



# Erasmus+



# NETRISE

## Unit 3

### Facilitators Resource Pack

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# Unit 3

## The Change Challenge

### 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 **Unit 3 – The Change Challenge**. They will have already completed **Unit 1 Developing Entrepreneurial Skills** and **Unit 2 Starting A Business**. **The Change Challenge** gives them the opportunity to showcase all that they have learned in the first two Units.

Each Workshop gives them time to complete different parts of the **Change Challenge Team Portfolio** they need to complete to provide evidence that they have met all the criteria. Your role as Facilitator is to guide them through each part but they are required to take the initiative in their teams to complete each section.

### Resources

**Change Challenge Activity Workbooks** for each participant

Your Copy of the **Change Challenge Activity Workbook**

Your copies of the **first 2 Units Activity Workbooks**  
Participants should bring along the Activity Workbooks for **Unit 1 and Unit 2** to look back on.

Name badges

Pens

Flipchart

**Resource 1**

**Resource 2 (both these resources are found at the back of this pack)**

### Task 1

Before the first workshop familiarise yourself with the course content by reading the **Activity Workbook** and the **Team Portfolio** the participants have to complete as evidence.

Introduce yourself and welcome participants to this Unit. Explain that the first workshop is key for them to understand the content of **Unit 3 the Change Challenge** and the work they will undertake.

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.

The workbook will allow them to record notes and drafts that will be transferred later to the **Team Portfolio**. A Team Portfolio will be completed by each team.

Refer participants to pages 4/5 of their Workbook and explain how **The Change Challenge** follows the first two units and if they complete all three they will be awarded the **Enterprise and Entrepreneurship: Community and Sport Leaders Award** at SCQF Level 5.

Now explain the 12 workshops they will attend. These are workshops to help teams develop a product/service that will benefit their community and they will then cover all aspects of starting up a business to develop and sell the product/service. It also helps them develop their portfolio of evidence and it culminates in each team delivering a presentation where they can showcase their product/service to the others. There will be a judging session where a winning team will be identified.

**The first workshop also focuses on them bonding within their new teams.**

## **Task 3**

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.

(note that facilitators can use an other appropriate ice breaker with their group – if this has been used several times before)

#### **Task 4**

Using **Resource 1 on page 58 of this pack** introduce the group to the first activity. This is a powerful way to introduce the idea that they will be working in teams for the whole of **The Change Challenge**. It is very important that they understand what makes a good team and how they must all play their part.

#### **Task 5**

At this point in the course the wider group must be divided into smaller teams that have similar interests in ideas for a **product/service** that will benefit the community.

Start by asking if any of the participants have ideas and capture them on the flipchart. Once you have several ideas set up the room so that each table is labelled with one of the ideas.

Now ask participants to go to the table they find most interesting. They should eventually split into groups of 5/6 depending on the size of the wider group.

Give them 10 minutes in the smaller groups to let them have a discussion about the **product/service** they have chosen. The discussion may tease out further ideas/changes to the original idea and that is fine. There will be time later when further changes can be made to the idea.

You can allow individuals to move to another group if they prefer.

Once they have decided on the group they want to stay in advise them that this is their team for the duration of **The Change Challenge**.

#### **Task 6**

Explain the importance of getting to know their new team members a bit better and refer the participants to **Activity 2** icebreaker exercise on page 8 in their workbook. Give time for each member of the group to introduce their partner. (Note other ice breakers can be used if the facilitator thinks they are more appropriate for their group)

Now ask them to note the names of each of their team members at the bottom of the page.

This might be a good time to remind them of the 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 helping them develop a **Networking Strategy** for their product/service.

Remind them that they should sit with their new team members going forward as they will now complete all the future tasks together.

### **Task 7**

Note that the participants may feel out of their comfort zone in their new teams.

Ask the group to look at **Activity 3** on page 9.

The objective of this task is to help the participants see their natural reactions to change. To help identify that we shouldn't make assumptions and ask more questions before passing judgements. Ask participants to shout out a few reactions they have noted and once you hear one, ask, "Who else had a similar response?"

In their Activity workbook they have been asked to put a + or a - or a (0).

Now ask for a show of hands.

Ask them "Who had more positive responses than negative or neutral responses?"

"Who had more neutral than positive or negative?"

"Who had more negative than neutral or positive?"

### **De-brief and Review**

After the counting say

"If this group resembles most groups, there will be more negative than positive or neutral responses. Why? Because the new design does not match what we have in our brains when we hear the words "coffee cup". This one is not a match for what we know.

Explain that this new design for a coffee cup is simply a metaphor for how we tend to react to something new, to a change. As humans, we tend to criticize or judge first, with words such as, "That will never work".

In fact this coffee cup is designed for the beach – to stick in the sand! If someone were to come from a mindset of curiosity, they might wonder, "Is this designed to be used in a specific situation?"



**Ask them:**

How can we apply this in our new teams?

Suggest – ask questions – clarify – be clear – explain things etc

**Task 8**

Ask participants to look at **Activity 4** on page 10.

Each team have a rough idea for a product or service to develop further. Give the teams 15 minutes to discuss these ideas further and they then need to come up with a final decision.

During this time circulate each table and offer some advice if they are getting a bit stuck. Asking them questions will help them clarify their idea.

Remind them they need to link it to a positive change or benefit to their community.

Is a personal training business will help the community get fitter

They might need to vote within their group if they are unsure.

Now ask each group to nominate a spokesperson to tell the wider group their final idea and the benefit to the community.

**Task 9**

Ask participants to look at **Activity 5** on page 11 this will help them to realise the best way to work together going forward.

Ask them first to complete the Recipe before going on to the second part. Care should be taken with shy or quiet students to make sure they are not intimidated.

Ask for volunteers to share the recipe with the wider group.

Should include:

- Share ideas
- Respect each other
- Listen as well as speak
- Support each other

Now ask them to reflect on the areas highlighted on the next page.

Highlight that their team product/service will be more successful if they are mindful of the ingredients that make up a good team and each of them must play their part.

### **Task 10**

Ask participants to look at **Activity 6** on page 13. Using **Resource 2 on page 60/61 of this pack** print off a few copies of the first picture or if easier show a slide on the overhead.

Explain you will show the group a page of pictures and they have to look at it for 30 seconds and then answer questions about it. To be able to answer all the questions they will need to develop a strategy. Who will do what? What part of the picture will each of them look at etc.

Give them 5 mins to develop a strategy and then show the picture for 30 seconds. Now ask them the questions and ask them to note their responses.

Ask for feedback – did they get all the answers?

Ask them to reflect on the activity by answering the 3 questions at the bottom of the page.

Ask for volunteers to feedback their reflections.

### **Task 11**

Now ask the group to complete **Activity 7** on page 14 to reflect on what they have learned/achieved in this session. Ask for volunteers to feedback their notes.

Should include:

- The content of Unit 3
- What they hope to achieve from this workshop
- Who is in their team
- What makes a good team
- How we all make assumptions – but we might be missing something

- What their product/service is
- Team Strategies

Ask for volunteers to share their thoughts.

The Facilitator should ensure that all participants are encouraged to share their thoughts avoiding the feedback from the same people all the time.

# Workshop 2

## Your Market Analysis



## Workshop 2 Your Market Analysis

### Overview

This workshop helps participants work through a market analysis of their product/service and decide on the best types of research involved.

### Resources

Unit 2 & Unit 3 Activity Workbook  
Flipchart  
Sheet of A4 paper for everyone  
[Resource 3 and 4](#)

### Task 1

Introduce the participants to Workshop 2 and highlight that this workshop will help them to focus on how they can market their new product/service. They will use techniques, knowledge and skills they gained in Unit 2 so they should keep the Unit 2 Activity Workbook at hand.

### Task 2

Use [Resource 3 \(page 62\)](#) as an Energiser. This is a good Activity to remind them they have to be clear about what they mean when working in a team. It is a light hearted fun activity and should leave them feeling relaxed and energised.

### Task 3

Ask participants to look at **Activity 1** on page 16. This Activity helps the teams to think about their product/service with a view to deciding the best way to carry out research and determine if their idea is in fact a viable option.

Tell them that many entrepreneurs come up with ideas but the key to success is carrying out research.

Encourage them to carry out primary and secondary research and ask them to allocate different aspects of the research to team members.

Encourage them to look back at their Unit 2 Activity Workbook as this will remind them of ways they can do this.

They should then keep a note of their findings as they will add it to the **Team Portfolio** later.

It will be helpful if you circulate the tables and ask relevant questions of the teams to ensure they are on the right track.

You can prompt them at this stage if you feel it is necessary.

#### **Task 4**

Ask the teams to look at **Activity 2** on page 17. Thinking about their idea for a product/service ask them to complete the SWOT Analysis.

Go round each team to check they are on track. There should be more Strengths and Opportunities for the product/service to be viable. If there are more weaknesses encourage them to perhaps think how they can change their idea slightly to make it a more positive option. Advise them that they will transfer their final version into the **Team Portfolio**.

#### **Task 5**

Ask each team to look at **Activity 3** on page 18. Ask the teams to think about the four areas of the PEST Analysis and note any relevant observations they come up with. (Note facilitators may want to introduce PESTLE Analysis here if it is appropriate for their group highlighting other important aspects ie environmental and legal ) Porter's Five Forces may also be useful here to help teams analyse their competitive environment.

<https://www.cgma.org/resources/tools/essential-tools/porters-five-forces.html>

Speak to the teams individually and ask them questions:

Are these factors mainly positive?

If there are more negative factors arising from their discussion again you should encourage them to rethink their original idea and make any appropriate change to their product/service.

Remind them that they will transfer their Analysis to their **Team Portfolio** later.

#### **Task 6**

Ask participants to look at **Activity 4** on page 19. This Activity requires the team to have a group discussion about who their target market for their product/service will be.

Remind them they revisit target markets by looking back at their **Unit 2 Activity Workbook**.

Go round the teams and ask pertinent questions.

Is their identified market the only one? Are they missing out on a group? Could they change ideas slightly to include a wider target group for instance?

Their task is to define their target market and give reasons why they have identified the groups. This will be transferred to their **Team Portfolio** later.

### **Task 7**

Ask the group to look at **Activity 5** on page 20. This is an Activity to encourage the teams to look at the findings from the previous activities and weigh up the pros and cons.

Give them time for a good discussion about where they might want to make changes. If they are sticking with the original idea that's fine – their research should back that up.

Be prepared for disagreements within the group. You should let them work through these as far as possible without intervening. If things get heated you should calm things down and guide them in the right direction.

At this stage the teams shouldn't share their ideas with other teams.

### **Task 8**

Explain to the group that when they go on to promote/sell their product or service it will be very important to ensure they give the very best customer service. This is how they will build a loyal customer base. Use **Resource 4 (page 64)** to help participants understand what to say and what not to say in customer service situations. It will help them to be able to rephrase statements in a positive way.

### **Task 9**

Ask the group to look at **Activity 6** on page 21 to reflect on what they have learned/achieved in this session. Ask for volunteers to feedback their notes.

Should include:

- How they will market research their product/service
- A SWOT analysis for their product/service

- A PEST analysis for their product/service
  - Who their target market is
  - Importance of good Customer Service
- Ask for volunteers to share their thoughts.

## **Workshop 3**

### **Your Branding and Marketing**





## Workshop 3 Your Branding & Marketing

### Overview

This workshop aims to give the participants the opportunity to plan appropriate branding and marketing for their products/service.

### Resources

Unit 2 & 3 Activity Workbooks  
Flipchart  
Coloured pencils/felt pens/paper  
[Resource 5](#)

### Task 1

Before the workshop familiarise yourself with the Activity Workbook content.

Remind the group of the importance of branding and marketing and the part it will play in the success of their product/service.

Use [Resource 5 \(page 65\)](#) – pictures, smells, sounds, experiences, we often see or react differently. In this case we are using an image to show this reality.

This is a fun exercise but it is a powerful way of showing that we can sometimes make quick assumptions and think we instantly have the answer. Sometimes you can look at things in a different way etc

### Task 2

Now ask the teams to look at **Activity 1** on page 24. **Highlight that all the Activities in this Workshop will be transferred to their Team Portfolio later.**

This Activity has been designed to help the teams focus on the unique selling point of their product/service.

Their task is to brainstorm their ideas using a tool they prefer. Give them time to think about the suggested prompts.

Go round each group to check how they are doing and give encouragement and/or suggestions where appropriate.

Once they have decided on their USP they can transfer it to their **Team Portfolio** later.

### **Task 3**

Ask the teams to now look at **Activity 2** on page 25. This is their chance to get creative and give their product/service a name.

Remind them it should be:

- Unique
- Short, punchy and memorable
- Look good written as well as spoken
- Evoke an emotion, feeling or an idea
- Resonate with their chosen target market

They can use any tools they choose to come up with the best name. Advise them to pick their top 3 and then decide on a final one.

They can decide by voting, asking you as facilitator for advice or other teams.

### **Task 4**

Ask the teams to look at **Activity 3** on page 26. This is where they will decide the type of business best suited to starting their business. Although there are several of them in the team they can still recommend that it be a sole trader or a partnership etc. Go round each team to help them with the decision making process by asking pertinent questions

### **Task 5**

Ask the teams to now look at **Activity 4** on page 27. This Activity gives them the opportunity to be creative and come up with a logo to brand their product.

Give out sheets of paper and coloured pencils/felt pens. They can use bigger sheets of paper to draft out potential logo images until they decide on the best one. (if software is an appropriate option they can use this method)

They can vote to find the final option, ask you as facilitator for advice or consult with other teams.

A final drawing/print out and the reasons why they chose it will be added to their **Team Portfolio** later.

### **Task 6**

Now they have their name and logo they need to develop a slogan. **Activity 5** on page 28 gives them the opportunity to work in their teams to develop a strapline/slogan.

The Activity Sheet gives them some ideas and they can look back at Unit 2 Activity Workbook to help them further.

Using a process of elimination they should come up with their preferred option.

If they are undecided they can vote, ask you as facilitator for advice or consult the wider group.

### **Task 7**

They have now covered a lot of ground and to follow on they should look at **Activity 6** on page 29 to give the teams the opportunity to think about their brand personality.

The Activity Sheet gives them some ideas and they can look back at Unit 2 Activity Workbook to help them further.

Using a process of elimination they should come up with their preferred option.

If they are undecided they can vote, ask you as facilitator for advice or consult the wider group.

### **Task 8**

To complete their marketing and branding **Activity 7** on page 30 gives the teams the opportunity to determine their product/service 4 Ps of Marketing.

The Activity Sheet gives them some ideas and they can look back at Unit 2 Activity Workbook to help them further.

Using the table provided they should note how their product/service slots in to each of the 4 PS.

Go round each team and check they are on track. Ask pertinent questions to keep them focused.

They are required to transfer this table to their **Team Portfolio** later.

### **Task 9**

Ask the group to look at **Activity 8** on page 32 to reflect on what they have learned/achieved in this session. Ask for volunteers to feedback their notes.

Should include:

- Their product/service's USP
- The name of their product/service
- What kind of business they will be
- A logo for their product/service
- A slogan for their product/service
- Their brand personality
- The 4 Ps of their product/service

Ask for volunteers to share their thoughts.

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Unit 3 :The Change Challenge

# Workshop 4

## Your Digital Media and Networking



## Workshop 4 Your Digital Media and Networking

### Overview

This workshop aims to guide the teams to develop their Digital Media and Marketing Strategy for their product/service

### Resources

Activity Workbooks for Unit 2 &3  
Flipchart  
Paper/Colour felt tip pens  
Access to computer

### Task 1

In advance of the workshop familiarise yourself with the content of the Activity Workbook. Advise the group they will be developing a strategy for digital media and networking for their new product/service. Ask the group to look at **Activity 1** on page 34. Highlight that companies who have a digital presence fair better in economic downturn and other times of difficulty ie global pandemic etc.

Facilitator may want to introduce other apps like Active Presenter and yEd Graphe Editor.

They are asked to design an advert/flier for their product/service that is suitable to use on a variety of digital platforms.

Remind the group they have to add their final version to their portfolio.

They may need help with this and it may be a good idea to circulate the room prompting them if they are a bit stuck. They can draw out a rough sketch how it will look /use a computer etc to get a draft of how it will look.

### Task 2

Ask the group to look at **Activity 2** on page 35 and remind them of the importance of a good Digital Marketing Strategy for their product/service. This activity asks them to capture all of the important areas they need to include.

Remind them they have to add this to their portfolio.

### **Task 3**

Ask the group to turn to page 36 and look at **Activity 3**. Here they have to think about how they will network to promote their new product/service. Remind them of the key concepts of networking and that they can look back at Unit 2 for ideas.

This will be added to their portfolio.

### **Task 4**

Ask the group to turn to page 37 and look at **Activity 4**

This is where the team will come up with a 1 minute pitch to promote their product/service.

Give them time to practice their pitch before they decide which version will be added to their portfolio.

### **Task 5**

Ask the group to reflect on what they have learned/achieved in this workshop by completing **Activity 5** on page 38.

They should include:

- How to design an advert for digital platforms
- Completed a Digital Marketing Strategy for their product/service
- Developed a Networking Strategy for their product/service
- Developed a 1 minute pitch for their product/service

Ask for volunteers to share their thoughts.



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Unit 3 :The Change Challenge

# Workshop 5

## Your Finance & Record Keeping



## Workshop 5 –Your Finance and Record Keeping

<b>Overview</b>	This workshop aims to guide the teams to collect all the information they require to develop a Funding Strategy for their portfolio.
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<b>Resources</b>	Unit 2 & 3 Activity Workbook Flipchart
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### Task 1

Introduce the workshop and tell the teams they will now gather the information they need to develop their Funding Strategy for their new product/service.

### Task 2

Ask the group to turn to page 40 and look at **Activity 1**. This is a fun activity to energise the group. Ask them to work within their team to come up with a tune, some words, or anything they decide to sum up their product/service and the work they have been doing. Some shy participants may find this a difficult activity. (Note The Facilitator should gauge if this is suitable for the group and use an alternative activity here if more appropriate.)

It should incorporate the name of the product/service. Give them 10 minutes to come up with it and then ask them to nominate someone to deliver the War Cry to the others.

Now ask them to reflect on the questions at the bottom of the activity and ask for volunteers to share their thoughts with each other.

### Task 3

Now ask the teams to turn to page 41/42 and look at **Activity 2**. This task is to help the teams focus on how they will fund their new venture during the first three months. Give them time to discuss their ideas within their teams and then ask them to note their ideas in the table provided.

Once they have completed all sections remind them their funding options and rationale will be captured later when they complete their portfolio.

#### **Task 4**

Ask the teams to turn to page 43 and look at **Activity 3**. From Unit 2 they already know the importance of keeping good records. Remind them of this and ask the teams to think about their new product/service and then they should make a plan that covers all the records that they need to keep. Tell them they can refer back to Unit 2 for ideas if they are stuck.

(Note Facilitator may want to introduce the concept of other business documents they may come across in business ie balance sheet, cash flow statements etc if appropriate for the group)

Remind them of policies and procedures/Health and Safety/GDPR etc

They just need to use their imagination to estimate amounts etc.

This will be captured for their portfolios.

#### **Task 5**

Ask the teams to turn to page 44 and look at **Activity 4** to reflect on what they have learned/achieved in this workshop. Their responses should include:

- Their War Cry
- What funding they need for their new product/service
- Information they will need to provide to the bank
- Records they will need to keep for their company

Ask for volunteers to share their thoughts.

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Unit 3 :The Change Challenge

## **Workshop 6**

# **Developing Your Business Plan**



## Workshop 6 – Developing Your Business Plan

### Overview

This workshop aims to guide the teams through the process of developing a Business Plan for their new product/service

### Resources

Unit 2 & 3 Activity Workbooks  
Flipchart

### Task 1

Remind the teams how important it is to complete a Business Plan. It might be a good idea to ask them why that is the case and capture their responses on the flipchart. Now ask them to turn to page 46 and ask them to complete **Activity 1**. They might want to look back at Unit 2 when they learned about the mission statements of famous large organisations. Their task is now to create a mission statement for their new product/service.

Their mission statement will be added to their business plan under objectives/goals.

Highlight the points to remember on their page 46.

They should now come up with a few that might be appropriate. Give them time to do this and then urge them to decide on a final mission statement. You could allow them to hold small focus groups with other teams to ask them their opinion and this will also re-enforce how useful a focus group can be.

Remind the teams that all of this will be gathered to be included in the business plan that will be attached to their portfolio so it is important to get it right.

### Task 2

Ask the teams to now complete **Activity 2** on page 47. This is a large task for the teams to complete and most of the workshop time will be required to complete it. Go over it all before they start and then suggest they may want to allocate specific sections to each team member to complete. They will probably need help with each section so you should circulate the room and give support and guidance when necessary. Advise them they can also use Unit 2 to help and/or the internet if they need to remind themselves what should be included in each section. A final version of the plan will be added as evidence to their portfolio.

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### **Task 3**

Now ask the teams to complete **Activity 3** on page 51 to help them reflect on what they have learned/achieved during this workshop;

Should include:

- Their team mission statement
- All aspects of their business plan required for their new product/service.

Ask for volunteers to share their thoughts.



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Unit 3 :The Change Challenge

# Workshop 7

## Completing Your Portfolio



## Workshop 7 – Completing Your Portfolio

<b>Overview</b>	This workshop aims to guide the teams through the process of how they will complete their portfolio.
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Resources	Unit 2 & Unit 3 Activity Workbooks Flipchart <a href="#">Resource 10 - Change Challenge Portfolio for each team</a>
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### Task 1

Tell the group that the portfolio will be used as evidence that they have completed the course and are able to understand all the key elements contained in each workshop. Start by asking if they have used a portfolio before. Ask them what their understanding is and capture ideas on the flipchart.

Tell them that a portfolio is a means of presenting evidence of their teams' achievement. It is a representative collection of different pieces of evidence to showcase their skills, knowledge and understanding that indicates that their team has met the requirements of **Unit 3 – The Change Challenge**. Emphasise that it must be a team effort and that everyone must contribute to completing the portfolio. You should remind them that you will be observing to check that this is the case. Ask them to turn to page 54 and look at **Activity 1**. Give each team a blank Portfolio to have a look at. ([Resource 10 on page 72](#)) Point out that there are a number of pro-formas they have to complete. They should have all the information they require from the previous activities they have completed.

They will also include the presentation that they will complete in future workshops.

Point out that there is a checklist on page 55 that shows all areas that have to be completed. Take time to go over this so they are clear what is involved. They also need to tick when it is complete.

From the work they have done so far they will be able to complete items 1-16.

They need to decide who in the team will complete each section using the information they have already gathered. See page 56. They should add the team member name to each allocated section.

This will take time and each team member should plan and gather the information they need to be able to complete their allocated section. They should then go ahead and complete it once they are happy with the final version. Remind them this is the evidence that they will be

judged on and the final decision of them passing depends on the quality of their responses here.

## **Task 2**

Now ask the teams to turn to page 57 and ask them to look at **Activity 2**. This is where they will complete 17 – their Business Plan.

Remind them this should be a team effort but they can nominate someone to complete a final draft when the whole team is happy with the proposed content.

They could type up the plan and add it to the portfolio if preferred.

Again they may require further guidance here.

When all 17 sections are complete it might be an idea to collect the portfolios to keep them safe until they are ready to add the final sections.

You may also want to have a look to see if they are all of a satisfactory standard. If not you may require to give further guidance.

## **Task 3**

Now ask the teams to turn to page 58 and complete **Activity 3** to reflect on what they have learned/achieved during this workshop. Should include:

- About portfolios and why they are used
- What is included in their portfolio
- Who will complete each section
- How they can contribute to the success of the team

Ask for volunteers to share their thoughts.

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Unit 3 :The Change Challenge

# Workshop 8

## Developing Your Presentation (1)



## Workshop 8 Developing Your Presentation (1)

### Overview

This workshop aims to introduce the teams to the process of developing their presentation to promote their new product/service.

### Resources

Unit 2 & Unit 3 Activity Workbooks  
Flipchart paper  
Tutorial for using powerpoint may be required for some participants

### Task 1

Before the workshop familiarise yourself with the content of the Activity Workbook. Explain that there are 3 workshops to help the teams develop their presentations to showcase their product/service. The delivery of the presentations is a big part of the overall challenge.

Remind them what they learned in Unit 2. They may want to look back and go over the content.

Their team is required to deliver a 5 minute presentation to the wider group using either PowerPoint software or a less formal method using a flipchart and any other appropriate resources. You may want to decide which would be better.

Highlight the table on page 60 that shows everything that has to be included in the presentation. This particular workshop covers the first three topics:

- Intro
- Your Product
- Your Branding

### Task 2

Ask the group to turn to page 61 and ask them to look at **Activity 1**.

They need to start off with some planning. Remind them how important this stage is.

Go over the list on page 61 and encourage them to discuss the ideas within their team and decide on the way forward.

They should nominate someone in their team to note down their ideas.

### **Task 3**

Now ask the teams to look at **Activity 2** on page 62. This time should be used to decide how they will introduce their presentation. Remind them this time should be used to grab the attention of the audience. They should note their ideas and nominate this element to a team member. Depending on the size of the teams they may need to do more than one element.

### **Task 4**

Now ask the teams to turn to page 63 and ask them to look at **Activity 3**. They now need to decide how they can best describe what their product/service is/does. They should note their ideas and nominate a team member to deliver this section. Remind them that they need to be as clear about this and try to keep it simple and easy to understand.

### **Task 5**

Now ask the teams to turn to page 64 and complete **Activity 4**. This is where they show the logo and the slogan that they designed earlier. In the presentation they need to share a short rationale re the design process and why they chose the logo and slogan. They also need to allocate this part of the presentation to a team member.

### **Task 6**

Now ask the teams to turn to page 65 and ask them to complete **Activity 5** to help them reflect on what they have learned/achieved during this workshop. Should include:

- The various sections to be included in the presentation
- The importance of planning
- Who is delivering each of the first three sections
- What will be included in each of the three sections

Ask for volunteers to share their thoughts.

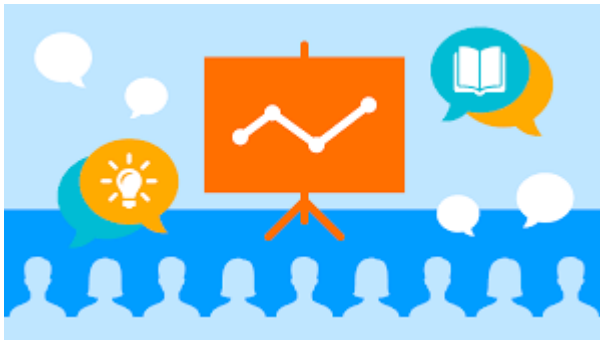


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Unit 3 :The Change Challenge

# Workshop 9

## Developing Your Presentation (2)



## Workshop 9 Developing Your Presentation (2)

<b>Overview</b>	This workshop aims to continue to help the teams further develop the content of their presentation. They will cover the following elements: USP, Target Market, Marketing Ideas and Pricing
-----------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>Resources</b>	Unit 2 & Unit 3 Activity Workbooks Flipchart
------------------	-------------------------------------------------

### Task 1

Start off the workshop by reminding the teams where they are with their presentations. They have already decided on the first three elements and they will now cover :

- Their USP
- Their target market
- Their marketing ideas
- Appropriate pricing

Refer them to page 68 in their workbook.

### Task 2

Now ask the group to turn to page 69 and ask the teams to look at **Activity 1**. Most of the information required will have already have been gathered but the teams need to decide how they will present this information in a way that captures the attention of the audience. They also need to have a good discussion about the price of their product/service and be able to give a rationale. This is covered in the next Activity.

They also need to decide who will deliver this section. Ask them to note their ideas before they move on to the next section.

This is a good time to ask the teams to think about their individual strengths. Who would be good at what etc.

### Task 3

Now ask the teams to turn to page 70 and look at **Activity 2**. This activity helps the teams decide on pricing. They are urged to look at what competitors are charging etc.

Completing this activity will help them decide on this section of the presentation including who would be best to deliver this section.

#### **Task 4**

Now ask the teams to turn to page 71 and complete **Activity 3**.

Explain that the conclusion is a very important part of the presentation as it is very often the start and the finish that people remember. This has to be memorable. Ask the teams to reflect on the questions in this activity and they then need to come up with suggestions for delivery and also who will deliver this very important section.

You may need to give them some guidance by speaking to the teams individually.

#### **Task 5**

Once the teams have completed all the previous activities ask them to turn to page 72 and complete **Activity 4**. Now that their planning is complete they need to spend time putting it all together.

They now have all the information they need for the presentation but they have important areas they need to think about.

Encourage them to look back at Unit 2 when they learned about what makes a good presentation. They need to think about:

- Body language
- What they should wear to reflect their service/product
- Eye contact
- Where they will stand etc
- How they will stand
- How they will use their voices
- Tone and pitch etc
- Any other creative ideas they can include to make it all memorable?

#### **Task 6**

Now they have everything they need for the presentation tell them they will have the next workshop time to practice how they will deliver the presentation.

Ask the teams to turn to page 73 and complete **Activity 5** to help them reflect on what they have learned/achieved during this workshop.

Should include:

- Gathering key information
- Our team strengths – who would be best at what part?
- What makes a good presentation?
- What body language they should use
- Where they should stand/tone/pitch etc

Ask for volunteers to share their thoughts.

## **Workshop 10**

# **Practicing Your Presentation**



## Workshop 10 Practicing Your Presentation

<b>Overview</b>	This workshop aims to give the teams time to practise their presentations.
<b>Resources</b>	Unit 2 & Unit 3 Activity Workbooks Flipchart Access to PowerPoint Flash cards or other memory tools

### Task 1

At this stage the team should have a good sound presentation that they are all happy with. Each team member should know the part they have to deliver and have appropriate notes. The notes should just be prompts – tell them that just reading them verbatim is not good practice.

It is now their chance to practice the delivery of the presentation. Ask them to find somewhere they will not be disturbed and get everything set up to practice their presentation.

Refer them to **Activity 1** on page 76.

Remind them

Psychologists who work with athletes have found that you should mirror real-life conditions as much as possible during practice sessions as it brings out the best performance when the pressure is on. Tim Ferriss, the famous entrepreneur and author applied this to his presentations. He said "Mimic game-day conditions as much as possible". Ferriss gave his presentation in front of friends and strangers to groups of about 20 people. "I don't want my first rehearsal to be when I stand up in front of 3,000 people," he said.

You can use the same strategy. You can have a few 'dress rehearsals'. Firstly deliver the presentation with just your team present and have a group discussion afterwards where you all get the chance to give feedback.

(this is included in their pack on page 76.)

Ask them to reflect on the 3 questions:

- What went well?
- What didn't go so well?
- How can we make it better?

After they make refinements encourage them to try it again to check they are happier with it if necessary.

Remind them of the things to think about on page 77.

Suggest they could record it on someone's phone and play it back if it would help.

## **Task 2**

When they are all happy with the presentation ask them to turn to page 78 and complete **Activity 2**.

This is a good time to remind the teams about what they learned about comfort zones in Unit 1. Many of them will be feeling out of their comfort zone speaking in public.

Remind them that they have all come a long way since then and they have achieved a great deal and learned so much.

Ask them to look at the diagram on page 78 and answer the questions below. This should be done on an individual basis as some may not want to share how they feel.

Ask for a volunteer to read the poem aloud or you could read it yourself if it is more appropriate.

It is a good time to remind the group about visualising success. Ask them all to keep thinking how good their presentation is going to be and how pleased they will be when they have delivered it.

All of this should help with nerves. You may want to try some techniques you already know.

## **Task 3**

Now ask the teams to turn to page 79 and complete **Activity 3**.

To further improve each group should select another group for them to deliver their presentation to. If this proves difficult you may want to select who they deliver it to.

Talk about the importance of constructive feedback and how they can use it to improve.

The teams can use any suggestions to help them improve their delivery.

## **Task 4**

Now ask the teams to turn to page 80 and look at **Activity 4**.



This Activity is for them to reflect and agree on any final changes that may be necessary. All team members should be in agreement and happy with the final version.

Try to help them relax and feel confident. For fun you can ask them to think back to when they created their War Cry. They have developed greatly within their teams now and this should help them gather final momentum for delivering the best presentation they can.

To finish on a positive note encourage them to think back to when they learned about positive affirmations and the importance of good self talk in Unit 1.

Ask them to think about a suitable affirmation to help them visualise a fantastic presentation.

Ask for volunteers to share their affirmation and encourage a supportive atmosphere within each of the teams and with the wider group.

Tell them you are confident that they will all be fantastic and you are looking forward to seeing each of the presentations.

Make sure they all know the time and arrangements for delivering their presentations at the next session. Everyone must take responsibility to be well prepared.

#### **Task 4**

Now ask the teams to turn to page 81 and reflect on /what they have learned/achieved from this workshop by completing **Activity 5**.

This hopefully will include:

- Working well as part of my team
- Remembered comfort zones and affirmations
- Visualising success
- The power of constructive feedback
- Feeling well prepared and confident

Ask for volunteers to share their thoughts.

# Workshop 11

## Delivering Your Presentation



## Workshop 11 – Delivering Your Presentation

**Overview** This workshop aims to give each team time to deliver their prepared presentation to the wider group.

**Resources** Unit 2 & Unit 3 Activity Workbooks  
Flipchart  
PowerPoint access  
Small prize for members of the winning team  
[Resource 6](#)  
[Resource 7](#)

### Task 1

Ask the teams to turn to page 84 and look at **Activity 1**

**Before each team presents tell them they will be asked to vote on the other teams' delivery. Emphasise the need for constructive feedback only.**

**They should take notes during each presentation to help them complete judging forms later.**

Distribute [Resource 6 \(page 67\)](#) Feedback form to each group and ask them to complete it at the end of each presentation.

Encourage a supportive atmosphere and ask them all to be considerate and only provide constructive feedback. Now give each team time to present. You should decide the order they will deliver their presentations.

Make sure they are all applauded for their efforts.

After each team has presented give them all time to calm down and reflect on their performance by completing the questions on page 84.

Ask for volunteers from each group to feedback the thoughts of their particular group on their performance and their chosen three words that sum up how they feel.

### Task 2

Now ask the teams to turn to page 85 and look at **Activity 2.**

You should now distribute **Resource 7 on page 68** (Voting Form) and explain how they should proceed. Each team votes for another team who they think gave the best presentation.

After they have completed the voting forms ask them to reflect on the performances of the other teams by answering the questions at the bottom of page 85.

Ask for volunteers to share their thoughts.

Now collect the individual feedback forms from all the teams (these will be included in each team's portfolio. (see item 20 in the portfolio checklist)

### **Task 3**

When all the teams have submitted their voting forms work out who has won and announce the winning team. It is a good idea to have a small prize for the winners.

Finish by telling them that they are all winners as they have achieved so much during this unit and the other previous units as well.

Remind them they will complete their team portfolios next time.

### **Task 4**

Now ask the teams to turn to page 86 and complete **Activity 3** to reflect on what they have learned/achieved. This should include:

- Delivered part of a presentation to a group
- Worked as a team
- Been supportive to other teams
- Given feedback
- Accepted constructive criticism
- Celebrated success
- Reflected on what went well and ways to improve next time

Ask for volunteers to share their thoughts.

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Unit 3 :The Change Challenge

# 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 3. They will also have the opportunity to complete their Team Portfolio.

### Resources

Unit 2 & Unit 3 Activity Workbooks  
Flipchart  
Team Portfolios  
Unit Evaluation Forms  
[Resource 8](#)

### Task 1

Remind the teams how far they have travelled and all they have achieved.

Ask them to turn to page 88 and go over all the areas they have covered in this workshop.

### Task 2

Now ask them to turn to page 89 and ask them to look at **Activity 1**

This gives them the opportunity to complete the final stages of their Team Portfolio.

You will add 19 and 20 and once you have looked at the portfolios you can add item 21 ([Resource 8 page 69](#)).

The teams can be given their results as soon as possible.

Remind them that if they have completed all three Units and have passed Unit 3 they can be awarded the full Award.

### Task 3

The teams will be very familiar with the diagram on page 91. Ask them to complete **Activity 2** for the last time.

Hopefully you will receive positive answers.

#### **Task 4**

Now ask the group to look at page 92 and complete **Activity 3**.

Ask the group if there are any areas they are unsure about during this unit and if they would like to revisit any of them in more detail.

If they do take the time to clarify any areas as appropriate.  
Take time to ask if they are considering starting their own business.  
Ask for volunteers to share how they feel about this.

#### **Task 5**

Now ask the group to turn to page 93 and complete **Activity 4** .  
Explain that this feedback is very important as it is used to improve further delivery.

Ask for volunteers and capture answers on the flipchart.

#### **Task 6**

They have now reached the end of Unit 3.  
Take the time to celebrate their success to date and how pleased you are with their progress. They have developed an idea and taken it, with their team, all the way through developing the business idea to presenting the final outcome of their product/service.

Distribute the Evaluation forms (**Resource 9 page 70**) and ask them to turn to page 94 and complete **Activity 5**.

Agree a time with the group to distribute the completed portfolios and announce the assessment results etc.

#### **Task 7**

Take time to talk to the young people and ask them what they intend to do now that they have completed the course.

Wish them success for the future and if they are seriously thinking of starting their own business encourage them to use the agencies they researched in earlier workshops to take their ideas to the next stage.

If you are aware of any further learning opportunities they could benefit from share it with them now.

Now complete **Resource 8 on page 69** (Portfolio Assessment Form) for each team and add it to the appropriate portfolio.



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Unit 3 :The Change Challenge

## **Additional Resources**

<b>Resource 1</b> – Team Activity .....	58
<b>Resource 2</b> – Picture Activity .....	60
<b>Resource 3</b> – Different Interpretations Activity .....	62
<b>Resource 4</b> – Customer Service Activity .....	64
<b>Resource 5</b> – What do you see? Activity .....	65
<b>Resource 6</b> – Presentation Feedback Form .....	67
<b>Resource 7</b> – Voting Form .....	68
<b>Resource 8</b> – Portfolio Assessment Form .....	69
<b>Resource 9</b> – Evaluation Form.....	70
<b>Resource 10</b> – Change Challenge Team Portfolio.....	72

## Resource 1



### Objective

To help participants identify what makes up a team and the difference between a group, set of individuals and a team.

**Material Required:** None

**Time:** 5 – 10 minutes

### Instructions:

Ask 2 participants to stand.

**Question to the group:** Are they a team? Why not? (they're just 2 individuals)

Ask another 3 participants to stand (previous 2 remain standing)

**Question to the group:** Are they a team now? Why not? (they're a collection of individuals and are not standing together)

Now ask the 5 participants to move to the front and stand together.

**Question to the group:** Are they a team yet? (No they are a group of people)

**Question to the group:** What is lacking to make them a team?

### Possible answers:

- No clear common purpose
- No task to work towards
- No goals or objectives
- They share only a common interest which is to do this exercise

Now ask a member of the standing group to leave the room. Assign a task to those members remaining ie to count the number of slats on the blinds in the room or something similar.

**Question to the group:** Are these people standing here and the person outside a team now? Why not? (no, one member is missing and they're not working together OR yes but one person doesn't know the task yet.)

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In a high performing team , all members need to know the task and how they can contribute to the completion of it.

Now recall the outsider and ask them: How do you feel? Are you part of a team? (might say left out, not knowing what's going on).

Now tell the outsider what the task was.

**Question to the group:** Who would accomplish the task quicker, all these people working as a team or the individual working alone? (The team working together utilising each other's strengths and skills as they can accomplish more working as one unit)

---

### **De-brief and Review**

---

#### **Ask the participants:**

- What's the difference between a team and a group of individuals?
- How would we now define a team?
- What makes a team potentially more effective than an individual

#### **Explain to the participants that The Change Challenge is all about working in a team.**

The success of their team will depend on them all working together and each of them must play their part.

## Resource 2



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## Questions

1. How many animals were there?
2. Name three things that you could eat.
3. How much money was there?
4. Name two items you could use in school.
5. What colour was the bucket?
6. How many candles are on the cake?
7. Was the box empty or full?
8. What colour was the sweet wrapper?

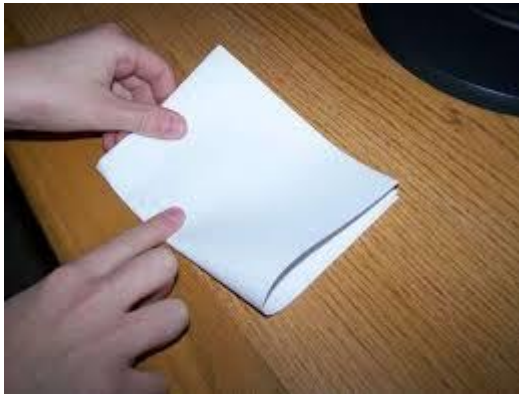
## Answers!!



## **Answers:**

- 1. 3**
- 2. Egg, cake, sweet and ice cream**
- 3. 51p**
- 4. Books, calculator, pencils, pen**
- 5. Yellow and blue**
- 6. 7**
- 7. Empty**
- 8. Red**

## Resource 3



### Objective

To illustrate the point that even with the same instructions, people will interpret them differently. Clarification around instructions is vital to ensure people understand what is meant by them.

**Material Required:** Piece of A4 paper for everyone

**Time:** 10 minutes

### Instructions:

Give everyone a sheet of paper.

Tell everyone to close their eyes and follow your instructions.

Start giving instructions about what to do with the piece of paper – examples:

- Fold it in half
- Fold the lower left corner over the upper right corner
- Turn it 90 degrees to the left
- Rip a half circle in the middle of the right side
- Turn the paper upside down
- Tear off an inch from the top of the paper
- Fold it again

.....add a few more instructions

Once you have given the instructions, tell everyone to open their eyes and unfold the piece of paper. Even though they all received the same instructions and had the same starting material, pretty much everyone will have a different result.

See the next page for De-brief and Review.

---

## **De-brief and Review**

---

Areas to discuss after the Activity:

- We don't all start with the same base (some held their piece of paper vertically or horizontally) so we don't all have the same results
- Some interpreted to rip a piece of paper as removing a big piece, some a small piece
- Having eyes closed = not receiving feedback on our performance
- Some instructions appear vague to some and clear to others
- Many other conclusions can be drawn on the fly from this
- How might this apply to them when they are working in their teams going forward?



## Resource 4



### Objective

To help participants understand both what to say and what not to say in customer service situations. It helps people to be able to rephrase their statements in a positive way.

**Material Required:** None

**Time:** 10 – 15 minutes

### Instructions:

Form a circle with the participants and as the facilitator, you stand in the middle of the group. Explain that each person will have an opportunity to rephrase a poor customer service statement and then come up with another poor example.

The first person in the circle is to come up with a phrase that is not right and should not be said to a customer such as "You don't know what you're talking about".

The next person in the circle is to then change the wording or the statement in a positive way such as "Thank you for sharing your thoughts". That person then comes up with a negative statement you should never say to a customer and the next person has to rephrase it positively. Don't allow too much time to think and move on to the next person if they struggle.

---

### De-brief and Review:

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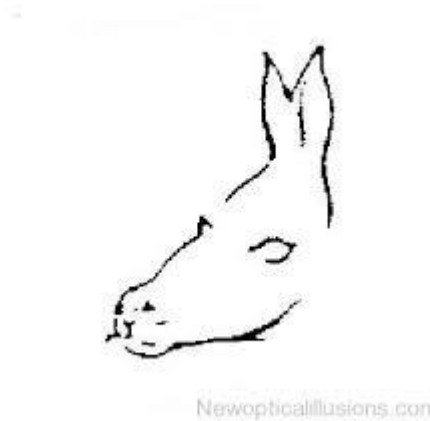
#### Ask them:

- Have you used negative phrases in the past to customers? (If they have worked before)
- What do you think the effect of these negative statements could be on your customers?
- Which phrase was easier to come up with under pressure? Negative or positive?
- What key piece of learning will you take away from this Activity?

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- How can you apply it when you are dealing with customers who buy your new product/service?

## Resource 5



### Objective

To help participants realise that even though we are subjected to the same stimulus – pictures, smells, sounds, experiences, we often see or react differently. In this case we are using an image to show this reality.

**Materials Required:** The image on the next page.

**Time:** 5 minutes

### Instructions:

Explain to the group that you will quickly show them a piece of paper with an image on it. Ask them to look at the image and identify what they see but ask them to remain silent until everyone has seen the image.

Quickly show the image on the next page to everyone in the group. Walk round so people get a good look but only for a few seconds.

Now ask the group what they saw.

---

### De-brief and Review:

---

### Ask them:

- What did you see? (most people will see either a donkey's head or a seal)
- Can you see in the picture what you didn't originally see?
- How does this apply to other aspects of our lives?
- How can we make sure we are not missing something?



Newopticalillusions.com

What do you see?

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Unit 3 :The Change Challenge

## Resource 6



### **Presentation Feedback Form**

**Team you are giving constructive feedback to:**

**Product/Service**


**What we liked most about the presentation**

**Our suggestions how it could have improved**

**Name of the team submitting this feedback**

## Resource 7

### Voting Form

<b>Our Team Name</b>	
<b>We vote the following team as the winning presentation</b>	
 The word "Winner" is written in a large, white, 3D-style font. It is surrounded by a cloud of colorful confetti in shades of red, yellow, blue, and green, giving it a celebratory appearance.	

## Resource 8

<b>Portfolio Assessment</b>
<b>Team</b> <b>Product/Service</b>
<b>Pass/Fail</b>
<b>Assessor Comments:</b>
<b>Assessor Name:</b> <b>Assessor Signature:</b> <b>Date:</b>

To be included in Team Portfolio



## Unit 3 The Change Challenge

### Resource 9

Trainer(s) \_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

<b>Instructions:</b> 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				

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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 10**

**Unit 3**  
**Change Challenge**  
**Team Portfolio**

**Team Members:**

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

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## Our Portfolio Checklist



	Evidence	Completed
1	Product/Service Description	
2	Market Research Primary Evidence	
3	Market Research Secondary Evidence	
4	SWOT Analysis	
5	PEST Analysis	
6	Target Market and Unique Selling Point	
7	Logo, Slogan and Brand Personality	
8	4 Ps of Marketing Analysis	
9	Advert/Flier	
10	Digital Marketing Strategy	
11	Networking Strategy	
12	1 Minute Pitch	
13	Funding Strategy	
14	Record Keeping Strategy	

15	List of Policies and Procedures	
16	Mission Statement	
17	Business Plan	
18	Presentation/Slides and Delivery Plan	
19	Presentation Checklist (to be completed by your Facilitator)	
20	Presentation feedback from other teams	
21	Assessment Result and Facilitator comments	

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**1 Product/Service**

**Product/Service Name**

**Produce/Service Description**

## **2 Market Research Primary Evidence**

## **3 Market Research Secondary Evidence**

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## 4 SWOT Analysis

Strengths	Weaknesses
Opportunities	Threats

Actions/Observations:

---

---

## 5 PEST ANALYSIS

Political Factors	Economic Factors
Social Factors	Technological Factors

Actions/Observations:

---

---

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## 6 Target Market

## 7 Unique Selling Point

## 8 4Ps of Marketing

Product	Promotion	Place	Price



## **9 Advert/Flier**

Sketch out your advert/flier below or insert it after this page if you have created it using software.

## 10 Digital Marketing Strategy

Why are you using digital media to market the business?

What is your Target Market?

What platforms will you use?

1	Why
---	-----

2	Why
---	-----

3	Why
---	-----

What content will you be posting?  
(Give some examples)

## 11 Networking Strategy

Who do your team members know already who could form part of your network?

What are you trying to achieve from a network?

Who else could you approach to become part of your network?

What methods could you use to further develop your network

1	Why
---	-----

2	Why
---	-----

3	Why
---	-----

Set 3 actions below that you intend to take in the first 3 months.

1.

2.

3.

## 12 1 Minute Pitch

	<b>What to cover</b>	Time
<b>1</b>	<b>Introduction</b>	20 seconds
<b>2</b>	<b>Features/Benefits</b>	20 seconds
<b>3</b>	<b>Stand Out and Call to Action</b>	20 seconds

## 13 Funding Strategy

What will you need to spend money on to get the produce/service up and running?	Cost of each item £
1	
2	
3	
4	
5	
Total funding required	£
Where can you obtain this funding?	£
Bank Loan	
Family/Friends	
Own Savings	
Grant	
Overdraft	
Crowd funding	
Total	£

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## 14 Record Keeping Strategy

Items	How will you record them
i.e. customer details	

Now make a note of the approximate income and expenditure your business will have in each month.

Income	Amount	Expenditure	Amount
Total			

### Software we will consider

Software	For what purpose?

## 15 List of Policies and Procedures

Policy/Procedure	For what purpose?

## 16 Our Mission Statement

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# Business Plan

Company Name:

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## **17 Business Plan**

### **1 Executive Summary**

### **2 Objectives/Goals**

### **3 Product/Service**

### **4 Market Research**

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**5 Competition**

**6 Marketing**

**7 Financial Forecasts**

**8 Ownership/Management**

## **9 Human Resources**

## **10 Organisational Details**

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**18 Presentation Plan/Presentation Slides**

Introduction

Your Product

Your Branding

USP

Target Market

Marketing Ideas

Pricing

Conclusion

**Insert a copy of your Powerpoint slides after this page.**

## **19 Presentation Checklist (To be inserted by Facilitator)**

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## **20 Feedback from other teams**

**21 Assessment Result (To be inserted by Facilitator)**

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