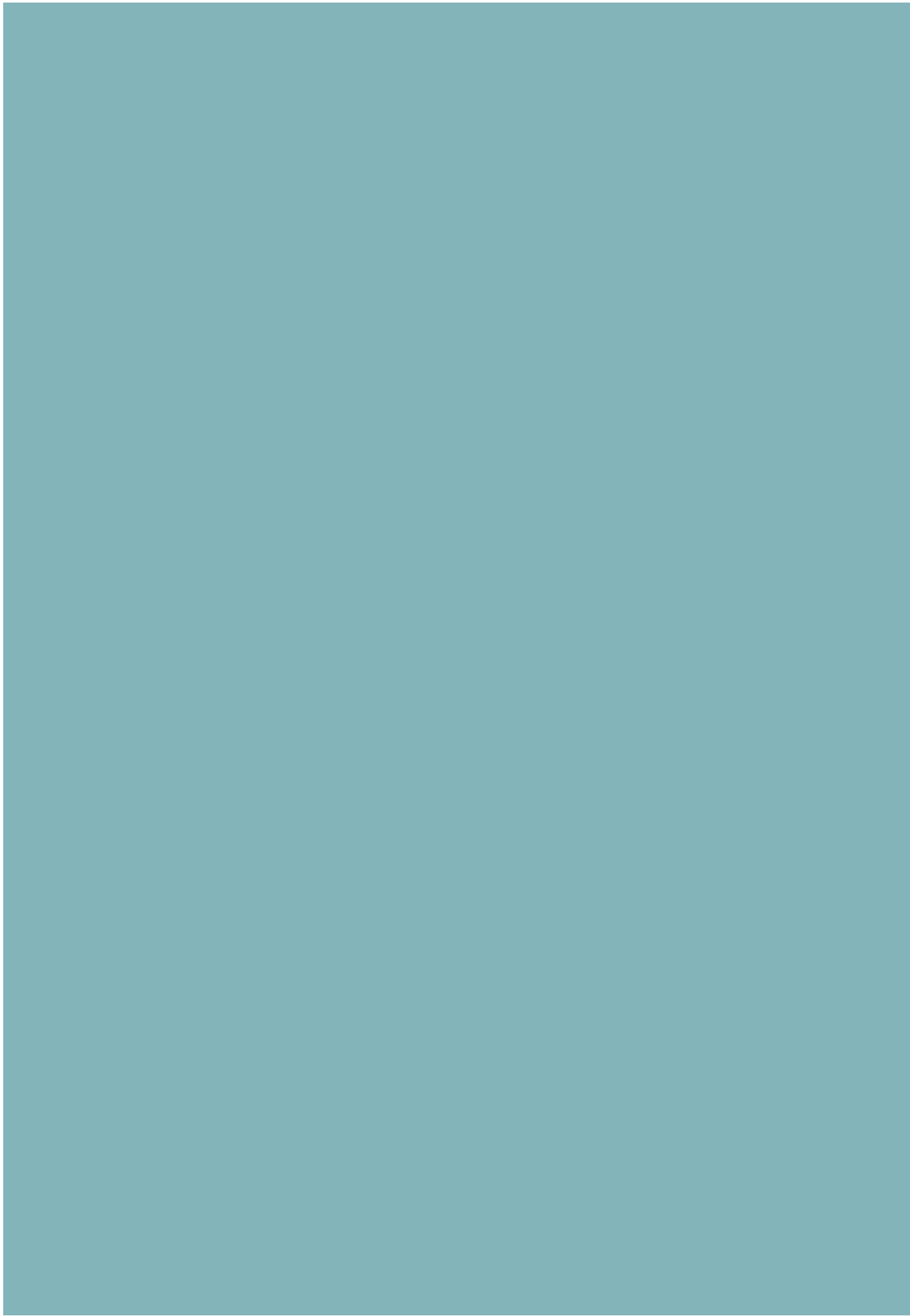
Profit and Loss Account for the x months ended on DD/MM/YYYY			
	€	€	€
Sales Income (57 bowls @ €17.50)			997.50
Less cost of Goods Sold			
Opening Stock	0.00		
(plus) cost of production 60 units: Materials	315.00		
Labour	300.00	615.00	
(less) closing stock: 3 Units Materials	15.75		
Labour	15.00	30.75	
Cost of Goods Sold			584.25
Gross Profit			413.25
Expenses			
Admin Wages			150.00
Printing, Production			35.00
Telephone			25.00
Travel Costs			18.00
Total Expenses			228.00
Net Profit			185.25

The Closing stock figures would be used in the Balance Sheet if one is being prepared.

This level of reporting is put forward as the minimum required for the Student Enterprise Awards. It is open to teachers to introduce a more advanced level of reporting if considered appropriate. Pie charts and graphs are a useful method of improving the presentation of accounts.

Teachers may consider that finance is an area where outside assistance may be beneficial to students. If this is the case you should contact your Local Enterprise Board to see what assistance is available. Contact details for your Local Enterprise Board can be found in Appendix 1 of this resource or at www.studententerprise.ie





WORKSHEET NO. 20

EVALUATION AND REVIEW



This should give you an opportunity to reflect on what you have achieved and learned during the Student Enterprise Awards experience. Remember to include everything you have learned no matter how small.

Questions to consider

1. What did you learn from working in a group or working as an individual?

---

2. What did you expect to achieve by participating in the programme?

---

3. What were the highlights/successes of the programme?

---

4. What obstacles/difficulties did you encounter?

---

5. Which of the following skills did you develop? *(Tick all that apply).*

☐ Communication skills	☐ Decision Making skills
☐ Analytical skills	☐ Problem Solving skills
☐ Planning skills	☐ Creative skills
☐ Teamwork skills	☐ Report Presentation skills
☐ Finance skills	☐ Risk Assessment
☐ Production skills	☐ Sales and Marketing skills

6. Which of the following qualities did you develop? *(Tick all that apply).*

☐ Motivation	☐ Confidence
☐ Determination	☐ Initiative
☐ Responsibility	☐ Perseverance
☐ Coping with uncertainty	☐ Attitude to risk

WRITING THE REPORT

GUIDELINES FOR BUSINESS REPORT

The following guidelines should assist students in preparing their report for the Student Enterprise Awards.

The **PURPOSE** of the report is to:

- Demonstrate to others what your business is all about
- Encourage you to evaluate your enterprise
- Enhance your learning experience
- Acquire and develop report writing skills

When **EVALUATING** your enterprise you should consider the following:

- Was your choice of product/service good? Why?
- Would you choose it again?
- Is there anything you would do differently?
- Were there hidden costs?
- Who were your target customers?
- Who actually bought your product/service?
- Did you make a profit or loss?
- Did you learn from the experience?

It is important to demonstrate to others what your business is all about.
ASK YOURSELF:

- Does my report make it clear to all exactly what I am doing?
- Have I included pictures, sketches, graphs etc to demonstrate?
- Does my report indicate clearly my total understanding of the enterprise?
- Is it easily read?
- Is it free from spelling mistakes?

Note: While engaging in the enterprise, students should be encouraged to keep all of their materials in a large file/folder. Examples of relevant materials would include market research surveys, completed questionnaires, photographs, promotional materials, correspondence etc. These materials will be of use to students in preparing their Business Report.

THE STUDENT ENTERPRISE AWARDS BUSINESS REPORT

Your Student Enterprise Awards Business Report should include the following:

1. Introduction	In this section you should outline the: • Name of Enterprise • Business Idea										
2. Summary	This section should give a summarised version of your business including: • Was your choice of product/service a good one? • Where did you get your idea from? • What skills you had, what skills you had to learn? • Who were your customers? • How did you promote your product/service? • What risks, if any, did you take? • What difficulties did you have to overcome? • Did you make a profit or loss? Note: It is probably best to do this section last										
3. Business Structure	In this section you should: • Identify all the members of your enterprise team • Indicate who was responsible for what • Have you included an organisational chart? Example <table> <tr> <td>Mary Bloggs</td><td>Managing Director</td></tr> <tr> <td>Joe Bloggs</td><td>Secretary</td></tr> <tr> <td>Jack Bloggs</td><td>Sales and Marketing</td></tr> <tr> <td>Kate Bloggs</td><td>Finance</td></tr> <tr> <td>Jill Bloggs</td><td>Production Manager</td></tr> </table>	Mary Bloggs	Managing Director	Joe Bloggs	Secretary	Jack Bloggs	Sales and Marketing	Kate Bloggs	Finance	Jill Bloggs	Production Manager
Mary Bloggs	Managing Director										
Joe Bloggs	Secretary										
Jack Bloggs	Sales and Marketing										
Kate Bloggs	Finance										
Jill Bloggs	Production Manager										

4. Products/ Services	• Describe your product/service (include photographs etc) • What was innovative about your product or service? • Did you have to make any adjustments as a result of the market research? • Describe how you produced the product/service, using sketches if necessary • Describe any difficulties you encountered with, for example, design, supply of materials, meeting deadlines • Demonstrate what was good, unique or innovative about your product/service • How did you arrive at a price for your product/service? (Remember to include a costing for your own time) • What were the unit prices for each product? Note: Consider using a SWOT analysis here
5. Marketing/ Promotion	• Describe the customers you were targeting • Did these customers actually purchase the product/service? • Did you have to make any adjustments to meet customer requirements? • What market research did you carry out? Include graphs of your findings • Include your marketing plan in this section • Who were your competitors? • How did you promote your enterprise? Give examples of your promotional materials e.g. posters, business cards, etc • Did you use networking as a means of getting customers?

6. Finance

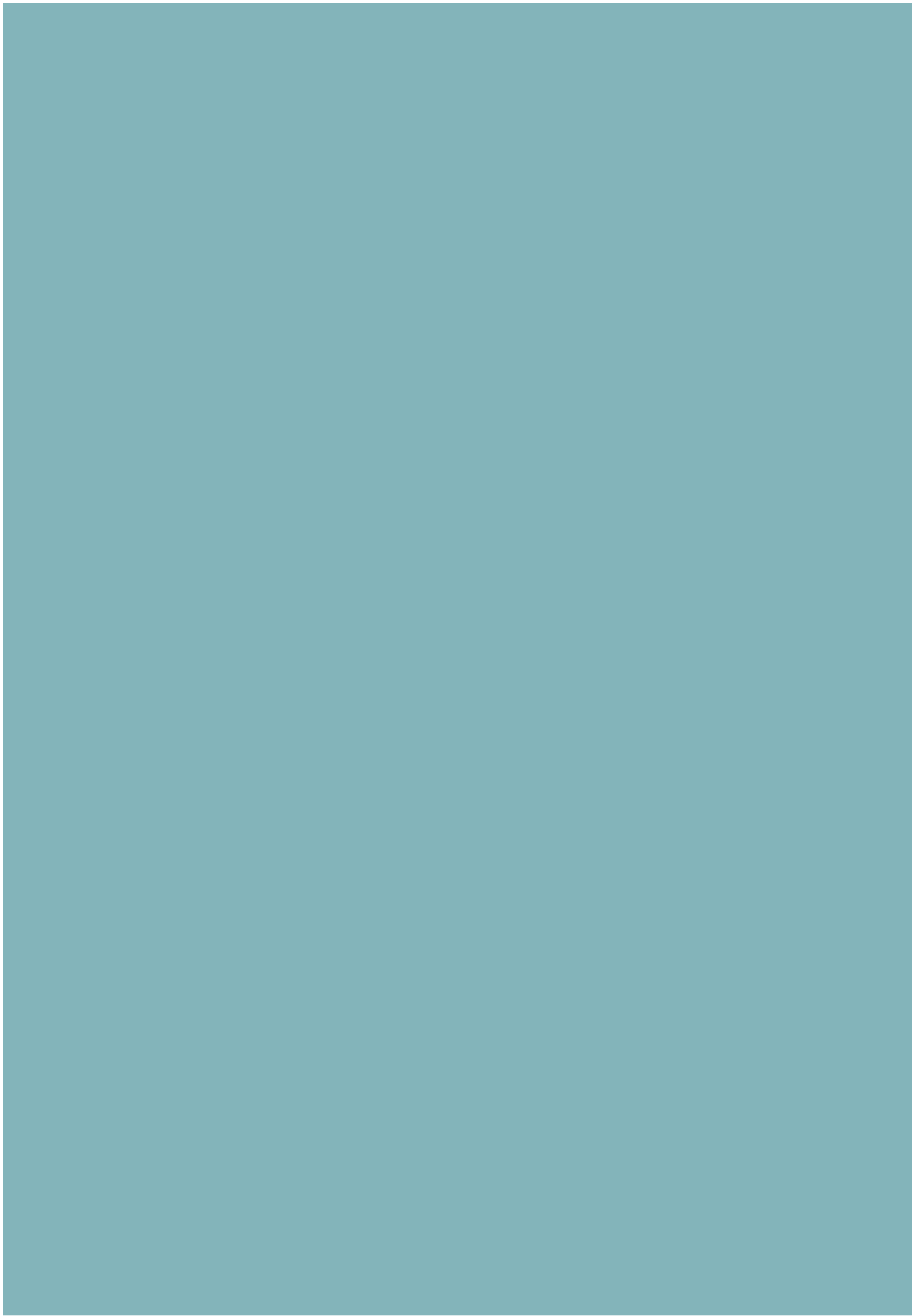
- How did you finance the set up of your enterprise?
- Have you included cashflow forecasts?
- Have you included details of your pricing?
- Include a profit and loss account
- Include details of stock on hand, orders prepaid
- Include pie charts or graphs in this section to demonstrate, for example, the level of sales achieved at different times and/or sales for different product lines

7. Review/ Conclusion

This is an opportunity to express what you learned from running your enterprise

- How did you get on as a team?
- Did you have to overcome any difficulties while working as a team?
- How did you resolve any conflict that may have arisen?
- Did you develop new skills? Give examples
- Will your business continue trading?
- What is the best advice you were given during the enterprise activity?
- What advice would you give to other students thinking of starting an enterprise?





APPENDICES

APPENDIX 1

COUNTY AND CITY ENTERPRISE BOARDS – CONTACT DETAILS

Carlow

Enterprise House, O'Brien Road, Carlow

Tel: (059) 9130880

Fax: (059) 9130717

Email: enterprise@carlow-ceb.com

Website: www.carlow-ceb.com

Chief Executive Officer: Michael P. Kelly

Cork City

Unit 1/2, Bruach na Laoi, Union Quay, Cork

Tel: (021) 4961828

Fax: (021) 4961869

Email: info@corkceb.ie

Website: www.corkceb.ie

Chief Executive Officer: Dave Cody

Cavan

Cavan Innovation and Technology Centre,
Dublin Road, Cavan

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Chief Executive Officer: Sheelagh Daly



APPENDIX 2

STUDENT ENTERPRISE IDEAS LIST

A

Acoustic	Aerobics
Adhesive biro/pen holders and accessories	Animal-shaped jigsaws
Advertising fliers	Artificial Flowers
Advertising on terracotta pots	Au pair services
Advertising Services	Aromatherapy Products
Adventure Sport	Audio tapes containing children's stories
Advertising wall planner	Audio tapes with nursery rhymes in Irish and English

B

Badges	Books
Baking /Confectionery	Book binders
Baby sitting	Bookends
Batik pictures	Book and disk of Playstation cheats
Bead craft / Beanbags	Book markers
Beauty Gift sets	Book of Irish Proverbs
Beauty products	Book, for students, packed with jokes, recipes, puzzles
Bike hire	Bookkeeping Services
Bike repair	Book shelves/cases
Bird feeders	Boot-jacks
Bird feeding tables	Bottles and jars
Bird houses	Bread and Cake Mixes
Bird nesting boxes	Broom and brushes
Blind cleaning service	Business cards
Board Games	Building Supplies
Boarding kennels	Bus services
Bog art/ pot pourri mirrors	Buy and Sell
Bog oak lamps and clocks	

C

Candle holders from horse shoes and scrap metal	Children's birthday parties
Candle Holders	Children's entertainment
Candles	Children's face painting
Car accessories	Children's' party service
Car enhancing products	Child collection service
Caramel slices	Child minding
Chocolate truffles	Crèche
Card door names, flower arrangements	Charity work
CD Racks	Christmas cakes
Celebrity cook book	Christmas candles
Children's clocks	Christmas carol singing
Cabinets	Christmas cribs
Calligraphy	Christmas decorations
Calendars-all types	Christmas hampers
Candles-all types	Christmas logs
Cane and wickerwork	Christmas novelties
Care for the elderly	Christmas Santa Letters
Carpentry	Christmas trees
Carpet cleaning	Christmas wreaths
Car- valeting	Christmas crib figures
Catering supplies	Clocks – all types
CD holders	Clocks featuring carved wooden maps
CD products	Clocks in all sizes and shapes
Ceramic products	Clothes peg ornaments
Cheese making	Coins
Cheer – leaders	Colour-coordinated table-top textile items
Chocolate goods-all types	

Coloured and shaped candles for special occasions
 Colourful, decorated bedside lockers
 Colourful, wall-hanging products made from dough
 Confectionery turntables
 Cookery book
 Cookery book aimed at teenagers and young people living in flats etc
 Computer games
 Computer repairs
 Computer set up
 Computer training
 Costume making

D

Dance classes
 Decorated notepaper and envelopes
 Decorated toy boxes
 Decorative stationery and writing sets
 Decoupage Pictures, Tapestries and Cross Stitch Cards
 Design and Printing Services
 Device for monitoring usage of a gas in a cylinder
 Diet and Nutrition
 Direct Marketing
 Directory of services/facilities in local area

Crackers for Christmas, weddings etc
 Crafts
 Craft products incorporating pressed flowers
 Crochet products including dolls clothes, jewellery and hair accessories
 Curtains
 Cushioned trays
 Custom cushion covers
 Customised collectable dolls
 Customised labels, timetables and gift boxes
 Cuddly toys
 Cutlery

Disabled services
 Discount card
 Drawing/Sketching
 Dress design
 Dried and Christmas Flower Arrangements
 Dried Edible Seaweed
 Dried flowers
 Dried flowers and driftwood crafts
 Dried-flower and silk-flower arrangements

E

Enamelled badges incorporating Irish phrases
Enamelled jewellery
Energy conservation
Energy business
Energy home
Energy school
Entertainment events

Environmental Projects
- Local amenities
- Public parks
- Rivers
- Wild life habitats
Embroidery
Euro Converter Cards and Key rings
Exhibitions

F

Family trees and crests
Fashion accessories
Fashion show
Firewood
First aid
Fishing gear
Fencing
Festive tabletop decorations
First Aid Book and Kits
Fleece hats
Flags and Banners
Floor coverings
Floral display
Food Packaging

Food products
Football club magazine
Framed Names, Calendars, T-Shirts and Bibs
Franchising
French polishing
Frozen croquette potatoes
Fruit products
Furniture
-Accessories
-Cleaning
-Making
-Restoration

G

Gates
Garden furniture
Gardening services
Glass products

Golf outing
Golf supplies
Graphic design

H

Hats and Caps	Hand-painted light bulbs and glassware
Hampers	Hand-painted, framed cartoon pictures
Hand bags	Hand-turned wooden bowls
Hand made jewellery	Health club
Hair Clips made from Confectionery	Health and fitness
Hair dressing	Health foods
Hair wrapping, jewellery	Health information
Hand-crafted greeting cards from recycled paper	Herbs
Handcrafted slate products	Holly wreaths
Handcrafted Wooden Clocks	Home bakery operation
Handcrafted wooden mirrors	Home care
Hand-designed greeting cards	Home-made jams
Handmade cards and children's' story books	Honey and related products
Handmade cards, jewellery, slate mirrors and candles	Horoscopes
Handmade Doll's House Accessories	Horse Training
Handmade jewellery	Horse-riding lessons
Hand-painted and stencilled tee-shirts	Horticultural tubs using old barrels
Hand-painted glasses	Hurley holders for bicycles
	Hurleys

I

Ice Cream	Internet-based listing of rental accommodation
Ice making	Internet Business
Ironing Service	Internet and locality advertising
Interactive CD ROMs, Screensavers and Web Page Design	Internet Websites
Internet Access	Internet site services
Internet Advertising Service	IT solutions consultant

J

Jewellery

Jewellery and Accessories

Jewellery Holders

Jigsaws

Joinery

Joke Book

K

Karting tournament

Kitchen accessories

Kitchen roll holders

Kitchen utensils

Kissograms

Knitted scarves

L

Ladies' handy packs

Laminated products

Lamps

Lamp shades

Landscaping

Language teaching aids

Leather goods

-Belts

-Hair slides

-Wrist bands

Library Service

Lip balm

Liquid Fertiliser

Local telephone directory

M

Magazines

Magnets

Management of a string quartet

Mathematics study aids for students

Mats and rugs

Medallions

Medals and Coins

Metal badges saying "NO to drugs"

Metal CD Racks

Metal craft

Metal products

Miniature Hurleys

Mirrors – all types

Mirrors made from recycled materials

Modelling

Mosaic mirrors

Music lessons

Music sheets

Music teaching-aid charts

Musical Group for Toddlers

Musical wood chimes

Musical wood-chimes

N

Nameplates

Name Badges and Key Rings

Nets and Netting

Newsletter/Magazine

Nursery

O

On-line interactive student
exchange forum

Organic products

P

Painting and Decorating

Painted Glass Nightlight Holders

Painted Glassware and Light Bulbs

Painted Horseshoes, Leather Goods,
Candles, Wind-chimes

Paper Mache

Paper products

Paper-weights, brooches and fridge-
magnets

Party helping service

Party planners

Pens and Pencils

Perfume

Personal Security

Personalised bookmarks

Personalised Business Christmas Cards

Personalised children's' stories

Personalised Christmas story books for
children

Personalised laminated signs and
certificates

Personalised printed labels

Perspex Brochure Holders

Perspex Menu Holders

Personalised stationery

Pet care leaflets

Pet grooming

Pet minding

Photocopying/laminating service

Photography

Photographic record of town

Picture framing

Play centre

Playground Feasibility Study

Play - written, produced and directed

Poetry Book

Postcards

Posters

Printing

Production of CDs

Puzzles

Q

Quiz / Debate

R

Radio meetings

Radio Station

Range of slate products

Recipe Collection Book

Recycling

Recycling old timber pallets into kindling wood

Reservation Service

Retailing jeans, tops, scrunchies, chokers etc

Reusable cotton shopping bags

Revision card for mathematics

Rosettes

Rubbish bags for cars

S

Saddle Holders

School bus service

School clean up

School Lunches

School newspaper

School of Traditional Music

School sports bags

School supplies

School website and advertising service

School-related videos

School uniform design

Security

Seeds

Sewing

Shelving and Racking

Shopping Service

Sign writing

Silver Birch decorative candle holders

Slate and wooden ornaments and mirrors

Slate clocks

Slate clocks and mirrors

Snack and gift-wrapped biscuits

Soft drinks

Souvenirs

Sports day

Sports camps

Stamped and embossed greeting cards

Stationery and wrapping paper

Stencilling

Stencilling house numbers on gateposts etc

Stone house names and numbers

Stove-enamelled candlesticks and iron men

Stress toys

Student film production and novelty plant

Student ID and Discount Cards

Study revision crosswords

Supply of ice to hotels and restaurants

Sweets

Sweets and chocolates

Swap shop

Swimming Gala

T

Tables

Tapestry

Task and reward cards

T – shirts

Tea Party

Team sports record sheets

Tennis tournament

Theatre production

-Drama

-Musical

Tie-dyed cushions

Tie-dyed tee-shirts

Tiled mosaic mirrors

Tile-topped Wine

Tourist Guide Quiz Pack

Tourist guide to town

Toys and games

Town Guide

Traditional Irish music tapes and related music books

Transition Year diary and fact file

Trendy stationary and decorative mirrors

Tuck Shop

Typing service

V

Video Production

W

Wax furniture cream

Web advertising service

Web design and consultancy

Web pages

Web pages featuring animation, sound, video, Java etc

Web Sites

Website and Computer Services

Website design

Wedding accessories

Wind chimes

Window cleaning

Window painting service

Window Wipes

Wood

Wooden clocks

Wooden garden products
(wheel-barrows etc)

Wooden Mirrors

Wooden notice boards

Wood turned products

Wooden pen holders

Wooden puzzles

Wooden window boxes

Wool products

Work wear

Y

Yearbook

Young people's guide to surfing the net
on CD



