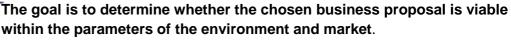## Description learning activity

This learning activity is intended for students in all areas of vocational training who are studying in the ENT-TEACH programme and who have already completed Unit 2: Recognising Opportunities.

Continuing the activity introduced in Unit 2, students will be asked to conduct a market analysis of the business proposal selected as the best option by the class.

The goal is to determine whether the chosen business proposal is viable within the parameters of the environment and market.

The key components of this activity are the following:

- To give the students a challenge to overcome
- To place the participants in a real-life situation
- To provide an activity which may have repercussion in the students' professional lives
- To encourage the students to overcome obstacles
- To prepare the students to work in conditions of uncertainty, a critical component in the creation of new enterprises

The type of tasks that students will be asked to complete will be based on a combination of elements coordinated by the teacher, which may include the following:

- Class debate
- Group debate
- Coordinated information searches in work groups
- Analyses of information
- Data structuring
- Conversion of raw data into relevant information to make decisions
- Cooperation and coordination
- Negotiation and agreement by consensus
- Classroom presentations for the class and teacher

The activity will be conducted in five stages:

1. The class will select and describe a new business enterprise.
2. The class will debate and agree on what segment the business will target.
3. The class will separate into work groups. Each work group will be assigned a task to conduct as part of the general analysis of the environment.
4. Each work group will present the results of its analysis to the rest of the class.
5. Lastly, the class will create the threat/opportunity matrix.

Problem

The viability of a business depends on several factors, including market conditions and how the business is received by potential users of the services or products it offers.

In order to gain a deeper understanding of the content of this unit, students are asked to identify the feasibility of a business based on the state of the environment and market, applying knowledge they have acquired in a real situation.

Realism in this activity is critical for overcoming the inherent problems of determining the viability of a business, since this process does not fully respond to an objective question. Although a great deal of information may be collected and analysed about the environment and market, at the end of the day the entrepreneur's own criteria will determine whether the business is launched or not. In other words, data can help to identify businesses which are clearly unviable, but the risk run by any entrepreneur is still present despite any analysis performed.

This activity addresses this problem and puts students in the position of making a decision that involves risk.

Completion time

The activity should take place after the theoretical concepts of Unit 3 have been covered and the activity in Unit 2 completed so that students will have already had an opportunity to work with these key concepts related to market analysis in the classroom and will have selected a potential business to launch.

The time required to complete the activity is 6 hours.

Target Audience

What is the profile of the target audience that you are trying to reach?

Potential learners of this learning activity could be students that attend management or marketing oriented VET students as well as any SME businessman that would like to master its abilities in Market Analysis.

The needs of the potential learners vary. In general the activity satisfies the need for knowledge in market segmentation, product positioning, target group identification, market's environment (internal and external) analysis.

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Goal

The general objective of this activity is to provide students with a realistic experience through the collection of relevant data on which to base decisions on the potential viability of a new business enterprise.
The individual elements of this general objective are as follows:

- To locate secondary information sources for analysis of the environment and market
- To assimilate the accessibility and availability of information in the sector
- To develop the ability to reorganise information and present it a form which is comprehensible and useful for making decisions
- To develop the ability to debate and make joint presentations with other members of the class
- To develop communication and active listening skills
- To develop the initiative and involvement required for working in groups

Results of the activity

After completing the activity students will have achieved the following:

- They will have had direct experience with different secondary sources for data collection.
- They will have learned the importance of collecting data before planning a new business.
- They will have gained a better understanding of how to create a SWOT analysis.
- They will have experienced making the decision of whether a business proposal is viable or not.

Evaluation

Evaluation of instruction
The teacher should monitor the students' progress during the activity to make any adjustments deemed appropriate to achieve the activity's established objectives.

Final evaluation
The final evaluation will consist of multi-pronged evaluation which will take the form of a class discussion on the data-collection process, the suitability of the process, and the usefulness of having objective information about the market to determine whether a business is viable.

Technology

The activity will primarily rely on the following two technological resources:

1. Technology based on cooperative learning. A formal cooperative-learning structure with work groups will be implemented based on general agreement. This will be followed by an informal cooperative group-learning structure with class participation in activities.
2. Experiential learning, oriented towards educating and transforming students based on their individuality, skills, leadership, and decision-making capacity. This method also takes a synergistic and systemic view of relationships with other individuals in the form of harmonious collaboration, effective communication, forming high-performance work groups, awareness of industrial safety and occupational health regulations, and empowering the students' personal and cultural values.

This combination makes it possible to anchor knowledge acquisition on the following four styles of learning:

1. Active learners who retain and understand information better after having applied it and experienced it through their own actions or explaining what they have learned to others. This type of learning will be facilitated through tasks assigned to the students in the different activities.
2. Sensory learners who prefer facts and specific, concrete data. For these students learning will be facilitated through the application of real and specific data.
3. Visual learners who remember best through observation. These students will have the opportunity to observe during the processes of searching for data and presenting it to the class.
4. Sequential learners who learn best when the learning process is clearly structured, using logical and ordered information.

Methods

A combination of methods will be employed to conduct the activity:

- Researching and assimilating information within a determined time. This exposes students to large amounts of content in a short amount of time
- Structured discussion which allows interaction and the pooling of ideas to promote the learning process. The teacher will focus these on the specific learning objectives.
- Panel discussion which in addition to broadening the variety of viewpoints will stimulate and increase student interest in the subject.
- Negotiation, which promotes active listening and respect for the views of the other participants and which requires students to make compromises, ceding some of their points and accepting the points of others.

Teaching staff

This activity should be led by a teacher who has marketing knowledge and experience in researching and analysing market information.
The teacher should also be capable of the following:

- Encouraging group cooperation
- Motivating participants
- Leading negotiations prior to making a decision
- Promoting equal participation by the students in the activity

Resources

The resources required are those generally available in a classroom, specifically this will include the following:

- One computer with internet access for every 2 participating students
- A whiteboard with colour markers for every 2 students
- A projector and screen to show charts, graphs, etc.
- Paper and pens for each participant

The furniture in the classroom should be moveable so its configuration can be changed according to the needs of the different activities.