





ONE'S OWN BOSS AT LAST!

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| Age group | Primary School, Grades 6 – 9, Secondary School, Grades 1 – 4 | | | |
| Competency features | Proactive approach and creativity  | Ability to shape ideas into plans and bring them to fruition  | Personality make-up  | Ability to accept risk  |
| Aims | <ul style="list-style-type: none"> to formulate a simple business plan to assess one's personality in connection with a suitable field of business to develop skills specific to entrepreneurship | | | |
| Timing | 45 - 90 minutes | | | |
| Location | indoors | | | |
| Resources & materials | flipchart sheet (one per group) Worksheet: Business plan (each group; if advisable, for every individual) sticky tape and highlighters for each group chronometer (mandatory; e.g., kitchen timer - for elapsed time signal) | | | |
| Description | | | | |
| <ol style="list-style-type: none"> Teacher introduces the exercise by way of brainstorming, mind mapping and/or lecture on entrepreneurship. He delivers concisely, within 3 – 5 minutes. Next, he splits his charges into groups, at least 6-strong; groups of 8 are optimal. How he creates the groups is subject to his purposes and goals. All together then prepare the classroom for the activity, and teacher announces what is up for the rest of the lesson. Students will have to create a business plan, and present it to a "committee". <i>"Imagine the government in a drive to support small business creation would offer school-leavers a grant of 1 cool million to start up their companies. However, applicants, i.e., would-be entrepreneurs have to quickly present a tangible business plan to become eligible. They have to state what products and/or services they propose to supply. They also have to describe their company structure. The committee will want to see how each team member would contribute to the business. That is why you need to consider your personal capabilities and goals as well as limitations; where will you fit it the company's hierarchy? Obviously, the committee will look hard at the chances of your new</i> | | | | |

company to succeed in business, and how well-prepared the business plan is. You are about to receive worksheets from me providing instructions. In them, you will make notes pertinent to your business plan and its presentation. You have 20 minutes to work on it, which is not much, I can tell you. That is why I suggest that after you have had an initial discussion about the task, roles are assigned to individual members of your group.“ Teacher hands out the worksheets (Business plan), making sure that everyone is clear on what to do. He may deal with queries, rephrase the task to make it more comprehensible, and start the clock. In the meantime, he writes the main points of making a good business plan on the board and/or flipchart. Throughout, he observes the activity and gives advice if needed.

- 3) Once the time is up, teacher stops all the work, saying: *“So now you have a business plan, but that is not the end of it. In the next 10 minutes, you need to write up the presentation of your plan on flipchart sheet. The actual presentation in front of the committee should not exceed 3 m minutes, and you can practise the delivery. How you will present is entirely up to you. Just keep in mind that a lot of money is at stake, and without the grant you are unable to execute your business plan. You do not know who sits on the committee, but can assume that apart from some creative guys, there will also be number crunchers and devil’s advocates. Do not waste time – you have very little left of it!”* Teacher tellingly starts the clock again.
- 4) As soon as 10 minutes are over, teacher stops all the work. He bids the groups to come forth with their business plans and present them to the committee. He reminds them of the criteria set and encourages everyone to follow the presentations closely. The audience should be ready with questions and/ or objections. Teacher makes clear that the final assessment of presentations and discussion on the plans will only take place at the end of the lesson. He posits that the committee’s existence is only token, and in fact all the students will be judging the plans. No one will interrupt the presentations or heckle the presenters. At the outset of each presentation, teacher starts the clock, minding the time so that every group has a fair crack at it.
- 5) Teacher devotes the last 5 minutes of the lesson to discussion with those who have managed to meet the criteria.

Risks and recommendations

For both parties, this is a difficult exercise. It is crucial for the teacher to keep time, and remind students of its passage: When it is up, it is up. The exercise will be as complex as the minds of those performing it: Students with greater knowledge of business, finance, and economics are likely take longer than those who know less. The former will be getting deeper down into the business plan details (management), which inevitable takes longer than just sketching it out.

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| Feedback | <p><u>Questions for discussion:</u> Which business plan took your fancy? Which business plan would have the biggest chance of succeeding in real life? Which was the most detailed plan? What would you recommend to the presenters? Which part of planning gave you grief? Did you easily find your place in the company? Did anyone disagree with your position in the company? How did you come to think your business plan is the real McCoy? Was it difficult for you to choose a field of business? Why did you make your exact choice? What sort of advertising would you use? What kind of information would you need to be more successful next time round? How important is the presentation – what would you say?</p> |
| Application in classes | <p>This exercise may be used evocatively, or as part of reflection in social sciences in conjunction with the major issue of <i>Man and Labour</i>, career counselling, or in economics et al. The topic is linked with others, e.g., awareness of legal issues in business, workplace conditions and health, sustainable development, product or service price calculation, cash flow, advertising, marketing, presentation. SWOT analysis.</p> |
| Inspired by | <p>Belz, H., Siegrist, M.: <i>Key Competencies and their Development</i>, Praha 2001</p> |
| Notes | |

Worksheet

BUSINESS PLAN

The government has decided to support start-up companies by offering would-be entrepreneurs (school-leavers) a grant of 1 million. It is subject to the presentation of a detailed, tangible business plan.

**Task**

Your group has to create a business plan, to be presented to a committee. While at it, make sure your business plan is **convincing and detailed**; **your personal position in the company should correspond to your capabilities and skills**. The plan might address the following points:



- Field of business
- What will you make and/or provide, what is your intention?
- What form will your business take on?
- Purpose of your company
- What do you offer – products or services?
- Where will the company be located?
- Does the location have impact on your plan?
- What do you need to start?
- Financial projections, budget
- Personnel
- Tasks assigned to members of your team
- Risks and threats

Notes: