

ORIENTACIONS PER AL DESPLEGAMENT DEL CURRÍCULUM

ENTREPRENEURSHIP

STUDENT'S WORKBOOK

(3rd grade of *Educació Secundària Obligatòria*)

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Unit 1. Basic economics

Lesson 1. What's economics all about

You don't have to be an expert, but you need to know about economics.

Why? Because knowing some economics is essential to understand what is going on in your life, as a consumer, as an investor, as a business owner, you have to make decisions and take responsibility over them.

In your daily life you consume and you produce, and you interact with others: buyers, sellers, Banks, Government Institutions, and as a result of this interaction the economy works.

So economics is more about making decisions, decisions that affect the others, yourself, the environment, your future...

It is important that you notice that when you interact your actions affect the others and vice versa, this is why, in some moment, we should talk about ethics and social responsibility.

But, first of all, a definition:

Economics is a science strongly related to politics, sociology, psychology, mathematics and history. It deals with the great human problem: how to satisfy our necessities using limited resources?

Obviously producing goods and services, but now we are in front of other dilemmas:

- What to produce and in which quantity?

EXAMPLES: Hospitals, hotels, *ipads*, football stadiums...

- How to produce?

EXAMPLES: using renewable or non-renewable energies, polluting or not polluting processes...

- And mostly, for whom?

EXAMPLES: people with money to invest, people who need money...

ACTIVITY 1



Watch this video on YOUTUBE: Episode 2: Scarcity and Choice
https://www.youtube.com/watch?feature=player_embedded&v=yoVc_S_gd_0

And answer these questions:

- 1) What's the problem having unlimited wants?
- 2) What's the definition of economics?
- 3) What's the meaning of scarcity?
- 4) How is income distributed in a capitalist system?
- 5) How can you recognize an economic good instead of a free good? Write some examples of economic goods and free goods
- 6) What do you think a rational decision is?
- 7) Think of some economic decisions you make every day. Are they rational?

ACTIVITY 2



Explain why ethics is necessary in economy (think of some examples in which someone could be damaged without an ethic behaviour).

1. Consumers could be damaged if.....
2. Citizens could be damaged if.....
3. Workers could be damaged if.....

ACTIVITY 3



What would you change or improve about our economy?

Try to think of all subjects that the government controls: Banks, Education, Health, Energy, Taxes, Defence, Police, Transports, Law, Labour Market, Housing Market, Subsidies, Grants, etc.

EXAMPLES:

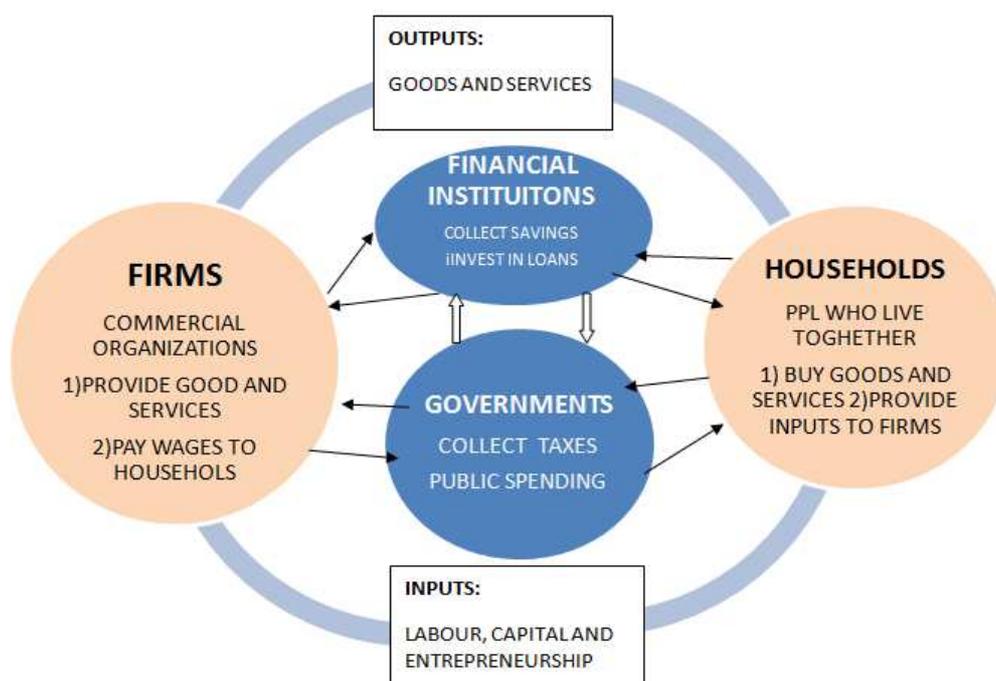
Better jobs and better paid.

More scholarships for students.

Etc.

Lesson 2. The economic agents and the circular flow of income

The circular flow of income: This graph will show you how the government, banks, households and business interact with money.



Economic Agents: Participants in the economy such as households, governments and business firms that engage in specialization, production, exchange, and consumption.

Households, provide their labour for firms who produce goods and services. In return people in work receive payments, such as wages, which in turn are spent on the output of firms. Not all of current income is spent - some is saved.

Functions:

- 1) Consume the goods and services
- 2) Work in firms in exchange of a wage.
- 3) Acquire real and financial assets.
- 4) Pay taxes.

Business firms, Commercial organisations that sell goods or services in exchange for money. They want to make profit. Also people in households might work for business and business pay wages to them.

- 1) Produce goods and services intended for sale to generate profits.

- 2) Acquire real and financial assets.
- 3) Pay wages to workers.
- 4) Pay taxes.

Governments. The government is a group of people who run the country. The prime minister has chosen the people in the group to help him/her run the country.

- 1) Collect taxes.
- 2) Decide how to spend the money (government spending).
- 3) Government spending on state provided goods and services and also pay subsidies (Transfers).
- 4) Control the economy by laws.

Financial institutions (banks), institutions that collect funds from the public to place in financial assets such as stocks, bonds, money market instruments, bank deposits, or loans. Banks pay interest on deposits and invest the deposit money mostly in loan:

- 1) Collect savings.
- 2) Loan money for investments and spending.
- 3) Commercialize financial assets.

The circular flow of income:

This graph will show you how the government, banks, households and business interact with money.

ACTIVITY 1



Think about your role in your family, and what economics agents you (all of you) are and how you interact.

Lesson 3. Vocabulary overview

Scarcity

Resources are limited, so people cannot have all the goods and services they want.

Choice

Deciding between two or more possible alternative objects or actions; called an economic choice for decisions among goods, services, or resources.

Opportunity Cost

The next best alternative that must be given up when a choice is made. Not all alternatives, just the next best choice.

Barter/Trade

The direct trading (barter) or any exchange (trade) of goods and services between people without the use of money.

Interdependence

People depend on each other to provide goods and services; it occurs as a result of specialization of production.

Money/Medium of Exchange

A medium of exchange, which is a good (like shells or metal coins or pieces of paper) that can be used to buy other goods and services.

Saving

Not spending all of one's income; the part of income not used for consumption.

Spending

Purchase of currently produced goods or services; using income to buy for consumption.

Producers/Production

PRODUCERS: People who use resources to make goods and services, also called workers.

PRODUCTION: The making of goods and services using resources.

Consumers/Consumption

CONSUMERS: People whose wants are satisfied by using goods and services.

COMSUMPTION: using goods and services

Factors of Production

Resources used by businesses to produce goods and services.

Resources-Human/Natural/Capital

Anything used to produce goods and services:

- LAND
- LABOR
- CAPITAL
- ENTREPRENEURSHIP

ECONOMIC RESOURCES

Land – natural resources such as iron ore, gold, diamonds, oil, etc.	Entrepreneur – the person or group that organizes resources in the production of final goods (Bill Gates, Steve Jobs, Henry Ford, etc.)
Labour – human resources, such as wage-earning workers	Capital – plants and equipment used in the production of final goods, such as assembly lines, trucks, heavy duty machinery, factories, etc.

Prices

The value of a good or service stated in money terms.

Market

A medium that allows buyers and sellers of a specific good or service to interact in order to facilitate an exchange. The price that individuals pay during the transaction may be determined by a number of factors, but price is often determined by the forces of supply and demand.

Markets do not necessarily need to be a physical meeting place. Internet-based stores and auction sites are all markets in which transactions can take place entirely online and where buyers and sellers do not ever need to physically meet.

Demand/buyers/consumers

A schedule of how much consumers are willing and able to buy a product or service at each possible price during some time period.

Supply/sellers/producers

A schedule of how much producers are willing and able to produce and sell a product or service at each possible price during some time period.

The law of supply and demand

The law of supply and demand defines the effect that the availability of a particular product and the desire (or demand) for that product has on price. Generally, if there is a low supply and a high demand, the price will be high. In contrast, the greater the supply and the lower the demand, the lower the price will be.

Competition

Rivalry among sellers to sell (supply) goods and services, or among buyers to buy (acquire) a service or good.

Entrepreneur

The human resource (person) who assumes the risk of organizing the other productive resources to produce goods and services.

Profit/Revenue/Cost

The difference between the total revenue and total cost of producing and selling a good or service in a business; entrepreneurial income.

PROFIT = REVENUE – TOTAL COST
REVENUE = QUANTITY * PRICE
TOTAL COST = FIX COST + VARIABLE COST

Economic Systems

The way a society organizes the production, consumption, and distribution of goods and services.

Role of Government

The economic actions and results of government activities.

Taxes

Required payments of money made to governments by households and business firms.

EXAMPLES: VAT, PROFIT TAX....

Credit

The purchase of something using a promise to pay in the future.

Employee

A person working for another person or a business firm for pay.

Employer

A person or business that employs one or more people, especially for wages or salary.

Unemployment

The situation in which people are willing and able to work at current wages but cannot find jobs.

Nowadays young people are the most unemployed due to the difficulty of finding a job.

Shortages and Surpluses

The situation resulting when the quantity demanded exceeds (shortage) or is less than (surplus) the quantity supplied at the current price of a good, service, or resource.

Incentives

Things that motivate and influence the behaviour of households and businesses.

Prices, profits, and losses act as incentives for participants to take action in a market economy.

Productivity

The ratio of output (goods and/or services) to input, or the amount of output produced per unit of productive resources over a period of time.

Economic Indicators

Measures constructed to show where the overall economy has been, is now, or is going.

Examples: rate of unemployment, GDP (gross domestic product), CPI (consumer price index)....

Inflation

A persistent rise in overall prices.

Income Distribution

The way national income is divided among households in the economy.

Gini coefficient (also known as the *Gini* index or *Gini* ratio) measures the inequality of the income distribution of a country.

Economic Growth

Percentage increases of some overall measure of the economy, such as GDP (Gross Domestic Product).

ACTIVITY 1



In groups of three match the above definitions with an image taken from Google images, copy and paste them in the following grid, following the examples. Compare your results with the rest of the class using a power point presentation.

<p>SCARCITY</p>	 <p>(wikipedia)</p>
<p>CHOICE</p>	 <p>(wikipedia)</p>
<p>OPPORTUNITY COST</p>	
<p>BARTER/TRADE</p>	

INTERDEPENDENCE	
MONEY	
SAVING	
SPENDING	
PRODUCERS/PRODUCTION	
CONSUMERS/CONSUMPTION	

LAND	
LABOUR	
ENTREPRENEUR/-SHIP	
CAPITAL	
PRICES	
COSTUMERS	

DEMAND	
SUPPLIERS/SUPPLY	
COMPETITION	
PROFIT	
REVENUE	
COST	

TAXES	
CREDIT	
UNEMPLOYMENT	
SHORTAGES	
SURPLUSES	
INCENTIVES	

PRODUCTIVITY	
MARKET	
INFLATION	
POLICY	
INCOME/INCOME DISTRIBUTION	
ECONOMIC GROWTH	

Lesson 4. Local or global?

International Trade¹

The exchange of goods or services along international borders. This type of trade allows for a greater competition and more competitive pricing in the market. The competition results in more affordable products for the consumer.

Comparative advantage²

Instead of trying to produce everything by themselves, countries often concentrate on producing things that they can produce most efficiently (specialisation). They then trade those for other goods and services. In doing so, both the country and the world become wealthier.

Comparative advantage exists when a country has a margin of superiority in the production of a good or service i.e. where the opportunity cost of production is lower.

ACTIVITY 1



What do you think our country can produce most efficiently?

Can you think in any other countries examples?

Globalization³

Economic globalization is the increasing economic interdependence of national economies across the world through a rapid increase in cross-border movement of goods, service, information, technology, and capital.

Economic globalization is due to the advances in communication and transportation technology, combined with free-market ideology.

Economic globalization can be viewed as either a positive or a negative phenomenon. But it is obviously an opportunity for business even small business, yet they can reach more costumers from all over the world and increase their benefits.

Nowadays Internet represents a momentous age in the history of global commerce. Never before have so many people met in one, international marketplace. It has never been so easy to reach so many people.

¹ Anon., s.f. [On line] Available at: <http://www.businessdictionary.com/definition/international-trade.html> [24 july 2013].

² Anon., s.f. [On line] Available at: <http://www.businessdictionary.com/definition/international-trade.html> [Ultimo acceso: 24 july 2013].

³ Anon., s.f. [On line] Available at: http://en.wikipedia.org/wiki/Economic_globalization [24 july 2013].

Proximity trade and sustainability⁴

Several studies have shown that when you buy from local business significantly more of your money is used to make purchases from other local businesses, service providers and farms, strengthen the economic base of the community and contributes to sustainability.

Local businesses produce more income, jobs, and tax receipts for local communities.

Local businesses are more likely to utilize local ads, banks and other services.

Supporting local businesses preserves the economic diversity of our communities and the unique character of our neighbourhoods.

Supporting local businesses is good for the environment, because it cuts down on fuel consumption.

Buying local promotes local prosperity, investment in the community, and a reduction of environmental impacts.

ACTIVITY 2



Try to think of the advantages and disadvantages of a local or global business.

	ADVANTAGES	DISAVANTAGES
LOCAL		
GLOBAL		

ACTIVITY 3



What kind of local and sustainable business would you choose in your area?

⁴ Anon., s.f. [En línea] Available at: <http://www.businessdictionary.com/definition/international-trade.html> [Último acceso: 24 July 2013].

Unit 2. Entrepreneurship

Lesson 1. Entrepreneurship

An **entrepreneur**⁵ is the person who creates a new business in the face of risk and uncertainty for achieving profit and growth opportunities and assembles the necessary resources to capitalize on those opportunities.

Psychologists pointed that high achievers/entrepreneurs possess these traits:

1. Desire for responsibility
2. Preference for moderate risk
3. Confidence in their ability to succeed
4. Desire for immediate feedback
5. High level of energy
6. Skill in organization
7. Value of achievement over money

Other characteristics of entrepreneurs include:

1. High degree of commitment
2. Willingness to accept risk, work hard and take action
3. Flexibility

ACTIVITY 1

Have you got what it takes?⁶



Answer these questions evaluating yourself from 0 to 5.

- *Could you be a risk taker?*

No business is risk free, so you need to judge the level of danger correctly and then be sufficiently well prepared to live with the consequences.

- *What is your response to uncertainty* - do you find this exciting rather than worrying?
Are you prepared for changing markets, competition, economic fluctuations?

- *Do you see change as a challenge?*

Can you minimize its downsides by careful thought and planning?

- *Are you opportunity aware?*

Given even half a chance, do you take it? Better still, can you see it coming before anyone else does? Or are you too cautious or over-analytical?

- *How hard can you work?*

⁵ THE CHALLENGE OF ENTREPRENEURSHIP., 2013. [On line] Available at: http://www.prenhall.com/behindthebook/0132294389/pdf/Feature_2_Why%20Adopt.pdf [24 July 2013].

⁶ How to set up your own business., s.f. [On line] Available at: http://www.hw.ac.uk/careers/self_employment.pdf [24 July 2013].

Being self-employed is not an easy option especially if you are working on your own. Results are often only produced by working long hours, doing routine tasks rather than high powered business deals.

- *Are you a realist?*

Can you gauge in practical terms what it's possible to achieve or produce within a certain period? In business terms this translates into: being aware of limitations; striving for speed, efficiency and quality; pricing your output so that it appeals to clients but at the same time pays you a realistic wage. Are you able to visualize the product or service you are offering through your customers' eyes?

- *How well organised are you?*

You'll need to be an excellent time manager. If you don't already possess this skill, it can be learned! How else will you juggle tasks, meet multiple deadlines, prioritize conflicting demands and cope with basic administration such as sending out invoices? No one is going to pay you unless you remind them.

- *Do you plan ahead?*

You need to do this to minimize uncertainties and maximize your chances of success. You may have enough work now but unless you inform more people about what you do, it may soon dry up.

- *Will you be able to network?*

It is essential to be able to market yourself and your business, often in social situations. Constantly putting yourself in a position to meet potential customers or contacts is a prerequisite.

- *Are you literate and numerate?*

What's your relationship with computers? If you are not totally familiar with any of these functions you may have to pay other people to help with bidding for funds, doing the accounts and dealing with IT.

- *Do you possess commercial awareness?*

Do you know how to attract and retain customers, make a profit and corner a share of the market?

- *What's your level of commitment?*

Do you believe in yourself and in your own business idea? Self-employment is not always a comfortable option or an easy alternative to finding regular work. Doubts or a half-hearted approach can be disastrous.

- *Are you self motivated?*

Running a business can sometimes be a lonely occupation. No one is going to motivate you other than yourself.

- *What does professionalism mean to you?*

Will you turn up to meetings on time, present a businesslike image, and do the necessary homework?

ACTIVITY 2

Now describe yourself using the answers listed above (write at least ten sentences)

EXAMPLES:

- I am/I am not a risk taker.
- My response to uncertainty is excitement/concern.
- I like/I don't like changes, they are a challenge.
- I can work pretty hard/ I don't like hard work/ Only when I am highly motivated I can work hard.
- I am/I am not realistic/practical/efficient.
- I am very well organised/ have difficulties being organised.
- I never/sometimes/always plan ahead.
- I am/I am not able to network.
- I am more literate/numerate than numerate/literate.
- I know how to attract and retain customers/ I have difficulties dealing with customers.
- My level of commitment is high/low/medium.
- I am/I am not self motivated.
- Etc.

ACTIVITY 3

Entrepreneur Self-Test, from <http://www.youronestopcenter.com/entrepreneur-test.php>



The Entrepreneur Self-Test (see next page) was developed by the Chamber of Commerce to be used as a resource. This is not comprehensive or exact evaluation but can provide you with an overall view of your entrepreneurial potential. This test assesses your character qualities, problem-solving methods, motivations, relational skills, business knowledge and support system known to be critical in successful entrepreneurship. Please answer the questions objectively to generate a realistic and useful interpretation.

QUESTIONS	YES OR NO
1. Would others describe you as persistent?	
2. Do you stay on task?	
3. Do you remain optimistic even in unpleasant situations?	
4. Are you self motivated?	
5. Are you innovative in finding solutions to problems and challenges?	
6. Do you mind working hard if that is what it takes to complete the task?	
7. Are you willing to make sacrifices to possibly gain lasting rewards?	
8. Are you willing to work long, demanding hours?	
9. Do you enjoy competition?	
10. Do you have an innovative idea that you see a significant need for?	
11. Can you make up your mind in a hurry if necessary?	
12. Are you willing to take chances?	
13. Are you adaptable to change?	
14. Do you recover from setbacks by taking a different approach and trying again?	
15. Do you relate well to people on different levels?	
16. Do you get along well with others?	
17. Can you lead and inspire others?	
18. Do you take full responsibility for consequences?	
19. Have you ever worked as a manager or supervisor?	
20. Would your family and friends be supportive of your new venture?	
21. Do you regularly network with others to gain information and guidance?	
22. Do you have the emotional strength to withstand the stress?	
23. Do you have sound financial knowledge of how a business operates?	
24. Do you understand the basics of the balance sheet and income statement?	
25. Can you effectively keep accurate notes and records?	

If you have been able to answer “yes” to **18** of the above questions then you have the potential to successfully start your own business.

If you answered **less than 18** questions “yes” then look for supplemental help in the areas you answered “no” to by improving your own skills, hiring help or finding a business partner that is skilled in that area.

It takes a variety of different skills to successfully run a business, so look at each question to which you answered “no” as an opportunity for improvement.

Lesson 2. Social enterprise and social entrepreneurship

Social enterprise:⁷ is an organization that applies commercial strategies to maximize improvements in human and environmental well-being, rather than maximising profits for external shareholders. Social enterprises can be structured as a for-profit or non-profit, and may take the form of a co-operative, mutual organization, a social business, or a charity organization.”

Social entrepreneurs⁸ are individuals with innovative solutions to society’s most pressing social problems.

Social entrepreneurs act as the change agents for society, seizing opportunities others miss and improving systems, inventing new approaches, and creating solutions to change society for the better. While a business entrepreneur might create entirely new industries, a social entrepreneur comes up with new solutions to social problems.

ACTIVITY 1



In groups of three think about social and environmental problems you see around you. Take 3 of them and try to search for solutions. What would you need to make it possible?

EXAMPLE:

Problem	Solution	What do we need? (Resources)
Old people loneliness	A network of volunteers to take care of them	Volunteers and donations from people who sympathise with them, and a place to gather them.

⁷ Anon., s.f. *Wikipedia, the free encyclopedia*. [On line] Available at: http://en.wikipedia.org/wiki/Social_enterprise [JULY 25 2013].

⁸ Anon., s.f. *ASHOKA INNOVATORS FOR THE PUBLIC*. [On line] Available at: https://www.ashoka.org/social_entrepreneur [JULY 23 2013].

Lesson 3. Ethics in business and social responsibility

The human and social dimension of economy as well as rationality must be taken into account when planning and doing business. This recent crisis shows us that firms without ethics are a cancer for our society. What are we meaning when we are talking about ethics in business? Just honesty, be responsible and committed with people and institutions that interact with us: clients, workers, suppliers...

Paying in time, serving quality, being respectful to laws and be sensitive with social and environmental problems. This is not going only to make us a moral satisfaction but also an economic profit: good reputation bring us clients, better workers and more probability of success. Notice that if you are doing a good job your must show your goodness. Good reputation is not only due to an excellent work and behaviour: people must know about it, so use promotion to explain your commission and sensitivity.

ACTIVITY 1

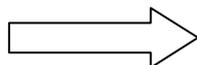


In more ads you can find expressions like that: we take care...,we respect..., we offer quality...Try to think of how you can finish these sentences in order to show the ethics of your business.

ACTIVITY 2



The McDonald's logo has changed from red to green. Try to figure out why.



ACTIVITY 3



In groups of three, identify good or bad business practices according to ethics and social responsibility. In case of bad practices, what would it be the right decision?

Example:

1. Lying to customers.

BAD PRACTICE, RIGTH DECISION: TELLING THE TRUTH

2. Taking money out of the cash register, or taking home some of the inventory or supplies.

3. "Negotiating" special prices for a friend without permission.
4. Accepting gifts from suppliers and business associates.
5. Selling damaged merchandise.
6. Warranties on products.
7. Merchandise return policies for customers.
8. Insurance coverage adequate to protect the business and employees.
9. Supporting your advertising promises.
10. Checking in merchandise when received from suppliers.
11. Keeping the premises clean and free from harmful substances or germs.
12. Telling customers the truth.

Unit 3. Starting a business. The idea

UNIT 3. STARTING A BUSINESS. THE IDEA

In this Unit and in Unit 4 you will have to think about most of the issues surrounding a new business start up: from the idea to the opening day. And you will have to think and act like entrepreneurs.

First of all you start trying to find out an idea for a business. In order to do that, consider these:

1. Do you have any particular **skills** that could form the basis of a new business?
2. Are you aware of a **gap in the market** in the industry that you currently work in?
3. Do you have a **hobby** that could be turned into a business?
4. Has there ever been a time when you needed a particular **service or product** that **nobody** else **provides**?

Lesson 1. Deciding what is best

ACTIVITY 1



Before starting to write a business plan you must have an idea.

1. You can plan your own business even if you haven't the resources to start one. The practice of thinking for yourself may help you when you start work.
2. Decide on a business idea. This could be a product (something you sell) or a service (a skill you offer).
3. Try to choose an idea which allows you all to have something to do that interest you.

Work in groups (maximum 3) and try to use these expressions:

1. *I think that...*
2. *It would be better if we do....*
3. *I agree with you/with the idea/with this...*
4. *I disagree with you/with the idea/with this.....*
5. *In my opinion this will be....*
6.

Use a grid to decide which one is better. If you don't reach agreement, then use a voting system.

Idea	Advantages	Disadvantages
IDEA 1	Example: Cost, experience, competitors, environment, innovation....	Example: Price, location, difficult to manufacture.....
.....

Lesson 2. Writing down what you are planning

ACTIVITY 1



Write a rough draft about your idea:



About me: background, skills, studies, experience, motivation, aims and objectives.

You can use some of this vocabulary:

Describing yourself:

accurate active adaptable adept broad-minded competent conscientious creative dependable determined	diplomatic discreet efficient energetic enterprising enthusiastic experienced fair firm genuine	honest innovative logical loyal mature methodical motivated objective outgoing personable pleasant positive	practical productive reliable resourceful self disciplined sense of humour sensitive sincere successful tactful trustworthy
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Describing your skills:

Communication	Application of Number	Information Communication Technology	Working with others	Improving own learning and performance	Problem solving
speaking, listening, reading and writing skills	interpreting information involving numbers, carrying out calculations, interpreting results and presenting findings.	finding, exploring, developing and presenting information including text, images and numbers.	includes process and interpersonal skills to support working cooperatively with others to achieve shared objectives, work cooperatively and have regard for others.	target-setting, planning, learning, reviewing and interpersonal skills, e.g., communicating own needs, accepting constructive feedback, negotiating learning opportunities and support.	ability to tackle problems systematically.



Complete this writing frame.

Background	<p>I was born in..... in.....</p> <p>My family is from.....My parents/I have lived here from.....My father/mother works as a.....My brother/sister.....</p> <p>As for my town, it is situated in..... It has inhabitants. The main economic wealth comes from (industry- services-agriculture...)</p>
Studies	<p>I have been studying at (school) till now. My favourite subjects are..... I am planning to study..... in order to become.....</p>
Skills	<p>My principal skills are.....</p> <p>I think that my weaknesses are..... But I can deal with them by.....</p>
Motivation	<p>My idea of business is..... and I have chosen it because..... I believe I can succeed because..... This project is important for me because.....</p>
Aims, objective	<p>In the future I want to.....</p>

ACTIVITY 2



The product or service: describe the product and justify your choice.

a) Describe your product:

- **Performance:** e.g. the speed of a car, the power of a microwave.
- **Features:** the extras, e.g. air conditioning or sunroof on a car-
- **Ease of servicing:** How easy is it to fix?
- **Reliability:** How likely is it to go wrong in, say, the first year?
- **Durability:** How long will it last?
- **Aesthetics:** What does it look like?

- **Economics:** How much does it cost to produce? Can it be sold at a profit?
-

You can use these expressions to describe your product:

<p>This is our (newest) product. This is one of our latest designs. It is made of . . . It can be used for . . . You can use it to . . . You can . . . with it This has/contains . . .</p>	<p>This one features . . . This comes with . . . This is equipped with . . . This particular model . . . This is priced at . . . This costs . . .</p>
---	--

b) Justify your choice:

- Why? Identify the opportunities.
- How? Explain the process necessary to make your product or to offer your service.
- Where? Describe the location of your business.
- Target market: describe the customers your product or service is targeting.

You can use the following writing frame to justify your choice:

The product or service	Our product/service is..... with these features..... It is.....
How?	The process of manufacturing has the following stages: First: Second:
Where?	We are going to sell through the internet or through a location, or both. It is located in a (central, peripheral), and well/badly connected, main/non-main street
Market target	Our product or service is designed for people (customers, consumers) who are: age, income, sex, studies, hobbies....

ACTIVITY 3



What do you need (assets) and where do you think you can find financial support?

Try to make a list of all the items you need to start your business, from the building to the stock. Think of how much money you will need to pay for all of this and try to search for financial support.

In order to do so, first of all design your business workplace using “Sweet home” and think of all the items required in your day to day.

Assets	For starting our business we need: A place Furniture Equipment Supplies
Financial support	We think we can ask for a loan, our savings are enough, our parents could help us, we can find a shareholder.....

ACTIVITY 4



Why do you think it is going to be a success?

Try to underline the opportunities and advantages that will let you achieve success.

Why?	We think it will be a successful business because: Opportunities (related with the circumstances: market, location, economic situation...) Advantages (related with the product: innovation, cost, process of manufacture...)
-------------	---

Lesson 3. Explaining your idea

ACTIVITY 1



Revise your notes and explain your idea to the rest of the class. You can use PowerPoint presentation; it must last only 10 minutes and be no more than 15 slides.

For the presentation you have to follow this order:

1. Front slide
2. Summary
3. The idea
4. Who are we?
5. Our product or service
6. Location
7. The costumers
8. Investments: What do we need?
9. Financial resources: Where will the money come from?
10. Advantages and disadvantages.
11. Why do you think it will be a success?
12. Cover slide.

ACTIVITY 2



Each group has to evaluate the viability of the idea of the other groups, fill the *Business idea evaluation* handout (next page) and give some suggestions or recommendations for improving.

BUSINESS IDEA EVALUATION

Write marks 0-4: 0-FALIURE, 1-POOR, 2-SATISFACTORY, 3-GOOD, 4-EXCELENT

1. Does it satisfy or create a market need?
2. Are potential customers identified?
3. Is the product/service unique, distinct or superior to those offered by competitors?
4. Location?
5. Is the product safe for public use and does it comply with relevant regulations and legislation?
6. Is it easy to provide the product/service?
7. Are there enough finance sources?
8. What about ethics and social responsibility?

TOTAL SCORE:

OBSERVATIONS:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

CONCLUSIONS:

First _____
 Secondly _____
 Finally _____

For suggestions and recommendations you can use this vocabulary:

It will better to...

We think you should.....

We think that.....

From our point of view it has.....

Lesson 4. Designing and organizing your business

In this unit you have to plan the equipment, the materials and the workers you will need to make your product or service.

You also need workers and organization, so you have to decide how many employees you need and which functions and responsibilities will they have.

What do you need to make your product or to offer your service?

Once you know about your product or service and about the unique features that are making it different and more attractive, you must have a detailed plan of production, in which you have to explain the process stage by stage without forgetting to list the materials and equipment necessary, and the workers involved.

ACTIVITY 1



Find out what you need:

You have to distinguish between fixed assets and inventory. Fixed assets are things that are: tool, equipment, machinery and furniture (they represent big investments and lasted a lot of time). Inventory is: materials, products, etc, which we consume frequently.

- Materials, parts and components:

Material / Components	Units	Cost

- Tools, equipment and machinery to be used:

Tools	
Equipment	
Machinery	
Furniture	

- Number of workers needed and their profile.

Job	Qualifications	Age	Skills	Experience	Estimated salary

ACTIVITY 2



Organizing and hiring employees.

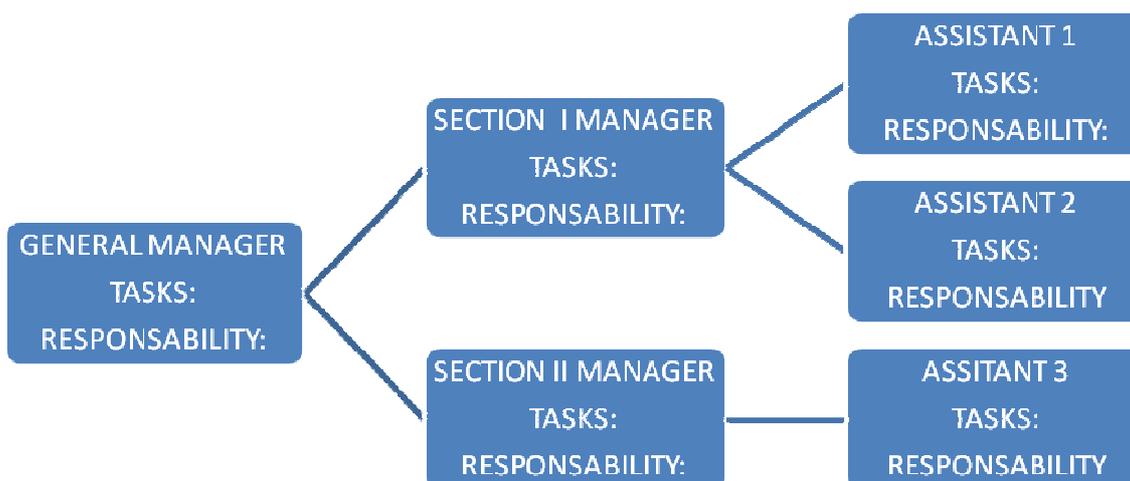
An organization chart is a diagram that shows the structure of an organisation and the relationships and relative ranks of its parts and positions/jobs.

You can create an organization chart using Word: On the **Insert** tab, in the Illustrations group, click **SmartArt**. In the Choose a SmartArt Graphic gallery, click **Hierarchy**, click an **organization chart** layout (such as Organization Chart), and then click **OK**.

More information at: <http://office.microsoft.com/en-us/word-help/create-an-organization-chart-HA010075853.aspx>

- a) Create your own business organization chart, explaining the functions and the responsibilities of all your employees.

You can use this model:



- b) If you have to hire employees write a job offer and make a draft of the job interview. (In the next unit you will perform a role play for the interview job).

ACTIVITY 3



- a) Design a prototype of your product or range of products. In case you are doing a service, design all the items involved (for example: if we are talking about a restaurant design the napkins, cups, dishes, waiter's uniform ...). This activity can be done in collaboration with the teacher of art and design.
- b) Design a plan, using any computer application you know, in which you will situate all your equipment, furniture, machinery and supplies and also the places where the workers will be doing their tasks (you can use the free application SWEETHOME).

ACTIVITY 4



With all the previous information from this unit, prepare a presentation addressed to your possible investors.

The presentation must include these contents:

1. **FRONT SLIDE**
2. **OUR BUSINESS (RESOURCES THAT ARE NEEDED:) FIXED ASSETS, STOCKS, HUMAN RESOURCES.**
3. **PLAN OF THE WORKING PLACE.**
4. **FIXED ASSETS (EVERYTHING THAT WILL LAST A LOT OF TIME):**

a) FURNITURE: complete the following table

Furniture	Picture	Units	Price

b) MACHINERY: complete the following table

Machinery	Picture	Units	Price

c) COMPUTERS AND OTHER TECHNOLOGICAL DEVICES: complete the following table

Computers and Technological Devices	Picture	Units	Price

d) OTHER TOOLS NEEDED: complete the following table

Tools	Picture	Units	Price

5. STOCKS (OR INVENTORY): EVERYTHING THAT IS CONSUMED OR SOLD

a) OFFICE MATERIAL: complete the following table

Office material	Picture	Units	Price

b) CLEANING PRODUCTS: complete the following table

Cleaning products	Picture	Units	Price

c) RAW MATERIALS, COMPONENTS, PACKAGING..... (MANUFACTURING COMPANIES): complete the following table

Raw materials	Picture	Units	Price

d) MATERIALS, PRODUCTS, MERCHANDISING (COMERCIAL OR SERVICE COMPANIES): complete the following table

Comercial stock	Picture	Unit	Price

6. FINAL BUDGET

Fixed assets	Total
Technological devices	
Furniture	
Machinery	
Total	

Sotck (manufacture)	Total
Materials	
Components	
Packaging	
Others	
Total	

Stock (comercial)	Total
Merchandise A	
Merchandise B	
Merchandise C	
Merchandise D	
Etc.	
Packaging	
Other	
Total	

7. HUMAN RESOURESES: EMPLOYMENT, REQUIRED APTITUDES, ESTIMATED SALARY:

Job	Qualifications	Studies	Age	Experience	Estimated salary

8. ORGANIZATION CHART

9. COVER SLIDE

Unit 4. Market research and social media marketing

Lesson 1. Get ready for research!

In order to start market research, first you have to think about and try to complete these activities:

ACTIVITY 1



Where will your business operate from?

Explain whether it is a physical location (address and small map location), virtual location (internet), both, and say something about the facilities (communication, connections, suppliers).

ACTIVITY 2



Who will be your customers? What is the pattern of demand?

If you know who your customers are, your business will be more successful, because you will not waste time trying to sell to the wrong people. You have to define your customers and consumers, and then you have to draw up a customer profile.

Furthermore, this will be very useful in order to define your audience when you design your promotional campaign.

To help you with the customer profile, try to answer these questions:

- 1) How old?
- 2) Men or women?
- 3) Adults, teenagers, children, older people?
- 4) Live where?
- 5) Shop where?
- 6) Own a car?
- 7) Read what newspapers?
- 8) Listens to what radio programs?
- 9) Like what TV programs?
- 10) Go where on holiday?

- 11) Hobbies?
- 12) Studies?
- 13) Income?

When you finish your customer profile make a little questionnaire and ask some of your potential customers (at least 15) about what they usually buy and consume, and about what they would like. Then evaluate if the customers profile is accurate or not, and make a list of things you can do to improve the product or service they are using so far.

- Why do you buy
- Would you like to
- Where do you shop
- Why do you choose this product/outlet?
- How much do you spend on
- How many times do you use or buy....?
- Would you prefer to...?
- Which improvements would you make in.....?
- What do you need that you don't find in.....?
-

Remember that a questionnaire must be clear, preferably with short questions and closed answers, and not too long in order not to lose the interviewee's attention.

Lesson 2. Investigating your competitors

ACTIVITY 1



Who are your competitors?

Identify your competitors; try to find out how many businesses are offering the same product or service as yours. Classify them by proximity and analyze the products' prices and their features.

Competitor	Proximity	Product/Service	Special Features	Price

Also try to define their 'position' in the market place compared with your own.
Check the supplementary material to revise what 'position' means.

Lesson 3. Pricing methodologies

ACTIVITY 1



What are your prices and why?

In this activity you have to consider the different pricing methodologies and choose one or more considering the advantages and disadvantages of all of them. You need to justify your choices too.

METHODOLOGY	ADVANTAGES	DISADVANTAGES
Price skimming		
Penetration pricing		
Competitor based pricing		
Demand based or perceived value pricing		
Cost plus pricing		
Predatory pricing		
Price discrimination		
Loss leader		
Psychological pricing		

To do this activity, you can use a handout (next page) explaining these strategies. Each group will have to summarize three definitions to explain them to the rest of the groups. Once you have got all the definitions you will be able to complete this table.

METHODS OF PRICING

Price skimming.

High initial price to cover initial research and development costs quickly. Suitable for an innovative or protected product (e.g. patent) and where demand is price inelastic.

Penetration pricing.

Low price to gain market share quickly. Suitable when there are substantial economies of scale or when demand is price sensitive.

Competitor based pricing:

Suitable when the market is competitive and price comparisons are easy, e.g. shopping goods.

Demand based or perceived value pricing:

Firm tries to estimate what people are willing to pay. This is the most market oriented approach, but it can be difficult to discover what people are willing to pay.

Cost plus pricing:

The firm adds an amount on to unit costs to decide on the price. This is a simple and, therefore, popular pricing method, but ignores demand conditions.

Predatory pricing:

A firm undercuts competitors to remove competition; once competitors leave, the price is increased again. This policy can lead to a price war in which all firms try to undercut each other.

Price discrimination:

Charging different prices for the same product/service, e.g. some taxis charge different prices late at night, rail fares are often higher at peak times; and some bars have *happy hours*, when drinks are cheaper. The firm will increase the price in segments where demand is price inelastic and decrease the price when demand is price elastic.

Loss leader:

Product sold below cost to generate orders for other product, e.g. retailers put well known brand in shop windows and sell at a loss to attract people into the store.

Psychological pricing:

Focuses on consumer's perception of price, e.g. charging high prices to convey quality, charging £2.99 rather than £3.00 because people regard it as 'over £2' rather than in the £3 band, and stressing a reduction in price (e.g. was £20, now £12).

Lesson 4. Differentiating your product and identifying your audience

ACTIVITY 1



How will you reach these customers and what interest do you think they have in your product or service?

How can you make your service or product different? Define it offering something new:

1. **Pricing.** Is your product a luxury item, somewhere in the middle, or cheap, cheap, cheap?
2. **Quality.** Total quality is a much used and abused phrase. But is your product well produced? What controls are in place to assure consistency? Do you back your quality claim with customer-friendly guarantees, warranties, and return policies?
3. **Service.** Do you offer the added value of customer service and support? Is your product customized and personalized?
4. **Distribution.** How do customers obtain your product? The channel or distribution is part of positioning.
5. **Packaging.** Packaging makes a strong statement. Make sure it is delivering the message you intend.
6.

(Try to use the information you collected from the questionnaire you made before)

Find out how to contact your potential customers:

- Identify your audience. (Revise ACTIVITY 2, LESSON 1).
- Choose the message and the answer you want to obtain. If you need inspiration see next page handouts.

Write different messages and explain the answer you want to obtain.

- Choose the media (mailing, local or national press, magazines, specialized publications, TV, flyers, brochures).

THE LANGUAGE OF ADVERTISING⁹

Language has a powerful influence over people and their behaviour. This is especially true in the fields of marketing and advertising. The choice of language to convey specific messages with the intention of influencing people is vitally important.

Visual content and design in advertising have a very great impact on the consumer, but it is language that helps people to identify a product and remember it.

Both the mass media, when reporting news items, and marketing and advertising personnel have to consider the emotive power of the words they use. First, they make a decision about what to communicate and what to withhold.

One way in which advertisers adapt language to their own use is to take compound words and use them as adjectives. These compounds often later become widely used in normal situations. Examples of these compounds which have become part of the English language are: *top-quality*, *economy-size*, *chocolate-flavoured*, *feather-light* and *longer-lasting*.

The language of advertising is, of course, normally very positive and emphasizes why one product stands out in comparison with another. A study of vocabulary used in advertising listed the most common adjectives and verbs in order of frequency. They are adjectives and verbs (see below):

Adjectives		Verbs	
1.	new	1.	make
2.	good/better/best	2.	get
3.	free	3.	give
4.	fresh	4.	have
5.	delicious	5.	see
6.	full	6.	buy
7.	sure	7.	come
8.	clean	8.	go
9.	wonderful	9.	know
10.	special	10.	keep
11.	crisp	11.	look
12.	fine	12.	need
13.	big	13.	love
14.	great	14.	use
15.	real	15.	feel
16.	easy	16.	like
17.	bright	17.	choose
18.	extra	18.	take
19.	safe	19.	start
20.	rich	20.	taste

⁹ Marcurs Evans *Linguarama*. [On line] Available at: <http://www.linguarama.com/ps/marketing-themed-english/the-language-of-advertising.htm> [17 July 2013].

ADVERTISEMENTS

Advertisements in English usually contain phrases dealing with **physical, emotional and intellectual language**. This vocabulary is what slogans and product description are made of.

Examples of slogan and product description language:

PHYSICAL: -Feel the difference! -Get the taste of it! -Just jump in and try it! -Forget about theory –Get out yourself in our hands for a practical approach. -Our goal is to get you where you want to go. -Sit back and relax, knowing that you have put your money to work for you. -Help us bridge the gap between products and services. -Join the ranks of hands-on users. -Get in touch with us if you have any questions about our products or services.

EMOTIONAL: -Your satisfaction is our goal. -Enjoy the feeling of having a dream come true. -Would you like to experience the feeling of success? -Come to the company, which puts your well-being first. -Experience customer service from the caring company. -Our mission is to ensure a future for your grandchildren through our commitment to the environment. -Hope is the best resource we can imagine. -Are you looking for a product that fits your lifestyle and expresses who you really are? -Enjoy the comfort of being one of our valued customers.

INTELLECTUAL: -Thinking people buy our products. -Enjoy the knowledge that you have made a wise choice. -Make use of our state-of-the-art technology. -Innovation and perfection are the goals we strive for. -The informed consumer is our target group. -Our expertise in the field is unchallenged. -We are looking for customers who can think for themselves and make wise decisions. -Our products combine intelligent solutions and reliability. -Heightened awareness of our products has led to worldwide recognition and praise.

Some important vocabulary:

- **Ad/advert/advertisement:** a notice that gives information about a product and whose purpose is to make the product known and persuade the consumer to buy it. (As abbreviations, “ad” is more common in the US, “advert” is more common in the UK).
- **To bridge the gap:** to connect two items or things.
- **Commercial:** an advertisement for television or radio.
- **Copywriter:** a person responsible for writing the text of advertisements.
- **To join the ranks:** become part of a group of people.
- **Slogan:** a phrase or words which are easy to remember, used in publicity for a product, service or company.
- **Well-being:** the state of feeling healthy.

Lesson 5. Social media marketing

Social media marketing is the process of marketing through social media sites like Twitter, Facebook and YouTube.

Social media marketing is able to connect and interact on a much more personalized and dynamic level than through traditional marketing

A social media marketing strategy can be as simple as having a company blog, a Facebook and Twitter accounts, or attaching "Digg This" and "Tweet This" tags to the end of articles.

It can also be as complicated as having a full campaign that encompasses blogs, Twitter, social networking and viral videos through YouTube.

ACTIVITY 1:



Starting a promotional campaign:

- Design a logo and a slogan.
- Design a brochure/business card. Don't forget to insert the QR code of your web site (for an easy way to create a qr code, go to this web: <http://www.qrcode.es/es/generador-qr-code/>)
- And finally design a promotional plan based on prices, gifts, parties...
- Write a brief ad for local press announcing the opening of your new business offering promotions
- Create a Facebook and twitter professional profile (use "fake business to avoid confusions or legal problems).
- Create a facebook event for the opening day.
- Shoot a promotional video (5 minutes maximum). Do research through the internet about promotional videos in order to make the video appealing to the audience. Upload it to youtube (use private options as we are not working with a real business) If you need help to make a video go to www.stupeflix.com
- Design a web or a blog and link it to your facebook, youtube and twitter. (you can use www.wix.com, or <http://www.hostinger.es/>)
- Try to find out what will be the cost of everything.

ACTIVITY 2:

Make a power point presentation explaining your promotional campaign; you have to follow this order:

1. FRONT SLIDE
2. Summary
3. Name, logo and slogan
4. Who we are
5. Where we are
6. The product or service: Detailed description:
 - Price
 - Additional services: warranties, home delivery, home service, facility of payment..
 - Timetables
 - etc
7. The customers: Detailed description of the target clients.
 - Age
 - Sex
 - Single, married..
 - Likes and dislikes
 - Income
 - Religion, culture, level of studies
 - Professional career
 - Etc.
8. Promotional campaign
 - Opening day: party, famous people invited, gifts, invitations, (publish the inauguration event on facebook)
 - Promotions, contest....
9. Paper publicity
 - Business card and brochure

- Local press advertisement

10. Social media marketing

- Web
- Facebook
- Twitter
- Blog
- etc

11. Promotional Video on YouTube

12. COVER SLIDE

Unit 5. The labour market

Lesson 1. The employment market

It is the market in which workers find paying work, employers find workers, and wage rates are determined.

Labour markets may be local or national (even international) and are made up of smaller, interacting labour markets for different qualifications, skills, and geographical locations.

Salaries (or wages) depend on:

1. Skills, experience, qualifications required.
2. Conditions of employment.
3. Level of competition.
4. Job location.

ACTIVITY 1:



Nowadays the labour market has suffered increasing changes. In groups of three think if these changes are an advantage, a disadvantage or both.

1. Global job and recruitment market.
2. Increased use by employers of on-line job applications in job seeking.
3. Higher rates of youth unemployment.
4. Recession has reduced job opportunities in many industries.
5. High level of technological skills expected of most workers.
6. The number of government jobs is reducing.
7. Increased networking needed by job seekers.
8. Diverse cultures in the workplace.
9. Women have very high participation levels in workforce.
10. Need for on-going learning.
11. Employers aware of health and safety and employee stress.
12. A trend for people to work beyond their retirement age.

Lesson 2. A job search guide

- **Where to search**

1. Networking
2. Local and national press
3. Servei Català d'Ocupació, INEM, EUROPASS
4. Employment websites:
 - <http://www.buscojobs.es/>
 - <http://www.infoempleo.com/>
 - <http://www.laboris.net/>
5. Company Websites:
 - <https://www.google.es/>
 - <http://guia-barcelona.quiaespana.com.es/>
 - <http://www.guiaespana.com.es/>
 - <http://www.paginasamarillas.es/>
 - <https://www.linkedin.com/>
6. Social and business networking sites as LinkedIn, Facebook, and Twitter.

ACTIVITY 1:



- a) Find out what “networking” means
- b) Look up the webs listed above and search for a local job at a restaurant
- c) Surf the web looking for websites offering jobs abroad.

- **Business card**

The business card is a necessity of networking.

Networking is the process of contacting people who can either give you information about potential job openings or introduce you to others who have this information. The ultimate goal of networking is to meet the person who has the authority to hire you for the job you want.

Not everyone will want a copy of your *résumé* when you meet them, that is where the business card comes in. You can distribute your business cards at networking events, job fairs or conferences.

What to include in your business card?

Your name, address, e-mail and phone numbers — work, home and cell phone and a description of your profession.

View some examples at:

<http://www.myinkblog.com/50-unique-and-unusual-business-card-examples/>
<http://www.uprinting.com/business-cards-examples.html>

- **The Curriculum Vitae (CV) or *résumé*.**¹⁰

Your CV is an essential part of your job search tool kit. No matter what kind of job you want, you will need a CV. If done properly, it is the document that will move you to a job interview and potential employment.

Personal details: first and last name; address; telephone number/mobile; email address; and optional: health, date of birth, licence, citizenship.

Key skills demonstrated abilities, relevant skills, competencies, capabilities, skills Here you should list all the skills that you have acquired from both paid and unpaid work - grouping skills.

Educational qualifications: Include your most recent educational qualifications that are relevant to the position. If you are just out of school, include your highest level achieved. Information possible to include in this section: university degrees; certificates; short training courses; workshops; seminars and conferences; other professional training; and licences and accreditations.

Employment history: This section explains your past and present work activities (paid and un-paid): job title; company name and location; dates of employment; and duties (you may or may not list duties here, depending on the style of *résumé* you choose to use. Duties can also be grouped under your 'Key Skills' section to avoid your resume becoming too long and too repetitive).

Referees: provide details on your experience and can comment on your personal qualities to a potential employer.

They must be willing to be contacted by telephone to provide information about you - so always make sure to ask if they are willing to speak on your behalf and inform them of any positions you have applied for the information is required as follows: referees name; job title; employer; and contact details, e.g. phone/mobile/email.

Activities and interests: You may add this information if you feel the employer may see how your interests show that you have a well rounded personality suited to the type of work they are offering.

Photo: You would not normally add a photo to a resume, unless it is specifically requested by the employer, and your appearance is important for the job (i.e. model).

View some examples at

<http://career-advice.monster.co.uk/cvs-applications/free-cv-templates/jobs.aspx>

- **The cover letter**

Every CV needs to be accompanied by a cover letter. Written in business style, cover letters should contain an expression of your interest in working for a company, an abbreviated introduction to your career and a short, compelling paragraph detailing why you would be a perfect fit for a current or future opening.

View some examples at

<http://www.career.vt.edu/jobsearchguide/coverlettersamples.html>

¹⁰ Doyle, A., *About.com's job search*. [On line] Available at: <http://jobsearch.about.com/od/cvadvice/qt/cvinclude.htm> [17 July 2013]

ACTIVITY 2

Design your business card and write your CV related to the job needed in your business. (You can also check the supplementary material).

- **The job interview**

The purpose of an interview is to get acquainted and to learn about one another. Employers evaluate your qualifications, and you get to provide a human face to a *résumé* and a phone call, as well as sell the employer on your skills, experience and enthusiasm. But the interview is not just about you; it is also about them. It is an opportunity for you to learn more about the job and find out if you really want it. Moreover, you will discover whether this is a company you will enjoy working for.

ACTIVITY 3

Hiring employees (the job interview)

Role play: one or two of you must be the interviewers and the other the interviewed person, each of you have to prepare the questions and the answers. After rehearsing you must perform in front of the whole class and the rest of the students must decide if the candidate is suitable or not, and also if the interviewer's questions are suitable or not.

Here you have some useful tips for a successful job interview; these 10 points will be assessed in order to decide if you are the best candidate.

To perform well at interview you must convey the following in your descriptions of your character and ability:

1. **Motivation:** Take the opportunity to ask questions of your interviewer. This will convey enthusiasm and motivation, a thirst for knowledge coupled with a desire to get things done.
2. **Energy and Drive:** Someone who is prepared to put in the extra effort required to get the job done.
3. **Confidence:** Display a confidence and poise in your interactions with individuals at all levels in the organization.
4. **Determination:** Not to be confused with stubbornness. Convey a desire to conquer problems despite difficult situations.
5. **Attitude:** Someone who is open and friendly but professional always, a team player.

6. **Reliable:** Self-motivated with an ability to work independently with a minimum of supervision.
7. **Honesty and Integrity:** Each company has its own code of conduct. Display an ethical responsibility for all actions undertaken by you both positive and negative.
8. **Listening Skills:** Be an active listener. Take time to listen, assimilate the information and respond.
9. **Analytical Skills:** Ever more important, weigh up each problem and find a balanced solution.
10. **Dedication:** Display pride in your work and the dedication to see each task through to completion in a timely manner.



But first look at the questions and answers you have below and try to match them.

JOB INTERVIEW: POSSIBLE QUESTIONS¹¹

Why did you choose this company?
 What are your strengths/weaknesses?
 How would your friends describe you?
 What is your greatest achievement?
 How well do you work in a team?
 Where will you be in 5 years' time?
 Have you ever had a difficult boss?
 Have you worked abroad in the last five years?
 Have you ever managed a team?
 Have you studied any other languages apart from English?

JOB INTERVIEW: POSSIBLE ANSWERS

People say I'm sociable, organized, and decisive.
 Because I think I will find the work environment both challenging and rewarding.
 I have excellent time management, but I can be impatient for results.
 I always support my colleagues and believe we should work towards a common goal.
 Leading the University football team to the national Championships.
 My aim is to have a position in the Management Team.
 No, I haven't. But I lived in Spain for a year, so I can speak Spanish pretty well.
 Yes, In fact that's why I resigned from my first job after only six months.
 Yes, I have. I was in charge of ten technicians when I worked for Olivetti.

¹¹ Anon, *Job Interview Site.com*. [On line] Available at: <http://www.job-interview-site.com/best-interview-questions-and-answers.html> [17 July 2013]



Secondly, make a brief description of yourself (use the adjectives you used in unit 3) and prepare for answering about your skills using next page handout.

SKILLS	EXAMPLES
Communication – the ability to get on with a wide range of people.	
Team working – the ability to be an effective team leader or team member	
IT skills – most jobs these days need some IT skills.	
Good attitude – hard-working, honest, polite, co-operative.	
Problem solving – using your initiative to find answers	
Enthusiasm – employers like someone positive.	
Quick learner – so you can take on new tasks.	
Determination – shows you are keen to succeed.	
Flexibility – doing a variety of tasks to achieve a common aim.	

Finally, design your interview, try to use some of the questions and answers you have above, and also use the supplementary material.

- **Building your own professional brand¹²**

Building a professional brand is necessary in this competitive job market. Job seekers need to have a professional online presence that can easily be found by hiring managers, recruiters, and career contacts.

Professional branding tools:

¹² Doyle, A., *About.com's job search*. [On line] Available at: <http://jobsearch.about.com/od/careeradviceresources/a/profbrand.htm> [17 July 2013]

VideoCV :A video cv is a short video created by a candidate for employment and uploaded to the Internet.

LinkedIn - Create a LinkedIn profile and start connecting. Ask and answer LinkedIn questions to increase your visibility.

www.linkedin.com

VisualCV - Create a VisualCV to share with contacts and prospective employers.

www.visualcv.com

Write a Blog - Nowadays most people have a blog. However, a well-written blog focused on your area of expertise is another good addition to your professional branding package.

Create a Presence - Comment on other people's blogs, write some articles, go to industry meetings, conventions, and events, and make contacts in your field. Be sure that all your endeavours are focused and relevant to both your skills and your career goals.

Build a Web Site - Consider a web site to create and showcase your brand. Many web hosting services have built in web building tools and it's quick and easy to build a site that reflects your professional presence.

Volunteer - If you have time and if there's a way to volunteer in a capacity where you can use your skills and expertise, volunteering is another way to gain exposure as an expert in your career field. It's a good resume building tool, as well..

ACTIVITY 4



Brand yourself online making your videoCV and an online visualCV. Go to www.visualcv.com , www.videocv.com or any other server you can use.

FINAL CONSIDERATIONS: YOUR VIRTUAL IDENTITY AND YOUR PERSONAL AND PROFESSIONAL PROFILE.

ACTIVITY 5



Read the article “Your Social Media Personas: Personal versus Professional”¹³ (next page) and highlight the paragraphs you consider more interesting or understandable.

¹³Road Marketing, 2013. *Your Social Media Personas: Personal versus Professional*. [On line] Available at: <http://roadmapmarketing.com/blogs/your-social-media-personas-personal-versus-professional> [24 July 2013].

TOP 5 DRIVERS FOR
PERSONAL AND PROFESSIONAL NETWORKS

TNS quantitative data.

Invariably when we talk about social media networks, the question arises: How should I manage my social media networks between my professional and personal connections? Do I use one profile for all social media networks? Or should I use separate personal and professional profiles (such as distinct pages in Facebook for your company versus your personal posts)? Or should I use separate social networking services for different purposes (such as LinkedIn for professional contacts and Facebook for personal use)?

While there are pros and cons to each approach, the real dilemma is this: How do I maximize the value of all my networks? How do I remain true to my personal and company brands (which are often melded together)? And how do integrate these complexities into my already over-full communications networks?

Think context. Recent research by TNS for LinkedIn, does an excellent job of defining the different mindsets that people have when interacting in personal versus professional networks:

Personal networks are used for social connections and entertainment. People want to unwind, be distracted and have fun.

Professional networks used for aspiration and achievement. People want to learn information and connect with resources that will help them professionally.

So think twice before droning on about the latest product enhancements on your personal Facebook page or sharing numerous baby pictures on LinkedIn.

Don't be afraid to show the different sides of you. *Your professional pages should have your personal touch. People still do business with those they like and trust. Your personal pages should highlight what you are passionate about professionally. You never know if someone in your personal network may have a need, or know someone, who could use your services.*

But be mindful of the power of the seamless web. *As human beings we are wired to absorb emotional and rational information and create a composite view of another person. The World Wide Web makes both our personal and professional lives much more transparent. People can (and do) conduct global searches of your name. Even if you are diligent about your privacy settings in Twitter and Facebook, others can share anything you post.*

Your online presence can repel or attract. Strong, provocative political views may alienate a new sales prospect. But then your passionate dedication to a charity or social justice work may engender a deep trust.

ACTIVITY 6



Now try to answer these questions:

- Did you ever think of social media as a way to professional success?
- Are you really aware of the importance of taking care about the contents you publish online?
- Can you think of any example that illustrates the inconvenience of saying things no politically correct on your twitter account or your facebook profile?