



Erasmus+



NETRISE

Unit 2 Starting a Business

Facilitators Resource Pack

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Unit 2

Starting a Business

Facilitator Resource Pack



OVERVIEW



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Workshop 1



Introduction to Unit and Icebreakers

Workshop 1 Introduction to Unit and Icebreakers

Overview	This first workshop aims to give participants an overview of the course content about starting a business. They will have already completed Unit 1 Developing Entrepreneurial Skills and this Unit will help them to build on those skills by gathering the knowledge they need to start a small business. It also gives them the opportunity to get to know each other.
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Resources	Activity Workbooks for each participant Your Copy of the Activity Workbook Power-point presentation Name badges Pens Flipchart
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Task 1

Before the first workshop familiarise yourself with the course content by reading the **Activity Workbook**.

Introduce yourself and welcome participants to the course. Explain that the first workshop is key for them to understand the content of **Unit 2 Starting a Business**.

Give out name badges and workbooks, pens etc

Start by using the flipchart to capture some 'House Rules'. I.e. show respect, no phones etc

Introduce the Car Park concept of capturing on the flipchart anything that comes up that you can't answer now so that you can revisit it later.

Task 2

Introduce the participants to the **Activity Workbook** and explain that it contains fun interactive activities as well as the opportunity to reflect on their feelings and learning.

This is their workbook. Emphasise that no-one will take it back to look at it so they can be relaxed about recording their ideas and thoughts. Ask them to put their name on it as they all look the same and may get mixed up.

Task 3

Start **Workshop 1** Power-point Presentation.

Ask the group to discuss with the person beside them the benefits of starting a small business. When they have finished ask for volunteers and capture some of the answers on the flipchart. Have a group discussion about the points raised.

Now ask them to discuss some of the important issues self employed people deal with when they are running a small business. When they are finished ask for volunteers to feedback and capture some of the responses on the flipchart. Have a group discussion about the points raised.

Explain that this is what this Unit is all about. They will have the opportunity to explore all the different areas involved in setting up and running a small business.

Show **Slide 2**

Ask participants to turn to page 6 and complete **Activity 1** in their workbook "How do you Feel Today". Ask them to choose 3 faces relevant to how they feel at this moment.

They can then enter the text on the next page and reflect on what they want to achieve from this course. Ask for a few volunteers to share their answers with the group. This should be a fun exercise so encourage silly answers to help them relax. It may also highlight if any participants are particularly anxious allowing you to re-assure them.

Task 4

Show **Slide 3** that gives information of the 12 workshops they will study as part of the second Unit "**Starting a Business**". Highlight that all these areas will help them to develop key skills. Each workshop can be delivered independently but it is better to cover all of the workshops in each Unit for continuity.

Task 5

Now show the participants **slide 4** and talk them through how his Unit follows on from Unit 1 and then leads on to Unit 3.

Ideally they will have completed Unit 1 **Developing Entrepreneurial Skills** already. It is also advisable for them to go on to study Unit 3 **The Change Challenge**. Explain that Unit 3 is a project where they will get the opportunity to put all the skills they have developed in to Action by role playing starting their own small business.

Task 6

Slide 5

Explain the importance of getting to know each other and refer the participants to **Activity 2** icebreaker exercise on page 8 in their workbook. Encourage participants to move around and to choose a partner they don't already know if possible. Give time for each member of the group to introduce their partner.

Please note that if they group already know each other this may not be necessary but it could be used as an exercise for them to get to know something new they don't already know about the person.

This might be a good time to remind them concept of **networking**. They are starting the process of building a network by meeting new people. Tell them there will be a whole workshop dedicated to Networking later in the course.

If appropriate you may also suggest that the participants stay in their new positions or you may want to agree that they move seats at the start of each workshop to help them to get to know as many people as possible.

Task 7

Show **Slide 6** – Ask the group to look at **Activity 3** on page 9.

This is an exercise that the participants should complete on their own. It is important for each individual to start thinking that they could perhaps start up a business in the future and an ideal opportunity to encourage creativity. It will also help you to learn their particular interests to enable you to give relevant examples later as the course progresses.

Ask for volunteers to share their ideas with the others and capture some of them on the flipchart.

Have a group discussion about the diverse ideas the group has come up with and praise their creativity and good ideas. This will help to build confidence.

Task 8

Show **Slide 7**

Initial discussion would be helpful to ensure that all participants are familiar with apps. Start by asking them about Apps they are already familiar with. Capture them on the flipchart. Make reference to apps like Twitter, tic toc, snapchat etc and ask if they use any others etc.

Now ask them to work in a small group of 4/5 to complete **Activity 4** on page 10. **Emphasise that the app can be for any business activity they decide upon.**

When they have completed the activity ask for volunteers to feed back their ideas. Emphasise the need for preparation and research as this links to the next Workshop **Market Analysis**.

Task 9

Show **Slide 8**. Tell the group they will have the opportunity to reflect on what they have learned after each workshop. Ask them to complete **Activity 5** on page 11. Ask for volunteers to feedback – they should hopefully include some of the points noted below:

- The 3 Units in the overall course
- The 12 Workshops they will cover – this being the first introductory w/s
- How the Unit fits within the bigger Award
- Assessment
- They learned about others in the group
- Ideas they may have for starting a business
- The importance of research when starting a business

Highlight that in each workshop there may also be unintended learning from other group members during activities and feedback.

It might be useful at this stage to ask the group to complete Activity 1 again. This will help you gauge if the group are feeling more relaxed and confident.

Show **Slide 9**

Any Questions? This is a useful time to ask if the participants want to ask any questions about what they have learned to date. Introduce the next workshop they will take part in "Market Analysis"

Workshop 2

Market Analysis



Workshop 2 Market Analysis

Overview

This workshop helps participants understand the importance of market analysis and the different types of research involved.

Resources

Activity Workbook
Power-point presentation
Flipchart
[Resource 1 What is Market Analysis](#)
[Resource 2 Answers to Video Questions](#)
[Resource 3 Answers to Activity 2](#)
[Resource 4 Answers to Activity 4](#)
Slide 3,4 and 5 have a link to a video

Task 1

Before the workshop familiarise yourself with the content of **Workshop 2** in the Activity Workbook and read [Resource 1](#) on page 58.

Introduce the participants to the Workshop content and Start the **Workshop 2 Power-point Presentation**.

Show **Slide 2** and ask the group what the term **market analysis** means to them and capture their answers on the flipchart.

Use the definition in [Resource 1](#) on page 58 and discuss how this definition compares to the responses they gave.

The resource will also help you give an overview of the subject to lead in to the first Activity.

Task 2

Show **Slide 3, 4 and 5**

Ask the group to turn to page 14 where they will find **Activity 1**. This Activity consists of three different videos showing commercials made by large companies.

The first one is Nike, 2nd one is Adidas and the 3rd is Thomson Holidays. [Resource 2](#) on page 60 gives some suggested answers.

Play each video in turn and after each video ask for volunteers to feedback their thoughts to the questions posed.

Have a group discussion about how they are all targeted at different markets.

Task 3

Show **Slide 6**

Use this slide to further develop the idea of Target Markets and go over the text at the top of page 17.

Task 4

Show **Slide 7** and talk about the 40-40-20 rule highlighted at the bottom of page 17. Explain that this is a well-known rule about Target Markets.

Encourage a group discussion about this rule and the importance of targeting your product/service to the right group.

Task 5

Show **Slide 8** and ask the group to look at **Activity 2** on page 18.

This is a useful exercise to get participants thinking about the importance of targeting the right group of people to a particular product. See **Resource 3** on page 61 for the answers.

Task 6

Show **Slide 9**

Ask the group to look at the top of page 19 and go over the text highlighting market need and market research. Now ask the participants to work in groups to carry out **Activity 3** on the same page to think about different ways you can carry out research in order to identify if a product is viable and the benefits of each.

Ask for each group to nominate a spokesperson to feedback their ideas. Encourage group discussion about the different responses given.

Task 7

Show **Slide 10**

Primary/Secondary Research. The answers given for Activity 3 should fall in to these two categories. Take the opportunity to highlight the difference between the two types. Some of the benefits they gave should also be covered at the bottom of page 20.

Have further discussion about the benefits and emphasise the importance of this stage to make sure you are developing a viable product or service.

Task 8

Show **Slide 11** and ask the participants if they are familiar with focus group activity. Have they ever taken part in one? Why would organisations carry out focus groups? Capture the responses on the flipchart.

No ask the participants to work in a group to carry out **Activity 4** on page 21. See **Resource 4** on page 62 for suggested answers.

The group will no doubt come up with other answers. Creativity is to be encouraged and discussion around any of the ideas they suggest.

Tell the participants they must ensure focus groups are told in advance what the objectives of the session are and how the data will be used ensuring confidentiality of their responses unless they agree.

Task 9

Show **Slide 12** ask the group to look at **Activity 5** on page 22. This is a group Activity and the aim is to introduce the group to secondary research.

Answers to the first question should include items such as :

- Discounted memberships
- 2 for 1
- Wide range of classes
- Personal trainer sessions
- Tailored programmes

How the Management Team could use this information:

- Being more competitive
- Beating them on price
- Offering better deals
- Other incentives?
- Wider range of classes

Ask for feedback from the groups and encourage a group discussion about the different elements identified by each.

Task 9

Show **Slide 13** - Go over the slide content with the group highlighting data that is available to help decide if a new product/service is a good idea. This is **Secondary Research**.

Show **Slide 14** – this slide highlights why research is useful and what it can be used for.

Task 10

Show **Slide 15** and ask the participants to complete **Activity 6** on page 24. Remind the group about previous learning from Unit 1. **SWOT Analysis** and **PEST Analysis** are very useful tools to help determine if a product is viable.

If the group have not completed Unit 1 you will need to go over this page in much more detail to ensure they grasp the concept of both of these tools.

Task 11

Show **Slide 16** and ask the group to reflect on what they have learned by completing **Activity 7** on page 25.

Ask for volunteers to share what they have learned. Should include some of the following:

- Target Markets
- Power of advertising
- 40-40-20 rule
- Identifying a market need
- Market research
- Primary/secondary research
- Benefits of Market Research
- Focus Groups
- Data Analysis
- Using the findings
- Reminder of SWOT and PEST

Workshop 3

Branding and Marketing



Workshop 3 Branding & Marketing

Overview

This workshop aims to give the participant an insight into branding and marketing products. Areas covered include:
Logos, Slogans, Brand Personality, Brand Promise, Own Brands . they will also learn about the 4 Ps of Marketing.

Resources

Activity Workbook
Flipchart
Power-point presentation
Slide 2, 3 and 4 have links to videos
[Resource 5](#)

Task 1

Before the workshop familiarise yourself with the Activity Workbook content. This workshop contains a lot of information and you may decide to split this workshop into two sessions ie one on Branding and one on Marketing.

Introduce the group to the importance of branding and marketing and the part it plays in the success of a company and or product/service.

Ask the group about their understanding of the terms branding and marketing. Capture thoughts on the flipchart and have a group discussion about the responses.

Task 2

Show **Slide 2** and explain that you will play a video and ask the participants to attempt to identify the companies from the logos. Now ask the participants to complete **Activity 1** on page 28.

As for volunteers from each group to feedback. Why are logos so ingrained in our minds should include:

- Instantly recognised
- We have seen them over and over again in adverts
- They are used everywhere
- Striking colours
- Form of brainwashing

Why are logos important should include:

- Front door of your business/first impression
- Grabs attention
- Brand identity
- Memorable
- Separates you from the competition

- Fosters brand loyalty
- Your audience expects it

Task 3

Show **Slide 3** and play the Video Hidden Meanings. This is an interesting video and after showing the video encourage a group discussion about the hidden meanings.

Were they aware of any of the hidden meanings?

What is the benefit of a hidden meaning?

- Element of surprise
- Wow factor
- Can create a story behind the hidden meaning
- Talking point – keeps the audience interested in your company

Task 4

Show **Slide 4** and play the video. After the video ask participants to complete **Activity 2** on page 29. Ask for volunteers to feedback their answers with regard to the slogans and straplines.

Hopefully they were able to answer many of them.

What is the purpose of a strapline for new trainers:

-to ingrain the product in people's minds by using psychology

Trying to achieve:

- Memorable, catchy slogan that will make their item instantly recognisable and desirable
- People to aspire to that brand ie Just do it

Task 5

Show **Slide 5** and go over the text on page 30 – page 31 covering Brand Promise, Own Brands and Brand Personality. Have a group discussion about these areas. Then show **Slide 6** and highlight the text on page 32.

Task 6

Show **Slide 7** and ask the group to look at **Activity 3** on page 33.

Answer should be something like:

Levis – funky young people, cool, fun loving, original, individual, rebellious

Apple – stylish, cool, intuitive, friendly, innovative

Note there are no set answers - may be others but should be along these lines.

Task 7

Show **Slide 8** and ask participants to complete **Activity 4** on page 34.

Ask for volunteers to feedback their answers and start a group discussion.

Task 8

Show **Slide 9** and play the video "What is marketing?"

Go over the text on page 35 and have a group discussion about the 4 Ps.

Task 9

Show **Slide 10** and ask participants to complete **Activity 5** on page 36/37. There is a lot to take in on the next few pages. Suggest the facilitator asks for volunteers to read each section aloud to ensure better understanding. It can then be done as a class activity.

Resource 5 on page 63 gives the answer to both parts of this activity. Ask groups to feedback and have a discussion about the answers.

Task 10

Show **Slide 11** and ask groups to complete **Activity 6** on page 38
Suggested ways products can be advertised are billboards, tv, radio, leaflets, magazines, newspapers, personal networks, online networks, social media, website, mailchimp, stands at events, pinterest, Etsy, Word of mouth, Noticeboards.

Task 11

Show **Slide 12** and ask participants to complete **Activity 7** on page 39 to reflect on what they have learned. Should include:

- Importance of logos and slogans
- Branding
- Brand Promise
- Own Brands
- Brand Personality
- Designer Brands
- Marketing
- 4 Ps of Marketing
- Where to advertise

Workshop 4

Digital Media for Business



Workshop 4 Digital Media for Business

Overview	This workshop aims to give the participant an insight into the a wide range of Digital Media for Business
Resources	Activity Workbook Power-point presentation Flipchart Participants access to phone or tablet for internet Slide 3 & 4 have a link to video Resources 6, 7, 8

Task 1

In advance of the workshop familiarise yourself with the content of the Activity Workbook.

Show **Slide 2**

Ask participants what they understand about Digital Media for Business. Capture responses on the flipchart. Give an overview of the areas this workshop covers and ask direct participants to **Activity 1** on page 42. This will give participants an insight into all of the social media they and others are currently using.

Ask for volunteers to feedback and have a discussion about the reasons why they use social media.

It is likely that they will suggest areas around keeping in touch with friends and family and keeping up to date with current activities and areas they are interested in. Highlight that digital media is similar but in a business context.

Task 2

Show **Slide 3** and play the video "What is Digital Marketing?". Ask the group to carry out **Activity 2** on page 43.

Suggested answers can be found in **Resource 6** at page 65.

Ask for volunteers to share their ideas with the group. They may not get as many as 6 but you can also discuss any they don't think of. Have a group discussion and highlight the reasons why DM is important by reading the text at the bottom of page 43.

Task 3

Show **Slide 4** and play the video. After the video ask the participants to complete **Activity 3** on page 44 Basics of Digital Marketing.

The answers for this Activity can be found at **Resource 7** on page 66.

Ask for volunteers to feedback their answers and have a group discussion.

Task 4

Show **Slide 5** and ask participants to look at **Activity 4** on page 45.

Answers are:

The Answers can be found at **Resource 8** at page 67.

Task 5

Show **Slide 6** this slide gives the answers to Activity 4 in visual format.

Task 6

Show **Slide 7 Why is Social Media Important in Business**

Go over this slide with the group and the text on page 46 in their workbook.

Task 7

Show **Slide 8** and ask the group to look at **Activity 5** on page 47.

Ask for volunteers to feedback their answers and have a group discussion about the various answers.

Highlight that they have now developed a basic digital marketing strategy. Refer the group to text on page 48 and go over it with them. Check for understanding of each of the sections before moving on to the next activity.

Task 8

Show **Slide 9** and ask the group to look at page 49 that highlights tips that can be useful when using a digital platforms.

Have a discussion around the points raised and ask the group to contribute their ideas.

Task 9

Show **Slide 10** and ask the group to look at **Activity 6** on page 50 and ask them to access the web address in their workbook. This is a fun quiz to let them find out their Social Media IQ.

Ask for volunteers to feedback how they scored.

Task 10

Show **Slide 11** and ask participants to complete **Activity 7** on page 51 to reflect on what they have learned. List should include:

- The social media they use already
- What Digital Marketing is
- What the benefits it DM are
- What are the most important areas to think about
- Name of a variety of business digital platforms and what they are used for
- Why social media is important for small businesses
- Develop a digital media strategy
- Tips to consider
- Their own social media IQ

Workshop 5 – Research – Identifying Organisations to Support You

Overview

This workshop aims to give the participants the opportunity to develop skills in research. At the same time they will learn about all the organisations in their area who are able to support them when starting a business

Resources

Activity Workbook
Power-point presentation
Flipchart
Slide 4 has link to video
Participants access to tablet/phone for internet searches
[Resource 21 – List of Organisations who can help](#)

Task 1

Explain to the group that they will undoubtedly need support from others if they start a business. This workshop gives them the opportunity to explore some of those organisations. The information gathered should be general information that applies to any small business start up.

Highlight that there are many different organisations to help new businesses and give them some examples.

Show **Slide 2** and ask the participants to work in groups of 4/5 and carry out **Activity 1** on page 54. They should record their findings on page 55 of their workbook.

A list of organisations in UK, Spain and Malta is included at **Resource 21 for your reference**. It is important that the participants carry out the research themselves but a list is included at **Resource 21** that you can use to fill in any gaps they have not found.

Task 2

Show Slide 3 Ask the participants to look at **Activity 2** on page 56. Each group should now prepare a short presentation of their findings. Make sure that all participants in the group delivers part of the presentation. Each group will have some different organisations and in turn this will increase their knowledge of the whole group.

If time is limited you could ask two groups to feedback and then ask the others if they have any organisations not yet mentioned.

Other methods could be used ie 'group storyboard' where they can present their ideas on paper instead of a formal presentation.

This will lead to a positive group discussion after all have presented.

Task 3

Show **Slide 4** and play the video.

It covers the following areas:

What I wish I knew

- Collaborate with others
- Ask for help
- Research local grants
- Be open to opportunities
- Tips and tricks

This can prompt further discussion with the group and add to their knowledge.

Task 4

Show **Slide 5** and ask participants to look at **Activity 3** on page 57.

This is a fun group exercise where they decide how to spend £2000 grant on their new business **Get Fit Fast**. There are no wrong answers. Ask for volunteers to feed back their thoughts.

They just need to say why they decided to spend on certain items when they feed back to the others.

Other questions to ask:

How did you decide what to spend the funding on?

Did you have to persuade others/negotiate with others to get your views across?

That links well to the next workshop "Networking Skills"

Task 5

Show **Slide 6** Ask the group to complete **Activity 4** on page 58 to reflect on what they have learned. Ask for volunteers to feedback. Should include:

- How to carry out research
- A wide range of organisations who can help me when I start a business
- How to present parts of a presentation
- Team working
- Negotiating/persuading others about what to spend funding on

Workshop 6

Networking Skills



Workshop 6 – Networking Skills

Overview	This workshop aims to help participants build skills in the area of networking.
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Resources	Activity Workbook Power-point presentation Flipchart Slide 5 has a link to video Resource 21
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Task 1

Familiarise yourself with the Activity Workbook and introduce the topic.

Show **Slide 2** and ask participants to complete **Activity 1** on page 60 of their workbook.

This is a group task and they have to develop 2 mind maps and then present them to the rest of the groups.

This helps them develop skills in gathering ideas and then summarising them – picking out the most important points.

They will also have to persuade/negotiate with the others to have their say on the most important areas to highlight. Make sure that the same person from each group doesn't always feedback.

If time is limited just pick a few groups to feedback and the others can add any extra information not yet mentioned.

Task 2

Show **Slide 3** – After the presentations the participants should have a good idea about what networking is. You can then read the text on page 61 with them to summarise. There is a useful definition and the emphasis should be on building a two way relationship.

Task 3

Show **Slide 4** and ask the participants to complete **Activity 2** on page 62.

This is a short individual exercise but emphasises steps they should take when attending an event to network.

Ask for a few volunteers to feedback their steps. There could be some difference in opinion that will stimulate debate. The main lesson is that

they should prepare in advance and make sure they make the most of the time at the event and that they follow up leads.

Task 4

Show **Slide 5** and play the video where Kelly gives tips and advice how to prepare a 1 minute pitch. Ask participants to look at **Activity 3 on page 63**. After the video give the groups time to prepare their 1 minute pitch using the guidelines on page 63.

This is a very important technique they will use when they have business/product to sell. To make this more fun you could award a winner and a small prize.

Task 5

Show **Slide 6** – Ask the participants to look at **Activity 4** on page 64. Ask them to follow the link and access the fun quiz about **Networking**.

Ask for feedback how they got on and their scores.

Task 6

Show **Slide 7** and ask the group to look at **Activity 5** on page 65. This exercise introduces them to online marketing and of the benefits of using LinkedIn. This was mentioned earlier in the workshop Digital Media. Building on that their task is now to access the platform to find out some information about personal trainers in their area. Ask if any participants are already on LinkedIn.

Have a group discussion about the prompts given in the Activity. There is also a Profile Builder if any participants want to set up their own profile.

Task 7

To finish off go over the text on page 66 and emphasise that Networking is a two way process. At this stage it is a good idea to ask if the participants are familiar with any networking groups in their area. **Resource 21** also gives a list of some UK networks. Other countries can provide a list in their area.

Task 8

Show **Slide 8** and ask the group to complete **Activity 6** on page 67
What have I learned today
Ask for volunteers to feedback. Answers should include:

- What Networking is
- Online Networking
- Networking at events
- How to deliver a 1 minute pitch
- About LinkedIn
- Some Networking Groups

Workshop 7

Financing a Small Business



Workshop 7 – Financing a Small Business

Overview	This workshop aims to introduce participants to different ways you can find to help fund your small business.
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Resources	Activity Workbook Flipchart Powerpoint presentation Resource 9, 10
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Task 1

Familiarise yourself with the Activity Workbook and link to Workshop 5 where they researched organisation who can help them start a business. One of the areas they researched was organisations who can help them fund their new venture.

Show **Slide 2** and refer participants to page 70/71 in their workbook. This is a summary about business loans and a good way to ensure the participants understand all aspects of business loans. Go over it and give further explanation where necessary.

Task 2

Show **Slide 3** Refer the participants to **Activity 1** page 72. Ask them to work in groups to complete the table.

Suggested answers can be found at **Resource 9** on page 68.

Follow with a group discussion about advantages and disadvantages of each.

Task 3

Show **Slide 4** and ask participants to look at **Activity 2** on page 73. Ask for volunteers to feedback their advice to Emma and Robert.

Encourage wider discussion from the group.

Task 3

Show **Slide 5** and ask the participants to carry out **Activity 3** on pages 74/75.

Answers for the **Fill the Gaps** Exercise can be found at **Resource 10** on page 69.

This will give the participants a clear understanding of all the different sources of funding available to them.

Task 4

Show **Slide 6** and ask participants to look at **Activity 4** on page 76 and play the Crowd Funding video. Highlight that there is also a link on their activity they can use. Working in groups they have to find out the information about Crowdfunding.

You can now ask different groups to feedback their findings on certain aspects of crowd funding. Allow others to add in any additional information they found out about each area. Follow on with a group discussion.

Task 5

Show **Slide 7** Ask the group to complete **Activity 5** on page 77 to help them reflect on what they learned about the subject of goal setting.

Ask for volunteers to share their thoughts:

Should include:

- Different ways to fund a business
- Bank Loans, Family Loans, Overdrafts, Grants, Mortgages
- Crowd Funding
- Trade credit
- Flexible and Fixed interest
- Secured/Unsecured Loans

Workshop 8

Types of Business



Workshop 8 Types of Business

Overview

This workshop aims to introduce participants to the different types of business that can be set up including sole trader, partnership, plc, ltd etc

Resources

Activity Workbook
Flipchart paper
PowerPoint presentation
Slide 3 links to a video
[Resource 11, 12, 13, 14](#)

Task 1

Before the workshop familiarise yourself with the content of the Activity Workbook. Explain there are many different types of business and each have advantages and disadvantages.

Task 2

Show **Slide 2** - Refer the participants to **Activity 1** in page 80. Answers for the table exercise can be found in **Resource 11** on page 70.
Ask for volunteers to share their answers and start a group discussion about the different types of business.

Task 3

Show **Slide 3** and play the Sole Trader Video.

Task 4

After the video Show **Slide 4** and ask participants to look at **Activity 2** on page 82.
Answers for this Activity can be found at **Resource 12** on page 71.
Ask for volunteers to share their answers and discuss.

Task 5

Show **Slide 5** and introduce the group to **Activity 3** - Group Activity on page 83. Answers can be found at **Resource 13** on page 72.

Ask for volunteers to feedback and start a group discussion about the advantages and disadvantages. What might go wrong etc?

Task 6

Show **Slide 6** and ask the group to complete **Activity 4** on pages 84/85. They can find out about sole traders on the internet. Answers to this Activity can be found at **Resource 14** on page 73.

Group Discussion

This is a good opportunity to talk about partnerships in general. They must be registered like a limited company etc. Mention persuasion and negotiation again.

Task 7

Show **Slide 7** and refer participants to **Activity 5** on page 86. This is an exercise that will re-enforce the advantages and disadvantages of sole traders and partnerships.

This is a decision they may need to take in the future if they start their own business so it is important they understand the A/D.

Answers are as follows:

1T, 2T, 3F, 4F, 5F, 6T

Ask for volunteers to feedback responses and have a group discussion

Task 8

Show **Slide 8** and ask participants to complete **Activity 6** on page 87 to reflect on what they have learned today.

Should include:

- Different types of business and advantages and disadvantages
- Sole traders
- Partnerships
- Franchise
- Plc
- Ltd
- Things to consider when setting up a sole trader business
- Thinking of the importance of naming a company /shop front

Workshop 9

Record Keeping



Workshop 9 Record Keeping

Overview This workshop aims to give the participant the opportunity to think about all the different records they need to keep when running a small business and the different ways you can record them.

Resources
 Activity Workbook
 Flipchart
 Power-point presentation
 Access to Excel Software
 Resource 15, 16

Task 1

Before Activity 1 ask the participants what kind of records they keep for themselves. Capture on the flipchart. Might include things like national insurance number, payslips, driving license, qualifications, passport etc. Emphasise the importance of keeping accurate records, Show **Slide 2** and ask participants to look at **Activity 1** on page 90. This is a group activity and they should be encouraged to discuss their answers and use the internet if necessary to gather ideas they can use to advise Emma and Robert.

Suggested Answers:

- Income
- Expenditure including mileage, gas, electricity etc
- Receipts
- Bank statements
- Money paid to themselves
- Client details held securely
- Tax returns

Ask for volunteers to feedback their findings. Labour the importance of keeping meticulous records as this can help them get tax relief etc

Task 2

Show **Slide 3** and ask participants to look at **Activity 2** on page 91.

Suggested answer:

Income	Expenditure
Money paid by clients	Petrol
Fees for promoting products	Loans
	Telephone
	Electricity/Gas
	Insurance
	Advertising

	Equipment
	Stationery

Ask for volunteers to feedback and discuss the answers. Not all will be the same. Main aim is to get participants thinking about all the money coming in and going out a business and the importance of recording everything.

Task 3

Show **Slide 4** and ask participants to look at **Activity 3** on page 92

This is a hands on exercise to help guide participants how to record income and expenditure using Excel Software. This will introduce them to the basics of formula. Answers for the spreadsheet including the formulae to use can be found at **Resource 15** on page 74.

Please note that a short tutorial on the basics of Excel software may be necessary depending on the skill level of participants.

Task 4

Show **Slide 5** and ask participants to complete **Activity 4** on page 93.

Suggested answers:

Task 1

VAT, Income and Expenditure, Invoicing, HMRC, Mileage tracking, Receipts recording and generating reports.

Can get an app on your phone to scan receipts etc

Task 2

- Determining the best business structure (i.e., sole proprietorship, LLC, corporation, partnership) for your situation.
- Assisting with the financial analysis in your business plan.
- Providing advice on the type of accounting software you may need.
- Providing advice and assistance on opening a business bank account.
- Making sure your accounting procedures comply with government regulations and requirements.
- Providing advice on how to track expenses during your daily business activities.

- Explaining the importance of keeping personal and business expenses separate.

Ask for volunteers to feed back and have a discussion about answers. Include the above if they do not already cover it.

Task 5

Show **Slide 6** and ask participants to look at the first part of **Activity 5** on page 94/95.

Suggested Answers

Software: Contact Management Systems, Membership Management Systems, Database

Key Information:

Name, Address, telephone, dietary, relevant health issues, medication, How they found out about Fitness at Home, Training Programme agreed, injuries, height, weight, targets/goals

Ask for volunteers to feedback information gathered. Emphasis should be placed on data protection. Sensitive data and the need to protect their clients privacy.

Now ask them to complete the second part of the Activity on page 95.

Answers:

General Data Protection Regulation

Two key principles:

- 1. Giving citizens and residents more control of their personal data**
- 2. Simplifying regulations for international businesses with a unifying regulation that stands across the European Union (EU)**

Main implications for Fitness at Home:

- **Getting consent from client to store their personal data**
- **Only storing relevant information**
- **Need to have a policy**
- **Their clients have a right to know what information they are storing about them**
- **They cannot share the information they hold with other organisations without the client's consent**

- **All their suppliers GDPR compliant**

Ask for volunteers to feedback and discuss the findings. Very important to emphasise that businesses can get a heavy fine if they do not comply.

Task 6

Show **Slide 7** and ask participants to look at **Activity 6** on pages 96/97.

Their task is to fill in the gaps and in doing so they will learn more about the importance of **GDPR**.

Answers for this exercise can be found at **Resource 16** on page 75.

This can be done as a whole class activity asking for volunteers to read out each section to ensure everyone understands the content.

Have a group discussion about the Checklist for Small Business to ensure they all understand the importance.

Task 7

Show **Slide 8** and refer participants to **Activity 7** on page 98 in their workbook to encourage them to reflect on their learning .

This should cover

- The importance of record keeping in business
- Income and Expenditure
- Software to help Quickbooks, Excel, Database etc
- The role of an Accountant in a small business
- GDPR
- Data Protection

Workshop 10

Developing a Business Plan



Workshop 10 Developing a Business Plan

Overview	This workshop aims to help participants recognise the need for a business plan and all the elements they need to capture in the plan
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Resources	Activity Workbook Power-point presentation Flipchart Slide 4 has a video link
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Task 1

Show **Slide 2** and ask participants to look at **Activity 1** on page 100.

This is a fun exercise to get the group thinking about forward planning. Being spontaneous can be good but if you don't have a plan very often things can just drift along.

Ask for volunteers to feedback their responses.

Have a discussion about their responses to Christopher and Anna's type of holiday.

Ask what they prefer etc

Task 2

Show **Slide 3** and ask participants to look at **Activity 2** on page 101.

Suggested Answers:

Entrepreneur

Business plan including projections, forecasts, income, expenditure, bank statements, creditors, number of clients

Bank

Income, expenditure, debtors?, savings, family help, proof of business, references, guarantors

(will be more – discuss their merit as they arise)

Ask for volunteers after each pair have discussed their answers with another pair. Lesson is banks don't just lend money to anyone. Loans are hard to get and they need to be sure they have a safe return on their money.

Task 3

Show **Slide 4** and play the video about developing a Business Plan. Ask participants to look at **Activity 3** on page 102.

They should then work in their groups to answer the questions. All the answers are contained in **slides 5,6,7** and a definition is on **slide 8**. Ask for volunteers to feedback what they have for each question and show the relevant slide to check they have all the answers.

Note:

Activity 5 shows all the content of a business plan and will help to emphasise all the sections.

Task 4

Show **Slide 9** Ask participants to look at **Activity 4** on pages 103/104. Their task is to work in their group to answer the quiz.

Answers

Part 1

Cash Flow Forecast

Location of the business

How the business will be marketed

Part 2

To minimise the risk associated with starting a business

To persuade the bank to lend money to the business

Part 3

A business plan helps an entrepreneur think about all aspects of the business

Ask for volunteers to feedback their answers and have a group discussion about the final part.

Show **Slide 10** If you fail to plan you plan to fail. Encourage group discussion.

Task 4

Show **slide 11** ask participants to look at **Activity 5** on page 105-107. Divide the sections of the Business Plan up and allocate each section to one of the groups. Their task is to prepare a mindmap for the section they have been allocated. There are 10 sections so you may have to allocate 2 per group.

When all groups have their mindmaps prepared ask them to nominate a spokesperson to feedback their ideas.

Now start from Section 1. After all the groups have presented delegates should have a sound understanding of what is contained in a business plan. Allow time for discussion and questions.

Task 5

Show **Slide 12** and refer participants to **Activity 6** on page 108/109.

Have a group discussion about mission statements and how important they are to answer the question "Why does our business exist". This Activity allows the participants to explore the mission statements of some large companies.

Once they have carried out the research they should be more aware of the importance of a mission statement. They then have the opportunity to create a mission statement for **Fitness at Home**.

Ask for volunteers to feedback their answers for each of the three famous companies.

Now ask for volunteers to feedback their mission statement for **Fitness at Home**. **You could make this more fun by telling them in advance that you will award a small prize for the group create the best mission statement.**

Task 56

Show **Slide 13** and refer participants to **Activity 7** on page 110 in their workbook to encourage them to reflect on what they learned today.

Should cover:

- Fail to plan – plan to fail
- Importance of a business plan
- Why you would produce one
- Who would use it
- What it contains
- The different sections
- More practice with mindmaps
- Working in teams
- Presenting ideas

Workshop 11

Presenting and Pitching Your Ideas



Workshop 11 – Presenting and Pitching Your Ideas

Overview

This workshop aims to help the participants develop skills to help them pitch and present their ideas to relevant audiences.

Resources

Activity Workbook
Power-point presentation
Resource 17, 18, 19

Task 1

Familiarise yourself with the Activity Workbook and the tasks the participants will be asked to do.

Show **Slide 2** and ask participants to look at **Activity 1** on pages 112/3.

There is an example talk plan at **Resource 17** on page 76.

Give them some ideas and then the task is for them to deliver their short talk to their partner. You could ask for a volunteer to give their talk or you could give the example shown in Resource 17 as an example.

This is help them to recognise the importance of getting organised and planning ahead about what they are going to say.

Task 2

Show **Slide 3** and ask participants to look at **Activity 2** on pages 114-117. Start a discussion about all the ways you can persuade others and argue your case. Now they will work in their group and prepare a 3 minute debate in favour or against a subject. Allocate each group a topic and if they have to argue for or against.

Give time for them to prepare their talk. The Activity is self explanatory.

Each group should vote a winner and you may wish to allocate a small prize.

Emphasise the importance of being able to get people on your side and to persuade them to buy in to your ideas.

Task 3

Show **Slide 4** and introduce the topic of USP. Ask participants to look at **Activity 3** on pages 118/119. Ask for volunteers to feedback their responses. Answers to the Activity can be found in **Resource 18** on page 78.

Another fun activity around USP is to ask participants to come up with their own USP about themselves.

Task 4

Show **Slide 5** and ask participants to look at **Activity 4** on page 120. This activity aims to help them know how to put a good presentation together that will hold the attention of an audience.

Ask for volunteers to share and have a group discussion about good presenting,

Suggested answers for this Activity can be found in **Resource 19** on page 80.

There may, however, be a variety of views among participants. No wrong/right answer but you could introduce some of the topics if they do not bring them up.

Task 5

Show **Slide 6** and refer participants to **Activity 5** in their workbook in pages 121/122.

This exercise helps them put their ideas in to practice. They should follow the instruction sheet. Give them adequate time to prepare. Ideally they should use powerpoint for their presentation. If that is not possible they could use a flipchart.

Note – a basic tutorial in PowerPoint may be necessary depending on skills levels within the group.

Allow time for each short presentation and you could either allow each group to vote a winner or you or a visitor could choose a winner. A small prize could be awarded for the winner.

Task 6

Show **Slide 7** and ask participants to look at **Activity 6** on page 123. Ask them to reflect on what they have learned today. Should include:

- Organising their ideas
- How to persuade others
- Debating skills
- Giving a 3 minute pitch
- USP

- What makes a good presentation
- Contributing to a presentation
- Working in a team
- Presenting ideas

Workshop 12

Staying on Track



Workshop 12 – Staying on Track

Overview

This final workshop aims to help participants recap on their learning from previous workshops within Unit 2 and to introduce them to the next Unit - **Unit 3 – The Change Challenge**

Resources

Activity Workbook
Flipchart
Power-point presentation
Resource 20 – Evaluation Form
Sheet of blank paper for each participant

Task 1

Familiarise yourself with the Activity workbook to increase your knowledge of the subject area.

Show **Slide 2** Let's recap and tell the group they have covered a lot of ground during all the workshops and they should be proud of their achievements during the Unit.

Show **Slide 3** that shows all the previous workshops to remind them of what they have done already.

Show **Slide 4** Ask the group to complete **Activity 1** on page 127 "**How do I feel today**" now that they have finished the course. Ask for volunteers to share their thoughts – make it fun!

How has this changed from when they started the course?

Do they feel more confident in their ability to start a business?

Task 2

Show **Slide 5** – refer participants to **Activity 2**. This activity on pages 128/130 contains a checklist where participants can confirm they have covered each area. This activity could also be done in 2's interviewing each other.

There is also room for them to capture areas where they are not satisfied and once they have completed the task ask the group to share any areas they have identified. Go back over the material if appropriate.

Ask for any volunteers who would like to discuss anything further.

Are there any questions about what they have learned throughout the Unit?

Task 3

Show **Slide 6** As the group to complete **Activity 3** on page 131.

Ask for volunteers. Group discussion about what they liked best? What changes they will make. Was there anything missing they would like to have covered?

Capture this information on the flipchart and feed it back to the course developers to ensure improvements in the future.

Task 4

Show **Slide 7** and refer the group to **Activity 4** on page 132. Distribute **Resource 20** the Evaluation form at the end of your pack on page 81.

Emphasise this will be used to improve delivery going forward and is anonymous so they should be honest.

Make sure you gather in all evaluation forms.

Task 5

Show **Slide 8** Where do we go from here? Explain that this is just the start. They have learned about many areas regarding how to start a small business. It is important to celebrate their success so far.

This is where you can discuss the assessment process if the participants are being presented for the Unit 2 Award "Starting a Business".

Task 6

Show **Slide 9**. This slide shows **Unit 3 – The Change Challenge** and explain that this is a natural progression from the previous unit. This next Unit will give them the opportunity to take part in a project. The project will help them bring together everything they have learned in Unit 1 and Unit 2. Go over the text on page 133 of their workbook to give them more information.

Task 7

Show **Slide 10** a positive way to finish – You Can Do It

Wish the group success in the future and emphasise you look forward to helping them continue their journey with **Unit 3 – The change Challenge**

Additional Resources

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Resource 1

What is Market Analysis?

How suitable is your offer for a certain market? A market analysis will answer these important questions. Every market participant – whether companies, founders, or private customers – can carry out a market analysis. In any case, it serves as a basis for decision-making. Information is collected and evaluated from suppliers and buyers in order to make purchase or sales decisions. Furthermore, you can evaluate your current market or view new markets.

Definition

Market Analysis is a large part of market research and an important component of a **business plan**. During the course of a market analysis a specific market is taken in to account. With the help of the results displayed, companies can identify the opportunities and risks of that particular market. The target group forms the basis of the market analysis.

Different methods of market analysis

In order to carry out a market analysis you will require reliable information. Generally speaking, small companies tend to carry out the necessary research for their market analysis themselves. Larger companies, on the other hand, often commission market research institutes to do it for them. A market analysis can be carried out using various methods of data collection. **A distinction is made between primary and secondary research.**

With **primary research**, experts from a target market are interviewed in order to collect new data. The advantage of this is that it is still your own research purpose in focus. This way, you can collect the data you need for your market analysis. In contrast to this, **secondary research** uses existing data records from previous surveys. This can be collected both internally and externally. By opting for secondary research you can save both time and money because you don't have to conduct costly interviews and evaluation. Sources for representative data are, for example, the Federal Statistical System, professional chambers, annual reports of other companies, or trade journals.

Market analysis vs. market research: what are the main differences?

Market research means the **systematic investigation** of a specific market, as such research provides information on the basis of which you can select a suitable marketing instrument. In contrast to market

research, market analysis focuses on a specific market **on a given date**. The aim of market analysis is to identify the most important characteristics of a market and to determine the market structure at a certain point in time.

What is a market analysis for?

If you want your business plan to be successful, you will need to carry out a market analysis. A comprehensive market analysis forms the basis of the development of a marketing strategy and concrete marketing measures.

Further reasons for conducting a market analysis:

- With a market analysis, you can back up your business idea with figures, data, and facts, and therefore provide a convincing business plan.
- You can recognise market potential at an early stage and avoid making the wrong decisions.
- You can identify any existing knowledge gaps and fill them in on time.
- A market analysis shows you which competing products are already on the market.
- With a market analysis, you can identify the market entry barrier and estimate the market attractiveness.

Resource 2

Some suggested answers for questions about 3 videos

Video 1

Company: Nike

Appealing to: young men

Why this setting: Glamorous football setting is enticing to this target group

Emotions: Fit, healthy, Can Do Anything, power, success

Video 2

Company: Adidas

Appealing to: young women

Why this setting: Attractive to this target group, outdoors, healthy

Emotions: Fit, healthy, Can Do Anything , power, success, empowerment, feminism

Video 2











Company: Thomson Holidays

Appealing to: young parents

Why this setting: Beautiful holiday destinations very appealing

Emotions: Guilt, love, emotional blackmail, work life balance

Resource 3

Target Audience	Product/Service
	
	
	
	
	

Some of the target markets could be for more than one product ie couples, young people and families may all be interested in the iphone. But these are the most likely.

Resource 4

Developing an App

Suggested Target Audience:

- Members of the Sports Centre and/or possible new members

All age groups as many older retired people work hard to keep fit as well as young people.

Possible discussion points:

Do all age groups have access to a mobile phone?

Ability to download and use an app etc

Suggested Questions to ask

Do you use Apps already?

Would you find an App useful?

What would you find useful if we did introduce an App?

Would you like to book online?

Would you like to be aware of special offers we are giving via the app?

Would you like to track your progress? Weight? Fitness?

Resource 5

Activity 5

Read the following article about *The Marketing Mix and the 4Ps of Marketing* and put the different parts of the article in the right order.

2	And the 4Ps is one way, probably the best-known way, of defining the marketing mix, and was first expressed in 1960 by E J McCarthy. The 4Ps are: Product (or Service); Place; Price and Promotion. A good way to understand the 4Ps is by the questions that you need to ask to define your marketing mix.
4	It's simple! You just need to create a product that a particular group of people want, put it on sale some place that those same people visit regularly, and price it at a level which matches the value they feel they get out of it; and do all that at a time they want to buy. Then you've got it made!
6	But if you get just one element wrong, it can spell disaster. You could be left promoting a car with amazing fuel-economy in a country where fuel is very cheap; or publishing a textbook after the start of the new school year, or selling an item at a price that's too high – or too low – to attract the people you're targeting.
5	There's a lot of truth in this idea. However, a lot of hard work needs to go into finding out what customers want, and identifying where they do their shopping. Then you need to figure out how to produce the item at a price that represents value to them, and get it all to come together at the critical time.
1	The marketing mix is a good place to start when you are thinking through your plans for a product or service, and it helps you avoid these kinds of mistakes. The marketing mix and the 4Ps of marketing are often used as synonyms for each other. In fact, they are not necessarily the same thing. "Marketing mix" is a general phrase used to describe the different kinds of choices organizations have to make in the whole process of bringing a product or service to market.
3	The 4Ps of marketing is a model for enhancing the components of your 'marketing mix' – the way in which you take a new product or service to market. It helps you to define your marketing options in terms of price, product, promotion, and place so that your offering meets a specific customer need or demand. What is marketing? The definition that many marketers learn as they start out in the industry is: Putting the right product in the right place, at the right price, at the right time.

1. When and where is it available?
2. What is the value of the product or service to the buyer?
3. How will you reach your consumer?
4. What discounts should be offered?
5. How is it differentiated from your competitors?
6. How is it branded?
7. What does the customer want?
8. Are there established price points for products in this area?
9. Where do buyers look for it?
10. Will you reach your buyers by advertising online or billboards?
11. What does it look like?
12. How can you access the right distribution channels?
13. Why do customers want to buy it?
14. What needs does it satisfy?

The 4 Ps	Which questions are used to talk about which P?
PRODUCT	5, 6, 7, 11, 13, 14
PLACE	1,3, 9, 10
PRICE	2, 8
PROMOTION	4, 12



Resource 6



Answers

The speaker talks about traditional marketing methods v digital marketing methods. In the previous workshop you learned about branding and marketing. This speaker indicates that there are many benefits of using digital methods rather than traditional. Working in a group of 4/5 note below what these benefits are.

1. Cost efficient
2. More effective
3. You can measure it
4. You can monitor it
5. You can test it
6. Wide reaching

Resource 7

Answers



BASICS OF DIGITAL MARKETING

1. Why is it easy to be overwhelmed (confused) when adopting a digital marketing approach?

Because there are so many new tools, platforms and social media channels being developed all the time. It's hard to know where to start.

2. What were the three most important areas to think about within Digital Media?

- 1 Define Your Market
- 2 Use Native Content
- 3 Track Everything you can

3. Why is it important to define your market?

Because this will dictate why and where you advertise. You need to use the channels and platforms you know your buyers will be using.

4. & 5. What is native content?

Native content is making sure the information you publish is published on sites where it looks like it belongs. Look what others are doing and post in a similar way to make sure that it feels like it fits there. Fine line between fitting in and standing out. You want your posts to stand out for the right reasons.







6. **Tracking** is important because you can tell what is working and what isn't. You know the traffic to your posts and you can get instant feedback. You can measure everything.

To make it more manageable in the beginning just pick one thing to measure ie Impressions or clicks to website.

Resource 8

Answers

Have a look at the icons of famous digital platforms below. Your task is to work in your group to firstly identify the social media platform and give a brief description of how it is used. You can use the internet to help you.

Icon	Name of Digital Platform and main uses
	Twitter Users post and interact with short messages called tweets.
	Instagram is a free photo and video sharing app available on Apple iOS, Android and Windows Phone. People can upload photos or videos and make comments.
	Facebook is a social networking site that makes it easy for you to connect and share with family and friends online.
	LinkedIn is a social network that focuses on professional networking and career development.
	Pinterest is a visual discovery engine for finding ideas like recipes, home and style inspiration, and more.
	YouTube is a video sharing service where users can watch, like, share, comment and upload their own videos. The video service can be accessed on PCs, laptops, tablets and via mobile phones.

Are there any other social media platforms that a small business might use? **Etsy, tumblr, vimeo**

Resource 9

Answers

Have a look at the table below and using the notes you have and/or the internet work in your groups to complete the table below:

Source of finance	Key term meaning	Advantages of this source	Disadvantages of this source
Bank loan	An agreed amount of money lent to you for a fixed length of time	Manageable monthly payments	Interest can be high Can be hard to get
Loans from family or friends	Money lent to you from family or friends	Often don't have to pay interest Flexible payment instalments No application – don't jump through hoops	Could fall out They might want a say in your business
Overdraft	Extended spending allowed on existing current business account	Good to cover short term cash flow problems	High interest rates
Grants	Funding from an organisation	Don't have to pay back amount	Can be difficult to access as very popular Have to go through hoops with applications Sometimes have to agree to spend it on certain areas of the business
Crowd Funding	Crowdfunding is a way of raising finance by asking a large number of people each for a small amount of money.	Fast way to raise money Good way to market your business Investors can become your customer Good if you cant get a bank loan	You can't always get on a platform It is hard work before to build up interest Someone could steal your ideas

Resource 10

Answers

An agreed or prearranged overdraft is a very **flexible** form of external finance. It allows the business to **spend** more than it has in its current **business**. **Interest** is paid when the account is overdrawn and is usually lower than a **bank** loan if used as a short term measure.

The amount owed can be **borrowed** and paid back at any time once the agreement is in place.

A **loan** is borrowed over a set period of time. The loan is repaid in **monthly** instalments but incurs interest. The bank will usually ask to see documentation such as a business **plan**, cash flow **forecast** etc.

Loans from **family** or friends are often used by small businesses. Any **amount** and timescale for **repayment** is agreed but is often relatively flexible and in many cases no **interest** is charged.

Buying items from suppliers and paying later, e.g. 30 days is known as **trade credit**. The advantage of this is that it is hoped that by the time the credit period is up, the business will have had **sufficient** cash in from sales to pay the invoice. It means money does not leave the **business** before it starts to trade the items it has **purchased**.

A mortgage is a **long-term** loan specifically for buying **property**. It is repaid like a loan, **monthly** and with interest. It can be a useful but **expensive** source of finance.

Grants are **sometimes** given by the **Government** and **Charities**. The money does not have to be **repaid** but many businesses do not **qualify** for them.

Resource 11

<p>Joe works for a superstore. He bought shares in the company, so that he benefits if it does well. He regularly checks the share price in the newspaper and enjoys receiving a dividend twice a year. His only worry is that if the business performed poorly, the share price could drop, and the firm may be bought cheaply by a rival who may close many of the stores.</p>	<p>Sole trader</p>
<p>Louise is a hairdresser. Last year she started her own business, and she now employs an apprentice. She enjoys the fact that she is her own boss and can keep all the profits after paying tax. But she finds it difficult to keep her accounts and is aware that she is personally responsible for any debts she owes.</p>	<p>Private limited company</p>
<p>Shahida and her brother Tariq work for the family jewellery business, started by her parents. The four own all the shares between them. They like the fact that their liability for debts is limited to the amount they each invested in the business and that all their affairs are private. No shares can be sold to members of the public. Their father owns most of the shares, so he has more votes than anyone else.</p>	<p>Franchise</p>
<p>Paula and Jane started up their own mobile business last year running 'Tumble Tots' classes for young children. They feel more secure trading under an established brand name, even though this cost them an initial fee and they have to pay a percentage of their earnings. They think this is worth it for the advice and help they receive, as well as professional marketing for the business.</p>	<p>Partnership</p>

Waheed and Mohammed work together in their car valeting business. They rent space on a busy town-centre car park and offer to clean cars whilst their owners are shopping. They were worried at first that they may disagree or even fall out about many aspects of the business, but this hasn't happened. They know they have to consult each other about the decisions they make and are jointly and personally liable for any debts that they owe.

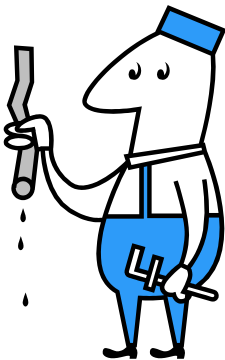
Public limited company

Resource 12

Sole Traders

Match the words to the spaces:

Sole trader businesses are owned and **controlled** by one person. The owner may decide to **employ** other people to help run the business, but the main **decisions** are made by the owner.



Many people choose to set up **small** businesses as sole traders because they get to run the business as they wish. They get to keep any **profit** the business makes and can choose how many **hours** they work. Being a sole trader can be very **rewarding**, though it can also be risky.

Sole traders risk their own **assets** and if a sole trader business gets into **debt** the owner may have to sell his/her own house to pay what is owed. This is called unlimited **liability**. Sole traders may also have to work long **hours**, and need to be skilled at many **roles** in order to run the business effectively. If the owner is **ill** it may be difficult for the business to continue.

Resource 13



Working in partnership with others has some advantages and disadvantages.

Working in your group complete the table below.

	Advantage/ Disadvantage
Profit shared between owners	A and D
More money can be put in to business from more owners	A
Personal possessions may have to be sold to pay off debt	D
Workload can be shared	A
Easy and cheap to set up	A
Partners may not agree	D
Some partners can put money in but not run the business	A
Each owner may have specialist skills to benefit the business	A

Resource 14

Task 1

Q2 suggested answers

Four tasks they would have to carry out could include:

- Register the business
- Open a bank account
- Look for funding/investors
- Keep records of income/expenditure
- Complete self-assessment tax return

Q3 suggested answers:

- Work long hours
- Feel overloaded by responsibility
- Difficult getting funding to help him
- Risk his own assets if things go wrong
- Might get in to debt
- Difficulty remembering to record all income and exp

Task 2

Q1 suggested answers

Peter:

Advantage: Gets help with all the responsibility and work and any debts are now shared with John

Disadvantage: has to share the profits, might not agree with John how to do things.

John:

Advantage: He now gets a share in the overall profits,

Disadvantage: Has to take more responsibility now that he part owns the shop and has to work harder. Liable for any debts.

Q2

Might disagree about hours/days they work.

How to market the shop

Who to employ

How to decorate the shop

Management styles

How much risk to take - should they expand etc

How to invest back in to the business

Pricing, Quality standards, Health and Safety (not exhaustive)

Resource 15

The screenshot shows an Excel spreadsheet with the following data:

January	Income	Expenditure
Personal Training Sessions	£5,000.00	
Business Loan		£200.00
Petrol/Travel		£100.00
Telephone/mobiles		£60.00
Additional Kit		£80.00
Printer paper		£30.00
Electricity/Gas		£35.00
Liability Insurance		£24.00
Fitness Room Hire		£120.00
Totals	£5,000.00	£649.00
Profit	£4,351.00	

The screenshot shows the same Excel spreadsheet with formulas entered in the 'Income' and 'Expenditure' columns:

January	Income	Expenditure
Personal Training Sessions	5000	
Business Loan		200
Petrol/Travel		100
Telephone/mobiles		60
Additional Kit		80
Printer paper		30
Electricity/Gas		35
Liability Insurance		24
Fitness Room Hire		120
Totals	=SUM(B6:B16)	=SUM(C8:C16)
Profit	=B17-C17	
	=4351/2	

Resource 16

GDPR checklist for UK small businesses

Remember, your checklist needs to take into account past and present employees and suppliers as well as customers (and anyone else's data you're processing which includes collecting, recording, storing and using the personal data in any way).

1. Know your data. You need to demonstrate an **understanding** of the types of personal data (for example name, address, email, bank details, photos, IP addresses) and sensitive (or special category) data (for example health details or religious views) you hold, where they're coming from, where they're going and how you're using that data.
2. Identify whether you're relying on **consent** to process personal data. If you are (for example, as part of your marketing), these activities are more difficult under the GDPR because the consent needs to be clear, specific and explicit. For this reason, you should avoid relying on consent unless absolutely necessary.
3. Look hard at your security measures and policies. You need to update these to be GDPR-compliant, and if you don't currently have any, get them in place. Broad use of encryption could be a good way to reduce the likelihood of a big penalty in the event of a breach.
4. Prepare to meet access requests within a one-month timeframe. Subject Access Rights are changing, and under the GDPR, citizens have the right to **access** all of their personal data, rectify anything that's inaccurate and object to processing in certain circumstances, or completely erase all of their personal data that you may hold. Each request carries a timeframe and deadline of one month (which can only be extended in mitigating circumstances), from the original date of request.
5. Train your **employees**, and report a serious breach within 72 hours. Ensure your employees understand what constitutes a personal data breach and build processes to pick up any red flags. It's also important that everybody involved in your business is aware of a need to report any mistakes to the DPO or the person or team responsible for data protection compliance, as this is the most common cause of a data breach.
6. Conduct due-diligence on your supply chain. You should ensure that all suppliers and contractors are **GDPR-compliant** to avoid being impacted by any breaches and consequent penalties. You also need to ensure you have the right contract terms in place with suppliers (which puts important obligations on them, such as the need to notify you promptly if they have a data breach). See 'How can I check my suppliers are GDPR-compliant?' further down.
7. Create fair processing notices. Under GDPR, you're required to describe to individuals what you're doing with their **personal data**. See 'Fair processing notices' below for more information.
8. Decide whether you need to employ a Data Protection Officer (DPO). Most small businesses will be exempt. However, if your company's core activities involve 'regular or systematic' monitoring of data subjects on a large scale, or which involve processing large volumes of 'special category data' (see 'Is my data sensitive?' below) you must employ a Data Protection Officer (DPO).

Resource 17

There are no right or wrong answers. Here is an example of a short talk about joining a gym.



Choose a topic you're interested in and that you can **talk** about with a friend. For example, you could talk about a hobby, a fitness activity or an organisation you're involved with.

Now think of **five or six** points you could include in your talk.

Main Points	
1 advice to friends	2 benefits of exercising
3 choosing the best deal	4 finding the time
5 fitness programme	6

Now decide on the **best order** for your main points and make brief notes to expand on each one.

1 Finding the time <ul style="list-style-type: none"> • Need to make a decision • Good to have a routing – same time each week • Need to go two or three times a week 	2 Choosing the best deal <ul style="list-style-type: none"> • Lots of deals on offer • Talk to the people at the gym 	3 Fitness programme <ul style="list-style-type: none"> • My programme • 20 mins exercise bike • 20 mins treadmill • Dip in the pool
4 Benefits of exercising <ul style="list-style-type: none"> • Feel more energetic • Skin looks healthy • Eating better 	5 Advice to friends <ul style="list-style-type: none"> • Its worth joining • You have to be committed • Don't want to waste money 	6

Here is a suggested talk from these notes, the ways of linking ideas is in red.

I'm going to talk about joining a gym. **First** I'm going to talk about finding the time to go to the gym and choosing the best deal to suit your situation. **Then** I'm going to tell you about the exercise programme and the benefits of exercising. **Finally** I'm going to suggest some tips if you're thinking of joining a gym.

First of all, you have to make the decision to commit the time to actually go to the gym. It's good to have a routine and go the same time each week. You really need to go two or three times a week to get the benefit.

When you go for the first time, you need to choose the best deal to suit you. There are usually lots of different ones on offer. It's probably best to talk to someone there about what will be best for you.

Once you've joined, you get a fitness programme worked out for you. My programme is mostly on the exercise bike and the treadmill. I usually do 20 minutes on each then have a dip in the pool. **I must say**, it's definitely working. I feel much more energetic and my skin looks really healthy. **And** I don't feel like eating fatty foods like crisps or pizzas.

So I would recommend joining a gym **but** you have to be committed. Don't join and then not go, which would be a waste of money.

Resource 18

USP

In your group carry out some research on the internet and come up with a short definition of USP. Note it below.

a feature of a product that makes it different from and better than other similar products and that can be emphasized in advertisements for the product

(No set answer but should be something like above)

Why is it important for a business to differentiate themselves from their competitors?

To make them stand out from the crowd and offer something that others aren't doing already

Complete the following grid by adding 3 USPs for each product.

Product	USP
<p data-bbox="400 427 587 465">McDonalds</p> 	<p data-bbox="810 427 963 465">Fast food</p> <p data-bbox="810 521 1098 560">Consistent quality</p> <p data-bbox="810 611 1249 649">You know what you will get</p>
<p data-bbox="411 808 576 846">I-pad Mini</p> 	<p data-bbox="810 808 1342 869">Its main selling point was that it did touch screens right.</p>
<p data-bbox="432 1178 555 1216">Easyjet</p> 	<p data-bbox="810 1178 1310 1238">One of the largest low-cost carrier in Europe</p>

Now identify 3 specific types of market research you could carry out so as to better understand your target market's needs and help you to create a suitable **USP**.

1. Focus Groups
2. Questionnaires
3. Testing, observing

Resource 19

Activity 4



What makes a good presentation?

There is no right/wrong answers but the response could include the following:

What gets your attention?

Something interesting – a bit different, a surprise

What holds your interest? How does a good presenter influence an audience?

Tells stories, makes it relevant. Visuals, activities, engagement

What don't you like?

Too many words/text

What about the font/text size/colour?

Should be consistent, show branding

Would you change it depending on your audience?

Knowing your audience is key. Can tailor it to them

What about images?

Should be relevant and hold the interest. Be captivating

What about branding – does it matter?

Yes should be consistent. The audience should recognise the brand

How to begin? – How to end?

Tell them what its about and at the end summarise what you told them



Unit 2 Starting a Business

Resource 20

Trainer(s) _____

Date: _____

Instructions: Please tick your level of agreement with the statements listed below	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The objectives of the training were met				
2. The presenters were engaging				
3. The presentation materials were relevant				
4. The Activity Workbook was organised and easy to follow				
5. The trainers were well prepared and able to answer any questions				
6. The course length was appropriate				
7. The pace of the course was appropriate to the content and attendees				
8. The Exercises/Activities were helpful and relevant				
9. The venue was appropriate for the training				

10. What was most useful?

11. What was least useful?

12. What else would you like to see included in this course (if anything)?

13. Would you recommend this course to a friend? Yes/No Why?

14. Any other comments?


**THANK YOU FOR COMPLETING THIS EVALUATION FORM. FEEDBACK RECEIVED
WILL BE USED TO PROVIDE IMPROVEMENTS WHEN THE TRAINING IS
DELIVERED IN THE FUTURE.**

Resource 21

Suggested Answers for Scotland

Do you need help
STARTING
 OR
GROWING
 your business?



Types of Support Available	
To access start up funding	<p>National or Local Government Start Up Loan Schemes</p> <p>Small Business Grants/Loans</p> <p>Crowd Funding Crowdfunder - https://www.crowdfunder.co.uk/?utm_source=bing&utm_medium=cpc&utm_campaign=Search%20-%20UK%20-%20Brand&utm_term=%2Bcrowddfunder&utm_content=Crowdfunder</p> <p>Family/Friends</p> <p>Angel Investors</p> <p>Venture Capital</p> <p>Princes Trust www.princes-trust.org.uk/about-the-trust/where-we-work/scotland</p> <p>Business Gateway www.bgateway.com</p> <p>Scottish Enterprise www.scottish-enterprise.com</p> <p>Smart Scotland – Scottish Enterprise https://www.scottish-enterprise.com/knowledge-hub/articles/guide/what-is-smart-scotland</p>

	<p>Social Enterprise Academy https://www.socialenterprise.academy/scot/</p> <p>Scottish Edge https://www.scottishedge.com/</p> <p>Scottish Institute for Enterprise http://www.sie.ac.uk/</p>
For females	<p>Women's Enterprise Scotland https://www.wescotland.co.uk/</p> <p>Scottish Enterprise</p>
For young people	<p>The Princes Trust Scotland www.princes-trust.org.uk/about-the-trust/where-we-work/scotland</p> <p>Young Enterprise Scotland https://yes.org.uk/</p> <p>Converge Challenge https://www.convergechallenge.com/</p> <p>Enterprising You http://www.enterprisingyou.co.uk/</p> <p>Scottish Institute for Enterprise http://www.sie.ac.uk/</p> <p>Shell LiveWIRE https://www.livewire.shell/</p> <p>Skills Development Scotland https://www.skillsdevelopmentscotland.co.uk/</p>
For disabled people	<p>Disabled Entrepreneurs www.disabledentrepreneurs.co.uk</p>
For black, Asian and minority ethnic community	<p>African Caribbean Business Network https://www.itzcaribbean.com/business-listings/business-services-and-associations/african-caribbean-business-network-abcn/</p> <p>National Black Womens Network http://nbwn.org/</p> <p>Bemis https://bemis.org.uk/</p>

For Marketing and Branding	Business Gateway https://www.bgateway.com/	
For help with a Digital Health Check	Business Gateway https://www.bgateway.com/	
For Business Plan Templates	Business Gateway https://www.bgateway.com/	
Business Incubators	Scottish Government List https://www.mygov.scot/incubators-accelerators/#:~:text=North%20of%20Scotland.%201%20AB%20Venture%20Zone.%20AB,4%20Elevator%20UK.%205%20Enterprise%20Campus.%20More%20items	
Other Useful Organisations	<p>Scotland Can Do https://cando.scot/</p> <p>Bright Idea Scotland https://www.mygov.scot/business/develop-ideas-for-businesses/?via=https://www.brightideascotland.com/</p> <p>Create Highland https://www.createhighland.com/</p> <p>Creative Entrepreneurs' Club https://creativeentrepreneursclub.co.uk/</p> <p>First Port https://www.firstport.org.uk/</p> <p>HM Revenue and Customs http://www.hmrc.gov.uk/courses/SYOB3/syob_3/html/syob_3_menu.html</p>	For Mentoring
Networks	<p>Scottish Business Network https://www.sbn.scot/</p> <p>Business Network Scotland http://www.businessnetworkscotland.co.uk/</p> <p>Scotland Business Networking Group https://www.syob.net/uk/business-networking/Scotland/218</p> <p>Federation of Small Businesses https://www.fsb.org.uk/</p>	

	<p>Entrepreneur Handbook Business Networks https://entrepreneurhandbook.co.uk/business-networks/</p>

Agencies in Malta that support young Entrepreneurs

1) Malta Competition and Consumer Affairs Authority (MCCAA)

MCCAA is made up of 4 entities:

Office for Cooperation which promotes sound competitive practices to help maintain well-functioning markets.

Office for Consumer Affairs whose objective is to foster a balanced relationship between consumers and service providers.

Standards and Metrology Institute which helps increase awareness of the benefits of standardization to SMEs at national and international level.

Technical Regulations Division which is responsible for legislation related to Product safety, Food Safety and Pesticides Control.

2) Malta Enterprise

Malta Enterprise is tasked with attracting new foreign investment, assist entrepreneurs set up operations and facilitate the growth of existing operations. The following are some of its **Assistance and Support Schemes**:

- Various forms of Tax credits,
- Investment aid for the production of Covid-19 products,
- Research and Development Studies,
- Start-up Finance,
- Interest Rate Subsidy,
- Rent Subsidy,
- Business Advisory Service,
- Soft Loans and
- Family Business Support Services.

Malta Enterprise also offers a Micro Invest Scheme which helps self-employed young women and businesses owned in the majority by **females** by granting a maximum tax credit of up to 50,000 Euro.

3) Malta Communication Authority

This entity is designated:

- to regulate communications services (internet, fixed and mobile telephony and TV), the postal sector and **eCommerce** services,

- to implement the **EU Accessibility Directive** in order to ensure that everybody can benefit from digital economy and offer advice on how to facilitate online payments, promote online business, guarantee an efficient delivery service and meet the increasing expectations of today`s consumers,

- to implement initiatives aimed at ensuring that every business and individual has competences to use **ICT** and engage in online activities.

N.B. With the ongoing Coronavirus pandemic it is also considered much **safer** for consumers to shop and pay online.

4) Malta Information Technology Agency (MITA) Innovation Hub

This hub supports students, start-ups and innovators and creates the environment to transform their ideas into products or services through digital technologies. It **supports start-ups** by presenting them with a problem that requires solutions and financing the start-up which comes up with the best proposition.

5) Young Business Entrepreneurs

This is a non-governmental, non-profit making organization that works to help young people foster **entrepreneurial skills** in order to generate a business activity by seeking innovative opportunities for the benefit of society and the economy. Its priorities include scientific research, education, awareness and policy making. It is driven by the scope of empowering Maltese youths to start their own business.

6) Innovative Youths

This organization is very similar to Young Business Entrepreneurs but it is situated in Gozo.

7) Takeoff

This is a programme based at the University of Malta which delivers a tailored package of benefits and guidance to **young entrepreneurs from inside and outside the university**. It helps these young people transform their ideas into market ventures.

8) Microsoft Innovation Centre

The MIC supports students and start-ups through its facilities and offers training courses ranging from development to gaming. Its programmes target **start-ups in the early stages of business** and offers incentives such as office space, hardware and technological skills.

9) Business Advisory Scheme

This scheme includes one-to-one coaching to provide businesses operating in Malta with **advisory services** that suit specific circumstances. It is available to the general public.

10) Dun Manwel Attard Resource Centre

This centre offers a hands-on project for **people with disabilities**. It involves an initial tailor-made training programme for entrepreneurial skills through a process of coaching, mentoring and hands-on workshops where the students produce and later sell hand-made items.

11) Malta Microfinance Ltd

This is a non-profit financial institution which offers loans to people struggling financially. Three types of loans are offered, one of which is a **Business Loan** to provide funding and support to start or expand one`s business.

12) Business Enhance Grant Schemes

These schemes are part financed by the European Regional Development Fund and supports enterprises when undertaking investment aimed at business growth. Currently 6 types of Grant Schemes are available:

- Startup Investment Grant Scheme
- SME Growth Grant Scheme
- SME Diversification and Innovation Grant Scheme
- SME Internationalization Grant Scheme-
- SME Consultancy Services and eCommerce Grant Schemes.



AGENCIES IN MURCIA, SPAIN THAT SUPPORT YOUTH ENTREPRENEURS

These are some examples of organisations we are exploring the possibilities with and there are various schemes constantly being released which we monitor carefully.

1. CEEIM WWW.CEEIM.ES

The **European Business Innovation Centre of Murcia (CEEIM)** is a non-profit organisation whose mission is to:

- Promote an entrepreneurial spirit and business innovation in society, whilst encouraging an entrepreneurial culture from early ages.
- Support the creation and consolidation of innovative technology-based companies.
- Facilitate the raise of smart capital and the professionalisation of private investors through [Murcia Ban](#)

CEEIM Values

- Results orientation
- Professionalism
- Confidentiality
- Continuous improvement
- Proactivity
- Collaborative spirit

CEEIM Vision

CEEIM as an international reference of good practices in the field of entrepreneurship and innovative technology-based companies.

CEEIM Founders

Actively involved in the development of our Region

CEEIM, as an organisation of a foundational nature, has been created by the will of its founders, who have selflessly contributed, financed and developed the principles, values and mission that should guide the performance of the Centre.

In the establishment of CEEIM, a heterogeneous set of public agencies, financial entities and private companies have participated, which operate in the main economic and business sectors of our Region. This arrangement is meant to facilitate the interactions and maximise the contributions that each of these organisations will make based on their duties as members of the Centre's management or advisory board.

2. INFO www.institutofomentomurcia.es

The main objective of INFO is to promote regional economic growth and competitiveness in the Region of Murcia by promoting the economy, increasing investment, removing obstacles and establishing an environment that favours competitiveness. With the aim of guaranteeing enhanced development and economic growth amongst regional SMEs, INFO focuses on the following lines of action:

- Research & Innovation - For promoting technological development ensuring that each company can access the technology that best suits its needs.
- Internationalisation - For boosting international corporate expansion through the Foreign Trade Promotion Plan.
- Investment - For promoting investment, development and growth projects by providing companies from inside and outside the region with information and consultancy services.
- Entrepreneurship - Support for entrepreneurs, creation, consolidation and transfer of companies.
- Access to finance - For helping businesses to access lines of finance for investments in assets, quality, technology, internationalisation and industrial equipment.

3. CAMARA www.camaramurcia.es www.camaramurcia.es

This is the Spanish Chamber of Commerce. One of the cornerstones of the Chamber of Commerce is the development of entrepreneurial spirit and fostering the creation of new businesses. Alongside the network of chambers of commerce, the Spanish Chamber of Commerce supports businesses over the entire process of setting up shop, collaborating in all the steps needed to open a business, giving advice early on, handling administrative processes and consolidating the business plan.

In addition, the Spanish Chamber of Commerce collaborates directly with Public Administrations in simplifying administrative proceedings to set up and begin economic and business activities, as well as improving economic and business legislation.

Therefore, the Spanish Chamber of Commerce puts into play its long-standing experience in the setting up of businesses and in its role as a one-stop-shop for all business needs. This commitment to the promotion of business vocation and its consolidation is the most efficient means of contributing to fostering business activity and employment and improving the public's perception of business owners.

4. CENTIC www.centic.es

Description of the organization

The Technological Centre of Information and Communication Technologies (CENTIC), is a non-profit business association, promoted by the Regional Government, founded in 2004 sponsored by the ICT sector companies of the Region of Murcia (Southeast Spain).

The main scope is the technological improvement of the companies in the ICT sector and other companies related to Information Technology, Telecommunications, Contents and Electronics through Research, Development and Innovation activities. Therefore, CENTIC can be considered as an interface or point of reference to the whole ICT regional sector: CENTIC develops binding or collaboration agreements for the development of its activities with national or foreign entities related to the aims of the Association.

Nowadays, CENTIC provides services to 45 partners (International and SMEs) in the ICT arena. Partners play in a wide range of fields: ERP, Management Software, Internet, automation, mobile software, multimedia, logistic software, etc... Most of them perform activities of research and development and relies on CENTIC to receive advanced support and

innovation in their projects. CENTIC has a wide experience in participating in collaborative projects and management of grants.

5. CARM www.murciaregioneuropea.es

There are many grants and working internships offered by European institutions and regional networks where the Region of Murcia is a member such as the Eurodissey Programme and the Junior Professionals in Delegation (JPD) Programme. In addition, the Ministry of Foreign Affairs and Cooperation (MAEC) offers the possibility of doing unpaid internships in the Ministry's Foreign Representations departments and Central Department. Go to the **MAEC** website for more information on this programme.

6. INVEST IN SPAIN www.investinspain.org

We are using this 128 page document to explore possibilities and nationally and locally.

7. VARIOUS SCHEMES

This is an example of one of the many schemes being made available during this current crisis which we are monitoring accordingly.

Dear client,

The Development Institute has announced a program with 1,5 million euros aimed at promoting the realization of productive and technological investments of PYMES AND SELF-EMPLOYED IN THE REGION OF MURCIA, as well as support in investments

aimed at providing the company with the protection and security elements necessary to be able to carry out economic activity avoiding possible COVID infections. It is subsidized with a maximum of 15.000 €: Acquisition of new tangible and intangible assets, without limitation regarding their amount, from third parties for the productive modernization necessary for:

- Incorporation of companies to telework formulas and new communication systems.
- Investments in protection and security elements necessary to carry out economic activity avoiding possible COVID infections. The term of completion of the approved projects and investments will begin from March 1st, 2020 and up to 6 months from the notification of the Resolution of Granting of Aid. This period may be extended by 3 months as long as the completion of at least 25% of the approved investment is proven. Applications may be submitted from September 8th, 2020 to September 30th, 2020.

TAX LAWS

Spain is not particularly business friendly although so many people are involved in small businesses. At all times specialised advice is required. There is no threshold for IVA (VAT) so careful planning is necessary. Corporation tax is set at 25% but is set at 15% the first two years a business is profitable.