Apax-Mosaic Enterprise Challenge 2014/15
Mentoring Resource Pack
Apax-Mosaic Enterprise Challenge Partners

This is the seventh year of delivery of the Apax-Mosaic Enterprise Challenge and the competition has grown in scale each year. This growth has only been possible due to the commitment and support of Mosaic’s sponsors and partners.

Sponsors

The founding sponsors of the Enterprise Challenge competition are the Apax Foundation, the charitable arm of Apax Partners. Funding the competition since its inception in 2008/9, their continued support has been a significant factor in the competition’s growth and popularity today.

Since 2011, the Department for Communities and Local Government has provided match funding support, enabling Mosaic to extend the reach and scope of the Enterprise Challenge.

Other partners include:

- Totem Learning – the providers of the business simulation game. Totem are a provider of learning solutions, including ‘serious games’ for organisational learning and development
- Business in the Community – particularly the Business Class team who provide a strategic framework that enables businesses to form meaningful, sustainable relationships with schools
- Hogan Lovells LLP – a global legal practice who, as long-time supporters of Mosaic, have hosted the National Grand Finals each year, as well as providing judges to the judging panel
- Learning to Work, Spark London, EBSIUK Ltd, and Skillforce, our delivery partners

The Enterprise Challenge has been an absolutely fantastic experience. We have thoroughly enjoyed helping the girls we have been involved with to learn essential business principles, to improve their entrepreneurial skills and to encourage their career aspirations and confidence.

Imogen Francis, SGH Martineau
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Dear teachers and mentors,

Thank you for your participation in this year’s Apax-Mosaic Enterprise Challenge. If you have previously participated, welcome back! If you are new to working with us, a very big welcome to Mosaic and I trust that your experience will be a rewarding one.

The Apax-Mosaic Enterprise Challenge grows bigger year on year and the 2014/15 competition is no different; we aim to reach up to 4000 children in over 100 schools, supported by over 400 business mentors! Crucially, while increasing scale, Mosaic also continually seeks to increase the quality of our programmes. Our success in this area has been formally recognised by the Mentoring and Befriending Foundation which, in March 2013, awarded Mosaic Approved Provider Status for mentoring services – the industry standard for quality assurance. Similarly, in July 2013 Mosaic was honoured to win a Big Society Award by Prime Minister Rt Hon David Cameron MP. The award is recognition of Mosaic’s achievements in bridging the gap between aspiration and achievement for young people. Most recently, Mosaic’s programmes, in particular the Enterprise Challenge, were recognised in revised statutory guidance for those providing young people with careers advice in schools.

Given the above, I am confident that your and your students’ involvement with us will be beneficial, enlightening and, indeed, fun! Once again, thank you for working with Mosaic and please be sure that we are here to support you throughout your involvement with us.

Best wishes

Jonathan Freeman
Managing Director
Mosaic

Founded by HRH The Prince of Wales in 2007, Mosaic’s mentoring programmes create opportunities for young people growing up in our most deprived communities. Mosaic’s vision is for all young people to be supported to realise their potential. With the help of volunteer mentors acting as role models, we aim to bridge the aspirations-attainment gap. By linking young people with inspirational role models in this way, we boost their confidence, self-efficacy and long-term employability.

Mosaic currently operates in five regions of the UK – London, North West, South East, West Midlands and Yorkshire – and has international reach through our International Leadership Programme. In the academic year 2013/14, Mosaic directly supported 6,000 young people in over 200 schools and other institutions, supported by almost 1,000 volunteers. 85% of our UK beneficiaries were drawn from the 20% most deprived areas of the country. Mosaic’s International Leadership Programme supports 80 young leaders from 16 countries.

Mosaic’s schools programmes have received independent accreditation through the Approved Provider Standard of the Mentoring & Befriending Foundation, providing us with very important external recognition of the quality of our programmes. In addition, Mosaic’s programmes have been independently evaluated by Demos, the leading research organisation, which described its programmes as “very well run and both the mentors and mentees reported significant benefits in taking part”. Mosaic has also received the Prime Minister’s Big Society Award in 2013, and most recently was included in the Department of Education’s statutory guidance on careers advice, with the Apax-Mosaic Enterprise Challenge cited as exemplar practice for schools to adopt.

Mosaic is an initiative of Business in the Community (BITC), part of the family of charities overseen by The Prince’s Charities, the largest multi-cause charitable enterprise in the United Kingdom. Mosaic is overseen by a national Advisory Board and each of the regions in which we operate benefits from the direction of a Regional Leadership Group.

Unlocking the talent and realising the full potential of every young person, whatever their background or circumstance, is a cause close to my heart. It gives me great joy to see the sense of worth and belonging Mosaic provides by extending that much-needed helping hand to those of our diverse communities who need it most.

HRH The Prince of Wales, Founder of Mosaic
What is the Apax-Mosaic Enterprise Challenge?

Mosaic’s Enterprise Challenge is an inter-school competition which encourages a spirit of entrepreneurship amongst young people. It is offered to secondary school students in years 7-11 (Mosaic recommends that years 9-11 are likely to get the most from the competition).

In addition to encouraging an understanding of business and enterprise, participants also develop a number of other transferable skills such as:

- Confidence
- Self-efficacy
- Team work
- Practice at meeting deadlines
- Clarity of expression
- Lateral and creative thinking
- Flexibility and adaptability

What is the aim?

Many people ask us “What is the main aim of the programme – is it to increase awareness of being in business and the skills required, or to improve the softer, transferable skills?” Although we are interested in having a positive impact on both, the primary aim is to increase young people’s understanding of business concepts and how they can apply them. It is through an assessment of this that we invite teams on to the next stage of the competition. We ask all students, after mentoring has ended, about what they learned about business and their personal skills.

For last year’s competitors (2013/14) they benefited as follows:

- Over 30% of participants had no previous Business Studies engagement or experience prior to the Challenge
- 50% of participants now want to get involved in business when they leave school or consider setting up their own business after leaving school
- 80% improved their understanding of the skills required to succeed in business
- 80% learned something new about working in business from their Mosaic mentor
- 80% feel confident about the basics of working in business
- 74% felt that if they were given the opportunity, they would feel confident to run a successful business.

“I think it gave me a really good feel of what it would be like to actually launch a new product and to control all the finance.” Student, aged 14

Competition structure

- Schools enter teams of three to five students aged 11-16 years old.
- Schools may enter as many teams as they like, as long as Mosaic is able to recruit the necessary amount of mentors to support those teams. Mosaic works on an average ratio of one mentor to 10 students, or one mentor to two teams.
- Mentors are not necessarily matched to just one team, sometimes they work with several teams, supporting them towards competition success.
Timeline

Mosaic recruits and trains schools and mentors and matches them – now until December 2014

The competition begins in January 2015 (Monday 5 Jan – Friday 13 February 2015)

Mentors deliver 6 hours of mentoring content, January – February 2015

Top-five scoring schools announced and invited to Regional Finals

Mosaic generates regional league tables – during Half-term break

The competition closes at midnight on Friday 13 February 2015

Teams work on social enterprise business idea and pitch with mentors

Regional Finals, involving the top-five scoring schools in each region – Mar 2015

The winners of the Regional Finals are invited to the Grand Finals in London – Apr 2015

The Mentoring phase – responsible profit-making

Mentors support teams to complete TWO competition tasks that each carry a score as follows:

Task 1: Business simulation game. Students learn about businesses, business principles and apply them by playing an online business simulation game during which they produce, market and sell one of five products – a laptop, an ipad, an ipod mini, a car alloy, or a diamond ring.

- Each team can play as many times as they like using a unique username and password, trying to achieve an overall net profit. On the day of the deadline, no further scores will be stored.
- We take the team’s highest ever net profit that they achieve by playing a complete 3-year game cycle.
- We convert this to a score which accounts for 70% of a team’s marks during the competition.
Task 2: 
**Ethical business.** Students learn about responsible business practices, to ensure they would run any business in an ethical and responsible way before completing an assessment task. This assessment is marked and accounts for 30% of their marks during the competition. **Teachers are responsible for ensuring that students complete their assessments by no later than Friday 13 February 2015.**

**Regional Finals**
Friday 13 February, end of Spring half term, marks the end of the mentoring phase. Scores from the ethical business assessment are combined with scores from the online game to give Mosaic the five highest scoring schools in each region (London, South East, West Midlands, Yorkshire, North West and Scotland).

Teams from those six regions are then invited to a Regional Finals event. Ahead of the event they are asked to apply everything they have learned by devising a social enterprise business idea that could benefit their school and a 3 minute pitch - through which they sell the concept to a panel of judges.

Regional Finals will take place between 16th and 27th March 2015, with specific dates to be confirmed by Mosaic Regional Managers. The winners of these regional events are then invited to the National Grand Finals in London on 23 April 2015.

**National Grand Finals**
Six teams will be invited to the Grand Finals to play the online game once more and try and record the day’s highest score.

These teams will be joined by a seventh wildcard entry, selected by Mosaic, from the highest-scoring runners up in each region.

Teams will also deliver their business pitch to a guest panel of judges and will receive a score for this to be added to their game score that day.

The overall winners are the school who receive the highest total score on the day.

The winning school will receive:
- A winner’s trophy and shield with the school name engraved
- Individual winners medal
- A cheque for £2500 for the school
- £500 investment into their social enterprise idea
- Specialist mentoring to help bring their idea to life
- A range of other goodies revealed on the day! (in the past, students have won Samsung notebooks and visited 10 Downing Street).

**My role as mentor?**
When you volunteer to mentor on the Challenge, your role is to:
- **Lead** the team(s) through six hours of content to help them score highly in the two competition tasks
- **Support** team(s) of students to understand business concepts, and how to apply that knowledge, so they can generate a high net profit
- **Support** team(s) of students to understand how a business can be responsible, so we can test that understanding with an assessment questionnaire
- **Facilitate** a group of young people to communicate, solve problems and make decisions
- **Facilitate** groups of young people to participate in all activities, games and discussions
- **Coach** them to come up with their own answers and solutions
- **Mentor** them by sharing your own business and real-life experiences, which bring the experience to life.

Some understanding of business principles is welcome but far more important is that mentors have the confidence to impart these principles to students in a fun and engaging way. Mentors should support students to find solutions for themselves.

**To be ready to play this role you will need to:**
1. Ensure you have **played the game** and been through the same experience as the teams
2. **Read the suggested session plans and prepare** for each hour of your mentoring
3. **Consider personal and professional experiences** that will bring the elements to life
4. **Read How to be a Mosaic Mentor** to support you with techniques that can help you such as, Keeping students engaged and ‘on task’ (pg 27)
Business Simulation Game

You can download a user guide to the game here: http://www.totemlearning.net/support/TheBusinessGame/DOCS/STUDENT_GUIDE_TBG_Totem.pdf

Students choose a product to produce, take to market and sell. Working through five ‘stages’, they are exposed to key business concepts such as pricing, marketing and sales. It allows for the experience and practice of key business concepts and will generate final reports on the students’ decisions and performance for reflection and discussion.

The five stages of the game are as follows

1. Introduction to the scenario and learning the interface
2. Review your market research and select your product quality variables
3. Decide your marketing strategy
4. Choose your sales strategy and prepare to trade
5. Complete three years of trading

The game will also explore ethical issues that could affect each of the products, such as:
- Laptop: Energy Use or Conflict Minerals
- Mobile Phones: Tin Mining transparency and CSR
- Alloy Wheel: Low Oil Tyre
- Diamond Ring: Child Labour, conflict free, worker safety
- MP3 Player: Factory conditions, Toxic Chemicals

Game Duration

The game has been designed to deliver an initial session lasting about 45 minutes. Students are able to adjust the game speed, which will affect the overall length of the game. The game has also been designed for ‘replay-ability’. Students may find that they can run through subsequent plays in as little as 15 minutes.

At the end of trading, the system generates information relating to:
- their net profit
- their gross profit
- their end of cycle cash flow
- their end of cycle market share.

This information should be printed out after each game cycle, and kept by the teacher for the next session.

Ethical business

The ethical business element requires students to think in more detail about the ethical dimensions of a business, highlighted in the game, and how this contributes to its profit making objectives.

The content of the sessions comprises:
- Presentations and discussion – what are the key concepts of ethical sustainable business?
- Illustration – the fishing industry: The FISHING Game
- Case studies – Marks and Spencer, McDonalds and TOMS

Students are then required to complete an online questionnaire which tests their understanding of ethical business.
Best practice guide for delivering Enterprise Challenge Mentoring Sessions

Here are some guidelines for organising and delivering mentoring sessions on the Enterprise Challenge.

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<th>Teachers</th>
<th>Mentors</th>
<th>Tips</th>
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<tbody>
<tr>
<td>15 mins prior to session</td>
<td>Try to ensure you are in Reception to greet mentors and show them to where the mentoring will take place. Where this is not possible, leave clear instructions with Reception staff that they should expect volunteers and be prepared to point them in the right direction.</td>
<td>Arrive at Reception and sign in. Ask for the named teacher as provided to you by Mosaic.</td>
<td>Mentors should allow themselves extra travel time to ensure they arrive early. Teachers should ensure they have printed enough copies of any handouts.</td>
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<td>During pre-session briefing</td>
<td>Teachers and mentors should discuss:</td>
<td>Mentors should consider how they will introduce themselves to students if this is the first session.</td>
<td>It is good practice to have a briefing prior to and following each mentoring session, if only for a few minutes. This is in order to review what went well, what might be done differently and any issues arising from the session.</td>
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<td>• The number of students in the class and how they will be split</td>
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<td>• Resources available in the room</td>
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<td>• Who will do what, when</td>
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<td>• Materials and whether there are additional items required</td>
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<td>Session begins</td>
<td>If this is the first session, teacher should welcome students and mentors to the session, introduce the Mosaic Enterprise Challenge and facilitate an ice-breaker session. In subsequent sessions, teachers should thank mentors for giving their time and reiterate to students that this is a competition and that they should have fun but work hard.</td>
<td>Participate in the ice-breaker. Relax, have fun and be open and engaging with students. Mentors can go straight into the session, recapping the previous session if necessary.</td>
<td>Teachers should refer to their notes about the competition timeline and ensure the classroom has video facilities to be able to show Mosaic’s promotional video. Mentors should remember their training to ensure students are kept engaged.</td>
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<td>Competition Intro &amp; ice-breaker 30 mins</td>
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<td>Subsequent sessions</td>
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<td>Timings</td>
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| Session remainder | Teacher will oversee the class ensuring that equipment is working, students are behaving etc.  
Approximately 10mins before the end of the session, teacher should give a time warning which prompts the class to begin winding up. | Mentors should follow the session plans in this booklet to guide them as to what should be covered. Use the teacher’s time warning to begin wrapping up discussions. Reassure students that there will be time at the next session to continue discussions. Mentors should ensure students are printing game reports at the end of each cycle. | Teacher may want to take an active role in going around each group to ensure everyone knows what they are doing and are making progress. |
| End of session  | Teachers should thank mentors for giving their time and ensure that any work is handed into them by students.  
After the session teacher and mentors should spend 10mins debriefing. This ensures that any issues about the session are raised and can be resolved early. | Mentors should ensure, where necessary, that any work is collected and handed to teachers.  
Spend 10mins debriefing. | Teachers should keep any printed reports until the end of the competition. These should clearly have team names on them.  
During de-brief, an honest exchange about how the session went is most useful with any future actions, and/or feedback to Mosaic agreed. |
The following session plans are included to help you think about what ought to be covered. The resources include ideas for introducing concepts and are an aid for you as mentor. Please do not feel you need to use everything provided. Pick and choose what you think is most appropriate and feel free to include your own ideas as long as they will enable the students to complete the two competition tasks. Remember the online business game score is worth 70% of the score and ethical business assessment is worth 30% of the score – so reflect this in how you spend your time.

The first hour

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<th>Schedule</th>
<th>Resources</th>
<th>Mentor or Teacher should:</th>
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<tr>
<td>10 mins</td>
<td>Promo video</td>
<td><strong>TEACHER:</strong>&lt;br&gt;Set up video so it’s ready to project and sound works. <a href="https://www.youtube.com/watch?v=64n6FuaER54">https://www.youtube.com/watch?v=64n6FuaER54</a> (4 min 33sec)&lt;br&gt;&lt;br&gt;<strong>Introduce Challenge and mentors:</strong> Welcome Mosaic mentors and introduce the Apax-Mosaic Enterprise Challenge 2014/15 to whole group of students by showing them our video and exciting them about the prizes on offer.&lt;br&gt;&lt;br&gt;Divide the group into their teams for the competition. Allocate mentors to teams.</td>
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<tr>
<td>10 mins</td>
<td>Ice-breaker</td>
<td><strong>MENTOR:</strong>&lt;br&gt;Choose an ice-breaker (ahead of the session) from the ‘How to be a Mosaic Mentor’ pack which you and your team/teams can use to build rapport. Explain the activity to your team and oversee the completion of it.&lt;br&gt;&lt;br&gt;Come prepared to speak and answer questions about yourself. Favourite things, hobbies, family, your work etc. will all be topics of interest to students.</td>
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<td><strong>TEACHER:</strong>&lt;br&gt;Support the mentors by bringing the class back to attention after the ice-breaker.</td>
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<td>Schedule</td>
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<td>Mentor or Teacher should:</td>
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<tr>
<td>10 mins</td>
<td>Glossary</td>
<td><strong>MENTOR: Introduce business concepts</strong></td>
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<td>Flip chart and pen or whiteboard</td>
<td><strong>Led by one Mentor</strong> – One mentor should volunteer to lead a full-group discussion on ‘What is business?’</td>
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<td>Encourage students to speak and encourage them to name businesses that they know, or are interested in.</td>
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<td><strong>One Mentor to lead a quiz</strong> – One Mentor to choose 5 -10 words from the glossary (pg 28), read them out and write them on the board/flip chart.</td>
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<td>Ask all students to stand up if they know what it means; count the number of students standing and add the tally chart next to each word; ask one standing student at random to have a go at explaining it.</td>
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<td>Clarify the answer using the definition, wherever necessary.</td>
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<td></td>
<td>Explain that these are the terms that make a business tick. Without an understanding of how they relate to one another, a business couldn’t generate revenue and function as a business.</td>
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<td>We will be testing their understanding of them using a business simulation game, which will generate their first score for the competition.</td>
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<td>5 mins</td>
<td>None</td>
<td><strong>MENTOR:</strong></td>
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<td>In smaller groups, mentors should explain that the game specifically tests the business concepts of <strong>finance, sales, production and marketing</strong>, which we will now look at in more detail.</td>
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<td>Mentors should ask students, in small groups, what they understand by these words before providing them with the definitions below – <strong>but relate them to real life examples to make sure they are understood.</strong></td>
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<tr>
<td></td>
<td></td>
<td>• Finance: The management of money and other assets</td>
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<td></td>
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<td>• Sales: Money received from the sale of products or services</td>
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<td></td>
<td></td>
<td>• Production: The process of producing goods or services</td>
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<td></td>
<td></td>
<td>• Marketing: The process of deciding which products and services may be of interest to customers and the means of building customer interest in your product or service</td>
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<td>5 mins</td>
<td>None</td>
<td><strong>MENTOR Discussion:</strong></td>
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<td>Use these definitions to stimulate further discussion about business, having the students think about what impact each of these areas has on them as consumers. Discuss the brands represented by their logos below (the brands are deliberately unnamed!) and discuss the extent to which students believe that:</td>
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<tr>
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<td></td>
<td>a) These companies no longer need to spend money on marketing as the quality of their products speaks for itself; or</td>
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<td></td>
<td></td>
<td>b) Marketing has a bigger impact than the quality of a product so any reduction in marketing activity would reduce sales.</td>
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<tr>
<td>Schedule</td>
<td>Resources</td>
<td>Mentor or Teacher should:</td>
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<td>5 mins</td>
<td>Passwords and usernames</td>
<td><strong>TEACHER</strong> Provide each team with their unique username and password. Ensure they make a note of it as it will be used to record their highest ever score. They must use it every time they play – in mentoring sessions or in their own time and stay in the same teams. They must play as a team – <strong>logging on separately may corrupt their data.</strong> Remind them that they should print out their reports at the end of each game cycle and give these to you. <strong>Make a note of team members for each password/username so you can submit your competition entrants to Mosaic.</strong></td>
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<td></td>
<td>spreadsheet</td>
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<td>10-15 mins</td>
<td>Game link User guide to</td>
<td><strong>MENTOR The Business Simulation game</strong> Mentors should support their teams to log on for the first time by going to <a href="http://www.mosaicenterprisechallenge.co.uk">www.mosaicenterprisechallenge.co.uk</a> and clicking on the game link. They should input their username and password and start to play! <strong>DO NOT USE THE PRACTISE LINK PROVIDED TO YOU FOR TRAINING PURPOSES AS SCORES WILL NOT BE RECORDED</strong> Students are aiming to record their highest net profit during the game and every decision they make should be with this in mind. Introduce the concepts from the quiz again as they begin playing the game, encourage them to experiment with changing different elements of their business to see what impact is made on their sales and profits. <strong>The aim of this first gameplay is to cover up to the end of 1. Introduction to the scenario and learning the interface.</strong></td>
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<tr>
<td></td>
<td>the game Both can be found on website</td>
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<td>2-5 mins</td>
<td>None</td>
<td><strong>Re-cap what the students have learnt; and outline what you will be doing in the next session – picking a product and seeing whether we can make a profit!</strong></td>
</tr>
</tbody>
</table>
The second hour

**Aims and objectives:** Enhance student familiarity with the game

**Key learning outcomes:** Enhance student familiarity with the game

**Resources needed:** PC’s & printers; resources

**Points to note:**
- This session should build on the previous one by exploring the themes of business in greater detail.
- The session should consist of students predominantly playing the game.
- Mentors may show videos from the resources and/or spend some time on discussion points if students are struggling to make progress.

### Schedule | Resources | Mentor or Teacher should:
--- | --- | ---
10 mins | Usernames and passwords spreadsheet | **TEACHER: Welcome and aims of this session**
 |  | Remind students:
 |  | • Of their login details and allow them to set-up the game.
 |  | • They need to finish a game cycle as they cannot save and return to the game at a later stage.
 |  | • They should print their reports after each game cycle. These should be given to you for safe-keeping.

40 mins | Game link User guide to the game | **MENTOR: Playing the game**
 |  | **Mentor: Log-on and start playing the game as a group.**
 |  | Whilst students are playing the game, they will have lots of questions. The following are commonly asked student questions with some basic guidance towards answering them. Having played through the game in your own time you will probably have some thoughts about each area and how you will tackle questions on that point. Please do also draw on your own personal experiences to assist you in answering student questions.

**Which product should we chose?**
- What does the market research say about each product?
- What are the benefits, if any, of choosing one product over another?
- What costs are involved in producing that product?

**What should our team’s sales strategy be?**
- What do the different strategies mean?
- Is it better to pay people to sell your product or to do it yourselves? Why?
- Is your approach affected by what your competitors are doing?
**Schedule** | **Resources** | **Mentor or Teacher should:**
--- | --- | ---
40 mins | **Game link**
**User guide to the game** | **How much should we spend on Sales and Marketing?**
- The more you spend the more demand there will be.
- Does your production capacity enable you to meet that demand?
- How much does your spend eat into your profit?

**How should we alter our production costs to maximise profit?**
- Do you have a stock shortfall or surplus?
- Are you making a profit or loss with your current volume of output?
- How do your current overheads affect your profit?

You will notice that in the game you can make choices about your product which consider ethical implications, such as:
- Laptop: Energy Use or Conflict Minerals
- Mobile Phones: Tin Mining transparency and CSR
- Alloy Wheel: Low Oil Tyre
- Diamond Ring: Child Labour, conflict free, worker safety
- MP3 Player: Factory conditions, Toxic Chemicals

2-5 mins | Finish the session with a re-cap of what they have learnt and what they will try in their next game practice. Next time? More game practice!

**Mosaic video** | TEACHER:
**Set up video so it’s ready to project and sound works**

10 mins | **Mosaic video**

MENTOR
Use Mosaic’s game video. This video, which you can find at www.mosaicenterprisechallenge.co.uk, talks the students through the game concepts and how to make good decisions.

It also starts the process of introducing ethical, sustainable practice and how responsible decisions in the game lead to success.

**Link**

Students will have differing levels of understanding about the concepts discussed above, influenced by their age, as well as whether they are following a business studies course or not.

Therefore, it is important to try and include as many examples for them to relate to as possible. You can find further video clips below at www.mosaicenterprisechallenge.co.uk which may build on your discussions from the previous session but please also think of some examples from your own experience.

Finish the session with a re-cap of what they have learnt and what they will try in their next game practice. **Next time? Exploring ethical sustainable business and how it is affecting our decisions.**
The third hour

Below are the core slides which will help you introduce ethical business in your first session. You may present these to the class, or use them simply as an aid to discussion. Time will be short and if extremely pushed go straight to the Fishing Game and use that as a backdrop to discussing ethical business, stakeholders and sustainability.

<table>
<thead>
<tr>
<th>Aims and objectives:</th>
<th>To build on the idea of ethical business; play the fishing game</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning outcomes:</td>
<td>Understand ethical business and consider some real-life examples</td>
</tr>
<tr>
<td>Resources needed:</td>
<td>PCs; Fishing game instructions; envelopes; coins or small squares of paper and pens; Whiteboard/flip chart; internet and projector</td>
</tr>
</tbody>
</table>

Points to note:
- The length of sessions will vary according to a school’s timetable. Please choose the activities that will work within the time you have available to you.
- Mentors will then lead the session, taking students through relevant content and making them aware that they will sit an assessment in the next session.

### Schedule

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Resources</th>
<th>Mentor or Teacher should:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 mins</td>
<td>Video link PowerPoint slides</td>
<td>TEACHER: Welcome</td>
</tr>
<tr>
<td>20 mins</td>
<td>One MENTOR, should volunteer to introduce the PowerPoint on sustainability. Ask the group to define what we mean by Sustainability to get them started.</td>
<td></td>
</tr>
</tbody>
</table>

Let’s watch this video to see if we are right: https://www.youtube.com/watch?v=B5NiTN0chj0

Confirm definition using this slide:

What are stakeholders?: Discuss this slide:

Move into your smaller groups/teams to discuss these concepts.

---

What is a Stakeholder?

- Stakeholders are those who either offer, or are affected by an organisation and its activities.
- Stakeholders include shareholders, customers, employees, government and local communities.
- Stakeholders are all affected by the activities of the organisation.

Being a Responsible Business

Being a Responsible Business is about improving a company’s impact on society and the environment through its operations, products and services and through its interaction with its key stakeholders.

Who are a company’s stakeholders?

www.bitc.org.uk
DISCUSSION POINT 1
Ask your group “what is the purpose of a business?”
There may be many different answers. Is it just about making money? Do businesses have responsibilities?
Discuss all answers (if the purpose is only ‘to make money’ this could lead to overcharging consumers for products and services, how do students feel about this?) Would being responsible be positive for making money?

DISCUSSION POINT 2
Ask your group “who are a company’s stakeholders?”
Ask the group if they know what we mean by the term ‘stakeholders’ (a good definition is: “Stakeholders are those who either affect, or are affected by an organisation and its activities”).
If they do know then ask them to name as many as they can (you can check these off against the relevant slide of the ethical business presentation).
Ask students “who should your business be responsible to?” and “If you owned a business who would you be dependent on?” Again, ask them to name as many as they can.
Key point: A company’s responsibilities extend to the relationships with all of its stakeholders and anybody affected by the business can be a stakeholder.

DISCUSSION POINT 3
Ask your group to name some global businesses and try and identify some of the social and environmental impacts that these businesses have? Examples you may wish to draw on include Toms shoes www.toms.co.uk/our-movement/ (their One for One programme) or the Body Shop www.thebodyshop.co.uk/values/CommunityFairTrade.aspx (supporting fair trade).
Some issues which students may consider are:
Customers and consumers
Do these businesses treat their customers fairly?
Do they produce responsible and sustainable products? e.g. They may try and make money by selling products that make us unhealthy.
Workplace
Do these businesses pay all of their workers a living wage?
Do they maintain high standards of health and safety?
Do they discriminate on grounds of gender/ age/ ethnicity/ disability?
Community
Do these businesses cause disruption in the communities in which they operate?
Do they take away land/jobs from local people?
Environment
Do these businesses use a lot of natural resources?
Do they produce a lot of carbon dioxide which contributes to global warming?
Do they produce a lot of waste? Do they recycle or send to landfill?
Supply Chain
Do these businesses buy their supplies from sustainable sources?
Do they ensure that there is no child labour used in their supply chain?
Key point: Financial constraints mean that businesses are unable to do everything they may want to do to be ethical/responsible. However, the balance they strike in the above areas will determine how ethical/responsible they can be deemed to be.

DISCUSSION POINT 4
How does all this apply to the business game we have been playing in previous sessions? Which decisions were we making about our choice of materials? What impact did these choices have on our profits and success?
<table>
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<tr>
<th><strong>Schedule</strong></th>
<th><strong>Resources</strong></th>
<th><strong>Mentor or Teacher should:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>30 mins</td>
<td>See opposite</td>
<td><strong>MENTOR</strong></td>
</tr>
</tbody>
</table>

Mentors should now lead the whole class in the delivery of the fishing game. This will depend on the size of your group but 1-2 mentors should be in charge of explaining the rules, facilitating the wider group, looking after the ‘ocean’ and keeping score, while the other mentors work to support the various teams. Please view a video on ‘How to facilitate the Fishing Game’ at www.mosaicenterprisechallenge.co.uk.
Fishing game rules – The sustainable fishing game

Material Required
• Several envelopes marked with a different colour for each group
• Several small pieces of paper for each group
• One envelope for the mentors
• 100 small squares of paper or any small objects easily counted
• One pen for each group.

Before you start
• Split students up into teams
• Each team is a company in the fishing industry competing in the same ocean – ask them to come up with a business name
• The aim of each team is to become as successful as possible
• A mentor will hold the envelope representing the ocean. This envelope must not be see through as students cannot know the number of fish in the ocean
• The pieces of paper/objects will represent the fish.

Rules
• There can only be a maximum of 50 fish in the ocean. You can start with any number (we recommend 40) but don’t tell the students!
• Ask each team to write down on a piece of paper the number of fish they want to take out of the ocean and hand this to the mentor leading the session
• The mentor will then draw the pieces of paper from the envelope at random (pick groups at random). When the mentor draws out the slips of paper, he/she will read the number of fish written on the paper but will not say the number out loud. As long as the number of fish requested by the team is equal to or less than the amount of fish in the ocean, the mentor will allow the team to have the number of fish they requested
• If the number of fish requested by a team is greater than the number of fish left in the ocean, they receive no fish
• No group knows what other teams receive, only their own result
• Once the mentor has drawn all of the pieces of paper out of the envelope it is the end of the round
• The mentor then counts the number of fish remaining in the ocean and doubles the number for the next round (during the ‘breeding season’!). The teams submit new bids for these fish and the process beings again
• When there are no fish in the ocean the game is over and the winning team is the one with the most fish overall.
The game is deliberately contradictory to provoke an important discussion. The students who get the most fish win. Is that sustainable?

**DISCUSSION POINT: Fishing Game**

- The point is to demonstrate the problem of overfishing and the need to be sustainable.
- It is very important to emphasize that even if one team has 'won' have they really been as successful as they could be if there are no fish left in the ocean? Could they have survived longer and caught more?
- If there are no more fish left, the company with the most fish is better off in the short term and has been the most profitable. However, in the long run everyone loses as the ocean is now empty.

**Ask what they could do differently to be more successful next time?**

- Do not tell students that they must collaborate to win, but they are allowed to and would ideally come to this conclusion with minimal help from the mentor.
- If the groups manage to collaborate with each other and fish sustainably then they all win.

Play the game a second and maybe third time and see if they can achieve sustainability.

**Why is this overfishing happening in our fishing industries?**

e.g.
- Population growth means we need to feed more and more people, the ocean is a limited resource
- Lack of agreement between countries on how much fish to catch
- Some governments subsidise their fishing industries so we end up with too many fishing fleets
- Fishing techniques that aim to catch one type of fish end up killing many other species

**In what other industries could similar problems arise?**

e.g.
- Minerals
- Timber

**What are some of the solutions to situations like this?**

e.g.
- Global agreements
- Regulation and effective policing
**The fourth hour**

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Resources</th>
<th>Mentor or Teacher should:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 mins</td>
<td>None</td>
<td><strong>TEACHER:</strong> Thank mentors and remind students what they have already done and what they will be focusing on during this lesson. Hand over to mentors to lead the remainder of the session.</td>
</tr>
</tbody>
</table>
| 50 mins  | Case Studies | **MENTOR:** Recap the key points from the previous session: i.e. definition of ethical business, explanation of who stakeholders are and responsibilities towards them and explanation of what ‘sustainability’ is. Once students are comfortable with the general themes, choose and consider a case study with them. There are three case studies to consider, and the teams can review more than one if they wish. They should be asking themselves the following questions:  
  • What is the business doing that is ethical or sustainable?  
  • Who are the business’ key stakeholders and how do their activities impact on them – for good or bad?  
  • What do they like/dislike about the business’ approach?  
  • What else do they know about the business? –Encourage them to do some research online in the session.  
  • What more could the business be doing given their type of work?  
  • How does all of this apply to the retail business they have just been running online?  
If there is time, explain that they will now sit an online questionnaire that they will need to complete in one sitting. The questionnaire should take 30mins to complete.  
If not, agree to complete the questionnaire in the final hour. |

**Aims and objectives:** To cement the idea of ethical business; to consider case study examples ahead of student’s assessment  
**Key learning outcomes:** Appreciate the case study examples of ethical business in action  
**Resources needed:** Case study material; PCs  

**Points to note:**  
- Teachers should spend 5mins reminding students what they did last session and describing what they will do in this session.  
- Mentors will then lead the session, taking students through relevant content and making them aware that they will sit an assessment in the next session.
Case Studies

The following pages contain a selection of case studies which students should consider to improve their understanding of how ethical sustainable business is applied. Go over the examples with them to ensure they understand the key themes.

1. McDonalds

**McDonald’s Case Study**

Here are a few highlights of what we’ve been doing:

- Reducing our carbon footprint by over 60,000 tonnes of CO2 per year - the equivalent of taking over 14,000 cars off the road.
- Committing to using more renewable energy, which will allow us to cut carbon emissions and help to support the green energy industry in the UK.
- Recycling our used cooking oil, turning it into biodiesel for our delivery fleet.
- Saving more than 150 million litres of water every year thanks to the installation of waterless urinals.
- Operating litter patrols on the streets since 1982, picking up all litter - not just McDonald’s packaging for over 30 years. Our patrols walk almost 3,000 miles a week, a total of 150,000 miles a year.
- Using only whole cuts of British and Irish beef seasoned with just a pinch of salt and pepper.
- All our eggs are free-range and all of our bottled milk is organic.

**Recycling**

Our used cooking oil is recycled and converted into biodiesel which is then used by our delivery fleet. This saves 17,000 tonnes of CO2 emissions against using ultra-low sulphur diesel every year. We also recycle cardboard from more than 95% of our restaurants, which removes over 13,000 tonnes of cardboard per year from landfill, and well as our kitchen milk bottles. Our delivery trucks collect the used cooking oil and cardboard when they deliver supplies, cutting the amount of journeys needed and the amount of fuel used.

We now also collect and recycle our used uniforms – potentially over 650,000 garments a year. In the longer term our uniforms will be recycled back into new material - a great zero waste solution. We continue to look at many other ways we can recycle our remaining waste, including trials to recycle other plastics and separate out food waste.

We use as much recycled material in our packaging as is safe and practical – for example all our takeaway bags, napkins and cup carriers are made from 100% recycled materials.

McDonald’s is at the heart of hundreds of communities across the UK. Not only do we employ over 90,000 people across our restaurants and in head office, but we also work with hundreds of suppliers and over 17,500 British and Irish farmers. By working together, we can make a big difference in lots of ways.
Good Food
We always strive to serve our customers high quality food that’s locally sourced whenever possible.

- In 2011, we spent over £320 million sourcing quality ingredients from Britain and Ireland.
- 100% of our beef is British or Irish.
- We use 100% chicken breast meat in our chicken products.
- All our fish has been sustainably sourced since 2001.
- All of the eggs used across our entire menu are free-range (and have been for ten years).
- We won’t work with any supplier who doesn’t comply with the animal welfare standards required by UK and EU legislation.

Farm Forward
We really value our farmers which is why we launched the Farm Forward initiative in March 2012. It aims to create a secure future for British and Irish farming by helping young farmers into the industry, as well as supporting existing farmers.

Ronald McDonald House Charities
Our charity of choice for over 20 years, Ronald McDonald House Charities (RMHC) supports families with children in hospital, by providing free accommodation just a stone’s throw from their child’s ward. There are over 450 rooms available nationwide and families can stay for as long as they need to – whether it’s two days or two years. The charity’s biggest source of income comes from the collection boxes in our restaurants, through which customers give millions of pounds each year.

Good Neighbour
Giving something back to local communities is something we’re passionate about.

Football focus
As the Official Community Partner of the four UK Football Associations, we’ve helped raise standards in over 6,000 local clubs and created over 20,000 new football coaches. Many of our individual Business Managers and Franchisees have played a big role at grassroots level, by sponsoring and supporting their local teams. In 2012, we combined all our football activities into one programme, McDonald’s KickStart. It offers once-in-a-lifetime experiences for young players and celebrates the heroes of grassroots football through special Community Awards – to find out more, go to mcdonalds.co.uk/kickstart. We’re committed to improving and celebrating football whenever possible – we’ve even got our own.

Litter Picking
We’ve been running litter patrols since 1982. Our litter pickers walk around 150,000 miles every year – that’s the same as walking round the world six times.

Being Green
We’ve put sustainability at the heart of our business plan. And the bright ideas and hard work of our people have helped us to start making a real difference.
- Our used cooking oil is recycled and turned into biofuel to power our delivery fleet.
- 15,000 tonnes of our waste is turned into electricity every year.
- We’re working to cut carbon emissions from our beef farms with a pioneering initiative.

Sustainable sourcing
Sustainable sourcing - We are committed to providing high quality food and using the best raw ingredients. To help reduce food miles and support the local economy we source 100% of our beef, pork, organic milk and free-range eggs from Britain and Ireland, along with our salad crops when in season. We work closely with our trusted suppliers and their producers to identify and raise standards across farming practices. For example, back in 1998 we moved to using only free-range eggs across our breakfast menu, over 111 million eggs in 2012. We then worked with our suppliers to convert to free-range eggs across our whole menu, even in our sauces and the coating on our Chicken McNuggets. This took 10 years, but now means we’re the only quick service restaurant that uses exclusively free-range eggs. Every cup of coffee served in our restaurants is Rainforest Alliance certified, meaning the farms meet high environmental standards and protect the rights and welfare of their workers. Meanwhile, all of our fish is Marine Stewardship Council approved, with the fisheries being recognised as well managed and as using sustainable fishing practices.
2. Marks and Spencer and Plan A

Marks and Spencer launched Plan A in January 2007, setting out 100 commitments to achieve in 5 years. We’ve now introduced Plan A 2020 which consists of 100 new, revised and existing commitments, with the ultimate goal of becoming the world’s most sustainable major retailer. Through Plan A they are working with their suppliers and employees to inspire their customers, be in touch with the communities they depend on to succeed, innovate to improve things for the better and act with integrity.

M & S are achieving this through the following initiatives:

- Carbon Neutral
- Shwopping
- Partnerships
- Forever Fish

**Carbon Neutral – How M&S cut its carbon emissions**

For the first time M & S achieved carbon neutrality for all their operated and joint venture retail operations across the world, by reducing emissions, sourcing renewable electricity and buying and retiring carbon offsets.

**Shwopping**

M&S think that old clothes shouldn’t just be thrown out, they should have a future.

That's why they give all your shwopped clothes to Oxfam to resell online, in their stores or in international markets where there’s demand (for example bras in Africa or warm clothing in Eastern Europe).

What they don’t sell will be recycled – high quality material could be made into new fabric, low quality will be used for things like loft insulation or car seat filling.

By shwopping, they hope to achieve a dramatic reduction in the number of clothes sent to landfill in the UK – at the moment, it’s around 1 billion per year, which is an average of 16 items per year per person.
Partnerships

Building strong partnerships is at the heart of M&S. They have linked up with some key partners to share knowledge, develop solutions and support causes which their customers and employees care about.

For example, WWF is helping M&S to address environmental issues associated with sourcing fish, cotton and wood, and they are helping them to fund fish conservation and help protect the orang-utan in the Heart of Borneo.

Oxfam has helped M&S with their Shwopping initiative, whilst also raising money for their vital work. M&S has also worked with a range of partners for eight years to run their Marks & Start work experience programme for disadvantaged groups which has helped over 5,000 people try and get back into work in the UK.

Forever Fish is M&S’ pledge to protect sea life and beaches.

At M&S, they have had a responsible fishing policy for the last 15 years and have taken that even further with their Forever Fish campaign. All their wild fish comes from the most sustainable sources available to them, such as either certified as sustainable, participating in a Fishery Improvement Project or working to make improvements with WWF. Through their partnerships with Marine Conservation Society and WWF we’re helping to protect our sea life and beaches for the future.

Does this remind you of the fishing game? Sustainable fishing is the responsibility of fishing companies and all those who buy and sell, and those customers who purchase, fish around the world.
3. TOMS is a Social Enterprise

What is a Social Enterprise?

Have you ever bought the Big Issue?
Read it over a bar of Divine chocolate?
Watched Jamie Oliver’s Fifteen?
Visited the Eden Project? Shopped
at the Co-op? Well, then you already
know a bit about social enterprises:
businesses that are changing the
world for the better. Social enterprises
are businesses that trade to tackle
social problems, improve communities,
people’s life chances, or the
environment. They make their money
from selling goods and services in
the open market, but they reinvest
their profits back into the business
or the local community. And so when
they profit, society profits. Social
enterprises are in our communities and
on our high streets – from coffee shops
and cinemas, to pubs and leisure
centres, banks and bus companies.
(Courtesy of Social Enterprise
UK, http://www.socialenterprise.org.uk/
about/about-social-enterprise)

TOMS

TOMS is an example of one such
social enterprise, and here is what
they have to say about themselves,
below, taken from their website
http://www.toms.co.uk/one-for-one-en

We’re in business to help improve lives.
With every product you purchase,
TOMS will help a person in need. One
for One.®

In 2006, TOMS founder Blake
Mycoskie befriended children in a
village in Argentina and saw that they
didn’t have adequate shoes to protect
their feet. Wanting to help, he created
TOMS Shoes, a company that would
match every pair of shoes purchased
with a pair of new shoes for a child in
need. One for One.® In 2011, the One
for One model was expanded and
TOMS Eyewear was launched. With
every pair purchased, TOMS helps
restore sight to a person in need. One
for One.®

What began as a simple idea has
evolved into a powerful business
model helping address need, and
also advance health, education and
economic opportunity for children and
their communities around the world.
And this year, we’re thrilled to launch
TOMS Roasting Co. With every bag of
coffee purchased, TOMS will provide
one week of clean water to a person in
need. One for One.®

TOMS has given more than 10 million
pairs of new shoes to children in
need and helped restore sight to over
200,000 people. We are incredibly
proud of and humbled by this
milestone, and more excited than ever
to see how the continual evolution
of our Giving can positively impact
communities in need around the world.

To find out more about TOMS please

QUESTION: WHY SHOES?

OUR APPROACH: When you buy
a pair of TOMS Shoes, you’re also
helping improve the health, education
and well-being of a child. But why
don’t we give water, medicine or
something else? Actually, we partner
with humanitarian organizations
addressing those needs and support
them with shoes, which then protect
kids from infections and rough terrain
and help make it possible for them to
attend school.

WE LEARNED: On their own, shoes
have a limited ability to change a life.
But when combined with programs
run by our Giving Partners, they can
become a powerful tool in helping
create opportunities for a better future.

FACT:

There is no “TOM.” Our founder’s
name is Blake. TOMS is actually an
abbreviation for “Shoes for a Better
Tomorrow,” but we couldn’t get that on
the back of a shoe, so we shortened it
to TOMS.

“Shoes act as a simple barrier,
providing an extra layer of protection
against soil-transmitted infections. The
combination of disease-fighting drugs
and new shoes pack a one-two punch
against Neglected Tropical Disease for
children.”

– Rick Santos
President and CEO of Giving Partner
IMA World Health
# The fifth hour

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Resources</th>
<th>Mentor or Teacher should:</th>
</tr>
</thead>
</table>
| 10 mins  | Usernames and passwords spreadsheet | **TEACHER:** Welcome and aims of this session  
Remind students:  
• They should try to ensure that they get the highest score (net profit) they can.  
• They may play outside of mentoring sessions but they must do so as a team using their username and password. |
| 45 mins  | Game link | **MENTOR:**  
Continue to play the game with the teams, supporting their understanding and encouraging them to reflect on previous plays in which they achieved good scores. What decisions did they make when?  
Make sure each team completes a cycle of the game at least once so a score is recorded for the competition. |
| 5 mins   |           | **Finish the session with a re-cap of what they have learnt and what they will try in their next game practice. **Next time?** Wrapping up – playing the game or completing the ethical assessment.** |
The final hour

This time should be used for students to play the game and to complete their ethical assessment if they haven't already. The first part can be used to wrap up any points from the previous five hours but be sure to leave students good time to complete the assessments/game. The assessment ought to take approximately 30 min to complete and must only be taken once. It should be undertaken as a team. Students may have their material in front of them when they sit the assessment.

<table>
<thead>
<tr>
<th>Aims and objectives:</th>
<th>To complete any outstanding competition tasks</th>
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</thead>
<tbody>
<tr>
<td>Key learning outcomes:</td>
<td>Appreciation of the factors involved in accruing high net profit and how that can be reconciled with ethical practice</td>
</tr>
<tr>
<td>Resources needed:</td>
<td>PC’s &amp; printers; resources</td>
</tr>
</tbody>
</table>

Points to note:
- This session is the last time all students will play the game with mentors.
- Ensure students complete at least one full cycle of the game and that they print their report at the end of that cycle.
- Support student learning by answering questions and encouraging them to try out different things within the game (products, sales strategies, pricing options etc.)

Schedule | Resources | Mentor or Teacher should:
--- | --- | ---
10 mins | Usernames and passwords spreadsheet | TEACHER: Welcome and aims of this session
Remind students:
- This is their last session playing the game. They should try to ensure that they get the highest score (net profit) they can
- They may play outside of mentoring sessions but they must do so as a team using their username and password
- It is also their last opportunity to complete their ethical business assessment, which they should complete and save in the session – as they can’t return to it
- They must complete the assessment as a team.

45 mins | Game link | MENTOR:
Continue to play the game with the teams, supporting their understanding and encouraging them to reflect on previous plays in which they achieved good scores. What decisions did they make when?
Make sure each team completes a cycle of the game at least once so a score is recorded for the competition.
Ensure all teams complete their ethical business assessment at www.mosaicenterprisechallenge.co.uk
Mentors should not provide answers but may offer guidance to allow students to find the answers themselves.
Conclude the session with a Q and A on everything they have learned to date, and encourage them to keep playing the online game as many times as they can before the deadline.

5 mins | | TEACHER:
Ensure all students finish the sessions by completing the feedback questionnaire here: https://www.surveymonkey.com/s/Challenge_Student_feedback
Accountant A person who is skilled in the practice of accounting or who is in charge of public or private accounts. An accountant is responsible for reporting financial results for a company in accordance with government and regulatory authority rules.

Agent An individual who is authorized to act on behalf of another to conduct, for example, selling. The agent does not assume any financial risk in transaction as a dealer would.

Budget An itemized forecast of a company’s income and expenses expected for some period in the future.

Bankrupt A company that has been declared insolvent by a court and is relieved from the payment of all debts after the surrender of all assets to a court-appointed trustee.

Capacity A company or economy’s ability to produce goods and services.

Cash Currency and coins on hand, bank balances, and negotiable money orders and cheques.

Cash Flow A measure of a company’s financial health. Equals cash receipts minus payments over a given period of time.

Certificate of Incorporation A certificate issued by the state in which the company will be registered, which certifies that a company is registered and has a unique company number.

Company Any entity engaging in business, such as a proprietorship, partnership, or corporation.

Competitive Being competitive, in the context of the Business Game is about matching or, if you can, beating your competitors on price and/or product quality in order to secure the desired level of demand.

Competitor Competitors are other companies that sell products that are similar to yours and, because of this similarity, customers may choose to buy from them instead of your company.

Customer Care The process of ensuring that your potential and actual customers are satisfied with the way in which you provide them with information, sell them your product, support them and deal with any problems that may arise.

Demand The quantifiable amount of potential customers for your product.

Direct Costs The costs that your company incurs in producing the products and getting them to customers, distributors or retail outlets. This may include some sales costs if that sales activity is directly attributable to individual orders.

Distribution The mechanism by which a company gets its products to customers.

Distributor A company which sells and delivers merchandise to retail stores or acts as an intermediary in business.

Demographic Socioeconomic groups, characterized by age, income, sex, education, occupation, etc., that comprise a market niche.

Market Size The overall size of a market measured in financial terms or in numbers of unit sales.

Enterprise A business or commercial venture. Can also apply to a ‘social enterprise’ where the profits from the activities of the organization are used for social good rather than personal gain.

Entrepreneur People who undertake the risks of production in order to make a profit.

Forecast An attempt to predict the future performance of a business, usually by looking at figures or by undertaking market research.

Gross Profit This is sales revenues minus the cost of sales (see Direct Costs).

Investors Investors buy shares (equity) in a company on the basis that they believe the company will grow and increase in value so that their equity is worth more and so that they can earn regular income from dividends.

Market Knowledge The degree to which an individual or a company knows and understands the marketplace into which they are seeking to sell. This might be a sector-based marketplace (e.g. the market for DVD players) or a geographic market such as, for example, France.
Market Research Research that is conducted in order to understand the dynamics of a particular market and includes information such as customer demographics, economic and political factors.

Market Share The percentage of an overall market that one company has (based on revenues or unit sales volumes).

Market Size The overall size of a market measured in financial terms or in numbers of unit sales.

Mentor A person whose experience, skills and qualifications mean that they are able to advise a company, owner or manager on a range of issues such as sales and finance.

Net Profit Calculated as gross profit minus overheads. May be quoted inclusive or exclusive or corporation tax.

Overheads The company’s costs that are not directly related to the cost of production.

Overtime Hours of work undertaken above the standard working hours.

Price The amount of money for which goods and services are bought and sold.

Production Costs A cost directly attributable to the manufacturing of a product. This is the opposite of indirect cost.

Revenues The money received from the sale of output.

Sales Channel The route or method by which a company sells its products or services into a particular marketplace. An example is the use of distributors.

Sales Strategy The long-term action plan for achieving the company’s sales objectives (as expressed in the sales forecasts).

Sales Commission A fee that is paid to an external company, sales person or internal sales person. Commissions are usually paid for generating sales leads and/or for securing sales orders and are usually based on a percentage of the order value.

Sales & Marketing The processes relating to identifying and communicating with potential customers (marketing) and with securing orders from these customers (sales).

Sales Revenues The money that is received from the sale of products or services to customers.

Shortfall The difference between the required level of production to fulfil customer orders and what is actually produced, if the latter is lower than the former.

Start Up A new enterprise that (typically) has yet to achieve significant customer orders and which may not yet have a finished product or service that it is able to sell.

Storage Costs The costs associated with physically storing products that have not yet been sold or which are scheduled to be shipped to customers.

Surplus The difference between the required level of production to fulfil customer orders and what is actually produced, if the former is lower than the latter.

Trading The process of providing a product or service which is intended for sale to customers in order to derive sales revenues and to generate profits.

Training The process of developing staff in order that they are better able to carry out their current or future duties.

Turnover Generally refers to the amount of sales revenue in a given period, such as £1 million in the last year.
Appendix 2 – Technical requirements for teachers/IT departments

Once a school has signed up to participate in the Enterprise Challenge, Mosaic will forward them a URL to the website which hosts the business simulation game: www.mosaicenterprisechallenge.co.uk

Once a school has completed the compatibility test they will be told immediately, on screen, whether their IT system is sufficient. If you have any technical problems and need support, please email us at mosaicenterprisechallenge@bitc.org.uk

If it is sufficient, there is nothing further you will need to do and you will then receive log-in details for your students’ teams.

If there is a problem with any aspect of your IT system, you will be directed to a page which has some hints and tips which may resolve your issues (it may be that you wish to liaise with your IT department at this stage). If the problem still cannot be fixed, please email Mosaic at mosaicenterprisechallenge@bitc.org.uk.

Typically, a school will need to ensure the following system requirements are present:

Software Requirements

The Business Game was developed using a web technology called Flash (from Macromedia). In order to use it, PCs must have Flash Player installed.

To obtain or upgrade Flash player you simply need to visit the Macromedia web site at www.macromedia.com and click on the ‘Download Flash Player’ link.

The business game has been known to be blocked by security firewalls when playing in a school environment. However once your IT technicians allow the games URL through the firewall the game should load without any problems.

Hardware Requirements

The Business Game has been designed to run on PCs which are running any of the following versions of Microsoft Windows:

- Windows 8
- Windows XP (Home and Professional editions)
- Windows ME
- Windows 2000
- Windows 98

The hardware specification (detailed overleaf) is a recommended level below which users may find that the game begins to slow down:

- Processor: 1 GHz Pentium 3 or equivalent
- Memory: 256 MB (128 MB - Win 98)
- Graphics: no dedicated 3D support needed
- Audio: basic sound capabilities are required for audio and sound effects
- Peripherals: Keyboard, mouse, monitor and printer

Further information from Adobe Flash
### System Requirements

#### Windows
- 2.33GHz or faster x86-compatible processor, or Intel® Atom™ 1.6GHz or faster processor for netbooks
- Microsoft® Windows® XP (32 bit), Windows Server 2008 (32 bit), Windows Vista® (32 bit), Windows 7 (32 bit and 64 bit), Windows 8 (32 bit and 64 bit), or Windows Server 2012 (64 bit)
- Internet Explorer 7.0 or later, Mozilla Firefox 17 or later, Google Chrome, Safari 5.0 or later, or Opera 11
- 512MB of RAM (1GB of RAM recommended for netbooks); 128MB of graphics memory

#### Mac OS
- Intel Core™ Duo 1.83GHz or faster processor
- Mac OS X v10.6, v10.7, or v10.8
- Safari 5.0 or later, Mozilla Firefox 17, Google Chrome, or Opera 11
- 512MB of RAM; 128MB of graphics memory

#### Linux
- 2.33GHz or faster x86-compatible processor, or Intel Atom 1.6GHz or faster processor for netbooks
- Red Hat® Enterprise Linux® (RHEL) 5.6 or later (32 bit and 64 bit), openSUSE® 11.3 or later (32 bit and 64 bit), or Ubuntu 10.04 or later (32 bit and 64 bit)
- Mozilla Firefox 17 or Google Chrome
- 512MB of RAM; 128MB of graphics memory

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#### Platform | Browser | Player Version
---|---|---
Windows | Internet Explorer (and other browsers that support Internet Explorer ActiveX controls and plug-ins) | 11.7.700.224
| Internet Explorer (Windows 8) | 11.7.700.224
| Firefox, Mozilla, Netscape, Opera (and other plugin-based browsers) | 11.7.700.224
| Chrome (Pepper-based Flash Player) | 11.7.700.225
Macintosh OS X | Firefox, Opera, Safari | 11.7.700.225
| Chrome (Pepper-based Flash Player) | 11.7.700.225
Linux | Mozilla, Firefox, SeaMonkey (Flash Player 11.2 is the last supported Flash Player version for Linux. Adobe will continue to provide security updates.) | 11.2.202.291
| Chrome (Pepper-based Flash Player) | 11.7.700.225
Solaris | Flash Player 11.2.202.223 is the last supported Flash Player version for Solaris. | 11.2.202.223

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**Note:** Flash Player 11.2 is the last supported Flash Player version for Linux. Adobe will continue to provide security updates.
What does a typical mentoring session look like?

Enterprise Challenge sessions can differ from one school to another depending on facilities, number of participating students and existing curriculum commitments. Mosaic has designed six session plans to cover all content required. Schools may choose to run mentoring sessions during curriculum time (e.g. hourly sessions once weekly for six weeks), as an after school club or during an Enrichment day when all six hours of mentoring will run back to back. Times and frequency of sessions will be confirmed during the planning meeting with your Mosaic Regional contact and the co-ordinating teacher.

Can students from previous years enter again? If so, is the competition sufficiently changed so as not to give them an unfair advantage?

Mosaic’s Enterprise Challenge is hugely popular with students and it is a testament to the competition’s popularity that many students from previous years want to re-enter and improve their performance. Although Mosaic tweaks the competition each year to ensure a level playing field as far as possible, the fundamental elements being tested remain the same. We therefore advise that students playing for the second time do so in a new team with new classmates, perhaps from a younger year group, so they can act as a supportive peer mentor. If you choose to enter students from previous years, you must check with your regional Mosaic contact first.

Can students be given their scores for each stage at the end of that stage?

Mosaic will provide all schools with details of the teams’ performance only at the end of the competition, i.e. after the national Grand Finals. From an administrative perspective, this is easiest to manage and allows us to focus resources on supporting schools and mentors who have reached the next stage of the competition. Further, it is felt that it may be de-motivating to students to be given end of stage results where they have not performed as well as their peers. Mosaic would like students to focus on all aspects of the competition and recognise the journey they are undertaking, rather than focusing on specific results.

How many mentors will be assigned to a school?

This depends on the number of students participating at a particular school. Mosaic’s preferred ratio of mentors to students is 1:10 or one to two teams; however, this may not always be possible. It is also worth remembering that teams of mentors are assigned to a school so that mentoring responsibilities are shared. Our programmes are most successful when schools, Mosaic and mentors work in partnership. If the school representative and mentors work together to support sessions, they are most effective.

What happens if mentors are unable to attend a session?

Mentors are asked to contact their Regional Mosaic contact, their fellow mentors and their teacher as soon as possible if they are unable to attend a mentoring session. With enough notice we may be able to mitigate against the absence but it is vital that we know quickly so that we are able to plan the best way of managing that session.

I have a busy schedule; do I really need to attend training sessions and planning meetings?

It is really important for mentors and teachers to attend the sessions relevant to them. Not only does it crystallise your knowledge about the programme but it also strengthens the overall offer to students, as teachers and mentors are very clear in what their roles and responsibilities are. This is true even if you have participated before.

I have my own ideas/resources for the best way of introducing a particular topic. Can I use these or must I stick to Mosaic’s resources?

Teachers or mentors who have their own ideas for how to conduct a session are encouraged to use them. Mosaic is always trying to improve our resources and it may be that your ideas can be incorporated into the suggested lesson plan. Please liaise in advance of the session with your Mosaic regional contact if you would like to introduce new ideas or resources into your delivery.
If my school reach the Regional and/or National finals will I be able to attend with them?

Yes. Mentors who have worked with Regional or National Finalists will be able to attend those finals events alongside teachers who must accompany teams. For the Grand Finals in London, Mosaic will pay for one teacher and one mentor to travel with the finalist team (of up to five members, for whom Mosaic also pay travel expenses). Where additional teachers wish to travel, the school will need to meet these costs. Where additional mentors wish to travel, they will need to speak with their Mosaic regional contact who can advise as to available guest spaces.

The overall competition winners will have a secret fun day out in London. It is usually the case that only two teachers and two mentors will be able to accompany the team on this. Please discuss with regional contact who this will be as it can be dependent on the nature of the prize, and varies year-to-year.

Please also note that for the Grand Finals:

- Finalist teams will have to be at the Finals venue for approximately 10am
- Mosaic will organise the most cost effective method of travel and therefore mentors/teachers will need to ensure they respond to requests for travel arrangements within the agreed deadline
- The winning team will usually need to spend the whole day in London, with their day of secret prizes coming to an end at approximately 7pm so please be aware of this when obtaining the necessary parental permissions for students to travel
- Mosaic will book cars to take the winning team, and their teachers and mentors, from one venue to another
- Promotional photographs will be taken of students (this is also true of Regional Finals). Please ensure parental permission for this.

How do I know the password and username for my team(s) of students?

Mosaic supplies usernames and passwords for each team of students to our school contact. The school should assign these to each of the teams and provide the names of the students in each team directly to Mosaic in a timely fashion. They will be provided with a deadline. Team names cannot be changed after this and team members cannot swap from one group to another. If they do we cannot accurately reconcile their game and ethical business scores.

How do we access the game and other resources?

Mentors and teachers will be provided with a practise game link at training. This link should not be provided to students. If it is used in the competition the teams’ scores will NOT be recorded. Schools and mentors will be provided with a link to the competition website www.mosaicenterprisechallenge.co.uk through which teams will access resources, the game link, their ethical business questionnaire and useful information.

Can my team save their game and return to it at the next session?

The simple answer is not really – it’s too risky. If the team log on at a different computer next time, or the IT department have cleared the cache overnight it could be gone. It is safest to assume it won’t be saved so advise the team to complete a cycle by increasing the game speed. Encourage them to note what they are doing that is achieving a good result and play again as a team before their next session.

My team know what they are doing with the game and I feel like a spare part, shall I leave them to it?

No, your role is to support the young people to ensure they are making the very best decisions to maximise their profit and ensure they have understood all the concepts by the decisions they make. You should ensure you sit with team as they play, observing their progress and: asking probing questions, giving advice and prompting them to pause and reflect on what is going well and not so well. Be confident to participate with them rather than to sit to one side.
Appendix 4: Competition rules and teachers’ role

Below outlines the main competition rules that apply to schools and students. If any aspect of these rules is unclear, please contact Mosaic on 020 7566 8734

i. Teams must consist of three to five students and only students currently attending the school may participate.

ii. Players must be aged 11-16 inclusive on May 1st 2015.

iii. Schools must facilitate a minimum six hours of mentoring, plus an additional two (minimum) if you make the Regional Finals and a further three (minimum) if you reach the National Grand Finals.

iv. Schools must submit the number of teams they are entering in the competition, along with names, ages and demographics details of all participating students to Mosaic by no later than Friday 28th November 2014.

v. There is no upper limit to how many teams a school may enter as long as Mosaic can recruit the requisite number of mentors to support them. Please discuss with your Mosaic Regional Manager.

vi. The competition begins w/c 5th January 2015. Mentoring cannot begin before this time.

vii. The system for playing competitively and recording high scores will become active at midnight on Monday 5th January 2015 and will remain open until midnight on Friday 13th February 2015. Only scores recorded during this time will count towards final marks.

viii. Ethical business assessments must be completed by Friday 13th February 2015.

ix. Once team names are submitted to Mosaic, they cannot be changed and must also be used by students when they take their ethical business assessments. This is very important. Teams who input a different team name on their ethical business assessment form will receive no marks.

x. Students are encouraged to play as teams. Although students can login separately at the same time, scores may be corrupted if working in this way. Where possible, students ought to log-in to one computer and play together.

xi. Students are working towards the highest NET PROFIT they are able to obtain. Only in the unlikely event that two teams have amassed the exact net profit will Mosaic take into account their gross profit.

xii. Teams’ total score will not be divulged until after the National Grand Finals event. Post-finals, league tables will be made public and a copy sent to each school. MOSAIC WILL NOT ENTER INTO DISCUSSIONS ABOUT SCORES BEFORE THE FINALS EVENT.

xiii. At the Regional Finals, only one team per school may be represented. In the event that your school ends up with more than one team qualifying for these finals, you will be required to pick up to five students from across the teams to represent your school. Where this happens, the next highest scoring team from another school will be promoted to Regional Finalists.

xiv. Schools will be notified by Mosaic that they have made the Regional Finals by 2pm on Monday 23rd February 2015.

xv. Upon being notified that your school has reached the Regional and Grand Finals you will receive the format and rules for those events.

xvi. The Regional and Grand Finals will include photographers. Finalist teams will be required to pose for photographs, some of which will be used on the Mosaic website and in our promotional material.
Teachers

If you are the teacher responsible for administering the competition at your school, it is our expectation that you will be our primary contact. You will be the person whom we contact with and for information and you will be the person we expect to provide support to students. The following represents your key responsibilities:

• Conduct initial compatibility test to ensure your school’s technology supports the Enterprise Challenge software;
• Participate in an Enterprise Challenge training session;
• Prior to the competition beginning, familiarise yourself with the materials and the game;
• Familiarise participating students with the competition and the key concepts that they will learn in advance of mentoring;
• Host a planning session, arranged by your Mosaic regional contact in order to meet the mentors who have chosen to work with your school;
• Prepare in advance for all mentoring sessions, ensuring rooms have working computers and printers, as well as internet access. Ensure that you have printed any relevant resources;
• Participate in all sessions. You will agree in your planning meeting with mentors who will lead on the delivery of specific content. Please note that you are required to be present during all sessions;
• Issue usernames and passwords to students;
• Also, collect and keep student records of each game play (students should print their records of achievement after each game cycle);
• Ensure students complete their Ethical Business Assessments by Friday 13th February 2015;
• Ensure students complete feedback forms at the end of the last session.
InterCHANGE People Development's team has over 20 years' experience of providing dynamic training and coaching to public and private sector organisations, social enterprises and charities throughout the UK.

- Our **passion** is to ignite the joy of learning and inspire people to achieve their goals and aspirations. We regularly review everything we do so that our delivery just keeps on getting better and better.

- Our **motivation** is to facilitate sustainable growth by fostering productivity whilst also promoting well-being and diversity in the workplace.

Our **services** include:

- Business planning and development
- Celebrating diversity
- Effective communication and mentoring
- Management and leadership
- Preparing for career changes
- Empowering young people and apprentices

See our Mentoring Advice on the Mosaic Blog [www.mosaicnetwork.co.uk/blog](http://www.mosaicnetwork.co.uk/blog)

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