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Compiled by Alan Ryan B.Comm, GDE (Bus), HDEA, M.Ed. on behalf of the Local Enterprise Offices.
A student workbook to complement the Teachers' Enterprise Manual.

THE STUDENT ENTERPRISE PROGRAMME (SEP) AND NEW JUNIOR CYCLE BUSINESS STUDIES

Entrepreneurship enhances the quality of our collective and our individual lives, often changing the way we work, volunteer, communicate and actually live.

Enterprise is an integral part of the Junior Cycle Business Studies. The JC Business studies provides an awareness, insight and positive attitude to entrepreneurship, demonstrating how it can improve our lives, adding value to goods, services and all the add on effects on institutions. It also supports the expansion of analytical and critical thinking skills, encouraging students to be problem solvers. It reinforces the development of students' numeracy, literacy and digital technology skills by providing a real-life context for their application. Students will develop a 'can do' attitude and this subject will help them to fulfil their potential in their personal and professional lives, both now, as a student and into the future as a responsible citizen.

There are 3 strands in JC Business Studies and all 3 are inter-connected.

1. **Personal Finance** focuses on students making informed decisions to effectively and responsibly manage their financial resources.
2. **Enterprise** encourages students to identify opportunities and develops an understanding of the financial, marketing and operational functions of an organisation.
3. **Our Economy** enables students to understand the dynamic relationship between the local, national and international economic situation.

The Student Enterprise Programme (SEP) provides students with an opportunity to take the learning experience outside the classroom as they identify opportunities and convert them into practical businesses. In addition the SEP could generate material for the student's **Classroom-Based Assessments:**

Classroom-Based Assessments (CBAs)

1. **CBA 1 Business in Action**, a group project towards end of second year and students have a four week period to complete this CBA. It is to be completed in groups of three to five students and there are three options available:
 1. Enterprise in Action
 2. Economics in Action
 3. Finance in Action
2. **CBA 2 Presentation**, at end of first term in third year over a three week period. Individual presentation of 3 minute duration. Following the CBA2, students complete a reflective Assessment Task. The Assessment Task is assessed by the State Examinations Commission (SEC). It will be allocated 10% of the marks used to determine the final examination grade awarded by the SEC.

Finally, participating in the Student Enterprise Programme will support students in preparing for the final JC Business Studies **state-certified examination**.

The SEP is also designed to enhance the teaching and learning of entrepreneurship in senior cycle too. The programme also supports 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 and Accounting.

INTRODUCTION

The Student Enterprise Programme is a national initiative organised by the Local Enterprise Offices, which aims to foster an enterprise culture among second level students in Ireland. It offers you the opportunity to take a business/for-profit organisation from the idea stage, through market research to production, selling, record keeping, management and finally, to writing a comprehensive report on the activity.

The Student Enterprise Programme will enable you 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 your future.
- Consider becoming an entrepreneur in the future.
- Enhance your creativity.
- Improve your communication and numerous Junior Cycle skills.

There are Three Categories in the Programme:

- **Senior Category:** Transition Year, 4th Year, 5th Year, 6th Year & Youthreach Students (each student must not be older than 18 years old on the day of the National Final in order to qualify for entry).
- **Intermediate Category:** 2nd Year & 3rd Year Students
- **Junior Category:** 1st Year Students

The timetable of events; rules; judging criteria; marking scheme and advice from judges, along with registration details can be accessed at www.studententerprise.ie. You will also find more resources to help you make your business a success. You could win great prizes so log on regularly.

PLEASE NOTE: Teachers and students should carefully note the 'Rules and Regulations' outlined on the Student Enterprise Programme website in September to ensure their student enterprises comply with all the current regulations.

This workbook will help you progress through the various stages involved in establishing and running a successful enterprise. It is divided into various sections and we recommend that you work through each section in the order in which they are presented. It also contains twenty worksheets that form an integral part of the workbook. The worksheets should be completed. They will be an invaluable aid when you are completing your Student Enterprise Programme Business Report. Good luck with the enterprise and remember

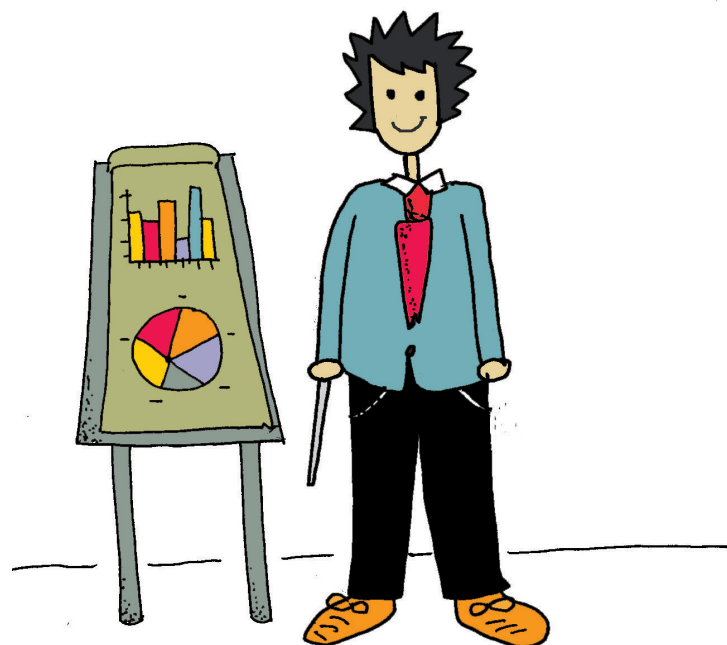
A business has to be involving, it has to be fun and it has to exercise your creative instincts

- Richard Branson

Junior and Intermediate Categories:

We have included a new section in the Appendices for Junior and Intermediate category students (1st - 3rd year).

These are a series of 10 summary sheets that summarise the information in the chapters of this workbook in a concise and easy to follow way for our younger students. These can be found on pages 79-92.



SECTION ONE: GENERATING A BUSINESS IDEA / BE CREATIVE

Here are some tips for you to help you 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!

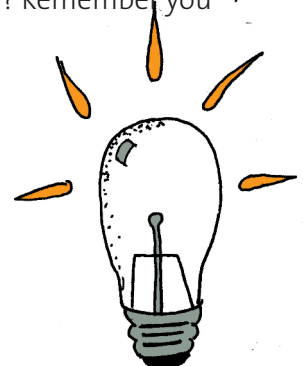
- **School:** does your school have a sandwich service, or a tuck shop?
- **Home:** Do people in your area find it difficult to find babysitters, children’s party planners, pet minders etc.?
- **Local Community:** Is there a scarcity of locally produced craft items, gift items or cards in your area? Could your local community benefit from a simple phrase book in, for example, Polish to enable better communications? What about a not-for-profit organisation? Could you support them?

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. One of these is brainstorming.

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.

Rules for Effective Brainstorming

- Do a practice run to warm up the mind. For example, how many uses can you think of for a cardboard box?
- Assign one person in your 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 your 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.
- The whole group should 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 session:
 - go through the list.
 - identify which ideas may be possible and which ones are not possible to take further.
 - start to brainstorm the positives and negatives of each idea that you think you could take further.
 - then choose one idea (go to www.studententerprise.ie for some examples of possible ideas for products/services).

WORKSHEET NO. 2

IDEA GENERATION REPORT / BE CREATIVE



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

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

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

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

5. What skills did you learn in the process?

SECTION TWO: TEAMWORK / WORKING WITH OTHERS

SELF ANALYSIS

Try this fun exercise to determine what sort of business person you are! Researchers have analysed hundreds of pig drawings and have discovered that the way you draw a pig can tell a lot about you.

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, ask your teacher to analyse it to see what sort of business person you are.

Individual Business or Working with Others

When setting up an enterprise, you will need to consider whether you 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 with Others
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

WHAT SKILLS ARE NEEDED IN YOUR TEAM?

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

Production Skills

The skills necessary to make the product. For example, woodwork skills, drawing skills etc.

Organisational Skills

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

Finance Skills

Have you the skills to cost and price a product or service? Can you complete a forecast and accounts?

Promotional Skills

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

Sales and Marketing Skills

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

Management Skills

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

When the Necessary Skills have been identified, set Ground Rules for you and for the Team.

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

WORKSHEET NO. 3

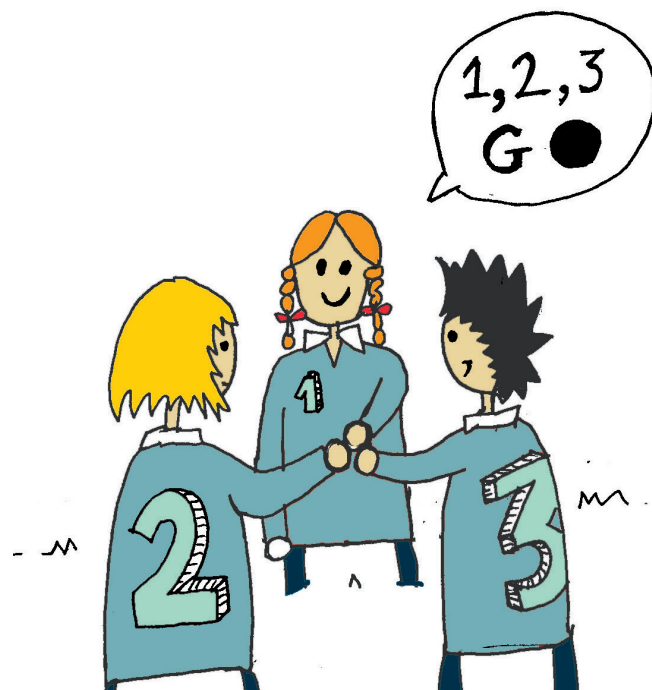
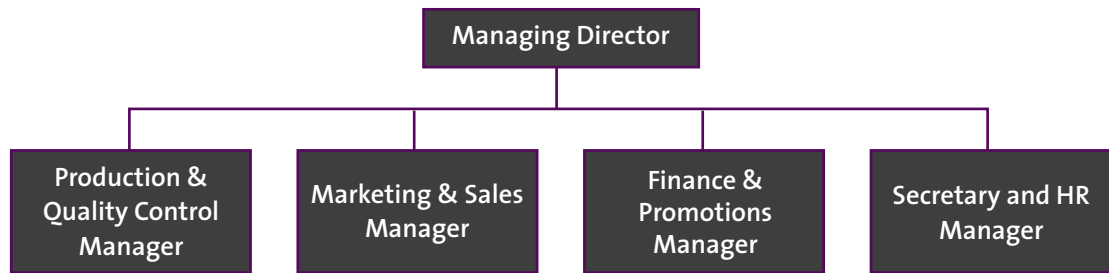
SELECTING AND FORMING OUR TEAM



Skills	Skills Needed	Team Member
Production Skills	<ul style="list-style-type: none"> • • • • • 	
Organisational Skills	<ul style="list-style-type: none"> • • • • • 	
Finance Skills	<ul style="list-style-type: none"> • • • • • 	
Promotional Skills	<ul style="list-style-type: none"> • • • • • 	
Sales and Marketing Skills	<ul style="list-style-type: none"> • • • • • 	
Management Skills	<ul style="list-style-type: none"> • • • • • 	

ORGANISATION CHART

When you have decided on a team formation, you should prepare an organisational chart. Depending on the different roles that you and the group have identified, you may decide upon something like this:



WORKSHEET NO. 4

TEAMWORK / WORKING WITH OTHERS



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?

Note: "Team meeting" worksheets are included in Appendix One. All team meetings need to be recorded in Appendix One and extra sheets need to be photocopied if more meetings are held by the group.

SECTION THREE: MARKET RESEARCH

The key to a good business is understanding what your customers want/need, and meeting those wants/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. For example, 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/Field Research and Secondary/Desk 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)	This is 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.
Secondary Research (Desk Research)	This is a term that generally refers to the collection of secondary data or data that has already been collected/published. To most people it suggests published reports and statistics, that are either electronic or in hardcopy. Important sources include collection of potential competitors' brochures/price lists along with use of libraries, online databases, newspapers and the Internet. 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.

WORKSHEET NO. 5

PLAN OF ACTION FOR MARKET RESEARCH



Primary / Field Research:

Secondary / Desk Research:

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 questions'.

What is the difference between 'Closed' and 'Open' Questions?

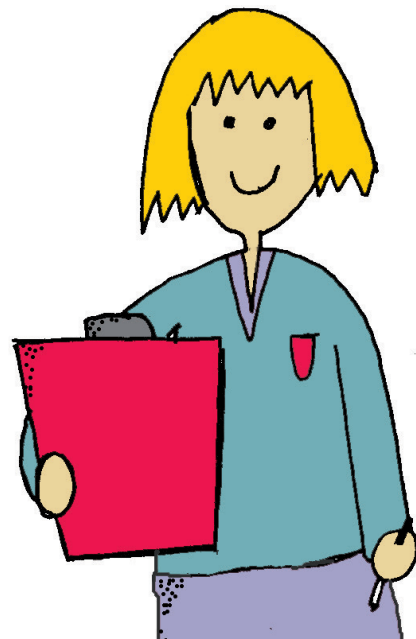
Closed Questions	Open Questions
Questions that ask for yes/no answers	Questions that leave room for opinion or allow the person answering the survey to voice their own opinion
The answers are factual	The answers are a collection of opinions
Answers are easy to count and the information can be used to 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: <ul style="list-style-type: none"> • Would you buy this product? Yes/No? • Do you buy a new CD every week? Yes/No? 	Examples: <ul style="list-style-type: none"> • Would you pay for this product and if so why? • What price range would you be willing to pay?

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 PROGRAMME, 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. See sample survey/questionnaire in Appendix Two.



WORKSHEET NO. 7 RESEARCH FINDINGS



List five things that I have found out from my primary and secondary research:

1.

2.

3.

4.

5.

Draw a graph (possibly a bar chart) to illustrate the results of a 'closed' question from your 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 involves 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.

WORKSHEET NO. 8

RESEARCH FINDINGS



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.

SECTION FOUR: INTELLECTUAL PROPERTY / MANAGING MYSELF

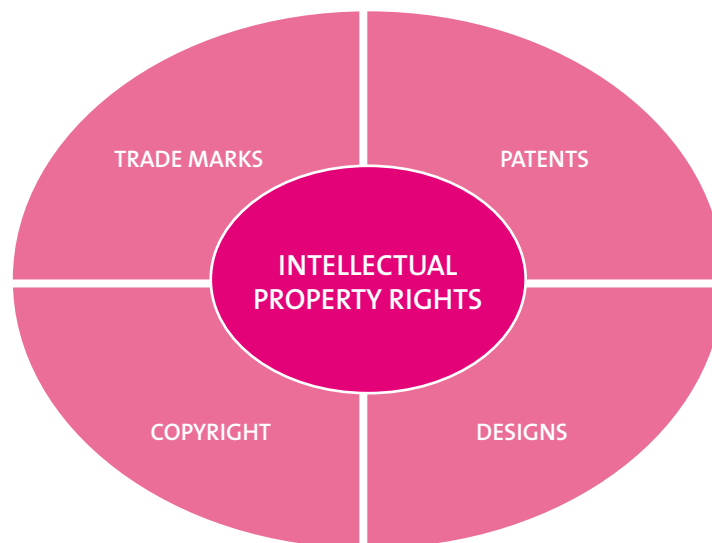
When the product/service is decided upon, and the market research is complete it is time to consider Intellectual Property (IP) rights and the possible implications they may have for your enterprise.

What are IP Rights?

They are the rights to own different kinds of creativity/ideas. They give you exclusive rights to use and exploit your ideas. It can be an invention; brand; logo; original design or the practical application of a good idea. Registering your creative ideas makes it much easier to defend your rights.

IP Rights

The main kinds of intellectual property rights are Trade Marks; Patents; Designs and Copyright.



Trademarks... Trademarks are used to distinguish your product/service from those of your competitors. They may be one, or a combination of, words, letters, and/or numbers. They may consist of drawings, symbols, 3D signs such as the shape and packaging of goods, audible sounds, fragrances or even colours.

Search online databases of existing trademarks at www.patentsoffice.ie. Consider registering your brand as a trademark to stay unique.

Patents... can be obtained to provide you with protection for the commercial manufacture, use, distribution or sale of new and inventive solutions to technical problems that you might come up with. New products, methods and processes as well as improvements on existing ones are covered. The patent gives the owner exclusive rights to use the new invention as long as it remains in force. It is vital to apply for patent protection prior to disclosing details of the invention to others.

Check online databases of existing patents at www.patentsoffice.ie. Consider the cost implications and possible life span of product.

Industrial Designs... Different products/services can do the same thing so attractive and appealing unique designs allow you to distinguish your product/service from your competitors.

Do an online Design search at www.patentsoffice.ie to make sure your look and feel really IS new. If so, consider registering the design to secure competitive advantage for up to 25 years!

Copyright... gives protection to authors/creators of certain categories of artistic work like books; music; artwork; magazines etc. The “©” shows that something is copyrighted. It is an automatic right not requiring registration by the author.

Consider marking all works to show who the copyright owner is and the date from which copyright is claimed. Consider copyright as a source of income through licensing/selling rights to third parties. Don't violate copyrights of others.

Further information on these Intellectual Property rights is available from the Patents Office at www.patentsoffice.ie



OIFIG NA bPAITINNÍ
PATENTS OFFICE

WORKSHEET NO. 9

INTELLECTUAL PROPERTY RIGHTS



1. How did you research the uniqueness of your brand?

2. Have you identified the IP owned by others which you need for your business and have you got appropriate permission from the owners to use their IP in your business?

3. Is your invention new and unique and if so how did you come to that conclusion?

4. Is it worth applying for patent protection on your new product/service having regard to the costs, the nature of your business and your marketing plan?

5. Have you designed your product with a distinctive look and feel that might be worth protecting? If so, how did you check its uniqueness?

6. Are there artistic or cultural assets in your business that you have created and can be Copyright protected? If so, what areas?

7. How have you reflected the cost of any licences you need from copyright owners when pricing your product/service?

SECTION FIVE: PRODUCTION

Having considered IP rights, it is now 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 deliver the product. It may be necessary to change some of the materials used at this stage if difficulties arise. 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.

Carrying out research on the Internet, magazines, newspapers and in 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.

WORKSHEET NO. 10

THE FIVE 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? /
What steps are involved in providing the service?

4. What way will tasks/jobs be organised?

5. 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 (known as 'work-in-progress').
- Goods produced and awaiting sale (known as 'finished goods').
- Office stationery

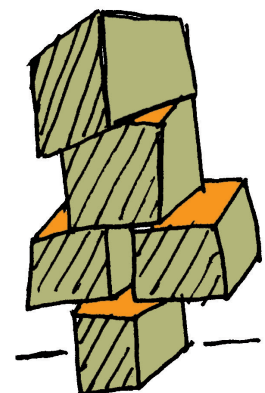
In order to control the amounts of stock it is important to know how much you need to produce or how often your service will be required. It is essential to know the amount of stock necessary for this. Running out of stock can cause big delays in meeting deadlines. On the other hand, carrying too much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

WORKSHEET NO. 11

STOCK CONTROL



How will I decide on the optimum stock level for my business?



WORKSHEET NO. 12

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?

SECTION SIX: 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, exploring IP issues as you do so.
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 '**five Ps**', the marketing mix elements are **product, price, place, promotion** and **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 (e.g. 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 in, 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 as giving value for 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 choose, 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.

Some Useful Marketing Definitions:

Market Segmentation... involves dividing consumers into different categories based on socio-economic class (with different disposable income levels); religion; geographic location; age; gender; etc.

Niche Market... involves finding a 'gap' in the market for a new product and developing a marketing mix especially for that market.

Networking... is a marketing method by which business opportunities are created through doing things like talking to neighbours; striking up a conversation with a stranger while in a waiting room; volunteering for a local park clean up day etc. It is a very effective and cost efficient method of spreading news about your product/service.

Marketing Plan

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.

WORKSHEET NO. 13

MARKETING PLAN



Business Name:

Target Market (Consider Market Segmentation):

Mission Statement:

Price:

Unique Selling Point:

Advertising:

Needs of the Business:

Benefits of the Product/Service:

WORKSHEET NO. 14

MARKETING



1. Do you think you marketed your 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 works for your product/service?

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

SECTION SEVEN: SOCIAL MEDIA AS A MARKETING TOOL/ MANAGING INFORMATION & TECHNOLOGY

Most businesses use social media as a part of their marketing strategy. However, it can also be used as a fun and creative tool to increase brand awareness and build brand loyalty. It is a valuable way to help build the brand of your business among your target audience by allowing customers and potential customers to be part of the community you are building.

The key to successful social media in business is to interact with your customers in a fun and positive way. It's important to remember that your social media channels represent the voice of your company, so it's really important to establish what sort of voice you want your company to have.

A Business Facebook Page:

A company can set up a business Facebook page where followers "like" your business page. Your Facebook business page has some interesting features for your followers, such as allowing them to:

- Post a review of your business
- Message your business if they want to make contact with you
- Post recommendations/feedback on your page

As well as this, your business Facebook page has some really useful tools for you, including allowing you to:

- Analyse your 'page insights' to see how effective your posts are
- Fill in the "About Us" section to share your company information
- Run competitions (be aware of the strict Facebook Rules regarding these)

A real fun and engaging way to promote your product/service is to do a Facebook live streaming. (Make sure you also familiarise yourself with the "terms of service" that all users must follow when doing this. If a company violates these rules Facebook can delete or suspend the account).

A Business Twitter Account

A business Twitter account is set up the very same as a personal Twitter account. It is wise to have a link to your company's website on your Twitter profile to encourage users to check out more about your business. Twitter is a very effective tool to engage with other businesses, especially those taking part in the SEP competition.

Instagram, Snapchat and Vine

These are really fun and innovative ways of engaging with your customers:

- Running competitions (like and tag friends) is really effective on Instagram.
- Snapchat stories are fun, but make sure you save the really good ones so that you can upload them on Facebook or Twitter at a later point. The really fun snaps and videos can be downloaded and uploaded on your Twitter account.
- The challenge with Snapchat is that it can be very hard to get new followers – so promoting your Snapcode on your other social media channels would be beneficial. It also ensures that the account manager has to “think outside the box” to create interesting ways of getting more followers.
- Vines' 6 second loops can be very smartly used by businesses to promote their product and enhance their brand. To get started all you need to do is to open a Vine account via the Vine App. And off you go! You can then push them out via your other accounts too.

 **studententerpriseprogramme**

 **@StudentEntProg**

 **StudentAward**

 **studententerpriseprogramme**

 **StudentEnterpriseIE**



SOCIAL MEDIA AS A MARKETING TOOL

How To Get Started:

As a team, you need to sit down together and decide what way you want to promote your company on social media. Choose your Social Media Manager wisely. He/she must have a fun personality and thoroughly understand how these social media channels work.

DO'S AND DONT'S OF SOCIAL MEDIA :

Here are some Do's and Dont's to help you build your community on social media:

- DO...** spend time working out your followers' habits and when they are on social media – there is no point in posting something during the day if your followers are in school and may not check their accounts until that evening. Think of when they are on social media and post at these times.
- DO...** find and observe popular social media accounts and ones that you find positive and engaging. You may pick up valuable tips and tricks from them. Analyse what kinds of posts / tweets /pics / videos receive the most interaction and response on these accounts and see if you can copy it in some way.
- DO...** think of what YOU enjoy about social media and try to mirror that in your posts.
- DO...** interact with other student enterprises – like, share and tag their posts and pics, retweet their fun tweets, especially if you feel your audience will enjoy what they are saying. They in turn will probably interact with you and share your posts with their audience.
- DO...** see what other companies you can link in with. Start swapping, sharing and promoting each other on social media. In this way you are guaranteed your posts, tweets and pics will be liked, retweeted and tagged.
- DO...** thank people for sharing, retweeting and tagging your posts and pics as they are helping you to share your message and your brand with their friends.

- DO...** cross-promote all of your accounts so that you are slowly building a strong fan base. Remember, not everyone has all of the accounts so you must ensure that you are on all of the accounts where your target market live.
- DO...** set up a Hootsuite or Tweetdeck account to schedule posts at the start of the week. Schedule these posts for times of the day and evening that you know your audience will be on social media. You should still make it your business to interact with your audience outside of these scheduled tweets. Be sure to check in once a day to respond to followers' posts.
- DON'T...** treat social media as a dumping ground for offers and promotions for your product/service. This will annoy your audience and they will probably "unlike" and stop following you.
- DON'T...** keep trying to sell your product/service on social media. Again, your audience will stop following you. Use the 80/20 rule here – 80% of your posts/ snaps should be interactive and fun with 20% of them being promotional.
- DON'T...** be too serious – it's all about having fun and being creative! Be yourself and share it through social media and your audience will respond to it.

The above social media guidelines have been provided by Essential French, Cork, winners of the 2014 Bord Gais Social Media Awards and Cork Chamber Digital Marketing Awards.

essential 
FRENCH

PLEASE NOTE: *The decision to permit students taking part in the Student Enterprise Programme to use social media as a promotion tool for their business is entirely at the discretion of each individual school. Under the Student Enterprise Programme Marking Scheme, a special 'Social Media' prize is awarded nationally and possibly at local Regional Finals also. However, if certain student enterprises are not permitted by their school to engage with social media, they will not be at a disadvantage under the general marking scheme for the Programme.*

SECTION EIGHT: COSTING AND PRICING / BEING NUMERATE

You 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 you establish the total cost of producing a product or providing a service so that you know if the price you charge will cover all costs and maybe some extra for profit. After all, this is the reason for establishing a business in the first place.

How do you calculate the Total Costs for Making the Product?

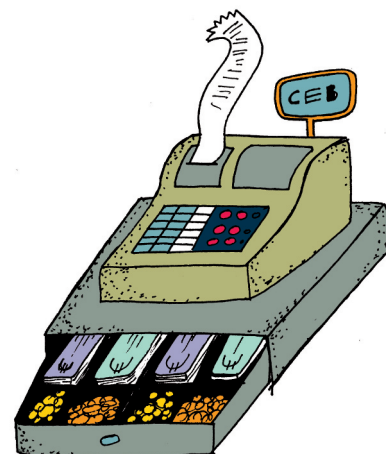
It is vital that you know how much your product is going to cost you before you begin to sell. You need to break down the product into all its individual pieces and make sure you know exactly how much each little piece costs. Total costs are made up of variable costs and fixed costs.

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, you are unlikely to encounter these. It is important that you recognise all costs that you will incur and include them.

You will incur costs in promotion, for example, production of business cards and colour posters using a PC and printer. You should estimate the cost of paper and ink to be used in printing the posters, as it is important to realise that these are not free. You will also incur costs in phone calls to customers and suppliers and text messages between team members and an estimate for these should also be included. You will have travel costs associated with collecting materials from suppliers and delivering finished products to customers.



What are 'Variable Costs'?

Variable costs are costs that change with the level of activity. For example, labour costs, packaging etc. You should estimate the time that you are going to work on the business and put a price on your 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?

Market Research will provide a good idea of the price that customers are willing to pay and will also allow you to estimate the number of items that you are likely to sell. You will now be able to calculate your variable costs per unit. When the total costs are known, it will be clear whether or not the business has potential to make profit. Use of pie charts, bar graphs etc. are recommended to improve the presentation of costings in the business report and possibly as part of your business display also.

WORKSHEET NO. 15
OUR BUSINESS COSTS



FIXED COSTS
(e.g. rent, stationery...)

VARIABLE COSTS
(e.g. wages, materials...)

WORKSHEET NO. 16

CALCULATING THE UNIT COST



A. Calculate your Fixed Costs

Fixed Cost	€
Total Fixed Costs	€
No of Units	
Fixed Costs per unit	€

B. Calculate your Variable Costs

Variable Costs	€
Total Variable Costs	€
No of Units	
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 selling price. The percentage that you add is called a 'Mark Up' so you would have a 10% mark up. For 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 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 which sells newspapers below cost price because if somebody comes into the shop they will probably also 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 later on 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.

Price Leadership – 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. For example, Old Age Pensioners and Students may be charged a cheaper price.

Break-even Pricing – the purpose of this method is to determine the level of sales at which your enterprise neither makes a profit or a loss, this level of sales being called the break-even point.

Break-even Point – $\frac{\text{Total Fixed Costs}}{\text{Selling Price/Unit} - \text{Variable Cost/Unit}}$ measured in units.

Margin of Safety – is the amount by which sales can fall before they reach break even point.

Sample Question on Break-even Analysis –

Question:

A student enterprise is about to manufacture wooden CD holders for the local market. It purchased a colour ink cartridge for €40; a black and white cartridge for €20; a box of A4 paper for €20 (all of which are going to be used to make business cards and colour posters to advertise the products), and also hired a special machine for the six month period of the student enterprise competition at a cost of €200 for the six months. Labour costs to produce each CD holder have been calculated at €3 and raw material costs amount to €2 per CD holder.

- (a) How many CD holders must be sold to break even if the enterprise plans to charge €12 for one CD holder?
- (b) If actual sales of CD holders are 60 CD holders, what is the margin of safety?

Solution

- (a) Fixed costs = stationery costs + special equipment hire =
 $€40 + €20 + €20 + €200 = €280$

Variable costs = labour costs + raw materials
 $= €3 + €2$
 $= €5$

Break even point = $\frac{\text{Fixed Costs}}{\text{Selling price/unit} - \text{Variable cost/unit}}$ = $\frac{€280}{€12 - €5}$
 $= 40$ CD holders.

- (b) Margin of Safety = Sales volume – break even point
 $= 60 - 40$
 $= 20$ CD holders.

This means the enterprise is making a profit on these 20 CD holders.

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

SECTION NINE: FINANCE / BEING NUMERATE

Finance is a key component of any business and it is important that you understand the various aspects of how finance impacts on businesses from the outset.

We will look at:

- Budgets.
- Record keeping.
- 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 you to calculate how much money is needed to start your business and will enable you to monitor business performance on an ongoing basis and take corrective action if targets are not being met.

The most appropriate format for a budget is a cashflow forecast/cash budget (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 (see sample cashflow forecast on the next page).

Note: 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.

A Sample Cashflow Forecast for the Enterprise Selling CD Holders

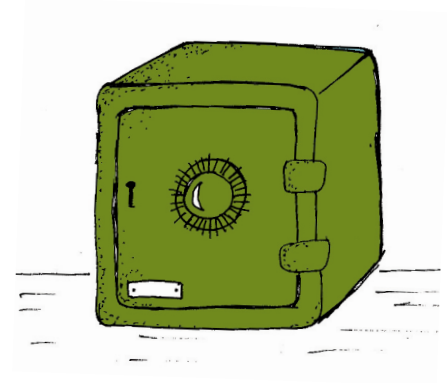
	Sept	Oct	Nov	Dec	Jan	Feb	Total
No of Items	0	6	10	25	5	14	
Income	€						
Sales Value	0	72	120	300	60	168	720
Investment Loans							
A. Total Income	0	72	120	300	60	168	720
Expenditure							
Labour		18	30	75	15	42	180
Admin Wages							
Business Cards							
Pens							
Posters							
Phone Calls							
Travel							
Ink Cartridges	60						60
Paper	20						20
Hire of Special Equipment	200						200
Materials		12	20	50	10	28	120
B. Total Expenditure	280	30	50	125	25	70	580
C. Income less Expenditure (A-B)	(280)	42	70	175	35	98	140
Opening Balance	0	(280)	(238)	(168)	7	42	0
Closing Balance	(280)	(238)	(168)	7	42	140	140

Note: Figures above assume that all CD holders were sold for €12 each; that students received €3 in wages for each CD holder manufactured; that materials purchased to make the CD holders cost €2 per unit and that all income came from sales with no loans or personal investments by the students. In reality, this business will need some form of personal investment by students in September, unless they can negotiate to get the ink cartridges, paper and special equipment on credit. No costs have been included for the other expenditure items above and while your student enterprise may encounter different expenditure items to the ones shown above, it should give you an idea of how to complete your cashflow forecast.

This sample cashflow forecast shows total expenses for September and also any income made from sales in September (zero in the above sample). When “total expenditure” is subtracted from “total income” for September, the resulting minus figure of €280 (called a ‘deficit’) 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**.

Sources of Finance

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 a **loan**. Sponsorship can be a relevant source of finance for some types of enterprises such as magazines and calendars. In some cases, you might actually undertake an initial enterprise to raise the finance needed to start your main enterprise. You could, for instance, wash cars to raise finance.



WORKSHEET NO. 17

HOW WILL I/WE FINANCE MY/OUR BUSINESS?



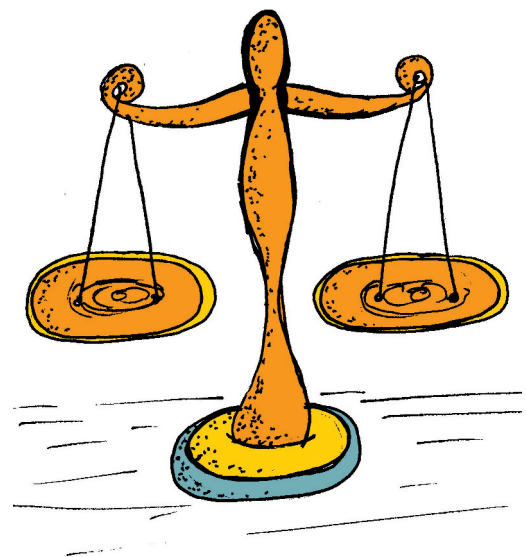
My/Our Sources of Finance will be:

1. _____
2. _____
3. _____
4. _____
5. _____

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. On the next double page there is a sample analysed cash book that could be used for your student enterprise.

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. Materials are bought to make finished goods that will be sold. Printing, telephone and travel costs are examples of costs associated with sales along with advertising, which is essential to generate sales. Another name for these types of costs is 'overheads'. Loans and investments by students/parents are items that would be included in a balance sheet/ statement of financial position and not the profit and loss account/income statement.



PREPARATION OF ACCOUNTS

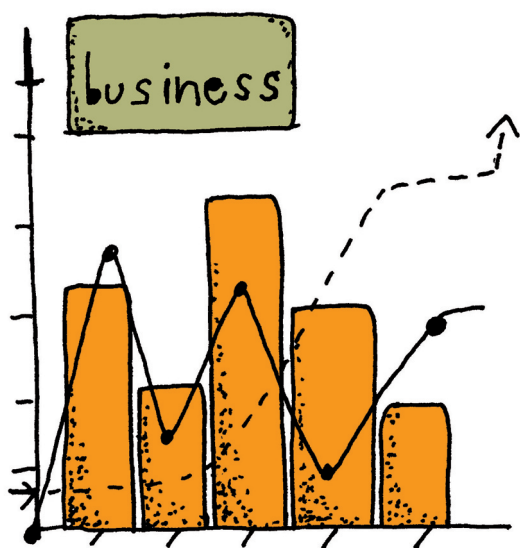
Accounts are prepared by businesses in order to show how the company has performed financially for any specified period. For the Student Enterprise Programme, students must submit the following accounts in their business report:

1. Cashflow Forecast/Cash Budget
2. Cashflow Statement (Actual)
3. Profit & Loss Account/Income Statement

Accounts for a business would also include a Balance Sheet/Statement of Financial Position but this is not considered necessary for this competition as the student enterprises will not normally have assets or debtors/creditors to any significant extent. However, a Balance Sheet/Statement of Financial Position 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 the competition. As participation is considered to be more important than competition, the type of accounts required is kept to a minimum.

The Profit & Loss Account/Income Statement is the normal format for manufacturing and retail businesses with an Income and Expenditure Account generally used by service businesses.

Profit & Loss Account/Income Statement, as the name clearly implies, will tell what profit (or loss) a business made on its activities during a period. The account starts with the income from sales and the direct (variable) costs of making the items actually sold. It might be a good idea here to construct a pie chart/bar graph showing the level of sales month by month or possibly to show sales of different product lines. This could be included in your business report and/or used as part of your business display on competition day.



SAMPLE PROFIT & LOSS ACCOUNT/INCOME STATEMENT FOR PERIOD ENDING 28/02/2019

Sales			X
Less Cost of Sales			
Opening Stock		X	
Add Purchases of Raw Materials		+ X	
Add Labour Costs to Make Products		+ X	
Goods Available for Sale		X	
Less Closing Stock *		X	
Cost of Sales			- X
Gross Profit			X
Less Expenses			
Stationery		X	
Telephone		X	
Postage		X	
Wages		X	
Advertising		X	
Delivery Costs (Carriage Out)		X	
Travel Costs		X	- X
Net Profit**			X

Notes:

- * The closing stock figure should be used in the Balance Sheet/Statement of Financial Position
 - ** Loans (and repayment of loans) and investments by students/parents do not go into the Profit & Loss Account/Income Statement (they go into the Balance Sheet/Statement of Financial Position but this is not necessary for the Student Enterprise Programme).
- X = the column into which you should enter your figures for each entry.

A Sample Cashflow Statement for the Enterprise Selling CD Holders

	Sept	Oct	Nov	Dec	Jan	Feb	Total
No of Items	5	7	12	30	6	10	70
Income	€						
Sales Value	60	84	144	360	72	120	840
Investment Loans							
A. Total Income	60	84	144	360	72	120	840
Expenditure							
Labour	15	21	36	90	18	30	210
Wages	0	0	0	0	0	0	0
Business Cards	0	0	0	0	0	0	0
Pens	0	0	0	0	0	0	0
Posters	0	0	0	0	0	0	0
Phone Calls	0	0	0	0	0	0	0
Travel	0	0	0	0	0	0	0
Ink Cartridges	60	0	0	0	0	0	60
Paper	20	0	0	0	0	0	20
Equipment	200	0	0	0	0	0	200
Materials	10	14	24	60	12	20	140
Total Expenditure	305	35	60	150	30	50	630
Income less Expenditure (A-B)	(245)	49	84	210	42	70	210
Opening Balance	0	(245)	(196)	(112)	98	140	0
Closing Balance	(245)	(196)	(112)	98	140	210	210

In reality, this business will need some form of personal investment by students in September, unless they can negotiate to get the ink cartridges, paper and special equipment on credit.

SECTION TEN: EVALUATION AND REVIEW

WORKSHEET NO. 18 EVALUATION AND REVIEW



This should give you an opportunity to reflect on what you have achieved and learned during the Student Enterprise Programme experience. Remember to include everything you have learned no matter how small. Consider the benefits mentioned in the Introduction when completing this worksheet.

This is the time to refer back to your 'Reflective Diary' that you have been working on since you began working on your business. This diary will be an invaluable tool to help you look back and complete the evaluation section of your business report'

Questions to Consider

1. What did you learn from working with others 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 for you?

4. What obstacles/difficulties did you encounter?

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

- | | |
|---|--|
| <input type="checkbox"/> Communication Skills | <input type="checkbox"/> Decision Making Skills |
| <input type="checkbox"/> Analytical Skills | <input type="checkbox"/> Problem Solving Skills |
| <input type="checkbox"/> Planning Skills | <input type="checkbox"/> Creative Skills |
| <input type="checkbox"/> Teamwork Skills | <input type="checkbox"/> Literacy & Report Presentation Skills |
| <input type="checkbox"/> Finance & Numeracy Skills | <input type="checkbox"/> Risk Assessment |
| <input type="checkbox"/> Production Skills | <input type="checkbox"/> Sales and Marketing Skills |
| <input type="checkbox"/> Teamwork/Working with Others | <input type="checkbox"/> Managing Myself |
| <input type="checkbox"/> Managing Information & Technology Skills | |

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

- | | |
|--|---|
| <input type="checkbox"/> Motivation | <input type="checkbox"/> Confidence |
| <input type="checkbox"/> Determination | <input type="checkbox"/> Initiative |
| <input type="checkbox"/> Responsibility | <input type="checkbox"/> Perseverance |
| <input type="checkbox"/> Coping with Uncertainty | <input type="checkbox"/> Attitude to Risk |

7. Would you consider entrepreneurship as a career option for your future? Why?

SECTION ELEVEN: WRITING THE STUDENT ENTERPRISE PROGRAMME BUSINESS REPORT / BEING LITERATE

The following Guidelines should assist you in preparing your Report for the Student Enterprise Programme.

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 and literacy 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?

The cover sheet below **MUST** accompany your business report, by attaching it to the front of the document.



Oifig Fiontair Áitiúil
Local Enterprise Office

**STUDENT
ENTERPRISE
PROGRAMME**

The Business Report

The Local Enterprise Office is committed to its transparency obligations under the General Data Protection Regulation (GDPR). Our data protection notice for personal data that is supplied to us by our clients is available at www.localenterprise.ie/legal. This notice contains important information about how we process personal data that is supplied to us by clients. We request that you read the notice carefully and that you ensure that it is made available to any data subjects (e.g. your students) whose personal data you provide to us.

By ticking "I agree", you confirm that: (a) you have complied with your own data protection obligations in respect of the personal data that you supply to us and that you are entitled to disclose such personal data to us; and (b) you will ensure that a copy of our data protection notice is sent to data subjects (e.g. your students) whose personal data you provide to us.

I agree

Business Name

Business Description

School Name

County

School Address

Category (please tick) Junior Intermediate Senior

Student Names

1.

2.

3.

4.

5.

Commencement of Trading Declaration:

I hereby confirm that the above named student enterprise did not begin trading before
September of the current academic year.

Teacher's Mobile No.

Teacher's Name

Teacher's Signature

The Main Body of the Report should include the Following Headings

1. Introduction In this section you should outline the:

- Name of the enterprise.
- The 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 (but insert it as the second section).

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?

4. Products/ Services

- Describe your product/service (include photographs etc.).
- What was innovative about your product or service and how did you ensure the uniqueness of your innovation?
- Have you applied for any Intellectual Property (IP) rights?
List any IP owned by others you have identified as being necessary to your business and explain any arrangements made to use this IP without infringing on others rights. Explain your IP strategy.
- 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 copyright issues etc.
- Demonstrate what was good, unique or innovative about your product/service and did you consider protecting this uniqueness?
- 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? Did you consider copyright issues when designing packaging and promotional materials? Give examples of your promotional materials (e.g. posters, business cards).
- Did you use networking as a means of getting customers?
- Did you use social media to promote your business and how? (Note: See separate social media report template in the Appendices section. Completion of this is optional for those wishing to enter the national social media award).

6. Finance

- How did you finance the set up of your enterprise?
- Have you a Cashflow Forecast, Cashflow Statement as well as a Trading Profit & Loss/Income Statement?
- Have you included details of your pricing?
- 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?



APPENDIX 1

WORKSHEET NO. 19 TEAM MEETING / WORKING WITH OTHERS



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: _____

WORKSHEET NO. 19**TEAM MEETING / WORKING WITH OTHERS**

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: _____

WORKSHEET NO. 19

TEAM MEETING / WORKING WITH OTHERS



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: _____

WORKSHEET NO. 19

TEAM MEETING / WORKING WITH OTHERS



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.

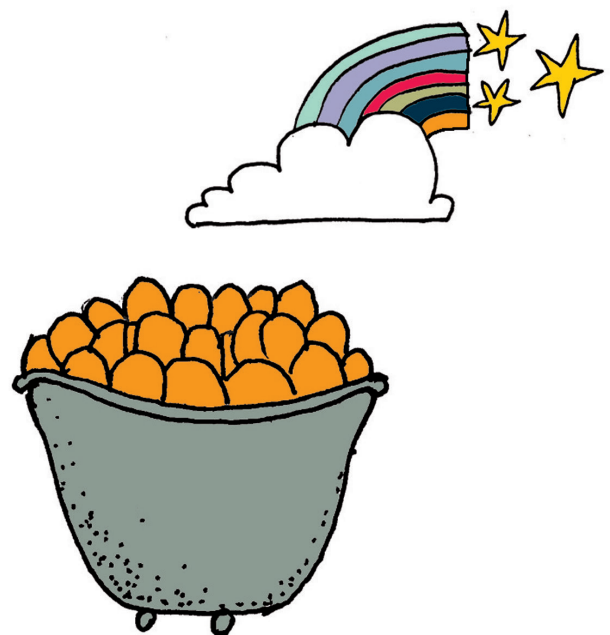
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APPENDIX 2

PRACTICAL EXAMPLE OF A STUDENT ENTERPRISE CALLED '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 on the next page 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?

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

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. Kate considered registering their unique bowl designs to gain competitive advantage.

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. They were conscious of not violating other people's IP rights by not including their trademarks or creative works on marketing materials.

'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.

Intellectual Property Rights – Pot Luck

Trademarks... Kate searched online databases of existing brand names and colour schemes. She decided to initially use the TM symbol to claim ownership of the brand name with the view to registering it at a later stage when cash flows improved.

Patents... Kate decided not to pursue patent protection as her business did not involve new or innovative technology.

Designs... Kate and her team did an online design search to make sure their look and feel for their ceramic bowls was unique. They couldn't find any similar design and therefore considered registering it to secure competitive advantage. They discovered that their unregistered new design had three years of protection without cost implications which more than covered their planned product life cycle.

Copyright... Kate and her team purchased a stamper with “© Copyright Pot Luck 2013” on it and stamped it underneath each ceramic bowl that they produced. Kate took photos of their unique designs on the ceramic bowls and posted them to herself by registered post leaving the envelope unopened as proof of date from which copyright ownership was claimed

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 price 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 expensively but are mass produced and weigh less. 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 the 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.

What would you do?

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 mother 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.

Fixed costs are for the entire period of the business and 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: $€228.00/60 = €3.80$ 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.

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

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

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**.

PREPARING A CASH BUDGET FOR POT LUCK

In the case Pot Luck, Kate, the Marketing Manager has estimated that she will sell 60 bowls during the six month period, September – February.

- 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 on a cash flow forecast/ budget – it is best done on a spreadsheet.

The Format for the Cashflow Forecast/Budget will be as follows:

	Sept	Oct	Nov	Dec	Jan	Feb	Total
No of Items	0	6	10	25	5	14	60
Income	€						
Sales	0						
Investment							
Loans							
A. Total Income	0						
Expenditure							
Labour	0						
Bowls	24.00						
Boxes	6.00						
Paint	7.50						
Admin Wages	0						
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 shows 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.

SOURCES OF FINANCE

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.

Cashflow Statement for Pot Luck

	Sept	Oct	Nov	Dec	Jan	Feb	Total
No of Items	0	6	10	25	5	14	60
Income	€						
Sales	0						
Investment	30.00						
Loans	50.00						
A. Total Income	80.00						
Expenditure							
Labour	0						
Bowls	24.00						
Boxes	6.00						
Paint	7.50						
Admin Wages	0						
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)	0.33						
Opening Balance	00.00						
Closing Balance	0.33						

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 three team members 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.

Cashflow Statement for Pot Luck

	Sept	Oct	Nov	Dec	Jan	Feb	Total
No of Items	0	6	10	25	5	14	60
Income	€						
Sales	0	105.00					
Investment	30.00						
Loans	50.00						
A. Total Income	80.00	105.00					
Expenditure							
Labour	0	0					
Bowls	24.00	40.00					
Boxes	6.00	10.00					
Paint	7.50	0					
Admin Wages	0	0					
Business Cards	20.00	0					
Pens	10.00	0					
Posters	5.00	0					
Phone Calls	4.17	4.17					
Travel	3.00	3.00					
B. Total Expenditure	79.67	57.17					
C. Income less Expenditure (A-B)	0.33	47.83					
Opening Balance	00.00	0.33					
Closing Balance	0.33	48.16					

WORKSHEET NO. 20

CASHFLOW FOR POTLUCK



Using the accompanying notes below, complete the Cashflow for Pot Luck

	Sept	Oct	Nov	Dec	Jan	Feb	Total
No of Items	0	6	10	25	5	14	60
Income	€						
Sales	0	105.00					
Investment	30.00						
Loans	50.00						
A. Total Income	80.00	105.00					
Expenditure							
Labour	0	0					
Bowls	24.00	40.00					
Boxes	6.00	10.00					
Paint	7.50	0					
Admin Wages	0	0					
Business Cards	20.00	0					
Pens	10.00	0					
Posters	5.00	0					
Phone Calls	4.17	4.17					
Travel	3.00	3.00					
B. Total Expenditure	79.67	57.17					
C. Income less Expenditure (A-B)	0.33	47.83					
Opening Balance	00.00	0.33					
Closing Balance	0.33	48.16					

The exercise can be completed based on the number of sales indicated for each month and the following:

- 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).

Transactions for October would be entered as follows:

ANALYSED CASH BOOK

Date	Details	F. Total	Loan	Investment	Sales	Other	Date	Details	F. Total	Purchases Other	Wages	Print/ promo	Phone	Travel
1/10	Balance	0.33												
3/10	B. Smith	17.50			17.50		20/10	Bowl Makers	40.00	40.00				
5/10	A. O'Brien	17.50			17.50		20/10	Box Supplies	10.00	10.00				
10/10	Cash Sale	35.00			35.00		29/10	J. O'Shea	4.17				4.17	
15/10	J. Curtin	17.50			17.50									
22/10	T. Mahoney	17.50			17.50		30/10	A. Jones	3.00					3.00
TOTAL		105.33			105.00		31/10	Balance	48.16	50.00			4.17	3.00
1/11	Balance	48.16												

When you have completed the cash book for the full period of the business a Trading & Profit & Loss Account can be prepared, see example on page 77.

TRADING PROFIT & LOSS / INCOME STATEMENT

Trading Profit & Loss/Income Statement for the x months ended on DD/MM/YYYY			
	€	€	€
Sales Income (57 bowls @ €17.50)			997.50
Less cost of Sales			
Opening Stock	0.00		
*Cost of Production:			
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
Less Expenses			
Admin Wages		150.00	
Printing, Production		35.00	
Telephone		25.00	
Travel Costs		18.00	
Total Expenses			228.00
Net Profit			185.25

- * If your student enterprise manufactures a product as opposed to buying a product and selling it on at a profit, you must then include a cost for labour involved in making the product as part of your cost of sales.
- ** The Closing Stock Figures would be used in the Balance Sheet/Statement of Financial Position if one is being prepared.

APPENDIX 3: SUMMARY SHEETS

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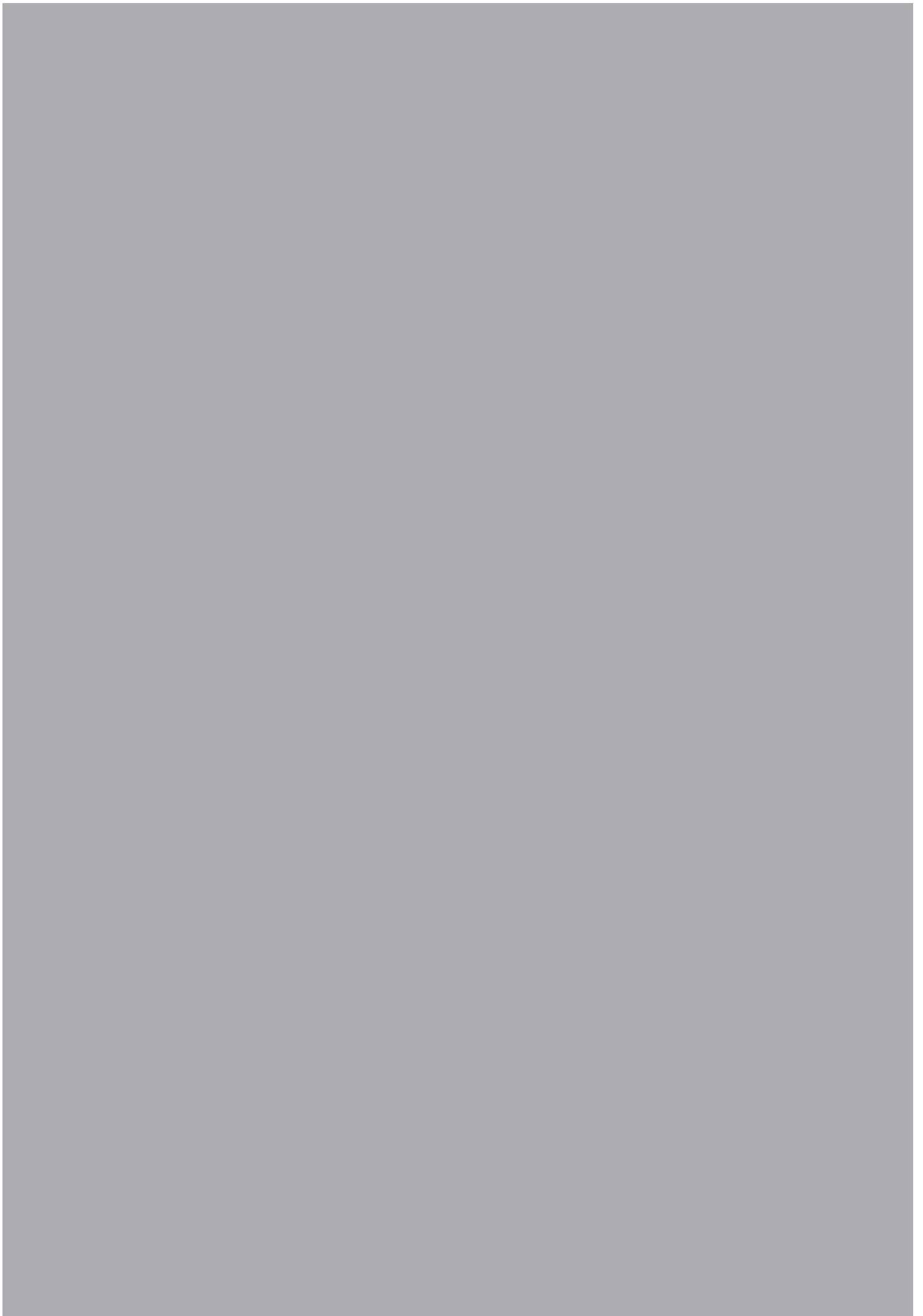
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SUMMARY SHEET 10 - Evaluation and Review 92



SUMMARY SHEET 1 – GENERATING A BUSINESS IDEA / BE CREATIVE

KEY POINTS:

Good business ideas don't come from sitting down with a blank piece of paper and trying to just come up with an idea. The best way to come up with a good business idea is to do some exercises called 'Brainstorming Exercises'.

Exercise 1: *Mind-mapping*

- Using large sheets of paper, on the first sheet write the word 'hobbies' in the middle of the page and circle it. Then, using arrows coming out of this circle, write down all your hobbies/interests.
- When all your hobbies are written down, choose just one to focus in on. It could be the one you/your team are most interested in or the most popular one in the group.
- On page 2, write down the hobby you have chosen and in the centre of the page and circle this. Now draw arrows out of this circle and list all the issues/problems/improvements you can think of regarding this hobby.
- After writing all of these down, decide on just one to focus on. Then on page 3, write down a way of solving this problem/issue and see if this could make a good business idea.
- If you don't get a good business idea from this, go back to the first page and choose another hobby and start this process again until you can come up with one.

Exercise 2: *Change It Up!*

- Each team member should bring in an object to your next meeting and show to the group.
- For each item presented, the group has to brainstorm the different ways that this item could be modified/changed to improve it.

Exercise 3: Mix n' Match

Version 1: Using all the same items from exercise number 2, the team members should discuss what, if any, items could be combined together to come up with a new idea.

Version 2: Each team member lists out three items they use every day. For each item, the team should discuss what other item could be combined with this item to improve it.

Exercise 4: Everything's a Problem

- Spend a 24 hour period focusing solely on problems.
- List as many problems that you encounter on a day to day basis that you can think of.
- Then ask you family, friends, teachers, etc.... and write down their problems too.
- At your next team meeting combine all your lists of problems and discuss.
- Try narrow the list down to the top 10 problems.
- Then see can you find a way of solving one of them with a product/service.

SUMMARY SHEET 2 – TEAMWORK / WORKING WITH OTHERS

KEY POINTS:

- You can decide to work with others or on your own when doing the Student Enterprise Programme.
- If you/your teacher decide that you will work as part of a team, one of your first tasks will be to sit down with the team and decided who is going to be doing what in your company.
- Each person in the company should have a job.
These are the skills the people in the company will need:
 - A good leader/decision-maker: being able to get people in the group to do their job and make sure everything is on track. Someone to manage the team.
 - Finance skills: being good with money and good at maths/figures.
 - Marketing/promotion skills: someone who is good at coming up with ideas and is creative. Not afraid to go out and promote the business. Good with people.
 - Sales skills: someone who is outgoing and confident and not afraid to knock on doors to sell your product. Someone with the gift of the gab!
 - Production skills: someone who is 'hands-on' and can organise to get the work of making the product done. For example, if you are making a product yourselves, the Production Manager will make sure that all the products get made on time to fulfil your orders.

So now you know what type of skills are needed to make your company a success, you need to create what's called an 'Organisational Chart'. An Organisational Chart makes sure everyone gets a job that's suited to them and that everyone knows what their area of responsibility is. An example of what an organisational chart looks like can be found on page 10.

Working with your teacher, you can decide who will do what job in your business.

Tips for working in a team / with others:

- Good communication is really important when working in a team. Make sure that all team members let each other know what's going on, what each person is working on, what the deadlines are and any problems they may be having.
- Hold regular team meetings, maybe once a week.
- If you have a problem, don't be afraid to speak up. For example, if you feel that you have to do more than your fair share of work and that other team members are not pulling their weight, speak to your Managing Director to get the issue sorted out.

SUMMARY SHEET 3 – MARKET RESEARCH

KEY POINTS:

- One of the keys to running a good business is to find out what your customers want and to give this to them, while making a profit for yourself.
- Many student enterprises each year make the mistake of not doing proper market research and they lose marks in the competition as a result.
- Market research is one of the most important things you can do to make sure that your business is a success.
- Finding out what your customers want from your product or service is called doing 'Market Research'. You are researching the 'market' or people that you want to buy your product/service.
- For the Student Enterprise Programme, you need to do two types of market research – desk research and field research.

Desk Research:

- Collect information on your competitors and the people you want to buy your product.
- List out who your competitors are, what they charge, what they do, good and bad points about their products etc...
- Look at their brochures, websites, flyers etc...

Field Research:

- Design a survey and get the kind of people who you want to be your customers to fill it in.
- In your survey, have a maximum of 10 questions and make sure that they are not all questions that people can give a 'yes' and 'no' answer to.
- Think firstly about what kind of information you need to know about your potential customers e.g. would they buy your product, would they prefer certain colours, materials, where would they be most likely to buy your product etc...
- When you have all your surveys completed, sit down with your team and analyse the results.
- The information you collect will help you greatly in deciding how you make your product, on a selling price, how you promote and market your product etc...

When you are doing your business report towards the end of the competition, it's a good idea to put the results of your market research into a graph format for the judges.

SUMMARY SHEET 4 – INTELLECTUAL PROPERTY / MANAGING MYSELF

KEY POINTS:

So now you have decided on your business idea, decided who is doing what on your team and done your market research – the next step is to find out a little about what we call I.P. or Intellectual Property. I.P. is basically the right to own different kinds of creativity/ideas.

When starting a new business, you need to make sure that:

- a /** You do not interfere with someone else's intellectual property, and
- b /** You protect your own intellectual property

Patents:

- A patent gives a business owner the right to use their 'invention'.
- When you come up with your business idea, you need to make sure that this idea has not already been patented by another company i.e. another company does not have exclusive rights to make and sell this product.
- To do this you need to check some online databases. This can be done at www.patentsoffice.ie
- If you feel that your business idea is unique and has not been done before, you can look into the option of taking out a patent on the idea. More information on this can be found at www.patentsoffice.ie

Trademarks:

- A trademark is used to distinguish your product/service from those of your competitors.
- A trademark can be a word, letter, number, drawing, image, colours etc...
- Once you come up with a business name, logo, design etc... you will need to check the online databases at www.patentsoffice.ie to make sure that you are not using another company's trademark .
- You can also consider registering your own trademark if you wish.

Designs:

Check on www.patentsoffice.ie that the look and feel of your product is actually new and not too similar to someone else's.

Copyright:

- Copyright gives protection to certain things like books, music, art etc... If you see the © symbol next to something it means that it is covered by copyright.
- It is important that you do not use someone else's copyright in your business without consent – for example, don't use images pulled from the internet without having authorised permission to use them, do not use other company's text, images etc...
- Istock photo is a good website where you can purchase images to use on your business materials or you can take your own photos.

SUMMARY SHEET 5 – PRODUCTION

KEY POINTS:

Now, you are ready to go into production with your business idea!!!

To make sure that the production of your product/service runs smoothly, and that you can have everything ready on time for your customer, you need to look at the following points.

Top 10 issues to consider:

1. List out all the pieces/materials that you need to make your product?
2. Make sure you have all these in place for when you plan to start production.
3. Where are you going to make the product? At school, at home or somewhere else?
4. Who will make it? Will you make it yourselves or will you get an outside company to make it for you?
5. List out the step by step process from start to finish of how your product is going to get made. Who will do what?
6. How long will it take to make the products?
7. How will you control the quality of your product/service during production?
Maybe you could decide to make someone on your team the Quality Control Manager and this person is responsible for making sure that all products/services are of a high quality.
8. Consider asking customers for a part deposit when taking orders.
9. How will you decide on the best level of stock to hold for your business?
10. Having too much is expensive and having too little can mean you miss deadlines.

SUMMARY SHEET 6 – MARKETING

KEY POINTS:

Marketing your product is all about letting your customers know about your product and persuading them to buy from you. Nobody is going to buy your product if they don't know about it!

When you get around to the marketing part of your student enterprise, you will need to consider the following points:

- Who is your 'target market'? i.e. the people you are hoping to sell to – are they male/female, old/young, where do they live, work etc...) Make out a profile of the people you want to sell to.
- What are the benefits to your customers of buying your product? List at least three.
- What one thing sets you apart from your competitors? This is called your 'Unique Selling Point' (USP).
- How are you going to advertise/promote your product? Online, newspapers, leaflets, social media etc...
- Where are you going to sell your product?

Top 3 Marketing Tips:







1. Try to be as creative as possible and think outside the box when it comes to getting your message out there. As well as traditional means of publicity such as posters, flyers etc... try maybe more creative things like being a walking advertisement and print your own t-shirts, give out free samples, do a product demonstration etc...
2. Keep focused on your USP – in all your marketing material be clear about why your product is different and better than what's on the market already.
3. Don't forget about your packaging – your packaging says a lot about your business and your customers may make a decision to buy from you based purely on eye-catching and attractive packaging.

SUMMARY SHEET 7 – SOCIAL MEDIA / MANAGING INFORMATION & TECHNOLOGY

KEY POINTS:

Social media is very important to businesses to help them stay connected with their customers, promote their brand and build loyalty among their customers.

For the Student Enterprise Programme, if you have permission from your teacher first, you can set up social media accounts using the following channels:

Facebook 	Twitter 	Snapchat 
Instagram 	YouTube 	Vine 

If you have a Facebook business page, your customers can post reviews of your business to your page, send messages directly to you and make recommendations to other followers on your page. Facebook also allows you to give your followers information about your business and do things like run competitions.

Top social media tips for your business:

- Post when you know your followers are on social media. e.g. if you want to reach your fellow students, post when they finish school and are more likely to be on social media.
- Follow others on social media and see what tips and tricks you can pick up from other businesses.
- Make contact with other teams taking part in the Student Enterprise Programme. Like, share and tag their posts and tweets. They will then most likely share your posts with their followers also.
- Thank people for sharing, retweeting and tagging your posts and pics as they are helping you to share your message and your brand with their friends

Don't forget to connect with the Student Enterprise Programme on social media too for important updates and tips during the year:

 studententerpriseprogramme

 StudentAward

 @StudentEntProg

 StudentEnterpriseE

 studententerpriseprogramme

SUMMARY SHEET 8 – COSTING & PRICING / BEING NUMERATE

KEY POINTS:

From carrying out your market research earlier, you should have found out what price approximately your potential customers are willing to pay for your product/service. It's really important before you start selling though to find out what the TOTAL price is for making your product/service so that you know if this price you are planning on charging your customers will cover all your costs and give you a decent profit.

So, how do you work out what your costs are going to be?

- Make a list of all the things you need to buy to make and sell your product/service and put a cost next to them:
 - *Raw materials (materials to make the product)*
 - *Promotional material e.g. flyers, posters, ink, paper etc...*
 - *Phone calls*
 - *Travel costs*
 - *Wages*
 - *Packaging*
- When you add all these items up you will have the total cost of making your product.
- Divide this by the number of products you are planning to make and this will give you your 'Cost per unit' to make the product. Using your market research then, go back and look at what your customers said they would pay for your product. What kind of a profit per unit does this give you?

How to decide on a selling price for your product?

Now that you know your cost per unit to make your product/service, you can work out how to set a selling price.

You can set your price in a few different ways, but here are the main ways you can do this for the SEP:

Cost plus pricing: add a percentage to each unit price. This is called your 'mark-up'.

Competitive pricing: set your price near to that of your main competitors.

Penetration pricing: set your price above your cost price but lower than your competitors. This will mean you will hopefully get customers from your competitors and then you can choose later to increase your price.

SUMMARY SHEET 9 – FINANCE / BEING NUMERATE

KEY POINTS:

For the Student Enterprise Programme you need to prepare the following for the Finance Section of your business report:

1. *Start-Up Finance Report:*

- Give details of where you got the money from to start your business. Was it your own money you invested or did you borrow it for example from the school, parents, sponsorship, cake sale etc...

2. *Cashflow Forecast / Cash Budget:*

- In business it's very important to make out a budget at the beginning to reduce the risk of the business failing.
- A budget will help you work out how much money you need to start the business, set targets and keep track of how well you are doing financially.
- Make out a budget sheet, divided into months from September to March. Include the money you plan to make each month and the money you plan to spend each month. See example on page 44 of the workbook for more details.

3. *Cashflow Statement*

- A Cashflow Statement shows the actual flow of money in and out of your business during a certain timeframe.
- It details all the monies you spent and all the monies you made through sales.
- A Cashflow Statement shows all the same information as your Profit & Loss Account/Income Statement. We ask for both for the Student Enterprise Programme as it's a very handy tool for judges so they can compare your cashflow forecast and actual side by side.
- A template for a Cashflow Statement can be found on page 52.

4. *Profit & Loss Account / Income Statement:*

- A Profit & Loss Account/Income Statement will show how your student business performed financially from start to finish.
- It will cover the period from September to February/March.
- An example of a Profit & Loss Account/Income Statement can be found on page 51 of the workbook.
- It essentially gives details of your:
 - *Total sales*
 - *Less cost of sales*
 - *Less expenses*
 - *Net profit*

SUMMARY SHEET 10 – EVALUATION & BUSINESS REPORT

KEY POINTS:

- At the end of the Student Enterprise Programme, you will be asked to write up a Business Report and this will be submitted to the judges.
- This report should tell the story of your business from start to finish.
- The report should be no more than 20 single sided pages or 10 double sided pages.
- Examples of student business reports for the Junior, Intermediate and Senior categories can be found online at www.studententerprise.ie
- Reports for the Junior and Intermediate categories can be more simplified but must follow the same general structure.

Tips for writing a good business report:

- Your business report should include the following sections:

- <i>Cover sheet (see page 56)</i>	- <i>Products / services</i>
- <i>Introduction</i>	- <i>Marketing / promotion</i>
- <i>Executive summary</i>	- <i>Finance</i>
- <i>Business structure</i>	- <i>Review / conclusion</i>
- Presentation is very important. Make sure you make the layout as attractive and easy to read as possible.
- Including product photos, photos of your team, sketches, graphs and charts etc...
- Ensure your report is neat and legible and free from spelling mistakes – it's a good idea to get someone else to proofread your report before you submit it.
- Don't leave out anything: it's very important to cover all aspects of your business in your report.
- Be clear & to the point: you may know your business inside out at this stage but don't assume the judges will. Ask yourself the following question – does the report make it clear to an outsider exactly what my business is about?
- Don't forget your mistakes: some students think they shouldn't include details of mistakes they made in their report as it will reflect badly on them. In fact the opposite is true! By showing the judges what mistakes you made and more importantly how you learned from them, you will gain extra points.
- More tips available on page 57.

