

9 SSEP

Secondary School Employer Partnerships

Mrs Reader

r [redacted] nz

Business Groups

Business	Product	Group	Mentors
Beach Buddy	Zinc	Cody, Nico, Caio, Quinn, Kyle	Louis Wright
The Stardust Collection	Resin Jewellery	Ella, Paige	Cathy Klouwens
Rock it	Rockets	Turi, Blake, Dylan, Alex, Sam	Faith Morgan
The Tie Dye Shack	Tie Dye Socks	Issy, Jas, Nikita	Marcia Wilson
Simply String	String Bowls	Rita, Lilli, Prezley	Kiri Carew
	Hearts on a string	Annie Alexis, Courtney	Debbie Reader

Business Mentor Contacts

Louis Wright (Accounting)

[\[REDACTED\]@et.nz](#)

07 [REDACTED] 5

Marcia	Wilson	[REDACTED]@co.nz	021 [REDACTED] 3	The Juice Bar
Faith	Morgan	[REDACTED]@om	07 [REDACTED] 3	Hahei Icecream & Takeaways
Kiri	Carew	[REDACTED]@co.nz	02 [REDACTED] 4	Smart Environmental
Cathy	Klouwens	[REDACTED]@com	02 [REDACTED] 1	All About Whitianga

Smart Waikato's Secondary School Employer Partnerships (SSEP) is an award winning initiative connecting young people, educators and employers, generating transformative results for communities. Employers from a range of sectors interconnect with school faculties contextualising learning for Year 9 and 10 and introducing them to a wide range of careers.

Goals:

- improve student achievement, retention and transition in schools
- **answer the question: "Why am I learning this subject?"**
- ensure students make solid school subject choices to successfully transition into further education and employment
- **introduce students to key industries in region**
- increase attraction to careers in critical industries in our region
- **encourage young people to stay locally**



So what is SSEP?



Task:

Discuss with your table your understanding of what SSEP is.

Share your thoughts with the class.

Business Ideas

STARTING A BUSINESS

8 Ways to Come Up With a Business Idea

Start Slideshow



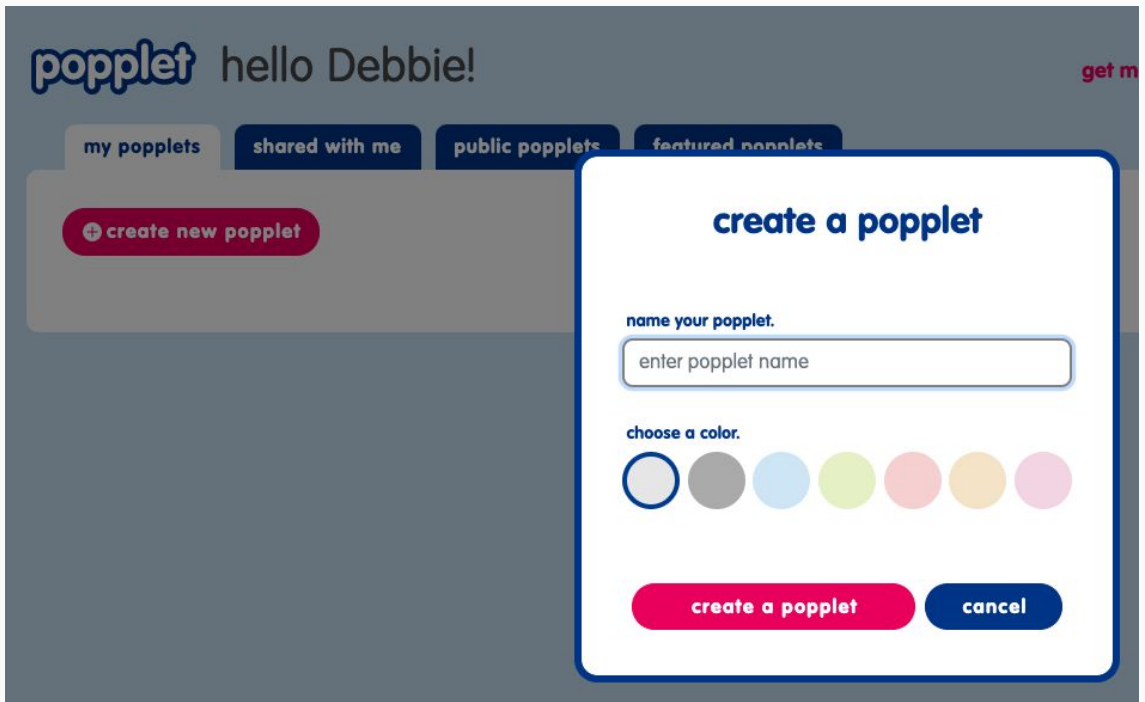
<https://www.entrepreneur.com/slideshow/307451>

Task:

What are the 8 ways suggested to come up with a Business Idea? Record on your SSEP Google Slide.

Now it's time to come up with your own Business Idea

Taking into consideration the previous slide information. Either by yourself or in a group of no more than 4 people come up with a business idea. **No food businesses for this term.** We will aim to have a Market Day at school in Week 8. Consider the time of year and your target market - who will buy your product and for what purpose?



Task:

Use Popplet to create a brainstorm of possible ideas for a business including who your target market is? Save a screenshot of your work in your SSEP Google Slide.

So what will the
SSEP term look like?

9 SSEP Business Plan of Operation

Timetable	Session 1	Session 2	Notes
Week 1	Intro to SSEP unit and forming groups	What is a business? What are Business Mentors?	Google Slides for student notes
Week 2	Group and personal goals set Brainstorming ideas	Brainstorming ideas Meet the business mentors. Speed coaching and team mean to a matching	During speed mentoring students have five minutes with each means war pitching the ideas for feedback
Week 3	The marketing mix the 4 p's	Writing a business plan Sharing the business plan with mentors	Business plan The marketing mix
Week 4	Design a survey for the class design a logo and confirm a business name	Summary of survey data and using this to refine business plans Swot analysis Final product decisions made	Google Forms Design and have some examples available for students to view Kahoot on logos
Week 5	Plan of operation Task allocated Budgeting and applying for a loan	Budgeting continued Using Google sheets Organising supplies Marketing	Bank loan form or shopping list Google sheet including itemised cost of products
Week 6	Manufacturing and production Mock-up to Mrs Reader	Sample review Improvements and changes WEBSITE FOR ORDERS LIVE	Mockup & Review Advertising/Marketing
Week 7	YEAR 9 CAMP		
Week 8	Manufacturing and production		
Week 9	Finalise accounting records and procedures Repay loans Evaluation of your business experience	Business Games	Fill in assessment forms Thank you emails

What is a Mentor?

SmartWaikato Secondary School-Employer Partnerships Student-Business Meet & Greet





During this year

- ✓ Business people will be coming into your classes to help you make sense of what you're learning
- ✓ You will go into their businesses to see what you're learning in action



Don't waste this opportunity!

- ✓ Pump them for information
- ✓ Find out about what they do, their company or industry
- ✓ What job opportunities are their for young people in their business?
- ✓ Ask about their job - what do they do, what do they like about it, how did they get to where they are now
- ✓ Ask them for advice if you're interested in their industry - school subjects, qualifications etc



SmartWaikato Student-Employer Meet & Greet



Secondary School Employer Partnerships STUDENT-EMPLOYER MEET & GREET WORKSHEET

INSTRUCTIONS: Choose 3 different businesses to go and speak to and find out about what they do. Write down 3 things you have learnt about each business or person you have spoken to. (See ideas for questions on the projector screen, or ask your own)

Business 1:	Question 1:	Answer 1:
Name of person you spoke to:	Question 2:	Answer 2:
	Question 3:	Answer 3:
Business 2:	Question 1:	Answer 1:
Name of person you spoke to:	Question 2:	Answer 2:



SmartWaikato Meet & Greet question ideas

- What is it like to work in your industry/company?
- What do you do? What do you like about it? How did you get to where you are now?
- What job opportunities are there for young people in your business/industry?
- What kinds of people are typically interested in working in your job/industry?
- What school subjects or qualifications are useful in your type of job or industry?



Are you clear on the role of a Business Mentor?

Task:

- Record on your slide a definition of what an SSEP Mentor is?
- Fill in the question section on your Meet and Greet sheet (hand out) ready for the Mentor session.






STUDENT-EMPLOYER MEET & GREET WORKSHEET

INSTRUCTIONS: Choose 3 different businesses to go and speak to and find out about what they do. Write down 3 things you have learnt about each business or person you have spoken to. (See ideas for questions on the projector screen, or ask your own)

<p>Business 1:</p> <p>Name of person you spoke to:</p>	<p>Question 1:</p> <p>Question 2:</p> <p>Question 3:</p>	<p>Answer 1:</p> <p>Answer 2:</p> <p>Answer 3:</p>
<p>Business 2:</p> <p>Name of person you spoke to:</p>	<p>Question 1:</p> <p>Question 2:</p> <p>Question 3:</p>	<p>Answer 1:</p> <p>Answer 2:</p> <p>Answer 3:</p>

INTRODUCING THE BUSINESS MENTORS SESSION PLAN

TIME	ACTIVITY	RESOURCES REQUIRED	NOTES
5 minutes	Classroom set-up	Tables grouped around the room – 1 chair for each student in each group plus an empty chair at each group for a mentor. Also set up a row of chairs at the front for the mentors.	Encourage the students to come prepared for the session with a prototype or photos/drawings of ideas to show the mentors
5 minutes	Introducing the session and purpose of the business mentors	The Business Mentoring Tips resource may be helpful to refer to under 'Employer tips and ideas' in the Planning section of the SSEP Resource Centre	
3 minutes	Play student SSEP video http://www.smartnz.nz/resource/engagement#student	Introducing students to SSEP video in the 'Engagement' section of the SSEP Resource Centre	
15 minutes	Mentor introductions 	Starting at the front of the room, mentors stand up one-by-one and introduce themselves, their organisation and a brief overview of their career path (2 minutes each)	Teacher will need to keep mentors to time

25 minutes	<p>Speed coaching. Mentors are allocated a group for the first 5-minute round and then move to a different group for each following round.</p> 	A bell or some other signal to move the mentors on to the next group can be helpful.	Each mentor spends 5 minutes with each group discussing their business ideas. Teacher will need to keep groups to time and tell mentors when they need to meet the next group. Remind students to shake the mentor's hand and introduce themselves. Students keep a note of the name of any mentor/s they may particularly like to work with.
Afterwards	<p>Team mentor matching</p> 	Any student/mentor preferences; mentor email addresses	Teacher matches student groups to mentors, notifies mentors who their group is and when the class times are. Students email their mentor to make initial contact and invite them back into the class the following week for their first mentoring session.

STUDENT MEET & GREET RUN SHEET

Purpose:

- Opportunity to set the scene and expectations of SSEP for students
- Enables students to meet all employer partners including those they won't necessarily be engaging with in the classroom
- Enables employers to meet students and get a better understanding at what level to 'pitch' their language and activities
- Students are familiar with employers and purpose of SSEP before they come into the classroom for the first time

Set-up:

- All students and employer partners should be involved (invite employer partners at least 3-4 weeks in advance to maximise the chance of their availability)
- School hall or gym is an optimal space
- Set up 'stations' around the room for each employer partner with a desk (similar to a career's expo). Encourage employers to bring brochures, promotional material or items to touch or use as demonstrations when talking to students
- Set up enough chairs at the front of the room for each business representative facing the student group

STUDENT MEET & GREET RUN SHEET

***NOTE TO PRESENTERS:** Before the employers come in identify two students to come up and take turns interviewing the employers. They can mix the questions up or ask some of their own if they want/feel comfortable. Keep interviews to 2 minutes per employer max.

Run Sheet

(20 minutes)

1. Students welcome the employers into the school (e.g. waiata, round of applause)
2. Teacher runs through the *SSEP Student Meet & Greet Presentation* – what is SSEP etc.
3. At the 'Introductions' slide, invite the pre-selected students up to interview a representative from each of the employer partners (using the *Student Meet & Greet Employer Interview Questions*)
4. At 'Student-Employer Meet & Greet' slide invite Employers to spread out to their designated areas, *SSEP Student Meet & Greet Worksheet* handed out to students
5. Leave 'Meet & Greet question ideas' slide up for students to refer to

(30 minutes)

6. Students invited to go to the first employer they would like to meet and move around once they have their questions answered (each student should engage with at least 3 employers). Remind students to introduce themselves and shake hands with employers.

(Wrap up)

7. Wrap up and thanks to employers

THE MARKETING MIX



TARGET MARKET?

PRODUCT:

WATERPROOF PACKAGING

PRICE:

25 GOATS FOR A
SHIPLOAD OF BURGERS

PROMOTION:

FRE



PAXTON / PATTERSON

Market Research

Task: Research at least 3 other products similar to your business idea. On your SSEP slide complete the 4 P's table.

Product	Place	Price	Promotion
Product includes use, design, packaging features, colours and size options	Place includes retail, digital, phone, chat	Price depends on size, discounts and any shipping elements	Promotion consists of content, advertising and messages to persuade the audience to buy

Now it's time for a
Plan!

<https://www.business.govt.nz/assets/Uploads/Documents/quick-focus-plan.pdf>

The 10-step quick focus business plan

business.
govt.
nz

Task:

With your group you need to access the quick business plan on the business.govt.nz link and fill in as many details as applicable to your group.

A sound business plan helps give you focus and direction.

Strategies and business plans need to be lived and breathed, not put on a shelf and forgotten about. Use this template to make sure you're focused on the right things, every day.

This is a great tool if:

- you already have a business plan or strategy but things are changing
- you don't have time to create a detailed business plan or strategy
- your business is moving too fast to bother with a detailed business plan or strategy
- you want to help focus your team on the plan.

Grab a cuppa and maybe a colleague, give yourself some space, and take 60mins to refocus.

The first time you refocus, you might have some gaps in your knowledge. That's okay. Put it on the to-do list at the end of the template, learn what you need to know, and you'll be set for next time.

Remind yourself

1. Your business
2. Your mission

Reflect on your current position

3. Key numbers
4. Internal forces
5. External forces

Set your focus

6. Top tasks
7. Possible next steps
8. Plan of attack

Get going

9. Overcoming barriers
10. To-do list



See [Business.govt.nz](https://www.business.govt.nz)'s Business Planning Tools and Tips section.

Remind yourself

1. Your business

Remember who you are and what you're in business to do.

How do you describe your business in a nutshell?

Include your point of difference and the value you offer your customers.

Being able to describe in a few sentences your business and the value it offers customers is sometimes called an 'elevator pitch'. You should be able to summarise in the time it takes to ride an elevator about 70 floors. Often, that's as long as you get to introduce yourself and capture someone's interest.

 **Haven't got an elevator pitch? Put it on your to-do list.**

2. Your mission

Remember your next goal.

What's the next big milestone you're working towards?

This might be a goal for this year, three years or even 10 years.

As your business grows or changes, you'll want to focus on different goals. Think of your mission as your overarching goal. The best missions are specific, ambitious yet achievable, and have a set timeframe. In 1988, Michael Hill, Jeweller, set himself a mission of having 70 shops in 7 years. Nailed it!

 **Haven't got a mission? Put it on your to-do list.**

Reflect on your current position

3. Key numbers

How are the numbers, metrics or KPIs looking?

Some of the core metrics that most successful business owners keep track of

Revenue

How much money your business has made in the year to date.

Net profit ('the bottom line')

Your revenue minus your expenses for the year to date.

Net profit margin

Your net profit as a percentage of your revenue, year to date.

Operating costs

How much it costs to run your business each month.

Utilisation rate

The level to which your people and big assets (eg machinery) are in use.

Net promoter score

How likely it is that a customer will recommend you, on a scale of 1 to 10.

Employee engagement

The level to which your people are engaged with their job and the business.

Did you know that higher employee engagement brings higher productivity and greater staff retention?

Some metrics that relate specifically to your mission

Eg, number of current customers, or market share.

It's true, you can measure and focus on the numbers too much. But caring about these key metrics will help you to spot problems with your business viability and track your progress as you grow, and decide where to go next.



Don't know your numbers or why they're important? Put it on your to-do list.

Reflect on your current position

4. Internal forces

Think about what's shaping your business from the inside.

What are your strengths?

What do you do well, or have that you can make the most of?

- | | |
|---|--------------------------|
| <input type="checkbox"/> A good reputation | <input type="checkbox"/> |
| <input type="checkbox"/> Clear goals and strategy | <input type="checkbox"/> |
| <input type="checkbox"/> A strong team | <input type="checkbox"/> |
| <input type="checkbox"/> Networks and contacts | <input type="checkbox"/> |
| <input type="checkbox"/> Smooth operations | <input type="checkbox"/> |
| <input type="checkbox"/> Good cashflow, savings | <input type="checkbox"/> |
| <input type="checkbox"/> A superior product/service | <input type="checkbox"/> |
| <input type="checkbox"/> Loyal customers | <input type="checkbox"/> |

What are your weaknesses?

What do you not do well, or what don't you have that you need?

- | | |
|--|--------------------------|
| <input type="checkbox"/> No/poor reputation | <input type="checkbox"/> |
| <input type="checkbox"/> No/poor website | <input type="checkbox"/> |
| <input type="checkbox"/> Not the right team | <input type="checkbox"/> |
| <input type="checkbox"/> No networks or contacts | <input type="checkbox"/> |
| <input type="checkbox"/> Bumpy operations | <input type="checkbox"/> |
| <input type="checkbox"/> Bad cashflow, low savings | <input type="checkbox"/> |
| <input type="checkbox"/> A weak product/service | <input type="checkbox"/> |
| <input type="checkbox"/> Not enough customers | <input type="checkbox"/> |

Reflect on your current position

5. External forces

Think about what might impact your business from the outside.

What are your opportunities?

What's out there or on offer that you could make the most of?

- | | |
|--|--------------------------|
| <input type="checkbox"/> Good talent to hire | <input type="checkbox"/> |
| <input type="checkbox"/> A new key partnership | <input type="checkbox"/> |
| <input type="checkbox"/> A large untapped market | <input type="checkbox"/> |
| <input type="checkbox"/> A hot client lead | <input type="checkbox"/> |
| <input type="checkbox"/> New investment | <input type="checkbox"/> |
| <input type="checkbox"/> New software tools | <input type="checkbox"/> |
| <input type="checkbox"/> A marketing opportunity | <input type="checkbox"/> |
| <input type="checkbox"/> A potential new mentor | <input type="checkbox"/> |

What might be threatening you?

What's happening out there that might be a risk to your business?

- | | |
|---|--------------------------|
| <input type="checkbox"/> No workers/talent to hire | <input type="checkbox"/> |
| <input type="checkbox"/> An aggressive competitor | <input type="checkbox"/> |
| <input type="checkbox"/> A shrinking market | <input type="checkbox"/> |
| <input type="checkbox"/> Legislation changes | <input type="checkbox"/> |
| <input type="checkbox"/> Rising production costs | <input type="checkbox"/> |
| <input type="checkbox"/> Poor public infrastructure | <input type="checkbox"/> |
| <input type="checkbox"/> Shrinking margins | <input type="checkbox"/> |
| <input type="checkbox"/> Poor exchange rates | <input type="checkbox"/> |

*S.W.O.T
Analysis*

*Strengths
Weaknesses
Opportunities
Threats*

Set your focus

6. Top jobs

With a focus on your mission, and bearing in mind the internal and external forces at play, what are the important things to do?

First, brainstorm all the things that you think might be important for you to do to achieve your mission

Eg, build the brand, reduce costs, improve a particular relationship, get a mentor.



Now, pick out the three that are most important jobs to do next

Job 1:

Job 2:

Job 3:

We'll focus on these three top jobs for the rest of the template. Carry them through to the next page, ready to start thinking about your plan of attack.

Set your focus

7. Possible next steps

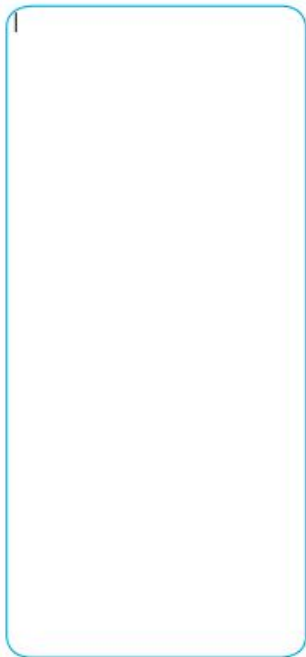
What will you need to do to get those jobs done?

First, list all the things that could help get that job done.

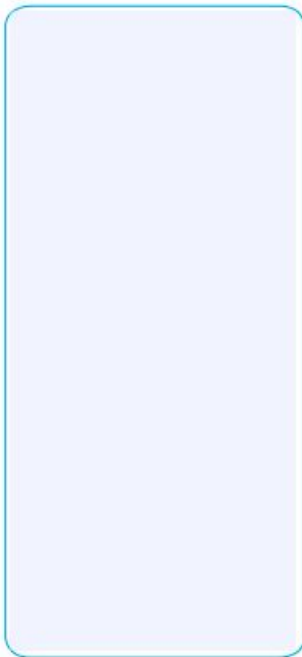
Eg, create a website, meet with potential mentors, identify all costs, map the process, re-organise the team, create a policy, identify possible coalition partners.

Next, highlight the three most important next steps for each job.

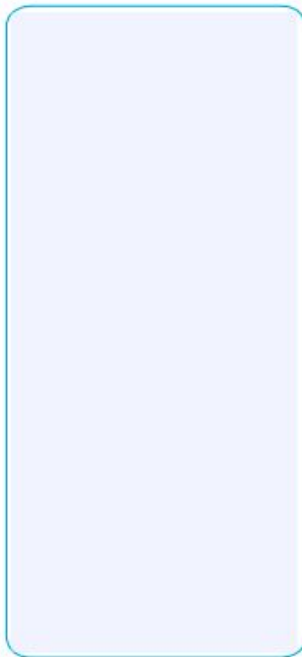
Job 1



Job 2



Job 3



Get going

9. Overcoming barriers

Be honest with yourself about what might get in the way of your plan.
Remember that sometimes we're our own worst enemy.

What could stop you from carrying out your plan of attack?

Eg, not putting time aside, getting distracted by urgent things, not having team buy-in.

What could you do to overcome those barriers?

Eg, schedule time in your diary, print the plan and put it on the wall.



Got some great ideas to focus yourself on the plan? Put them on your to-do list.

Get going

10. To-do list

In addition to the plan of attack, what to-dos have popped out as you completed this template?
For best results, give yourself a deadline for each task and put time aside in your diary to get it done.

<input type="checkbox"/> Complete the steps on my plan of attack!	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> Schedule my next quick refocus	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____



For more tips & tools,
see [Business.govt.nz](https://business.govt.nz)'s Business Planning section

Congratulations!

You've got a plan of attack, and a to-do list.
You're focused and ready to go.

So what are you waiting for?

Get going!

**“A big
business
starts
small.”**

- Richard Branson





Mockup



In manufacturing and design, a mockup, or mock-up, is a scale or full-size model of a design or device, used for teaching, demonstration, design evaluation, promotion, and other purposes. A mockup is a prototype if it provides at least part of the functionality of a system and enables testing of a design. [Wikipedia](#)

Task:

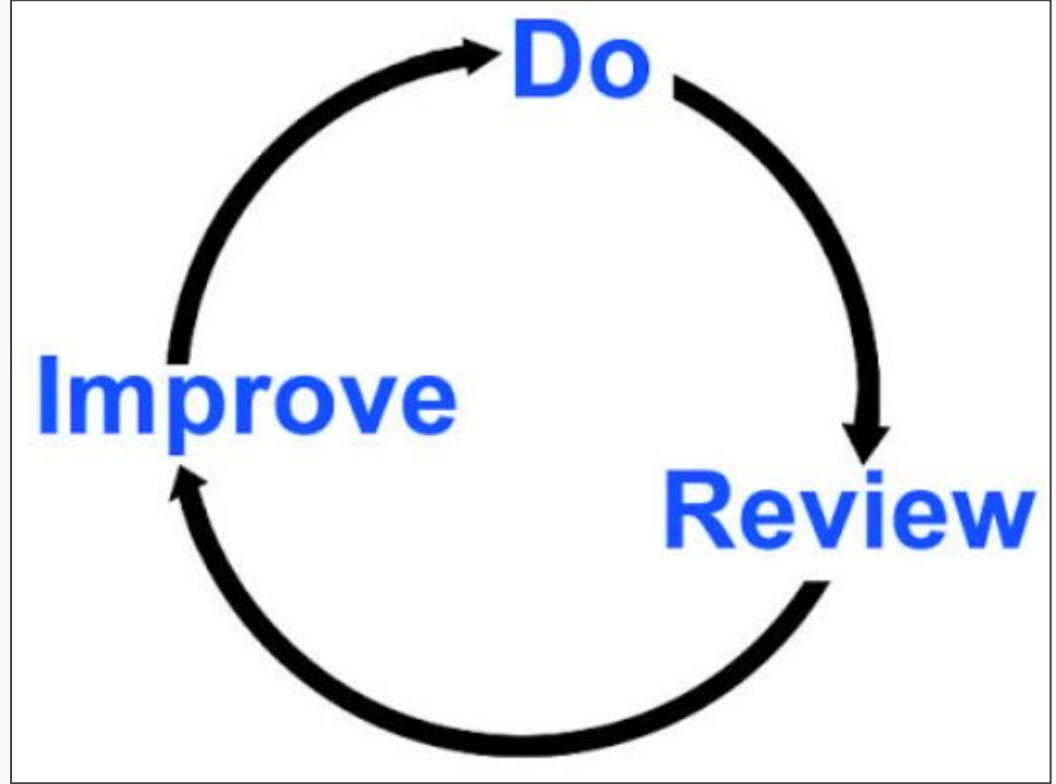
1. Create a Mockup or sample of your product.
2. Take a picture of your product and put it into your SSEP slide.

This will be reviewed by the class with written feedback given to your group.

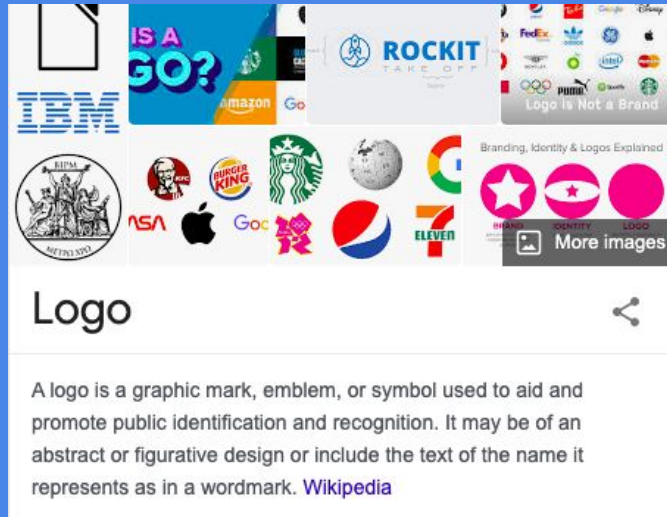
Task:

Review the suggestions of your product. Make changes if necessary and then go forward with manufacturing.

Keep adding to your 'To Do' list and tick off any completed tasks.



What is a logo?



*Task:
Design a
logo for
your
business.
Identify
the type of
design you
have
chosen.*

[Logo Kahoot](#)

Financial Literacy

ep library > Maths > NZC Financial Literacy > 10. Business Finances > Level 4 Percentages > 1. Profit and Loss

ep	Level 4 Percentages	1. Profit and Loss
		2. Calculating Profit and Loss
		3. Discounts
		4. Calculating Discounts
		5. Supply Chains

Task:

Complete the activities for
Financial Literacy on Education
Perfect.

CRITERIA



ANALYSIS



PERFORMANCE



APPROACH



EVALUATION



IMPROVEMENT



RESULTS



FEEDBACK



ASSESSMENT

So how did your
SSEP journey go?

<https://www.surveymonkey.com/r/MBAS2020>