

Connecting experiences. Growing ideas.

TEACHERS RESOURCE PACK







Welcome & About this Resource Pack

Welcome and thank you for joining us on this course. We hope you and your students can positively benefit from this resource for years to come.

The aim of this resource pack is to give Further Education teachers extra information about this online resource and provide a space for teachers to share activities & 'how to' examples from their own classroom experience.

You'll notice that we have left open spaces for you to write your own reflections and potential activities.

Please do feel free to use these spaces to help inform your own practice.

You will also notice that we have not provided any specific methods to use in teaching this course, which is deliberate, and is where you come in. We really want to make this a living document and share different teaching experiences and examples from across the FE sector. So we are asking educators like yourself to use the reflective & notation spaces to think about particular activities that have worked well or activities which you/someone else might want to try in their own classroom.

When you've collected one or more of these potential activities, please share them with us by emailing enterprise@leeds.ac.uk. We will then be in contact about potentially adding them to this teacher's resource pack where we will feature: Your Name, Your School and Your Amazing Teaching Idea. This way you will find a plethora of new potential activities and teaching methods you could use from educators across the sector each and every year – including your own.

So this is really your chance to share, learn & shine!

Thank you again and we look forward to working with you,

The Enterprise by Example Team
Part of the Centre for Enterprise &
Entrepreneurship Studies
At the University of Leeds

TEACHERS RESOURCE PACK 3

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Introduction to the Course

Participants will experience the business start-up process through the eyes of our enterprising students and graduates. Each step of the entrepreneurial process will be explored with a critical incident case centred on a real business challenge faced by an entrepreneur.

Participants are given underlying principles by CEES academics (content), then briefed by the [student] entrepreneur (live case), supported by experienced entrepreneurs (advisors) and through engagement in peer-to-peer facilitated discussions before deciding on their recommendation. The entrepreneur then reveals the actual outcome and academics reflect on the principles explained previously.

The main activities of the course are:

- 1. Vision & Opportunity: Nurturing creativity and innovation
- 2. People: Leading teams and networks
- 3. Markets: Understanding customers and competitors
- 4. Processes: Controlling operations and technologies
- 5. Account: Interpreting financial performance
- 6. Finances: Raising capital for new ventures

Each activity will have:

Frame:

- A. Content video (academics) & Downloadable documents to apply learning
- B. Live case video (student)
- C. Videos offering further advice (advisors)
- D. Voting
- E. Discussion Board
- F. Concluding 'Reveal' video (student)
- G. 4 MCQ Questions to Test their Knowledge

Throughout each of the steps within an activity, students will have the opportunity to discuss their ideas with other students from around the UK using the discussion boards.

Learning Outcomes of Each Activity

1. Vision & Opportunity: Nurturing creativity and innovation

By the end of this activity, you will:

- Understand how to develop an idea into a business opportunity
- Be able to express the dimension of an entrepreneurial opportunity
- Be able to identify the drivers that underpin an entrepreneurial opportunity
- Know how to communicate your proposition effectively to a range of audiences

2. People: Leading teams and networks

By the end of this activity, you will:

- Understand the importance of putting an effective team together
- Know about the different team roles and understand the process of team development
- Understand your role in a team
- Have some experience of using your network to gain support for an idea

3. Markets: Understanding customers and competitors

By the end of this activity, you will:

- Understand your target market
- Be able to describe your industry
- Be able to apply the '4Ps marketing mix' to a business opportunity

4. Processes: Controlling operations and technologies

By the end of this activity, you will:

- Understand how business operations can be mapped
- Have thought about different approaches to managing information systems
- Be able to apply your understanding to support your own business growth

5. Finances: Forecasting performance

By the end of this activity, you will:

- Understand the purpose of a sales revenue forecast and a profit forecast
- Understand the link between cash flow forecasting and funding requirements
- Know if a business idea is going to be profitable and sustainable

6. Finances: Raising capital for new ventures

By the end of this activity, you will:

- Know about the different sources of funding
- Understand how funders involved may be able to help you & your business
- Have decided which source of funding is most suitable for your business idea

Advisors

Advisors (successful entrepreneurs) will comment on each case separately and give their expert opinion. There will be five advisors who will comment on each case, each with different backgrounds and problemsolving styles. Participants may wish to watch one or more advisor video before or after participating in the discussion.

What does an Online Course through Future learn look like?



The Preliminary Step Before the Activities: This Is Where We Really Need Your Help

The first 'official' step in this online course actually begins with a link to an online questionnaire that supports our research into understanding students' entrepreneurial intentions and their perceptions of learning. This questionnaire helps to inform our work not only on how best to support your students through this online course, but also provides potential evidence to help shape government policy and academic research around enterprise education.

So we would be grateful if you could make sure to recognise this questionnaire as the first 'official' step for your students, and ask them to complete this questionnaire as the start of their enterprise journey with us.

We will also be sharing the findings from this and other elements of our research with you through our free teachers' network. We're hoping this information will help you in your practice and/ or help to start conversations between HE and FE schools. So please do ask to be on the mailing list for the network, and/or continue to check-out the enterprise by example website to learn more about the network and our research

Example using FutureLearn platform www.futurelearn.com

Activity 1: Vision & Opportunity

About:

Activity One illustrates the importance of vision and opportunity when starting a business. Discovering and creating opportunities is central to the notion of entrepreneurship. There is much debate about whether entrepreneurs discover opportunities, such as spotting a gap in a market, or create opportunities from their knowledge or experience. Regardless of how the opportunity comes about it is vital to have a vision, which can be shared with others.

The Steps Overview:

About this Case Study Article

(2:00 Video & Text)

This step provides an overview to this first Activity, which includes what they will be doing throughout the activity and the learning outcomes.

The Entrepreneurial Learning Cycle

(Academic Video) Time: 3:43

Content Overview

'Are Entrepreneurs Born or Made?' The Answer is: Both.

Common to Entrepreneurs:	Shared Characteristics:
Certain Attributes	Recognise Opportunities
Family background	Need to Achieve
Gain Experience (Lifelong Learning)	Over Optimistic
Build & Use Networks	Prepared to Take Risks
	Like Autonomy & control
	Gregarious
	Creative

However, not all entrepreneurs will share all of these, and different measures of these characteristics. The way to improve your entrepreneurial learning and mind-set is to practice: the more times you do it the better you get.

One of the most difficult questions to Answer is: When is an Idea a Good Business Opportunity? One way to find out is to just start your own business. But this can be very risky. One way to lessen the risk is to share your idea with other people.

If you ask Successful Entrepreneurs: 'How Did You Know this Was the Right Idea?"

- Often say: I had a 'gut' feeling
- Notice Advisors in the videos make decisions & refer to 'gut feel'
- What describing is own internal judgement process, born from experience & intuition

But a more structured way to communicate the business idea is the business plan, which is needed when raising finance.

- Advantage: Reliable Predictor of Success
- Disadvantages: Structure reduces opportunity for debate and creativity

Business models have been used as a way of describing business ideas

First activity: consider dimensions & drivers of the Opportunity Business Model to help with the debate from idea generation, opportunity recognition to a new venture



Here you can add reflections on:

- How you might use this video in your teaching
- Reflections on the content and how it could be integrated/improved
- Potentially later adding what worked and didn't

work with your students		

Nurturing Creativity & Innovation

(Academic Video) Time: 9:01

Content Overview

This video will introduce Opportunity Business Models as a way of sharing ideas. Main example used throughout is the Cambridge Satchel Company founded by Julie Deane in 2008.

Common debate: do entrepreneurs discover opportunities, like a gap in the market, or create them, using their expertise or knowledge gained over time?

In reality, the boundary between discovery, known as causation, and creation, known as effectuation, can be blurred.

Julie discovered the gap/need for high quality satchels after not being able to find similar satchels described in Harry Potter for her children; but later created, with Vivienne Westwood, a market for high quality designer satchels.

Regardless of how opportunities come about, its important to share your vision with other people.

The **Opportunity Business Model** – consists of 2 parts: Dimensions & Drivers.

Dimensions – express the elements & components of the business idea. They help with analysis, comparisons & identify the uniqueness of the idea.

 Proposition. What is the core value proposition as perceived by your customers of the business opportunity? Can you express this in just seven words?

- People. Who are the leaders, the management team, and network of advisers, customers, suppliers, and other stakeholders? How does social capital, social networking support this business opportunity?
- Place. Where is the market? Who are the customers and competitors? Analyse the marketing industry to identify the segments and gaps in the marketplace.
- Process. How is the enterprise structured? What are the key processes and relationships that make this business work? How will these been enabled and supported over time?
- Profit. Why do it? What are the real returns of this opportunity? Are they financial? You might want to consider the gross profit, net profit, and financial forecast. What are the key performance indicators (KPIs), and what capital is required? Is there any social value in this opportunity? How will ownership be structured, and have you thought about an exit?

Using Julie's Satchel Company as an Example:

- Proposition: Produce high quality designer British leather satchels.
- Can you do better than this?
- People: Started with Julie and Freda, her mother.
 Now a growing management team with lots of advisors and a growing network of designers.
- Place: Began with 3 shops in the UK, two in London. Then Paperchase as national and international stockists, but perhaps more

- interesting, a growing online business, including massive growth in markets like China.
- Process: The satchel company has to be good at designing and manufacturing leather satchels, and marketing, and protecting its brand.
- **Profit:** started in 2008 with just 600 pounds. It later raised 12 million pounds by selling equity to a leading venture capital company in Europe.

Drivers are the underlying forces that impact on a business opportunity; helping to answer the question of whether it's a good idea. One or more may impact at any one time, but all are beyond the control of the entrepreneur or business.

- Societal drivers: the wider global, social, political, and environmental factors, which impact on an opportunity, such as climate change and ageing populations.
- Commercial drivers: the global and local commercial and economic factors, such as local taxation, and the price of oil.
- Legal drivers: legislation, rules and regulatory requirements, typically set by governments or consortiums, such as data protection laws or trade association membership rules.
- Technological drivers: the new and emerging technologies such as 4G mobile communications networks, and nano-technologies.
- Using Julie's Satchel Company as an Example:
- **Societal drivers:** the world is changing; China soon the largest economy in the world with an

- emerging middle class who want to demonstrate wealth by buying designer consumer goods, especially British
- Commercial drivers: Britain is seen as 'cool' with the Queen, James Bond, etc. & a perceived high value of British products by people around the world.

Questions to Consider:

- Can you think of a successful entrepreneur and their company?
- Did they discover or create their opportunity?
- How would you describe that enterprise using the opportunity business model, thinking about their dimensions and the drivers that are making their business successful?
- Thinking about your own business idea, use the opportunity business model to understand the dimensions, and what's driving your business.



Here you can add reflections on:

- How you might use this video in your teaching
- Reflections on the content and how it could be integrated/improved
- 'nt

Potentially later adding what worked and did work with your students

Emma's Business Challenge

(Case Study Video) Time: 3:47

In this video, Emma, a Leeds University student (now alumnus) introduces herself and her identified a business opportunity based on her passion in writing. The opportunity came about when she wanted a better and more flexible income whilst studying. She starts with creating a list of her skills and experience, and questions on how to combine these to create a new opportunity that would make money & not just be given away for free:

- She has great skills in photography, English & writing, and how she has always loved creative writing (illustrating her passions)
- when she was younger she would create magazines and distribute them to friends & family.
- Girls she knows regularly ask her for fashion and beauty advise
- Decided to increase her experience in journalism, working with independent TV and radio companies, as well as writing for magazines. Just submitting creative stories, usually for free, in hopes they'd be published
- Entered a competition as a blogger for the Olympic Games, got through with amateur video presenting at a local event.

Emma lists her options & asks the viewer for help in which one she should chose:

Option 1: create a magazine. This would increase my brand's awareness, but it would be very costly to produce and publish.

- Option 2: start a blog. This would create a community online. People could contact me and access it instantly, but the blogging market is highly saturated.
- **Option 3:** create a YouTube channel. YouTube videos are seen worldwide. This means that a lot of income could be made through advertising. However, to start a YouTube channel, you do need quite good equipment, and this does cost quite a lot of money.
- Option 4: open an online store. This would give me a continual revenue stream, but there are a lot of costs to consider when opening an online store. These costs include firstly opening the store, secondly buying the stock, and thirdly marketing the store and actually finding customers to buy my products.

The Advisers' Views

(Panel Video) Time: 5:31

This video provides a consolidated response featuring key points from each of the four advisers, as they discuss what they would do and why, and what option they believe Emma should go for. As with most of the advisers' videos, they often chose a variety of options.

If you would like to access each advisor's individual responses in full, you can access it in the 'See Also' link at the bottom of the page.

What Do You Think?

(Discussion Board)

This step provides you and your students with the opportunity to discuss online which option they would chose for Emma, and to read the posted options and interact with other students across the UK.

Emma's Decision

(Video) Time: 1:54

This is what we call the 'reveal' video which will be made available within 48 hours of launching Activity

• This allows you and your students the time to work through the information and the decision making process, before the 'answer' is revealed.

Emma reveals that as a 2nd year Broadcast Journalism student, she decided to run EmTalks, which is a fashion website.

She actually chose 3 options:

- 1st was to start a blog, to raise her profile and make money through online advertising. She won Cosmopolitan Blog Award for best newcomer 2012.
- Next she created a YouTube channel. Enhancing her audience (worldwide) and revenue streams through advertising.
- She then launched her own online shop, after realising her blog was basically an 'empty shop;.
- Noting how all 3 compliment each other very well.
- Future plans: Grow the businesses.

Under 'See Also', people can find out more about Emma and her business through her online profile (link takes you to the Leeds University Website page on Emma, with links to her online shop as well).

Check Your Understanding

(Mini MCQ)

Here students have the opportunity to test their knowledge through 4 Multiple-Choice Questions.

Question 1: An entrepreneur spots a gap in the market for sport shoes and decides to open an online store. How was this business opportunity recognised?

- 1. Discovered (Answer)
- 2. Created
- 3. Both Discovered & Created

Question 2: Thinking about the Opportunity Business Model, which is NOT a dimension?

- 1. Place
- 2. Profit
- 3. Promotion (Answer)
- 4. People

Question 3: Which of the following drivers might be within the control of a business?

- 1. Price of petrol
- 2. Staff wages (Answer)
- 3. Value Added Tax (VAT)
- 4. Compulsory retirement age

Question 4: Currently, where is the largest potential export market for British designer label products?

- 1. Cameroon
- 2. Chile
- 3. China (Answer)
- 4. Cuba

Realise Your Vision

(Texts)

This step allows students to download templates and documents to help them plan and realise their own potential business opportunity. The documents are separated into sections that match the outline of this course, and they will be guided through questions that will help them to focus these areas of their business idea.



Here you can add reflections on:

- In using this Activity, what worked? And what didn't work?
- What might you do differently next time with the students? • What went well with the students in using this activity? • If you'd like to participate in sharing your top-tips and/or activities, then please write your example here

Activity 2: People & Networks

About:

Activity Two illustrates the importance of people within a business. Business success does not just rely upon the qualities and resources of the individual entrepreneur, a good business also needs good staff. In this activity we explore the importance of recruiting the right staff to the ongoing success of a business.

The Steps Overview:

About this Case Study Article

(Text)

This step provides an overview to this Activity, which includes what they will be doing through out the activity and the learning outcomes.

Step: Leading Teams & Networks (Academic Video) Time: 7:41

Content Overview

Importance of people, teams & networks for business success. Good business relies on good staff

- People who can work together as a team
- Initiate activities
- Know the culture of the organisation
- Have personal & professional networks & resources they can draw upon

All individuals have learnt through experience to work within teams in particular ways. And to

recognise the way to work in teams and the diversity of team roles.

An Introduction to the 8 Types of Team Roles:

- Chair This person organises, coordinates, and aims to keep the team focused.
- Team leader They initiate, provide leadership, and they drive the team towards achieving their goals.
- The Innovator They create novel ideas and solutions to support the team's goals.
- Monitor evaluator provides objective assessments of performance in relation to the team goals.
- Team worker Encourages other members, fosters team morale, and reduces negative emotions.
- The Completer, who monitors outcomes in relation to project milestones and deadlines.
- The Implementer carries out much of the practical work required to achieve the goals. This is the doer of the team.
- Resource investigator This person establishes external contacts to secure resources that support the team's goals.
- Having a balance of these team roles can greatly increase its effectiveness.

The 5-stages of Team Development:

- Forming this is where you bring together a group of strangers. They don't know each other. They'll try and sort out the ground rules. And it's quite a formal stage in the development of the team.
- Storming this is where people start to relax a
 bit more around each other. And they will share
 their thoughts, their ideas, and their feelings.
 However, they still see themselves as individuals.
 And this can lead to problems if leaders try and
 take control.
- 3. Norming this is where people start to see themselves more as part of a team. And they realise that in order to get the task done, they have to take on board other people's viewpoints.
- 4. Performing this is where the team are really focused on achieving the task at hand.
- Adjourning is where the team focuses on completing the task, and individual members prepare to move on. Perhaps to a new team or onto a new task.

Why is this important for businesses? Because it can be possible to get stuck in one of the stages. You also need to have a mixture of team roles to move through different stages of a project. For all of these reasons, it's really important that when recruiting new staff, businesses consider not only the skills and qualities required for the job role, but also how that team member can fit in to the existing team. And what new capabilities and resources they can bring

Networks

Each Business Owner and employee brings with them unique resources and contacts developed through their networks – both personal and professional. A network is simply a group of interconnected individuals or organisations. These can be form, such as a Chamber of Commerce networking group, or informal, based around family and friends.

3 Main Focuses to managing networks:

- 1. Create new ties. This is the approach most people associate with networking, and growing a business. It involves appearing confident & at ease talking with people. Here you are finding out as much as possible about the people around you. But you also need to be prepared to share your knowledge and business ideas.
- 2. Develop Ties. This involves becoming closer through more involvement and developing trust. This helps to develop our contacts and potentially to create new ties with people
- **3. Review & possibly prune our existing ties.** As businesses grow, new contacts may be needed and others may become obsolete.

Questions to Consider:

So I'd like you to think about how you would put together an effective team. What sort of role do you play in a team? For example, are you a completer, who makes sure that the group stays focused on the task to get the job done? Or perhaps you're an innovator, who comes up with lots of creative ideas.



Here you can add reflections on:

- How you might use this video in your teaching
- Reflections on the content and how it could be integrated and/or improved

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 Potentially later adding what worked and didn't work with your students 	

Nick's Business Challenge

(Case Study Video) Time: 2:30

In this video, Nick, (alumnus of Leeds) introduces himself and his recruitment challenge. Nick runs a video communications spectical agency with 12 members of staff operating in West Yorkshire. The main challenge lies with winning and retaining clients, so recruiting and retaining good members of staff is also vital.

Nick asks the students for help in building a highperforming team:

- Option 1: recruit from universities. Advantage

 younger demographic, bringing experience
 in new technologies. Disadvantage could
 have limited business knowledge and work
 experience.
- Option 2: recruit from competitors. Advantage

 they have existing knowledge and expertise.

 Disadvantage might bring old ways of working that don't fit our culture.
- Option 3: recruit from local schools and colleges.
 Advantages build them to understand the culture, knowledge and skills needed within the business, i.e. learning on the job. Disadvantage no worldly business experience and be reliant on training from the business.

The Advisers' Views

(Panel Video) Time: 5:20

This video provides a consolidated response

featuring key points from each of the four advisers, as they discuss what they would do and why, and what option they believe Nick should go for. As with most of the advisers' videos, they often chose a variety of options.

If you would like to access each advisor's individual responses in full, you can access it in the 'See Also' link at the bottom of the page.

What Do You Think?

(Discussion Board)

This step provides you and your students with the opportunity to discuss online which option they would chose for Nick's recruitment challenge, and to read the posted options and interact with other students across the UK.

Nick's Decision

(Video) Time: 2:20

This is what we call the 'reveal' video, which will be made available within 48 hours of launching Activity

 This allows you and your students the time to work through the information and the decision making process, before the 'answer' is revealed.

Nick Howard reveals that he is a graduate from the University of Leeds (2002) and runs the company Limehouse, based in Halifax, West Yorkshire.

Nick's Choice: Options A & C

- Option A recruiting from universities. Helps to bring in younger ways of thinking and new ideas about new technologies
- **Option C** local school and colleges. Extremely

important, because they are young, energetic and we can shape them into the professionals they need to be and the team/business needs them to be.

Under 'See Also', people can find out more about Nick and his business by clicking on the link which takes you to the Limehouse website.

Check Your Understanding

(Mini MCQ)

Here students have the opportunity to test their knowledge through 4 Multiple-Choice Questions.

Question 1: Which of the following is a way to bring fresh ideas into an organisation?

- 1. Staff promotion
- 2. External recruitment (Answer)
- 3. Internal recruitment

Question 2: The team role that is most closely associated with meeting deadlines and targets is?

- 1. Team Leader
- 2. Implementer
- 3. Completer (Answer)
- 4. Monitor-Evaluator

Question 3: Which stage of team development would you associate with arguments and disagreements?

- 1. Forming
- 2. Storming (Answer)
- 3. Norming
- 4. Performing

Question 4: Which of these people are the least likely to be in your personal network?

- 1. Family member
- 2. Doctor (Answer)
- 3. Friend
- 4. Work colleague

Realise Your Vision

(Text)

This step allows students to download templates and documents to help them plan and realise their own potential business opportunity. The documents are separated into sections that match the outline of this course, and they will be guided through questions that will help them to focus these areas of their business idea.



- 1. In using this Activity, what worked? And what didn't work?
- 2. What might you do differently next time with the students?
- 3. What went well with the students in using this activity?
- If you'd like to participate in sharing your top-tips and/or activities, then please write your example here

Activity 3: Markets

About:

Activity Three illustrates the importance of understanding customers and competitors when starting a business. To run a successful business you need to understand who your customers are and importantly, how you are going to reach them.

The Steps Overview:

About this Case Study Article

(Text)

This step provides an overview to this Activity, which includes what they will be doing through out the activity and the learning outcomes.

Understanding Customers & Competitors

(Academic Video) Time: 6:13

Content Overview

Difference between Markets & Industries:

- Market is made up of your customers or your potential customers
- Industry is made up of competitors offering products to these customers
- Example: Desk Chairs
- Imagining you make desk chairs, your industry is furniture manufacturing and you are competing with everyone else who sells chairs or anything a customer could sit on. Your market is a group of customers that may purchase that chair.

Markets & Industries describe different things, but can overlap, so that you end up with several industries serving one market, which happens a lot with technology advances and the lines blur. Example: Mobile Phones In the 1980s the mobile phone industry was the

provision of communication without a landline.

Now mobiles have advanced to include computing, photography, entertainment and retail industries.

Industries and markets are moving and changing all the time, which provides a major source of entrepreneurial opportunities.

Marketing for Start-ups.

Challenges:

- Can be challenging due to noise and constant advertisements, and already established companies
- Big companies may also have big budgets, so it can be difficult to get attention when you're a start-up

Positives:

 Can move quick to respond to new opportunities, because they're more flexible and closer to the customer

How to determine your Market:

 Establish market size and potential. Can be difficult to accurately judge size/scale. Resources to use: thinking of your own experiences with

- similar products/services, talk to people who are involved in the market, and the internet
- 2. Work out who your competitors are. Different ways to do this: public information through company accounts, use own resources, including reading customer reviews.
- 3. Consider your market segmentation this is the area of the market you want to focus on. It's common practice through dividing the market into groups and appealing to common characteristics, e.g. age, or common need. These should be measurable, identifiable, accessible and large enough to be profitable.

Now start thinking more in-depth about your product/service, using the 4P's of Marketing:

- 1. Product-- what is special about whatever it is you're selling and how does it meet your customers needs?
- 2. Price-- how are you going to choose the price?

 Are you going to sell it for a bit more than it cost to make or are you going to find out your competitor's price and beat that?
- 3. Place-- how is this product or service going to reach your customers? Are there lots of different avenues that you could use?
- 4. Promotion-- how are your customers going to know about your product or service? What channels are you going to use to promote? Once you work this out, go back and compare this to your potential market

Final point: think about how you want to be seen as an organisation. Turst is needed within the business and trust with external people is essential,

such as customers, suppliers, partners and other organisations. This is built over time.

The challenge of being a new company: convincing people that your business can deliver. A large part of this is clearly communicating your idea in a way to show you understand your customers.

Questions to Consider:

Where would you go to find information about your industry or your market? How do you want to be thought of as a new start-up business, innovative, professional, fun?



Here you can add reflections on:

- How you might use this video in your teaching
- Reflections on the content and how it could be integrated and/or improved

 Potentially later adding what worked and didn't work with your students

Ashleigh's Business Challenge

(Case Study Video) Time: 1:47

In this video, Ashleigh, (alumnus of Leeds) introduces herself and considers which market to go into.

Ashleigh runs a business that makes and sells bariatric training suits, which are medical suits that simulate what its like to be obese.

Ashleigh asks the students for help in choosing an initial market:

- Option 1: target universities. They always have nursing courses available, so there's a need.
 She can get relevant information about them through UCAS and websites. However, they do have a budget and it might be difficult for them to obtain funding for the suits.
- Option 2: target companies that sell bariatric equipment. So they can demonstrate their equipment, as well as test new technology.
 However, many aren't very big, so may find it hard to afford a training suit.
- Option 3: target hospitals. With the health care
 industry facing an opesity epidemic, it seems
 ideal. I can sell to the whole UK because there
 are many hospitals, however, I do not know the
 relevant people to send information to, which
 may prove to be difficult and time consuming.

The Advisers' Views

(Panel Video) Time: 5:56

This video provides a consolidated response featuring key points from each of the four advisers,

as they discuss what they would do and why, and what option they believe Ashleigh should go for. As with most of the advisers' videos, they often chose a variety of options.

If you would like to access each advisor's individual responses in full, you can access it in the 'See Also' link at the bottom of the page.

What Do You Think?

(Discussion Board)

This step provides you and your students with the opportunity to discuss online which market option they would chose for Ashleigh, and to read the posted options and interact with other students across the UK.

Ashleigh's Decision

(Video) Time: 0:46

This is what we call the 'reveal' video, which will be made available within 48 hours of launching Activity

 This allows you and your students the time to work through the information and the decision making process, before the 'answer' is revealed.

Ashleigh's Choice: Options A & C

- Option A universities. Targeted this market first because it looks to be easier to find all the correct information from websites.
- Option C hospitals. But sent them to a general manual handler and hoped that it would reach the right person.

Plans for the future: study for her doctorate so she can learn more about the medical implications of being obese, and continue to sell the suits – worldwide.

Under 'See Also', people can find out more about Ashleigh and her business by clicking on the link which takes you to the Bariatric Training Suits Ltd. website.

Check Your Understanding

(Mini MCQ)

Here students have the opportunity to test their knowledge through 4 Multiple-Choice Questions.

Question 1: In a business plan, you could describe your market as?

- 1. Who is going to buy your product or service (Answer)
- 2. Where you are going to sell your product or service
- 3. How you are going to produce an advert
- 4. Who else is selling the same product or service as you

Question 2: In a business plan you could describe your industry as?

- 1. Who else is selling the same product or service to your customers (Answer)
- 2. Who is going to buy your product or service
- 3. The type of building you will need
- 4. Who is supplying products or services to your competitors

Question 3: Which of the following is NOT typically a challenge for a start-up business trying to take a new product or service to market?

- 1. Having a small budget for marketing
- 2. Getting attention when no-one knows you
- 3. Competing with other businesses that are well established in the market
- 4. Being flexible and responsive to customer demands in the market (Answer)

Question 4: When you are trying to understand your market, you do NOT need to?

- 1. Establish your market size and potential
- 2. Compare suppliers (Answer)
- 3. Work out who are your competitors
- 4. Consider your particular market segment

Realise Your Vision

(Text)

This step allows students to download templates and documents to help them plan and realise their own potential business opportunity. The documents are separated into sections that match the outline of this course, and they will be guided through questions that will help them to focus these areas of their business idea.

Week 1 Final Step: Putting the Week's Challenges into Practice

(Text & Download)

This section allows the students to follow a 'checklist' of challenges they can work through to enhance their business idea using the various information and steps provided through out the week.

The checklist can be downloaded at the bottom of the page.

This concludes Week 1 of the course



Here you can add reflections on:

- 1. In using this Activity, what worked? And what didn't work?
- 2. What might you do differently next time with the students?
- 3. What went well with the students in using this activity?
- 4. If you'd like to participate in sharing your toptips and/or activities, then please write your example here

example here

Activity 4: Processes

About:

Activity Four illustrates the importance of understanding the business process. Controlling operations and technologies plays an important part in the growth of a business; it is important that an entrepreneur pays close attention to how their business works and how performance can be improved so that they are in a position to take it forward and manage growth.

The Steps Overview: Introduction to Week 2

(Video) Time: 1:21

A brief introduction to the week ahead and what the students can expect from the final week of the course.

About this Case Study Article

(Text)

This step provides an overview to this Activity, which includes what they will be doing through out the activity and the learning outcomes.

Controlling operations and technologies

(Academic Video) Time: 5:38

Content Overview

Three key areas:

- 1. Business Processes, which are the components and building blocks of a business
- 2. Information Systems computer-based systems that glue the business together
- 3. Challenges of managing business growth

Business Processes:

Example – fashion retailer. At a high level, all the retailer is doing is sourcing stock from suppliers and selling it to customers – and money flows the other way.

But we need to look inside for a better picture. Firstly how they source stock from suppliers:

- 1. They order stock from suppliers
- 2. The receive stock into the shops and warehouse
- 3. They sell that stock through the shops & website to customers

There's a lot of physical flow, like clothing, as well as a flow of information across these processes.

Information systems:

customer and boost sales.

Remember, they act like the 'glue' in the processes. Using the fashion retailer, there are 2 systems in use here:

- 1. Point of sale systems in the shop allowing money exchange
- 2. The website connecting to the product catalogue
- 3. Stock control system so as things are sold, stock levels drop and orders are sent to the suppliers.
 There could also be a customer relationship management system, that is essentially a customer database. It can target offers, promotions, track

Another area is social media. Thinking of Twitter, it goes beyond customer relationship management and allows the firm to engage with the wider customer and brand community.

Business Growth

Example: Bicycle manufacturer, as it's a more complex business model. Yet only focs on one process: assembling the bikes. The is the heart of the business. But what happens if your business becomes more successful and demand for bikes rises?

Diagram emphasising fixed capacity in the short term under current manufacturing. Looking at demand vs capacity.

Key: make sure your production capacity keeps in line with forecast demand.

Questions to Consider:

So, my question to you is to think about a different kind of company. A website design company. How does it compare with our fashion retailer, in terms of its business processes? And what are the challenges to our website design company, in terms of managing growth?



Here you can add reflections on:

- How you might use this video in your teaching
- Reflections on the content and how it could be integrated and/or improved
- Potentially later adding what worked and didn't work with your students

work with your students		

Sophie's Business Challenge

(Case Study Video) Time: 3:53

In this video, Sophie, (alumnus of Leeds) introduces herself and considers how to grow her business. Sophie runs a business that makes and sells organic dog treats. This was inspired by her voluntary work at RSPCA. The business is currently run out of her family's home.

Ashleigh asks the students for help in choosing an initial market:

- Option 1: buy a second cooker in the family home. It would allow her to continue to personally make the dog treats and have a high level of control. However, she's not sure how her parents will feel about that, and the smell.
- Option 2: enter into a personal industrial unit. She'd be able to increase productivity in manufacturing, whilst again keeping it homegrown with high quality control levels. However, the main issue is rent, which is an expense she's never had before and it will impact on the prices.
- Option 3: outsource the baking. This would mean somebody else would manufacture the biscuits. This would be good because it would be extremely cheap for her, and the other bakery would already have the equipment. However, it would mean not being involved in the process, so losing quality control.

The Advisers' Views

(Panel Video) Time: 6:32

This video provides a consolidated response featuring key points from each of the four advisers, as they discuss what they would do and why, and what option they believe Sophie should go for. As with most of the advisers' videos, they often chose a variety of options.

If you would like to access each advisor's individual responses in full, you can access it in the 'See Also' link at the bottom of the page.

What Do You Think?

(Discussion Board)

This step provides you and your students with the opportunity to discuss online which option Sophie should chose, and to read the posted options and interact with other students across the UK.

Sophie's Decision

(Video) Time: 1:57

This is what we call the 'reveal' video, which will be made available within 48 hours of launching Activity

 This allows you and your students the time to work through the information and the decision making process, before the 'answer' is revealed.

Sophie reveals that she is the owner of Top Collar, who chose Option 2 – entering their own industrial unit. She goes on to state how great it is because

she has full control of the process and because they can upscale productivity they can actually make the biscuits cheaper.

Sophie also reveals how she studied Philosophy at the University of Leeds, and who did not even think about starting a business until her final year, when she worked with the Spark team to support her. She was also put forward for an award of 5,000 pounds to help her get her online shop up and running.

Under 'See Also', people can find out more about Sophie and her business by clicking on the link which takes you to the Top Collar website.

Check Your Understanding

(Mini MCQ)

Here students have the opportunity to test their knowledge through 4 Multiple-Choice Questions.

Question 1: A business process model (or map) shows?

- 1. Where the business activities take place
- 2. Who is working in the business
- 3. How long it takes to make a product or deliver a service
- 4. The activities a business undertakes to deliver it's products or services (Answer)

Question 2: Information systems:

- 1. Must be entirely computer-based
- 2. Only run over the internet
- 3. Enable information to flow within and between business processes (Answer)
- 4. Only convey financial information

Question 3: Which of the following information systems would you NOT expect to see in a fashion retailer?

- 1. Customer facing website
- 2. Accounting system
- 3. Production scheduling system (Answer)
- 4. Stock control system

Question 4: If capacity exceeds demand what happens?

- 1. The business wastes money (Answer)
- 2. Staff are over-worked
- 3. Delivery delays occur
- 4. Suppliers get upset

Realise Your Vision

(Text)

This step allows students to download templates and documents to help them plan and realise their own potential business opportunity. The documents are separated into sections that match the outline of this course, and they will be guided through questions that will help them to focus these areas of their business idea.



Here you can add reflections on:

- In using this Activity, what worked? And what didn't work?
- What might you do differently next time with the students?
- What went well with the students in using this activity? • If you'd like to participate in sharing your top-tips and/or activities, then please write your example here

Activity 5: Accounts

About:

Activity Five illustrates the importance of financial information and forecasting when starting a business. Financial information is important; it provides entrepreneurs with the evidence to support their decisions about a business and helps to justify those decisions when they present them to other people.

The Steps Overview:

About this Case Study Article (Text)

This step provides an overview to this Activity, which includes what they will be doing through out the activity and the learning outcomes.

Interpreting Financial Performance

(Academic Video) Time: 8:45

Financial Information is Important because:

- 1. Provides evidence to support business decisions
- 2. Helps to Justify these business decisions to other people, e.g. potential investors and/or clients
- 3. Can be used to help improve the accuracy of business planning, e.g. comparing forecasted sales against actual sales figures

This video will be exploring Key Forecasts:

- 1. Sales Revenue
- 2. Profit & Loss
- 3. Cash Flow

Will be illustrating how these are used using example of a cake stall

Sales Revenue Forecast:

This helps us to see the way in which we market our idea, both in terms of price & number of sales, and how this has a direct financial impact on the business. The result of this forecast allows us to adapt ideas, e.g. changing the selling prices or revising the expected number of sales, to see how it affects total sales revenue.

Cake Example: Richard hopes to sell a slice of cake for £1 each at a local fair; thus 5 sales would general a total sales revenue of £5 for the day. If he increases his volume to 20 slices, then he can expect a revenue of £20. But if he increases the price to £5 per slice, he only need to sell 4 slices to generate the same sales revenue of £20. Though most customers would not spend that much on a slice of cake.

Question: Now think of some other combinations we could consider of price per unit & number of sales to reach a sales revenue of £100 at a fair? You could also think about how you might encourage people to pay more per unit (slice) or to buy more units.

Profit & Loss Forecasts:

Sales Revenue forecasting is useful in indicating how much we've brought in from our sales & marketing activity. Profit forecasting helps us to assess the financial potential of our overall business opportunity.

Profit – refers to the amount we have remaining once we've accounted for all the costs of doing business. Therefore it's a good indicator of the viability of our business proposition & are the most common measure of business success. Profits can also be used to reinvest in our business or to reward the owners for their investment & work.

Profit is calculated by taking away the value of costs from the sales revenue. Therefore if sales are forecast to be greater than costs, this suggests there'll be a profit, thus a good viable business idea. However if costs are forecasted to be greater, then we'll be at a loss and it might signal a problem with the business proposal.

Simple measure of profit is Gross profit – obtained by comparing our forecasted sales revenue against our forecasted cost of sales.

Cake Example: The idea was to sell cakes. Let's say they cost £2 to make. If we made 10 cakes in preparation for the day, our total direct costs of sales would be £20. If each cake consisted of 8 slides at £1, then cost to make these cakes means we have a gross profit of £6 per cake. If we sell all available 80 slices, then the sales revenue is £80, minus £20 costs to make. Therefore gross profit is £60 at the end of the day. So far so good, however....

There may also be other, overhead costs:

- Fixed Costs which need to be paid regardless of how many cake slices are sold
- Usually the fair organiser will charge a daily fee, so

they can make money to be viable. This could be £30 for the day, so the gross profit is now £30.

• Paper plates and other costs may occur

Net Profit – indicates the viability of our business model, so the way we sell cakes. In this example its at a fair stand, but there are other ways or other businesses that could be more profitable. For example, running fairs makes money from charging from stands, so maybe move to that business instead.

Cash Flow Forecast:

Cash is the lifeblood of a business; its used to pay for business costs and without it a very successful and profitable business can fail.

Cash flow forecasts – estimate how well a business wil be able to pay for its costs on a regular basis as it continues to trade. This means thinking about the timing of sales & purchasing.

Cake Example: We are confident our business proposition would be successful if we sold 80 slices a day at a fair. However, before that we need to somehow find that £20 to buy the raw ingredients to make the 10 cakes. Similarly, the fair organiser may ask for the £30 before the fair, which means spending £50 before selling a single slice. How can we improve the situation?

Using these financial forecasts is a useful way to examine the viability of your idea and the way you plan to act on that opportunity. It also allows yourself and others to evaluate the potential success of this business plan.

As the business launches you can start to evaluate your forecasts by comparing them to the statements from your trading activities, so you can decide where your predictions were accurate and how you continue to plan for the future.

Questions to Consider:

- 1. What would be the best combination of price per unit of sales to achieve a sales revenue of £100 selling cakes at a fair?
- 2. How could you improve the gross profit and net profit of the enterprise?
- 3. How could you improve the long-term viability of the business proposition?

Not just considering the cake example, but also their own business examples as well.



Here you can add reflections on:

- How you might use this video in your teaching
- Reflections on the content and how it could be integrated and/or improved
- Potentially later adding what worked and didn't work with your students

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Hannah's Business Challenge

(Case Study Video) Time: 3:02

In this video, Hannah, (alumnus of Leeds) introduces herself and considers how to make her music business more profitable. Hannah works with small-scale bands, tailor management schemes to suit their need, releases their music via her own record label. Additionally she's a music journalist. All of this spawning from her own passions and wanting to work in the music business.

She loves what she does but the nature of the music industry means that the revenue she is creating is not making the business profitable. She now needs to discover where to focus her energies to make it profitable, with several available options:

- Option 1: recruit more bands, so she can build a roster and expose the brand to more people.
 The issue is that she already spends a lot of time working on the business & by recruiting more bands, she will have less time to focus on the bands she currently works with.
- Option 2: release more records, because this
 would increase her sales and then revenue.
 The issue is that she'd have to rely on bands to
 make new music, which isn't always feasible, e.g.
 touring commitments, etc.
- Option 3: start running festivals because she
 can make revenue from selling tickets, and a
 great opportunity to exploit the business brand.
 The issue is that an independent music festival
 is highly concentrated area, which means some

of the bigger independent festivals are seeing a decrease in ticket sales.

The Advisers' Views

(Panel Video) Time: 5:48

This video provides a consolidated response featuring key points from each of the four advisers, as they discuss what they would do and why, and what option they believe Hannah should go for. As with most of the advisers' videos, they often chose a variety of options.

If you would like to access each advisor's individual responses in full, you can access it in the 'See Also' link at the bottom of the page.

What Do You Think?

(Discussion Board)

This step provides you and your students with the opportunity to discuss online which option Hannah should chose, and to read the posted options and interact with other students across the UK.

Hannah's Decision

(Video) Time: 1:35

This is what we call the 'reveal' video, which will be made available within 48 hours of launching Activity

 This allows you and your students the time to work through the information and the decision making process, before the 'answer' is revealed.

Hannah reveals that she is a final year BA in

Management student, and her company is called Break the Boundary Records. She deiced on Option 1 – recruit more bands. This measure more exposure via social media, and more bands means more records, increasing the potential revenue.

Running & owning a record label and management company sounds glamours, but its hard work and challenging. Its difficult to ensure everyone is as committed to succeed as she is. There are many ups and downs, but she always picks herself back up again.

Hannah discusses how she set up her business in between her 2nd & final year of her undergraduate degree. She participated in Leeds University's Year in Enterprise, which allowed her a year out to set up the business. She also applied for and received an Enterprise Scholar, which meant she received money and support in setting this up.

Once she graduates she wants to get straight back into working with the label.

Under 'See Also', people can find out more about Hannah's and her business by clicking on the link which takes them to her profile on the Leeds University website.

Check Your Understanding

(Mini MCQ)

Here students have the opportunity to test their knowledge through 4 Multiple-Choice Questions.

Question 1: A sales revenue forecast needs to include an estimate of?

- 1. Selling price and costs
- 2. Selling price and volume of sales (Answer)
- 3. Costs and volume of sales
- 4. Profit and Loss

Question 2: Net Profit is calculated by:

- 1. Subtracting total cost of sales from total sales revenue
- 2. Working out a percentage on top of the Cost per Unit
- 3. Subtracting Cost per Unit from Price per Unit
- 4. Subtracting Operational Costs from Gross Profit (Answer)

Question 3: If a Profit and Loss Forecast indicates that costs are higher than sales, what does this mean for a business idea?

- 1. There will be a profit, so the business proposal looks viable
- 2. There will be a profit, so there is a problem with the business proposal
- 3. There will be a loss, so there is a problem with the business proposal (Answer)
- 4. There will be a loss, so the business proposal looks viable

Question 4: The main purpose of a cash flow forecast is to estimate:

- 1. How well a trading business can pay for its costs (Answer)
- 2. How much you should charge customer for a product
- 3. What the value of a business' assets may be

4. How profitable a business will be each year

Realise Your Vision

(Text)

This step allows students to download templates and documents to help them plan and realise their own potential business opportunity. The documents are separated into sections that match the outline of this course, and they will be guided through questions that will help them to focus these areas of their business idea.



Here you can add reflections on:

- In using this Activity, what worked? And what didn't work?
- What might you do differently next time with the students?
- What went well with the students in using this activity?
- If you'd like to participate in sharing your top-tips and/or activities, then please write your example here

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Activity 6: Finances

About:

Activity Six illustrates the importance of being able to raise funds to when starting a business.

There are many ways to get your business up and running, from the informal such as personal savings & borrowing, borrowing from friends & family, to the more formal avenues like bank loans, raising equity to crowd-funding..

The Steps Overview:

About this Case Study Article

(Text)

This step provides an overview to this Activity, which includes what they will be doing through out the activity and the learning outcomes.

Raising Capital for New Ventures

(Academic Video) Time: 6:01

Ways of Raising Finance for a New Venture: The 3 F's – Borrowing Money from:

- 1. Founder (yourself)
- 2. Family
- 3. Friends

Typically though a founder will often use their own finances first, either for the entire amount or just a percentage of what's needed. This is attractive because it allows full control in the business, and with little debt. Although it's flexible, it is expensive. So high interest rates through personal borrowing

could lead to large financial penalties and/or downgraded credit score.

After this the founder typically looks to friends & family.

- Pros: typically no or flexible interest rates and/or time to pay it back
- Cons: Can become between friends & family,
 breaking up the relationship. So be very careful who you borrow from.

More formal types of finance include: borrowing from banks and raising equity.

- Banks
 - Secured & Unsecured Borrowing
 - Secured: loan based on assets you have (e.g. property, equipment, etc.)
 - Unsecured: loan based on your credit worthiness
 - Typically small to medium amounts of credit, like credit cards
- Pros: Don't want a share or say in your business (still have control) because they only want the interest and repayment of the loan
- Cons: make money through interest, and often have high interest rates for start-ups
- Sell Equity basically selling shares in your company to individuals and/or firms

Where to find financing?

- 1. Banks best advice:
- a. Look for government/bank schemes that support new ventures
- b. Try to maintain a good working relationship with the bank
- c. Shop around and get advice before committing
- 2. Business Angels wealthy individuals who want to invest their own money through buying shares in businesses
- a. Provide small to large sums of money
- b. Additionally provide experience, skills, contacts & support
- c. However, they look for opportunities in very specific sectors
- d. Building a solid relationship with them can be just as important than the finance they offer
- 3. Venture Capitalists like business angels, but deal with much larger sums of money
- a. Everyone one of them is different
- b. On average they want a 20% minimum stake in your company and will want to exit – sell their shares in your company – within a few years
- 4. Crowd Funding new area, also known as kickstarting
- a. Helped many indepdnent projects and businesses
- b. Basically a collection of people on an online platform who invest small amounts of money which can equal a large share in the company
- c. Those people investing, typically look for something in return.

Summary:

There are hurdles to face when raising capital; however there are many avenues available, from the informal to the formal. Each has their strengths and weaknesses. You also can choose just one form or many forms of financing at once to help your business succeed.

Questions to Consider:

1. What kind of funds do you think would help your new venture, and why?



Here you can add reflections on:

- How you might use this video in your teaching
- Reflections on the content and how it could be integrated and/or improved

integrated and/or improvedPotentially later adding what worked and didn't
work with your students

Sam, Barney & James' Business Challenge

(Case Study Video) Time: 2:12

In this video, the team of Sam, Barney & James (alumnus of Leeds) introduce their problem, which is which funding options they should take to fund their new business. They explain that their business is a mobile app that allows students to book and share taxis. They received a government backed, Start-up Loans UK, to help them grow. They are now across 5 UK cities with over 4,500 customers. But they now need more money to expand to 20 different cities.

They propose the following options:

- Option 1: borrow it from friends and family.
 The plus side: risk is low for the team; however, personal relationships could be affected
- Option 2: borrow money from the bank.

 However, they have no previous business experience or training, so it might be difficult to acquire. Pro: they won't have to sell any shares.
- Option 3: alternative sources such as grants or small business competitions. This means they won't be giving aware shares and won't normally have to pay the money back. However, it's difficult to obtain this type of funding.
- Option 4: sell shares to investors, for equity. On the plus side, they could raise a large amount of money and get valuable guidance. Though, they've never pitched to investors before and it can be difficult to obtain.

The Advisers' Views

(Panel Video) Time: 6:28

This video provides a consolidated response featuring key points from each of the four advisers, as they discuss what they would do and why, and what option they believe Hannah should go for. As with most of the advisers' videos, they often chose a variety of options.

If you would like to access each advisor's individual responses in full, you can access it in the 'See Also' link at the bottom of the page.

What Do You Think?

(Discussion Board)

This step provides you and your students with the opportunity to discuss online which option Hannah should chose, and to read the posted options and interact with other students across the UK.

Sam, Barney & James' Decision

(Video) Time: 1:27

This is what we call the 'reveal' video, which will be made available within 24 hours if not the same day of launching Activity 6. This allows you and your students the time to work through the information and the decision making process, before the 'answer' is revealed.

The team reveals that they are students and/or recent graduates of the University of Leeds and their mobile app is called Jump-In. It allows students to book and share taxis, and you can download our app on the app store or Google Play market. We are now live in Newcastle, Leeds, Nottingham, Birmingham, and Liverpool.

Out of the 4 options they chose Options 3 & 4. They had optimism, but lacked experience, so option 4 allowed them access to experts who would invest in their company and help them to guide the business forward.

Check Your Understanding

(Mini MCQ)

Here students have the opportunity to test their knowledge through 4 Multiple-Choice Questions.

Question 1: What type of funding is NOT typically available to start-up businesses?

- 1. Crowd funding
- 2. Unsecured bank loan
- 3. Credit cards
- 4. Mortgage (Answer)

Question 2: What do the 3F's in raising capital mean?

- 1. Founder, Future and Friends
- 2. Function, Forecast and Founder
- 3. Friends, Family and Founder (Answer)
- 4. Family, Founder and Free Money

Question 3: Business Angels can offer finance as well as

- 1. Experience (Answer)
- 2. Crowd Funding
- 3. Contracts
- 4. Premises

Question 4: What is most important for attracting investors?

- 1. Having wealthy family members
- 2. Having a strong business plan (Answer)
- 3. Having a high quality business qualification
- 4. Having solid travel plans

Realise Your Vision

(Text)

This step allows students to download templates and documents to help them plan and realise their own potential business opportunity. The documents are separated into sections that match the outline of this course, and they will be guided through questions that will help them to focus these areas of their business idea.



Here you can add reflections on:

- In using this Activity, what worked? And what didn't work?
- What might you do differently next time with the students?
- What went well with the students in using this activity?
- If you'd like to participate in sharing your

top-tips and/or activities, then please write
your example here
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Week 2 Final Step: Putting the Week's Challenges into Practice

(Text & Download)

This section allows the students to follow a 'checklist' of challenges they can work through to enhance their business idea using the various information and steps provided throughout the week.

The checklist can be downloaded at the bottom of the page.

This concludes Week 2 of the course

Summary

This is the final few steps which summarises the entire course for the students, and offers a great way for the students to remind themselves what they have accomplished as well as provide ways for students to take their studies further through links to University of Leeds degree course pages on our 'with Enterprise' undergraduate degree programmes, such as Music with Enterprise, Social Policy with Enterprise, Biology with Enterprise and Biotechnology with Enterprise.

Final Questionnaire: Have the Students' Attitudes Changed?

This is the official final step of this course on Starting a Business. This questionnaire is similar to the one that the students completed before taking the course, though this time we are trying to ascertain a change in attitude and/or mind-set towards entrepreneurship and enterprise since completing the course. Again, we ask for your help in asking/supporting the students to take this final questionnaire as well, since this will help to shape the future iterations of this programme and maybe help to shape policies and instruction around enterprise education.

The questionnaire was designed to not take long, and like the first one this step provides a link to take the student to the questionnaire itself, which is hosted on the University of Leeds website.









