



PRO PULSE +

A new perspective for production schools

05 GUIDELINES FOR IMPLEMENTING THE PRO PULSE + MODEL

MCG SOC. COOP. AND PERA

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Erasmus+

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INTRODUCTION

According to PRO PULSE+ project Intellectual Output 5 objective of “*providing practical recommendations for the further implementation of the PRO PULSE+ Model and related e.Toolbox to allow a new (re) start of low skilled young and adult unemployed who need to develop new skills for new jobs*” the aim of this document is giving PRO PULSE+ Partnership’s concrete contribution to the possible further implementation of the PRO PULSE+ model to other VET organizations/providers both at national than at European level.

These guidelines have been realised during the final part of the project’s activities by the tribute of all the partners on the basis of the demonstration and results and key conclusions emerging from the five train the professionals, testing sessions and multiplier events realised by the partnership.

Compared to the previous PRO PULSE+ Intellectual Outputs, that have helped in the contextualization, design and practical implementation in the five partner Countries of the “*hybrid model for a new generation of the Production Schools*” the IO5, based on the concrete experience of the partnership as an evidence frame, helps in providing a first concrete feedback on this learning unit model and, at the same time, contributes to the analysis exploitation and valorisation of the project activities and related outputs.

Starting from a brief reminder to PRO PULSE+ key activities and related Intellectual Outputs’ characteristics, the document passes through the *analysis* of the partners’ *case studies* - emerging during the concrete expression of the PRO PULSE + MODEL - and of the *impact* of this experience on their organization and related environment, in order to manage to formulate *practical recommendations* from the *lessons learnt* and a *Business Plan* model to develop production/service units according to PRO PULSE+ partnership findings.

Coming from the empiric phase of the PRO PULSE+ Project, these guidelines, despite the name, are more intended to give additional advice to VET organization, training providers and other relevant stakeholders who intend to implement a PRO PULSE+ Learning Unit based on production.

The document has been finalized by MCG Soc. Coop. and PERA (for the Business Plan model part) in close cooperation and by the precious contribution of the whole partnership.

METHODOLOGICAL NOTE

In order to implement the contents of the Guidelines, the IO5 coordinators (MCG and PERA) have collected and analyzed partnership contributions being based on 3 main Working Tools (WTs):

WT1 - Case Study – description;

WT2 –Key Actors - Interviews;

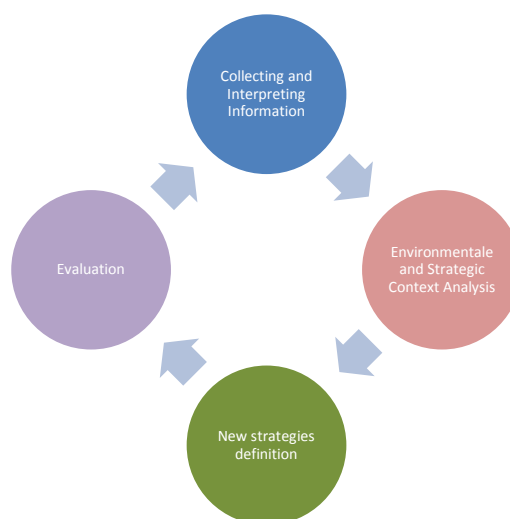
WT3 - PRO PULSE+ Learning Units – Business Plan.

The Case Study is a research method used for complex issues in order to extend the previous experience or to strengthen what is already known from previous studies. It is particularly used in social sciences because it allows to underline and to put emphasis on the context analysis of different events or conditions and their relation.

This is the reason why It has been considered particularly suitable for IO5 above mentioned purposes.

Specifically, **WT1** consists on a case study description outlines that could be used by partners in order to identify and describe 3 target experiences/events realised in the framework of PRO PULSE+ Model and related e.Toolbox concrete expression (1 concerning train the professionals, 1 concerning national testing sessions and 1 concerning the multiplier events). Considering the kind of events, the PRO PULSE+ cases are “real” and have been presented considering the different actors involved, their characteristics and behaviours. The fact that the Cases have been really experienced by partners is an added value, because it means that a problem has been addressed and a decision has been taken. A minimum of 3 Case Study – description (1 per target activity) per partner have been foreseen.

WT1 has been consequently useful to the whole partnership in order to reflect about the experience realised, and to the IO5 coordinators in order to deep analyze it, in order to provide suitable recommendations for the future implementation of the PRO PULSE+ model according to the following analysis scheme:



Each partner autonomously decided if implementing the WT1 during the different events or immediately after and how (i.e. by an internal meeting, by singular actors reflection ...)

WT2 consists in four interview models for the Key Actors involved in the above mentioned events.

- 1) Organization Program Managers;
- 2) Trainers; Coaches/Tutors;
- 3) Final beneficiaries – of National Testing ;
- 4) Stakeholders.

A minimum of 4 interviews (1 per key actor) per partner have been foreseen. Each partner autonomously decided if collecting more interviews and how (i.e. face-to-face, by phone, email...). Interviews' focus is about the repercussions of the experience realised on the organization, in order to get inputs for the future. WT2 has been consequently useful to the whole partnership in order to reflect about the experience realised, and to the IO5 coordinators in order to deep analyze it, especially in terms of lessons learnt and impact.

How deeply specified in the following Business Plan introduction, **WT3** consists in a basic business plan model which could be adapted by the relevant stakeholders during and after the project to implement the PRO PULSE+ learning units within their organizations.

The Business Plan model was realised by PERA collecting partnership contribution. In fact, in order to ensure that Business Plan covers the needs and innovative applications of PRO PULSE+ project, project partners have been asked to check it (in terms of proposed structure and headings) with their organization experts (training managers, education providers, etc.) preferably during the evaluation of the case study work.



Last but not the least, the Guidelines have also benefited of:

- Tools implemented by the partnership during Intellectual Output 4 work (*i.e. IO4 National Testing Plan and Train the Professional reporting, Multiplier Events reporting etc.*);
- Feedbacks, findings and direct impressions collected from partners on the occasion of the final Partnership Transnational Meeting held in Lyon;
- Precious contributions, experiences and recommendations collected from relevant stakeholders and historical production schools actors during the Final Multiplier Event (E6) in Lyon.

Working Tool 1 (WT1) and Working Tool 2 (WT2) together with the “Framework for the Evaluation of the Learning Unit Business Plan” are presented as “Annexes” to the present document.

A BRIEF NEEDED CONTEXTUALIZATION

The *Train the Professionals, National Testing and Local Multiplier Events* activities represent a key phase of the work of the partnership: they finally signify the occasion to make concrete and to try on the field (in each partner local context) the elaborated PRO PULSE+ Learning Unit Model and the correlated implementation's tools.

This phase comes after an almost biennial cooperation work during which PRO PULSE+ partners :

1

Prepared a **compilation of good practices** based on literature and documentation analysis and collection of testimonies with Production Schools (PS) professionals and/or beneficiaries to show different models approaches and realities of a more recent generation of production schools in France and Austria but also of other European PS pioneers (Germany, Denmark, Finland); during this phase partners identified, as well, possible success factors of the PS analysed models and emerging quality indicators.



IO 1 – GOOD PRACTICES COLLECTION

2

Prepared a compilation report on current **national and partners' organizations contexts** in Austria, France, Italy, Portugal and Turkey as a necessary frame to the other PRO PULSE+ Intellectual Outputs development. This research, based on the findings reported on the Good Practices Collection, focused on the analysis of:

- the sector/area (*Social Health Care in Austria, Commerce/Sales in France, Tourism services in Italy, Textile/Seamstress in Portugal and Interior Design assistance in Turkey*) to consider in order to develop the PRO PULSE+ learning units, including labour market needs, job requirements, skills mismatch, stakeholder to be involved;
- their own organizations , in terms of physical, financial, human resources, expertise and skills gaps, access to PRO PULSE+ target groups;
- PRO PULSE+ target groups (low skilled/qualified youngsters and unemployed adults over 45) including background, professional experience and skills gap.



IO 2- STATE OF THE ART TRANSNATIONAL REPORT

3

Developed an **hybrid model for a new generation of production schools** ,moving from the success factors and quality indicators identified under the development of IO1 work and on the findings of IO2 one, and based on four key aspects:

- *New target groups;*
- *New didactics including intergenerational learning;*
- *New sectors/workshops both production and service oriented;*
- *Small scale and sustainable structures, implementing production/service unit.*

Customized the Model for each partner context, according to their sectoral implementation and other organizational specificities.



IO 3- PRO PULSE+ MODEL

4

Produced and tailored, according to their specificities, an interactive and **useful resource**

- composed by an *Handbook* offering theoretical factual and conceptual support for PRO PULSE+ MODEL running and a *Practical kit* containing methods, methodologies, activities, exercises, assessment tools, check lists ect.
- for the practical implementation of the PRO PULSE+ Model based on the PS materials and partners tools identified during IO1 and IO2 work.

This resource addresses both PRO PULSE+ target beneficiaries (low skilled/qualified youngsters and unemployed adults) and target users (principally intended as VET organization professionals).

Tested this resource in two phases:

- with the target users during the Train the Professional activities
- with the target beneficiaries during the National Testing Activities.



IO 4 - PRO PULSE+ e.TOOLBOX

In this context:

- 1) The *Train the Professionals* has been implemented by each partner through:
 - Defining the contents for the training in order to cover the main aspects key-contents of the PRO PULSE+ Model and e.Toolbox.;
 - Implementing of at least 3-days training (for VET managers/ teachers/ trainers/ counsellors/ coaches/ tutors), involving at least 10 participants (from each partner's organisation and/or involving national stakeholders);
 - Conducting of a roundtable discussion to reflect on next steps regarding to the national implementation of the Model and useful resources.
- 2) The *National Testing* has been implemented by each partner through:
 - 1) Testing at least 3 complete thematic (sectoral) workshops designed in each partner national PRO PULSE+ Model, involving at least 10 low-skilled young and adults;
 - 2) Providing a first evaluation involving key actors involved (professionals, final beneficiaries and other stakeholders).
- 3) The *Local Multiplier event* (National Demonstration workshop) has been implemented by each partner through:
 - Organizing a 1-day event aiming at promoting a public presentation of the project outputs, involving at least 15 stakeholders, possibly including VET providers, experts and decision makers aimed at *ensuring understanding, hands-on demonstration and transfer of know-how, encouraging discussion and sharing of perspectives and*



experiences, offering networking opportunities to strengthen further implementation of PRO PULSE+ Model, providing inputs for the present IO5.

CASE STUDIES

As anticipated and explained in the “Introduction” and “Methodological Note” of the document, Train the professionals, National Testing and Multiplier events, represent for PRO PULSE+ partnership, the core activities of the PRO PULSE+ Model and related tools implementation.

That’s why they have been considered **“Case Studies”** in these Guidelines, as their description can provide useful and precious information for the further development of PRO PULSE+ Model according to the following elements:

- ✓ *Adopted Procedures*
- ✓ *Critical aspects*
- ✓ *Success factors information*
- ✓ *Lessons Learnt.*

The “Train the Professionals”

All PRO PULSE+ partners implemented the “Train the Professionals (TP)” as a necessary and preparatory step for the implementation of their National Testing activities.

Also partners that, for organizational reasons, did not manage to schedule and implement all training sessions before the National Testing, recognized, as well, the importance, for their organizations, of creating preliminary moments of reflection and sharing of objectives, procedures and tools useful for a successful development of the PRO PULSE+ Model and of their Production Learning Unit. Other partners’ common purpose for this activity has been the possibility of collecting new inputs (in terms of emerging needs and shared methodological strategies) for adapting and better tailoring the upcoming national testing of the Model according to participants (target group) characteristics and/or expectations.

The activities have been carried out by partners according to the *“PRO PULSE+ O4 – Train the professional implementation steps”* and were managed directly by each PRO PULSE+ responsible partner organization in their Country, having adequate financial, physical and human resources in order to run the activity and using own internal premises and facilities. For some partners (Turkey) the activity received the organizational support from the Turkish Ministry of Education and Private School Association as key education stakeholders interested in PRO PULSE+ Production Learning Units Model possible development.



The **contents** of the training mainly focused on:

- PRO PULSE+ Project aims and activities;
- Key IO3 Model Contents (in terms of Didactic Philosophy, Production Learning Unit Scheme, Ground Rules, Resources, Social Components, Workshops schemes, Quality assurance procedures and Practical framework for Production Learning Unit Implementation);
- Key IO4 e.Toolbox Contents (in terms of Learning and teaching methodologies, Training Methods, Learning activities, Personal project, Monitoring and Assessment recommendations and tools, Types of Learning Workshops (Professional and Transversal);
- Further organization's methodologies and or tools for National testing executive planning, implementation, monitoring and evaluation.

As anticipated above, the *Roundtable session* mainly focused on:

- Next steps regarding the national implementation and needs of additional materials
- Further key inputs in order to National testing executive planning, tailoring and implementing
- PRO PULSE+ Production Learning Unit Model further development and its possible effects and impacts in future VET organizations' activities offer.

For most partners, the majority of **TP participants** were:

- internal or external professionals and/or experts belonging to the VET field or to the national workshops' target sector and directly involved in the further development of the PRO PULSE+ Learning Unit;
- external professionals and or experts belonging to the VET field or to the national workshops' target sector and interested in the PRO PULSE+ Model and Tools.

Just in few cases the activities have seen the participation also of other kind of external stakeholders, such as enterprise representatives (Italy) and or institutional/association representatives (Turkey). They took part to the TP activities both as professionals/clients (Italy) directly involved in the National testing implementation and as key actors (Turkey) for further PRO PULSE+ Production Learning Unit Model development and dissemination at local/national level.

Apart from (for some partner) upcoming delay/or shift on the foreseen timing schedule of the activity and some difficulties in collecting at the same time all the foreseen trainees, according to the organizational point of view, no particular **critical aspects** have been remarked by partners. Critical aspects (better to be identified in this case as improvement inputs) raised from TP contents discussion among participants.



These inputs, mainly concerned:

- Critical aspects of the PRO PULSE+ Learning Unit Model;
- Potential and limits of the Workshops;
- National Testing final beneficiaries (target group) background and emerging needs;
- Possible further adaptation of the Model methodologies and tools to the target emerging needs;
- National Testing final beneficiaries (target group) recruitment/selection and involvement;
- Teachers and trainers link with the national testing target sector;
- Role and involvement of external stakeholders both in the national testing implementation and in the PRO PULSE+ Model further development.

As far as Train the Professional (TP) **success factors** are concerned, they can be summarized in the following:

- A partnership shared and agreed organizational common framework and procedures;
- Presence of necessary financial, physical resources and adequate facilities;
- Significant and pertinent contents;
- Pertinent motivated, prepared and well experienced professionals leading the activities;
- Involved motivated and pertinent audience;
- Adequate time for reflection and discussion.



The “National Testing”

National Testing activities - *executive planning, implementation, monitoring and assessment of at least 3 complete thematic professional workshops designed in each partner national PRO PULSE+ Model and transversal workshop/activities, involving PRO PULSE+ target groups* - were implemented by all partners mostly during the month of June 2017.

Common **aims** of the activity for all PRO PULSE+ partners have been:

- Executively testing PRO PULSE+ Production Learning Unit Model and related Tools;
- Developing/experimenting new didactical approaches/methods with/by the respective organization's staff;
- Addressing/increasing the number of new target groups;
- Intercepting/addressing new training needs;
- Fostering relations and working synergies with enterprises and other relevant stakeholders (mostly at local level);
- Increasing the visibility of their own organisation and of their training offer.

All partners implemented the above mentioned activities according to the IO4 Handbook and Practical kit instructions and tools and on the basis of the National Testing Planning scheme provided by the partnership. Workshop activities were basically scheduled, for all partners in 3 days activities (held consequently or not according to the different partners) in a maximum temporal arch of one month and possibly in accordance to participants needs.

Being all partners VET organizations with deep and long experience in planning and providing practical training and/or workshop activities in the respective professional target sector, also addressing disadvantaged target groups, the National testing activities were mostly run by directly using respective partners' premises, necessary technologies/tools and facilities. French partner directly and materially involved also two local enterprises that hosted part of the training activities; for Turkish partner as well, part of the sectoral workshops were hosted in and by using partner enterprises facilities.

All partners mainly relied on their well experienced and prepared internal human **resources** to run the foreseen training sessions (in terms of activities' designers/managers, teachers/trainers and tutors). Some of the partners (FR, IT, PT and TR) directly involved target sector experts/or partner enterprises representatives during the vocational workshop activities planning and implementation phases. Enterprises involved of course acted also as



potential clients of the service/products developed and as potential employers of the workshops' participants.

Other key actors or stakeholders involved by partners have been:

- Employment Centres/Services - for participants target group recruitment (IT and PT) and for activities dissemination purposes (AT and all partners);
- Local Authorities (Municipality) (IT) - for participants target group recruitment, for supporting sectoral workshop activities planning and for activities dissemination purposes. According to the target activity sector the Local Municipality played also a key role as potential client of the products/services developed during the national workshop activities.

As far as **contents** are concerned, all partners managed to run the 3 Professional (sectoral) Workshops in the planned target sector:

- Social Healthcare for Austria;
- Commerce/Sales for France;
- Tourism services for Italy;
- Interior Design for Turkey.

Except the AT partner that managed to implement complete planned transversal workshops by alternating its activities with the vocational workshops ones during the training sessions, other partners, mostly for timing schedule limits, gave priority to vocational workshops contents implementation.

Intergenerational team contents together with *Assertiveness and Conflict management* and/or other chosen Transversal workshop ones, were consequently re planned by partners as transversal activities supporting target groups dynamics during and all along the Vocational workshops implementation.

Target **participants** involved have been, for all partners:

- youngsters aged between 16 and 29 with low qualification and having a disadvantaged educational and/or familiar background;
- unemployed adults (over 45) with low qualification.

For almost all partners it could be not possible having a perfect number balance between the two generations: the number of young participants exceeded the 45+ one. Same situation according to the female and male participation to the activities.



For AT FR and TR partners, the target beneficiaries of the National testing activities were contextually participants (as students or trainees) to other training activities managed by the respective organizations and that have been involved in the testing on a voluntary basis.

PT and IT partners contacted and involved ex-participants (fulfilling the target requirements) to previous training/counselling activities managed by the respective organizations and that were involved in the testing on a voluntary basis too.

From an organizational point of view, **critical aspects** found by the partners have basically regarded the narrow activities' time schedule (mostly due to PRO PULSE+ Project constraints). More time availability would have allowed to better interiorize and develop all the foreseen contents, to recruit, motivate better involve participants and key actors and to better encourage target group learning rhythms.

Other emerging critical aspects found by the different partner organizations were:

- The heterogeneity of the target group that in some cases, and in an initial phase of the activities, led to uncertainties between participants.
- The difficult educational background of the target group that had an incidence, in some cases, on their motivation to take part to the activities;
- The absence of funding support of the activities other than the leading organization's one and the actual absence of recognition/accreditation of the Production Learning Unit training process by the National educational system. These aspects could affect, in fact, a future permanent implementation of PRO PULSE+ Production Learning Unit by the different organizations.

For PRO PULSE+ partners, National Testing **success factors** can be summarized in the following ones:

- A partnership common organizational and working framework;
- Presence of necessary financial, physical resources and adequate facilities;
- Strong and close contacts/relations with enterprises and local stakeholders;
- Experience and specific competences in the target sector of activity by the VET leading organization;
- Experience and specific competences in providing training activities for disadvantaged target groups by the VET leading organization;
- Pertinent motivated, prepared and well experienced professionals (teachers, tutors, coaches) and experts leading the activities;
- Tailored, significant and pertinent contents with a direct strong link with the target sector;
- Involved and motivated participants;



- Flexibility in running the activities and adequate time for reflection and discussion during the Workshops.

The “Multiplier Event”

As last (but not least) activity foreseen for the implementation of the PRO PULSE+ Production Learning Unit Model, a local/national event was organized by each partner in each partner Country with the following common **aims**:

- promoting a public presentation of the PRO PULSE+ project and of the Production Learning Units results (both in terms of outcomes and outputs);
- promoting understanding, and possible transfer of know-how between experts and participants about the core issues of the PRO PULSE+ Model;
- encourage discussion and sharing of perspectives and experiences about the professional target sector of each partner;
- offering networking opportunities between VET organizations, enterprises (or other economic key actors), institutional actors and other stakeholders to strengthen further implementation of PRO PULSE+ Model.

The local/national event consisted in one day event organized differently from each partner according to the scale/dimension of the event, to the kind of audience involved and to the internal procedures adopted.

AT and TR partners organized the action in the frame of other events: for AT it was a networking event directly organized and hosted by the same partner, for TR it was a cooperation meeting organized by the Ministry of Education Istanbul Office. Other partners organized smaller scale “ad hoc” events.

All partners had the adequate financial, physical and technical resources to organise the action. For organizational reasons, most partners hosted directly the event in their or adequate premises made available by the involved stakeholders (it was the case of the IT partner).

The Multiplier Event implementation was preceded by a preliminary phase of preparation characterised by the following steps:

- Event design according to its purposes and objectives and first event’s agenda definition;
- First contact with potential speakers/experts and potential stakeholders to involve;



- Event's agenda executive definition according to speakers/experts and stakeholders availability;
- Event communication and Agenda presentation to relevant stakeholders and potential target audience – Invitation to the event.

All these steps have been transversally accompanied by continuous networking and communication actions relying on each partner resources and networks.

The carrying out of all the events' agendas has foreseen:

- a first moment of introduction of the Project and/or of the PRO PULSE+ Model and results (including, in all partner cases, testimonies from professionals/experts involved in the national testing and/or from target participants);

This moment was particularly important in order to contribute to project and model understanding and dissemination.

- a second moment of exchange discussion (prepared or open) on specific target issues (i.e. PRO PULSE+ between professionals of the PRO PULSE+ partners/professionals/experts directly involved in the national testing and relevant actors and stakeholders invited as speakers or attendees.

This moment was particularly important in order to contribute to collecting feedbacks on PRO PULSE + Model and to catch opportunities and suggestions for its further implementation.

As far as **participants** are concerned, in most cases, speakers were professionals/representatives belonging to partner organizations. In some cases (FR and TR) some speeches or brief intervention were made also by institutional stakeholders.

The audience (attendees) was mainly composed by public and private stakeholders (*Educational institutional authorities, Local Authorities, Local Professional branches/Business associations, VET organizations/professionals; relevant/partner enterprises representatives, Employment services, vocational target sectors experts*).

From an organizational point of view, **critical aspects** were mainly encountered by some partner for the period (season) the event took place that avoided participation of other relevant potential partners/stakeholders and that limited the dissemination activities. Other critical aspects were not encountered in the carrying out of the activity.

As for the Train the professional activities, Critical aspects (better to be identified also in this case as improvement inputs) raised from the Multiplier events contents discussion among participants.



These inputs, mainly concerned:

- Critical aspects of the PRO PULSE+ Production Learning Unit Model;
- Potential and limits of the “production” element;
- Potential and limits of the “intergenerational learning” element;
- Benefits of the project for target participants, PRO PULSE+ partner and involved stakeholders;
- Recognition/accreditation of the Model;
- Possible financial support;
- Cooperation approaches and perspectives for PRO PULSE+ Model further implementation.

As far as Multiplier Events **success factors** are concerned, they can be summarized in the following:

- Efficient organizational framework and procedures;
- Presence of necessary financial, physical resources and adequate facilities;
- Adequate and pertinent contact’s networks;
- Adequate communication and networking preliminary activities;
- Significant and pertinent Agenda contents;
- Pertinent motivated, prepared and well experienced speakers and moderators leading the activities;
- Involved motivated and pertinent audience;
- Adequate and comfortable atmosphere helping in the exchange and cooperation;
- Adequate time for discussion.

LEARNED LESSONS

Besides the “critical aspects” and “success factors” evidenced in the Case studies’ description, the PRO PULSE+ project core activities represented for the partnership the chance to make direct experience of the Production Learning Unit Model in their local context. The following scheme summarises partnership learned lessons from each implemented activity and concerning different aspects/issues of the PRO PULSE+ Model:

FROM	ISSUES	LEARNED LESSONS
<i>Train the Professionals</i>	Train the professionals	It is beneficial to include in TP activities different actors (not only training professionals or sector experts) for the following purposes: - suitable content development, - improving the quality of training; - communicate and disseminate the Model ; - involving relevant and useful stakeholders from the beginning; - involve relevant and pertinent stakeholders (i.e. Employment services/Local Authorities) for participants’ recruitment and /or motivation purposes.
	Production Unit Learning Model	The model is totally innovative for the majority of professionals/experts, and particularly suitable to improve the learning process and vocational skills of different disadvantaged and/or low skilled target groups (adults or youngsters); The model is enough flexible and easily applicable in a small scale; For the fruitful and permanent implementation of the model, creating a stronger link with pertinent enterprises and/or local stakeholders is crucial; In order to ensure its implementation additional financial physical and human resources could be needed.
	Vocational /Transversal Workshop Activities	Because of the characteristics of the target group professionals needs (even during the activity implementation) to further adapt and tailor planned activities and/or methodologies in order to make them more suitable for participants; Additional training/preparatory sessions for

		trainers/experts about intergenerational learning and or other transversal workshop methods/tools could be needed.
National Testing	Production Learning Model Unit	The model is totally innovative for the majority of learners (adults or youngsters) and felt as particularly suitable to improve their learning process and vocational and soft skills; According to participants the model contributes to create privileged job opportunities and to enhance their visibility and self confidence in the local job market and in the local community; Additional measures/instructions/tools concerning participants recruitment/selection and participants motivation could be needed; A longer time basis is needed to completely implement and assess the Model.
	Production	Even if not being Production Schools Production element can be retained and fruitfully implemented by VET organizations also by “learning by doing” approach/activities and product/services sale simulation; Not only enterprises but also (according to each vocational sector peculiarities) other relevant stakeholders can be involved and act as clients, supporting “value creating” dynamics.
	Intergenerational groups /Dynamics	Adequate balance in young and adults components of the group can be better ensured by involving employment services and/or other relevant stakeholder in the recruitment process; Uncertainties and/or initial diffidence between participants can be solved by adequate transversal support/activities implemented by the trainers/coaches during/in parallel of the workshop implementation; Implementing breaks during training activities and reflection/discussion moments are the occasion to foster relations between the different generations and to overcome the initial distrust; Reverse mentoring activities implementation can be a suitable method to make generational differences an enrichment and a learning opportunity for all participants.
	Vocational /Transversal Workshop Activities	The idea of combining vocational workshop activities with transversal workshop ones can

		<p>be considered as “competitive advantage” since it has positive impact on the group dynamics;</p> <p>A longer time basis is needed to completely implement and assess the learning process and related outcomes.</p>
Multiplier Events	Networking	<p>In order to build up successful, solid and long lasting relations with PRO PULSE+ Production Learning Unit relevant key actors it is indicated to involve them since the beginning of the Unit planning. This would ensure shared objectives and strategies and increased commitment;</p> <p>Stakeholders’ networks should be conceived as an “open interactive resource”;</p> <p>The VET organization role in networking activities has to be more pro-active.</p>
	Stakeholders	<p>Stakeholders role can be crucial not only during the training implementation phase or for dissemination purposes.</p> <p>Key actors/Stakeholders’ role can ensure:</p> <p><i>Production learning unit fully respondent to local economic and social needs and to new sector/economic trends;</i></p> <p><i>Key support in the production unit participant recruitment and/or motivation;</i></p> <p><i>Increased visibility of the Production learning Unit;</i></p> <p><i>Support for the accreditation of the Production Learning Unit;</i></p> <p><i>Financial/Physical support for activities’ and/or for the Model implementation.</i></p>
	Production Learning Unit Model	<p>The Model is innovative for the majority of stakeholders, especially according to “inter generational target group” and “production” elements.</p> <p>The Model is felt also by stakeholders as particularly suitable to improve the learning process and vocational skills of different disadvantaged and/or low skilled target groups (adults or youngsters);</p> <p>The Model is enough flexible and easily applicable in a small scale;</p> <p>A longer time basis is needed to completely implement and assess the Model;</p> <p>For the fruitful and permanent implementation of the model , creating a stronger link with pertinent enterprises and/or local stakeholders is crucial;</p> <p>In order to ensure its further implementation</p>



		additional financial physical resources would be needed as well as an institutional/formal recognition ; Specific guidelines/tools to reinforce interactions between key actors of the model and local stakeholders could be needed to further support the Model.
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From the lessons learned, **successful factors** identified by the PRO PULSE+ partnership and at the basis of the Production Learning Units can be still retained and confirmed.

- Strong local anchorage

- Strong link with local companies

- Funding resources, federation or association of production schools at a national or regional level existence

- Clear and shared objectives

- Experience, diversity and commitment of the work team.

After the experience made by the partnership, the order of this factors has changed and it is different for each partner according to the specific context and developed internal and external dynamics.

Here follows, for each PRO PULSE+ Partner, the new order according to the final feedback given by respective program managers:

BEST – Austria

The most important kind of resources to successfully implement the PRO PULSE+ Production Learning Unit are: HUMAN RESOURCES
Success factors order: <ol style="list-style-type: none"> 1. Experience, diversity and commitment of the work team 2. Clear and shared objectives 3. Funding resources, federation or association of production schools at a national or regional level existence 4. Strong link with local companies 5. Strong local anchorage

INFREP - France

The most important kind of resources to successfully implement the PRO PULSE+ Production Learning Unit are: HUMAN and FINANCIAL RESOURCES
Success factors order:



- 1. Experience, diversity and commitment of the work team**
- 2. Clear and shared objectives**
- 3. Strong link with local companies**
- 4. Funding resources, federation or association of production schools at a national or regional level existence**
- 5. Strong local anchorage**

MCG SOC. COOP. - Italy

The most important kind of resources to successfully implement the PRO PULSE+ Production Learning Unit are: HUMAN and FINANCIAL RESOURCES

Success factors order:

- 1. Experience, diversity and commitment of the work team**
- 2. Strong link with local companies**
- 3. Funding resources, federation or association of production schools at a national or regional level existence**
- 4. Clear and shared objectives**
- 5. Strong local anchorage**

CITEVE - Portugal

The most important kind of resources to successfully implement the PRO PULSE+ Production Learning Unit are: HUMAN and FINANCIAL RESOURCES

Success factors order:

- 1. Strong link with local companies**
- 2. Experience, diversity and commitment of the work team**
- 3. Funding resources, federation or association of production schools at a national or regional level existence**
- 4. Clear and shared objectives**
- 5. Strong local anchorage**

PERA - Turkey

The most important kind of resources to successfully implement the PRO PULSE+ Production Learning Unit are: HUMAN and FINANCIAL RESOURCES

Success factors order:

- 1. Strong local anchorage**
- 2. Strong link with local companies**
- 3. Funding resources, federation or association of production schools at a national or regional level existence**
- 4. Experience, diversity and commitment of the work team**
- 5. Clear and shared objectives**



IMPACT

The implementation of the PRO PULSE+ project and of the PRO PULSE+ production learning Unit Model represented a real challenge for the involved partner organizations since it triggered a complex process that invested the whole organization and on these organizations had its main impact.

According to the 5 PRO PULSE+ Project partners this impact was more at:

BEST – Austria

Audience level

Because of the number of participants/students that could benefit from the PRO PULSE+ Learning Unit Implementation.

INFREP - France

Internal Organization level

Because of the invested time and invested human resources on the different implementation aspects of the PRO PULSE+ Model. The internal changes have been made on a permanent perspective in order to further develop and maintain the model also for the future.

MCG SOC. COOP. - Italy

Internal Organization level

Because this experience affected and will affect our future approach in learning/VET activities planning and implementation according to 2 main aspects:

- 1) relationship and involvement of key stakeholders (enterprises and local authorities)*
- 2) accompanying and coaching measures implementation for participants. The experience contributed also to improve our pro-active role when organizing and managing VET activities*

CITEVE - Portugal

Audience level

Because this experience mostly favoured trainees that have an opportunity to learn in a different and more motivating way.



PERA - Turkey

Internal Organization level

Because of the invested time and invested human resources on something highly innovative that could be useful for the future of our organization.

According to the kind of innovation gained by the organizations implementing the PRO PULSE+ Model, all partners agree for the “ New pedagogical approach, methodologies and tools”.



RECOMMENDATIONS FOR A FURTHER IMPLEMENTATION OF THE PRO PULSE+ MODEL

The *Case studies* and the *Learned lessons* described in the previous paragraphs of this document already provided key inputs and elements (learned from the direct experience of the partners) for a possible further implementation of the PRO PULSE+ Production learning unit Model.

Sustainability (especially in terms of financial, physical and human resources) and external/institutional **recognition** of the Model already still remain the main challenging critical points.

Here follows a SWOT matrix that summarizes, after the realised experience, the PRO PULSE+ Model improvement's aspects according to the Partnership:

Strenghts	Weaknesses
Organization experience and commitment Specialized and experienced staff Physical and technical resources Good relations with local stakeholders Diversified (vocational and transversal) workshop offer Innovative and effective pedagogical methods/tools Involved enterprises and stakeholders are often already partners/clients	Difficulty in involving elder target participants Need of additional resources (staff, funds, further facilities) No internal financial resources for additional human and/or technical resources No permanent cooperation with clients/companies
Threats	Opportunities
Sceptical attitude of stakeholders New training competitive programmes No permanent external financial/funding resources to apply No external (institutional) model recognition	The approach is highly innovative and represent a competitive advantage Increasing demand for alternative learning/accompanying measures for over 45+ and NEETS targets New public funding programmes



The following **final recommendations** for a further implementation of the PRO PULSE+ Model have the aim of converting weaknesses into strengths and threats into opportunities and are mainly based on the “updating” of the partnership recommendations for the implementation of the PRO PULSE+ Production Learning Unit:

Meeting local needs, by selecting a production field in relation with the local economy and production stakeholders and planning a Production learning Unit in close cooperation connection with them;

Implementing small scale production learning units closer to already existing “sector production districts”;

Reinforcing cooperation with local enterprises in order to:

-persuade enterprises not to see the PRO PULSE+ Unit as a competitor but as a trustful provider of services;

-establish a strong network of clients ;

-facilitate the employment of target participants;

Relying on an experienced and diversified work team always “up – to – date” according new pedagogical approaches and methods but also according to new funding opportunities;

Reinforcing cooperation with local stakeholders and employment services in order to easily identify and recruit target participants and to reinforce understanding, knowledge and recognition of the Model;

Giving priority to practical teaching and training, by explaining and illustrating theoretical concepts through practical applications;

Reproducing a real company and a “creating value” learning environment;

Offering target participants tailored accompanying measures and career support;

Offering target participants an individual and tailored follow-up.

In the following sections of the document a Business Plan Model is provided in order to help interested actors and stakeholders make these recommendations concrete and to implement the PRO PULSE+ learning units within their organizations.

BUSINESS PLAN FOR TRAINING PROVIDERS WHO WOULD LIKE TO DEVELOP A PRO PULSE+ PRODUCTION LEARNING UNIT

INTRODUCTION

This Business Plan for training providers and managers, developed by Pera Fine Arts in Turkey, is part of the fifth output of the PRO PULSE+ and aims to provide useful resources and information for the practical implementation of the PRO PULSE+ Model and PRO PULSE + Practical Kit + Tools by developing a production/service units in their organizations.

It contains generic information, guiding, templates and examples, etc. which are tailored for learning unit of PRO PULSE+. This is a basic business model which could be adapted by the stakeholders within the organizations. It aims to help to the training providers, managers, educators to analyze their conditions on the way creation of new generation production units as part of their current work life. Besides it will help to analyze and understand the weak and strengthen points of the PRO PULSE+ learning unit which have already been settled started to work. The business plan is written by PERA in terms of Pro Pulse project needs and borders. It includes following main sections;

- Short explanation of the business plan of Pro-pulse + Learning Unit
- Business overview
- Sales & Marketing Plan
- Operating Plan
- Human resources and management plan
- Action plan
- Executive summary
- Supporting documents
- Refining the plan

To ensure that the business plan covers the needs and innovative applications of PRO PULSE+ project, the project partners checked with the experts (training managers, education providers, etc.) before preparation of final version.

HOW TO WRITE A BUSINESS PLAN?

This highly recognized management tool is basically a written document that describes who you are, what you plan to achieve, how you plan to overcome the risks involved and provide the returns anticipated. Often people think of business plans are limited to starting up new companies or applying for business loans. However, they are also essential to running a business with a clear, well-documented plan.

MAKE IT THOROUGH BUT KEEP IT SIMPLE

Many entrepreneurs may see putting a business plan together as a daunting task involving hundreds of pages. However, in reality, it should be a concise and structured document that gives readers everything they need to assess your organization's project. There's no one guaranteed formula for writing an effective business plan. However, in general you have to show that you're committed to your venture and that you have the expertise, skills and self-confidence necessary to make it all happen.

Here's the core content that you should consider.

YOUR BUSINESS PROPOSAL

Include a description of exactly what you're proposing. Ask yourself: Who your customer is, what business are you in exactly, what do you sell, and what are your plans for growth?

YOUR UNIQUE SELLING POINT

Address how your services will appeal to target groups. How will your organization or product/service make a difference in the lives of your target groups?

MARKET ANALYSIS

Basically, your market research helps you understand your target groups' needs so that you can offer a product or service that precisely fits those needs. You'll need to provide information such as your target market, demographics, application methods, etc.



KEY COMPETITIVE INFORMATION

Provide information on competitor weaknesses and strengths and show how you intend to improve on what they're doing.

ORGANIZATIONAL STRUCTURE

Use organization charts to clearly spell out the roles of key management people and the proposed size of your organization.

HR REQUIREMENTS

You should include information on how you plan to recruit and maintain your employees or handle outsourced work.

PREMISES AND CAPITAL GOODS

Do an assessment of the company's needs with regard to premises and capital goods (such as machinery, technological equipment).

KEY FINANCIAL DATA

Be sure to modify your information depending on your target audience. For example, potential investors will want to see the expenses in detailed and return if there is any possibility for it. Generally, lenders, shareholders and investors want facts and figures that back up what you say.

Be sure you include your cash flow forecast, which is the amount of cash needed to run your business: Technology, inventory, equipment, human resources, etc.

Show implementation details or exactly what will make all of this happen. You need to assign clear responsibilities, set real dates and realistic budgets.

Prepare a winning business plan

Your business plan is a crucial document for your new learning unit. It should show you're committed to your business and have the skills, knowledge and confidence to achieve your goals.

You should gather this information using both secondary and primary sources.



Secondary sources will consist of statistics and trends about your market and your customers.

Industry publications, associations, think tanks and university research are also good sources of information.

Primary sources include surveys, personal interviews and focus groups. These can provide you with insights into the attitudes and behaviours of your target group.

Like the rest of your business plan, your market research should be periodically reviewed and revisited anytime you need to make major business decisions.

Select a structure

The first thing you'll want to do is determine what business structure best meets your needs. The structure you choose will in large part depend on whether you are running the business by yourself or together with partners.

1. Sole proprietorships

This is the simplest form a business can take. It offers relatively low start-up costs and few regulations. But be aware that you are personally responsible for obligations your business incurs.

2. Partnerships

In a partnership, each partner shares the responsibilities of the business. This type of business structure requires a partners/shareholders agreement.

3. Corporations

A legal entity entailing more regulations, corporations have higher start-up costs. The advantage is that shareholders have limited responsibility for obligations of the company.

4. Co-operatives

A corporation controlled by its members.



SECTION I: BUSINESS OVERVIEW

An organization company overview (also known as organization information or an organization summary) is an essential part of a business plan. Your organization overview should be exactly what it sounds like: an overview containing all of the most important points about your organization. It usually appears after the executive summary.

This is typically the shortest chapter of a business plan document, but that doesn't reduce its importance. If you're presenting this plan to people outside of your organization, this is your opportunity to introduce yourself and your business, and you are going to want to put your best foot forward.

"Think of the organization overview as the "who, what, when, where, and why" of your business."

When composing this section of your business plan, focus on the highlights: who you are as the founder, other prominent team members, your service, and why it is necessary. Think of this chapter as the "who, what, when, where, and why" of your business.

Developing a business plan that suits your purposes means tailoring a subject to your audience. Sometimes that can mean eliminating a section that isn't applicable to your current project. If you're writing this chapter for an internal business plan, you could approach writing a company overview as a status update on the company. How did you get to where you are today? Who is currently in charge?

Depending on who is viewing and working with the business plan in the company, this chapter may not be necessary. However, an employee who is new to the company or project may appreciate some background information and context.

If this plan is for outside use or investment, consider the perspective of your audience. They won't know your team, facilities, or legal structure yet—you want to fill in the blanks for them in a polished and organized way. Present your organization like it is well poised to accept their financial backing and hit the ground running.

Organization Overview (or Organization Summary): This is where you'll briefly sum everything up.



Organization History: Provide the back story, including date of founding, and who was involved.

Management Team: Details about who runs the company, and other key roles.

Legal Structure and Ownership: How you've decided to structure your organization, and who owns what percentage of it.

Locations and Facilities: Details on your work spaces or plans to acquire them.

Mission Statement: A concise statement on the guiding principles of your company.

Now that we've set the groundwork on what should generally be included in this chapter of a business plan, let's break it out section by section for more detailed information:

ORGANIZATION OVERVIEW

This is the meet and greet section of your business plan. Keep this brief, as you're going to be expanding on what you say here in the next few sections.

ORGANIZATION HISTORY

The organization history section will start out with when your business was founded and who was involved, and will go into a little of the backstory. This section is going to vary depending on who this business plan is being presented to and what stage your organization is in. Is this an internal plan? Historical data may not be essential. Is this a plan to seek funding? In that case, investors will want to know your backstory, and this section will allow you to provide some context for your business plan. Include how the organization started, how it grew and changes made along the way. What led you to this point?

If you are an existing business seeking funding for expansion or a new project, the organization history section is going to be pretty significant. You'll want to make it clear that you have a strong track record of successful projects, weathering the tough times, and making good business decisions. Who did you decide to partner with? Have you launched new products over time? Made improvements on facilities or services? Streamlined operations?

MANAGEMENT TEAM

The management team section of your business plan is your opportunity to paint a picture of your team and showcase their finest attributes. Again, for internal use this may not be applicable, though you could use it to highlight new employees being brought in or existing employees that are taking on some new leadership responsibilities.



If you're a startup or looking to expand, there may be team members you know you're lacking. In that case, make mention of what those roles are, and what your plans are to fill those holes. Include which people might currently be taking on multiple responsibilities or sharing duties.

If you plan to present your plan to a bank or other potential investors, this is critical data. Who are the leaders in your company? What qualifies them for their positions and inspires confidence? Be sure to include details about yourself, usually at the beginning.

LEGAL STRUCTURE AND OWNERSHIP

Related to the management team, you may want to include a separate section outlining the legal structure and ownership of your organization.

The legal structure of your business is important data for any funding source to have. This will also affect how you file your taxes.

LOCATIONS AND FACILITIES

Use this section to describe where you're going to do business. Are you going to be purchasing a building for manufacturing? Do you already have a great space?

Explain the circumstances of your use of any space mentioned in this section. Make it clear what the long-term plan is for any space that you have, or what your needs will be for a future facility.

MISSION STATEMENT

Be as succinct as possible when crafting your mission statement. What idea can you distill into one or two sentences that conveys the primary mission of your organization? This might be something you want to create with your management team if you have one, so it conveys a shared long-term vision.

SECTION II: SALES AND MARKETING PLAN

Depends on the structure of your learning unit, if you would like to create a real link with the sector, you have settle a sales and marketing plan as well.

An effective marketing strategy is crucial to the success and growth of your business. Develop a marketing plan that draws on business intelligence and identifies opportunities for business development and trade. Make informed decisions that focus on your unique selling points and find new customers through lead generation. Open up to the expanding possibilities presented by international trade.

With a good marketing plan you can expand your reach, set attainable objectives and launch your products with success. Base your marketing strategies on knowledge of your target market and the competition and choose the right marketing mix to highlight your competitive advantage.

This section provides details on your industry, the competitive landscape, your target market and how you will market your business to those customers.

1. MARKET RESEARCH

There are two kinds of research: primary and secondary. Primary market research is information you gather yourself. This could include going online or driving around town to identify competitors; interviewing or surveying people who fit the profile of your target customers.

Secondary market research is information from sources such as trade organizations and journals, magazines and newspapers and demographic profiles. You can find this information online, at libraries, from chambers of commerce, from vendors who sell to your industry or from government agencies.

This section of your plan should explain:

- The total size of your industry
- Trends in the industry – is it growing or shrinking?
- The total size of your target market, and what share is realistic for you to obtain
- Trends in the target market – is it growing or shrinking? How are customer needs or preferences changing?



2. BARRIERS TO ENTRY

What barriers to entry does your startup face, and how do you plan to overcome them?

Barriers to entry might include:

- High startup costs
- High production costs
- High marketing costs
- Brand recognition challenges
- Tariffs and quotas

3. THREATS AND OPPORTUNITIES

Once your business surmounts the barriers to entry you mentioned, what additional threats might it face? Explain how the following could affect your startup:

- Changes in government regulations
- Changes in technology
- Changes in the economy
- Changes in your industry

Use the SWOT Analysis Worksheet to identify your organization's weaknesses and potential threats, as well as its strengths and the potential opportunities you plan to exploit.

SWOT ANALYSIS WORKSHEET

	Strengths	Weaknesses	Opportunities	Threats
Product/ Service Offering				
Brand/ Marketing				
Staff/HR				
Finance				
Operations/ Management				



Market				
Can any of your strengths help with improving your weaknesses or combating your threats? If so, please describe how below.				
Based on the information above, what are your immediate goals/next steps?				
Based on the information above, what are your long-term goals/next steps?				

4. PRODUCT/SERVICE FEATURES AND BENEFITS

Describe all of your products or services, being sure to focus on the customer's point of view. For each product or service:

- Describe the most important features. What is special about it?
- Describe the most important benefits. What does it do for the customer?

In this section, explain any after-sale services you plan to provide, such as:

- Product delivery
- Warranty/guarantee
- Service contracts
- Ongoing support
- Training
- Refund policy

5. TARGET CUSTOMER

Describe your target customer. (This is also known as the ideal customer or buyer persona.)



You may have more than one target customer group. For instance, if you sell a product to consumers through distributors, such as retailers, you have at least two kinds of target customers: the distributors (businesses) and the end users (consumers).

Identify your target customer groups, and create a demographic profile for each group that includes:

For consumers:

- Age
- Gender
- Location
- Income
- Occupation
- Education level

For businesses:

- Industry
- Location
- Size
- Stage in business (startup, growing, mature)
- Annual sales

6. KEY COMPETITORS

One of the biggest mistakes you can make in a business plan is to claim you have “no competition.” Every business has competitors. Your plan must show that you’ve identified yours and understand how to differentiate your business. This section should:

List key companies that compete with you (including names and locations), products that compete with yours and/or services that compete with yours. Do they compete across the board, or just for specific products, for certain customers or in certain geographic areas? Also include indirect competitors.

Use the Competitor Data Collection Plan on the next page to brainstorm ways you can collect information about competitors in each category.

Competitor Data Collection Plan

Price		
Benefits/Features		



Size/profitability		
Market strategy		

Once you've identified your major competitors, use the Competitive Analysis Worksheet to compare your business to theirs.

Competitive Analysis Worksheet

FACTOR	Me	Competitor A	Competitor B	Competitor C	Importance to Customer
Products					
Price					
Quality					
Selection					
Service					
Reliability					
Stability					
Expertise					
Company Reputation					
Location					

FACTOR	Me	Competitor A	Competitor B	Competitor C	Importance to Customer
Appearance					
Sales Method					
Credit Policies					
Advertising					
Image					

For each factor listed in the first column, assess whether you think it's a strength (S or W) for your business and for your competitors. Then rank how important each factor is to your target customer on a scale of 1 to 5 (1 = very important; 5 = not very important). Use this information to explain your competitive advantages and disadvantages.

7. POSITIONING/NICHE

Now that you've assessed your industry, product/service, customers and competition, you should have a clear understanding of your business's niche (your unique segment of the market) as well as your positioning (how you want to present your organization to customers). Explain these in a short paragraph.

8. HOW YOU WILL MARKET YOUR PRODUCT/SERVICE

In this section, explain the marketing and advertising tactics you plan to use.

Advertising may include:

- Online
- Print
- Radio
- Cable television
- Out-of-home

Which media will you advertise in, why and how often?

Marketing may include:

- Business website
- Social media marketing
- Email marketing



- Mobile marketing
- Search engine optimization
- Content marketing
- Print marketing materials (brochures, flyers, business cards)
- Public relations
- Trade shows
- Networking
- Word-of-mouth
- Referrals

What image do you want to project for your business brand?

What design elements will you use to market your business? (This includes your logo, signage and interior design.) Explain how they'll support your brand.

9. PROMOTIONAL BUDGET

How much do you plan to spend on the marketing and advertising outreach above:

- Before startup (These numbers will go into your startup budget)
- On an ongoing basis (These numbers will go into your operating plan budget)

Use the Marketing Expenses Strategy Chart to help figure out the cost of reaching different target markets.

Marketing Expenses Strategy Chart

	Target Market 1	Target Market 2	Target Market 3
One-Time Expenses			
Monthly or Annual Expenses			
Labor Costs			

10. PRICING

You explained pricing briefly in the “Products & Services” section; now it’s time to go into more detail. How do you plan to set prices? Keep in mind that few small businesses can compete on price without hurting their profit margins.

- Does your pricing strategy reflect your positioning?
- Compare your prices with your competitors’. Are they higher, lower or the same?

Why?

- How important is price to your customers? It may not be a deciding factor.
- What will your customer service and credit policies be?

Use the Pricing Strategy Worksheet to help with your pricing.



Pricing Strategy Worksheet

Business Name		
Which of the following pricing strategies will you employ? Circle one.		
Cost Plus <i>The costs of making/obtaining your product or providing your service, plus enough to make a profit</i>	Value Based <i>Based on your competitive advantage and brand (perceived value)</i>	Other:
Provide an explanation of your pricing model selection. Include strategy info on your major product lines/service offerings. List industry/market practices and any considerations to be discussed with your mentor.		

11. LOCATION OR PROPOSED LOCATION

If you have a location picked out, explain why you believe this is a good location for your startup.

If you haven't chosen a location yet, explain what you'll be looking for in a location and why, including:

- Convenient location for customers
- Adequate parking for employees and customers



- Proximity to public transportation or major roads
- Type of space (industrial, retail, etc.)
- Types of businesses nearby

Focus on the location of your building, not the physical building itself. You'll discuss that later, in the Operations section.

12. DISTRIBUTION CHANNELS

What methods of distribution will you use to sell your products and/or services? These may include:

- Retail
- Direct sales
- Ecommerce
- Wholesale
- Inside sales force
- Outside sales representatives
- OEMs

If you have any strategic partnerships or key distributor relationships that will be a factor in your success, explain them here.

If you haven't yet finalized your distribution channels, use the Distribution Channel Assessment Worksheet to assess the pros and cons of each distribution channel you are considering.

Distribution Channel Assessment Worksheet

	Distribution Channel 1	Distribution Channel 2	Distribution Channel 3
Ease of Entry			
Geographic Proximity			

Costs			
Competitors' Positions			
Management Experience			
Staffing Capabilities			
Marketing Needs			

13. 12-MONTH SALES FORECAST

If you've already made some sales, you can use those as a basis for your projections. If, like most startups, you haven't sold anything yet, you'll need to create estimates based on your market research, your proposed marketing strategies and your industry data.

Create two forecasts: a "best guess" scenario (what you really expect) and a "worst case" scenario (one you're confident you can reach no matter what).

Keep notes on the research and assumptions that go into developing these sales forecasts. Financing sources will want to know what you based the numbers on.

After reading the Marketing Plan section, the reader should understand who your target customers are, how you plan to market to them, what sales and distribution channels you will use, and how you will position your product/service relative to the competition.



SECTION III: OPERATIONAL PLAN

This section explains the daily operation of your business, including its location, equipment, personnel and processes.

1. PRODUCTION

How will you will produce your product or deliver your service? Describe your production methods, the equipment you'll use and how much it will cost to produce what you sell.

2. QUALITY CONTROL

How will you maintain consistency? Describe the quality control procedures you'll use.

3. LOCATION

Where is your business located? You briefly touched on this in the Overview. In this section, expand on that information with details such as:

- The size of your location
- The type of building (retail, industrial, commercial, etc.)
- Zoning restrictions
- Accessibility for customers, employees, suppliers and transportation if necessary
- Costs including rent, maintenance, utilities, insurance and any buildout or remodeling costs Utilities

4. LEGAL ENVIRONMENT

What type of legal environment will your business operate in? How are you prepared to handle legal requirements? Include details such as:

- Any licenses and/or permits that are needed and whether you've obtained them
- Any trademarks, copyrights or patents that you have or are in the process of applying for
- The insurance coverage your business requires and how much it costs
- Any environmental, health or workplace regulations affecting your business
- Any special regulations affecting your industry
- Bonding requirements, if applicable

5. PERSONNEL

What type of personnel will your business need? Explain details such as:

- What types of employees? Are there any licensing or educational requirements?
- How many employees will you need?
- Will you ever hire freelancers or independent contractors?



- Include job descriptions.
- What is the pay structure (hourly, salaried, base plus commission, etc.)?
- How do you plan to find qualified employees and contractors?
- What type of training is needed and how will you train employees?

You can use this workshop when you analyze your personnel needs;

Job Analysis Worksheet

JOB TITLE	
Responsibilities	
Duties (Day-to-day tasks)	
Required Education / Training	
Required/Preferred Experience	
Required/Preferred Skills	
Required/Preferred Traits	
Physical Requirements	

Other	
Wages	

6. INVENTORY

If your business requires inventory, explain:

- What kind of inventory will you keep on hand (raw materials, supplies, finished products)?
- What will be the average value of inventory?
- What rate of inventory turnover do you expect? How does this compare to industry averages?
- Will you need more inventory than normal during certain seasons?
- What is your lead time for ordering inventory?

7. SUPPLIERS

List your key suppliers, including:

- Names, addresses, websites
- Type and amount of inventory
- Their credit and delivery policies
- History and reliability
- Do you expect any supply shortages or short-term delivery problems? If so, how will you handle them?
- Do you have more than one supplier for critical items (as a backup)?
- Do you expect the cost of supplies to hold steady or fluctuate? If the latter, how will you deal with changing costs?
- What are your suppliers' payment terms?

8. CREDIT POLICIES

If you plan to sell to customers on credit, explain:

- Whether this is typical in your industry (do customers expect it)?
- What your credit policies will be. How much credit will you extend? What are the criteria for extending credit?
- How will you check new customers' creditworthiness?



- What credit terms will you offer?
- Detail how much it will cost you to offer credit, and show that you've built these costs into your pricing structure.
- How will you handle slow-paying customers? Explain your policies, such as when you will follow up on late payments, and when you will get an attorney or collections agency involved.

After reading the Operational Plan section, the reader should understand how your business will operate on a day-to-day basis.

SECTION IV: HUMAN RESOURCES AND MANAGEMENT PLAN

This section should give readers an understanding of the people behind your business, their roles and responsibilities, and their prior experience. If you're using your business plan to get financing, know that investors and lenders carefully assess whether you have a qualified management team.

1. Biographies

Include brief biographies of the owner/s and key employees. Include resumes in the Appendix. Here, summarize your experience and those of your key employees in a few paragraphs per person. Focus on the prior experience and skills that have prepared your team to succeed in this business. If anyone has previous experience starting and growing a business, explain this in detail.

2. Gaps

Explain how you plan to fill in any gaps in management and/or experience. For instance, if you lack financial know-how, will you hire an accountant? If you don't have sales skills, will you hire an in-house sales manager or use outside sales reps?

3. Advisors

List the members of your professional/advisory support team, including:

- a. Attorney
- b. Accountant
- c. Board of directors
- d. Advisory board
- e. Insurance agent
- f. Consultants
- g. Banker
- h. Mentors and other advisors

If they have experience or specializations that will increase your chances of success, explain. For instance, does your mentor have experience launching and growing a similar business?

4. Organization Chart

Develop and include an organization chart. This should include both roles that you've already filled and roles you plan to fill in the future.

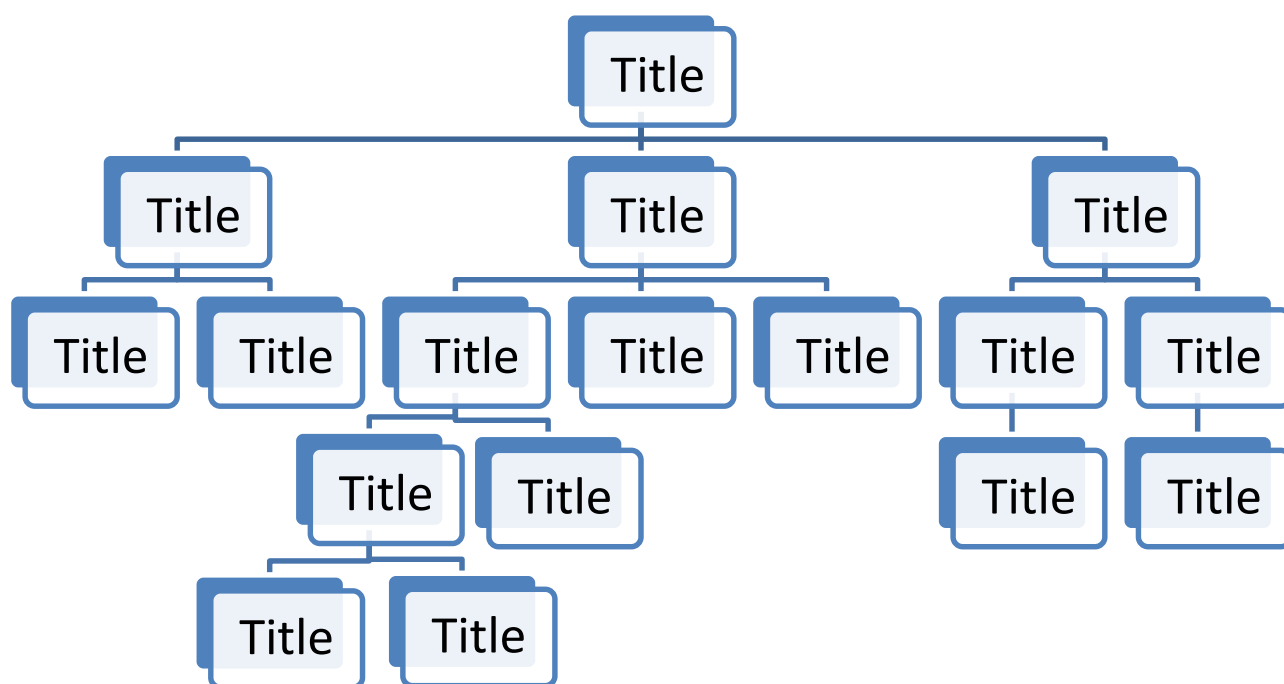
After reading this section, the reader should feel confident that you have a qualified team leading your business.

Use the Management Worksheet and Organization Chart to highlight your management team.

Management Worksheet

<p>Bio/s</p>	
<p>Gaps in Management or Experience</p>	
<p>Advisors</p>	

Organization Chart



SECTION V: ACTION PLAN

Every strategic plan needs an action plan to bring it to life. It's the roadmap that will show you how you'll reach your objectives. An action plan details the concrete steps needed to attain your goals—usually covering the coming year—a timetable for each task, a description of who will do what and a follow-up process. The action plan is typically created at the end of the strategic planning process, after you've set out your vision, done a SWOT analysis and established objectives. Here are the steps for creating your action plan.

1. INVOLVE YOUR TEAM

You'll get the best team buy-in if as many employees as possible are involved in creating the action plan. Employees can give invaluable input on what steps are needed to achieve your objectives and how best to implement them. As well, they are more likely to work diligently on implementation if they are involved in the process from the outset.

2. LIST ACTIONS

The core of the action plan is a list of tasks for achieving your objectives. They can include everything from arranging financing to buying equipment or a vehicle, hiring staff with specific expertise or developing a website. Each action should be clearly described so as to avoid confusion later on.

3. SET A TIMELINE

Now establish a timeframe for achieving each action.

4. DESIGNATE RESOURCES

Name who will be responsible for each action. Also outline what other resources (money, equipment, personnel) you'll need to carry out the action.

5. ESTABLISH A FOLLOW-UP AND MEASUREMENT PROCESS

Spell out how you will follow up on the action plan to ensure the steps are carried out. This can include internal reporting and regular meetings held to discuss the plan's progress.

Also specify the measures you will use to track implementation. These can include both milestones, such as the completion of certain tasks, and quantifiable measures, such as revenue or market share.



6. COMMUNICATE THE PLAN

Make sure all employees are aware of the action plan, including their role in implementing it. Explain how the plan fits into your overall business strategy.

7. KEEP THE PLAN ALIVE

When you get started on implementing your action plan, you should be disciplined about sticking to the follow-up and measurement process you've outlined. It's also useful to recognize employees for meeting or surpassing their responsibilities and hold them accountable for failing to do so.

Discussing the action plan internally on a regular basis is a good way to keep your entire strategic plan alive and at the forefront of employees' attention. Invite employee feedback on how the implementation is going.

In follow-up meetings to discuss your progress, it's also important to revisit your action plan regularly and to continually update it. Allowing your action plan to be surpassed by developments in your company is a sure way for it to fall into disuse, which could cause your entire business strategy to unravel.

After the 12 months are up, it's time to create a new action plan for the following year, drawing on your overall business strategy and lessons you've learned so far.

SECTION VI: EXECUTIVE SUMMARY

The Executive Summary is the most important part of your business plan. Often, it's the only part that a prospective investor or lender reads before deciding whether or not to read the rest of your plan. It should convey your enthusiasm for your business idea and get readers excited about it, too.

Write your Executive Summary LAST, after you have completed the rest of the business plan. That way, you'll have thought through all the elements of your startup and be prepared to summarize them.

The Executive Summary should briefly explain each of the below.

1. An overview of your business idea (one or two sentences).
2. A description of your product and/or service. What problems are you solving for your target customers?
3. Your goals for the business. Where do you expect the business to be in one year, three years, and five years?
4. Your proposed target market. Who are your ideal customers?
5. Your competition and what differentiates your business. Who are you up against, and what unique selling proposition will help you succeed?
6. Your management team and their prior experience. What do they bring to the table that will give your business a competitive edge?
7. Financial outlook for the business. If you're using the business plan for financing purposes, explain exactly how much money you want, how you will use it, and how that will make your business more profitable.

Limit your Executive Summary to one or two pages in total.

After reading the Executive Summary, readers should have a basic understanding of your business, should be excited about its potential, and should be interested enough to read further.

SUPPORTING DOCUMENTS

Don't slow your readers down by cluttering your business plan with supporting documents, such as contracts or licenses. Instead, put these documents in the Appendices, and refer to them in the body of the plan so readers can find them if needed.

Below are some elements many business owners include in their Appendices.

1. Agreements (Leases, contracts, purchase orders, letters of intent, etc.)
2. Intellectual property (trademarks, licenses, patents, etc.)
3. Resumes of owners/key employees
4. Advertising/marketing materials
5. Public relations/publicity
6. Blueprints/plans
7. List of equipment
8. Market research studies
9. List of assets that can be used as collateral

You can also include any other materials that will give readers a fuller picture of your business or support the projections and assumptions you make in your plan. For instance, you might want to include photos of your proposed location, illustrations or photos of a product you are patenting, or charts showing the projected growth of your market.

After reviewing the Appendices, the reader should feel satisfied that the assumptions throughout the plan are backed up by documentation and evidence.

REFINING THE PLAN

Modify your business plan for your specific needs, audience and industry. Here are some guidelines to help:

For Raising Capital from Bankers

Bankers want to know that you'll be able to repay the loan. If the business plan is for bankers or other lenders, include:

- How much money you're seeking
- How you'll use the money
- How that will make your business stronger
- Requested repayment terms (number of years to repay)
- Any collateral you have and a list of all existing liens against your collateral

For Raising Capital from Investors

Investors are looking for dramatic growth, and they expect to share in the rewards. If the business plan is for investors, include:

- Investment amount you need short-term
- Investment amount you'll need in two to five years
- How you'll use the money and how that will help your business grow
- Estimated return on investment
- Exit strategy for investors
- Percentage of ownership you will give investors
- Milestones or conditions you will accept
- Financial reporting you will provide to investors
- How involved investors will be on the board or in management

For a Manufacturing Business

- **Explain the operations involved in manufacturing your product/s.**
- **What equipment is needed?** What are the production/capacity limits of the equipment?
- What are the production/capacity limits of the proposed physical plant?
- **Is specialized labor needed?**
- **What raw materials do you need for manufacturing? Are there any special requirements for storing these?**
- **What quality control procedures will you use?**
- **How will you manage inventory levels?**
- **What is your supply chain?**
- **Explain any new products you're developing, or products you plan to begin developing after startup.**

For a Service Business

- Explain your prices and the methods used to set them.
- What systems and processes will you use for ensuring consistent delivery of services?
- What quality control procedures will you use?
- How will you measure employee productivity?
- Will you subcontract any work to other businesses? If so, what percentage of work will be subcontracted? Will you make a profit on subcontracting?
- Explain your credit, payment and collections policies and procedures.
- How will you maintain your client base and get long-term contracts?
- **Explain any new services you're developing or services you plan to add after startup.**

For a Retail Business

- List specific brands you plan to carry that will give you a competitive advantage.
- How will you manage inventory? What inventory management software will you use?
- What forms of payment will you accept? What payment processing service will you use?
- What point-of-sale software and hardware will you use?
- Explain your markup policies. Your prices should be profitable, competitive and in line with your brand.
- Initial inventory level: Find the industry average annual inventory turnover rate. Multiply your initial inventory investment by the average turnover rate. The result should be at least equal to your projected first year's cost of goods sold. If not, you may need to budget more for startup inventory.
- What are your customer service policies?
- How will you handle returns and exchanges?
- Will your retail store also have an ecommerce site, or is one planned for the future?

For an Ecommerce Business

- Will you sell a physical product, a service, a digital product (such as eBooks) or some combination of these?
- If you're selling physical products, how will you brand and package them?
- Will you sell on your own website, online marketplaces (such as Amazon) or both?
- What technology providers and platforms will you use to run your ecommerce site?
 - Web hosting service
 - Web design service
 - Shopping cart provider
 - Payment processing service



- Fulfillment & shipping services
- Email marketing services
- Can the solutions you've chosen quickly scale up or down as needed?
- Where will you get your products? Will you manufacture them in-house, buy them from manufacturers or use drop shippers?
- How will you handle returns and exchanges?
- What are your customer service policies? How will you provide customer service?
- Will you use any proprietary technology of your own and if so, what advantages does that give you?

For a Software or SaaS business

- What is your pricing structure? Will you use a free trial, “freemium” or paid business model?
- If you offer free services or a free trial option, how will you upsell customers to a payment model? What percentage of customers are expected to become paying customers?
- Have you tested your software? Are any “early adopters” already using the product?
- How will you encourage long-term contracts in order to create recurring revenues?
- How will you manage rapidly changing markets, technologies and costs?
- How will you keep your company competitive?
- Will you use in-house developers or outsource this function?
- How will you provide customer support?
- How will you retain key personnel?
- Are you using any proprietary or exclusive software that will give you a competitive edge?
- How will you protect your intellectual property?
- What additional products or updates to current products are you planning after launch?

BUSINESS PLAN

Section 1

Business Overview

Legal Name	
Trading Name	
Business Name	
Phone	
Fax	
E-mail	

Description of the business

Description of the organization

Organization history

Major demographic, economic, social and cultural factors

**Major players (suppliers, distributors, potential clients, stakeholders, state organizations, etc.)****Nature of the target group****Nature of the target sector****Government regulation****Management team****Locations and facilities**

**Mission****Products (if applicable) & Services****Market segment (if applicable)****Market trends (if applicable)****Implications or Risk Factors (if applicable) and planned response**

BUSINESS PLAN

Section 2

Sales and Marketing Plan

Customers			
	NAME / ADDRESS	TERMS	PRODUCT/SERVICE
1			
2			
3			
4			
ADDITIONAL INFORMATION			

Suppliers			
	NAME / ADDRESS	TERMS	PRODUCT/SERVICE
1			
2			
3			
4			
ADDITIONAL INFORMATION			

Advertising & Promotion

--



Pricing & Distribution

Customer Service Policy

BUSINESS PLAN

Section 3

Operational Plan

Location

Size and Capacity

Advantages and Disadvantages

Lease or Ownership Details

Equipment, Furniture & Fixtures

Future Expenditures / Technology Requirements

Research and Development



Environmental Compliance

Additional Information

BUSINESS PLAN

Section 4

Human Resources and Management Plan

Key Employees

	NAME OR TITLE	KEY RESPONSIBILITIES	QUALIFICATIONS
1			
2			
3			
4			
ADDITIONAL INFORMATION			

POLICIES AND PROCEDURES

Hours of Operations	
Number of Employees	
Vacation Program	
Performance Assessment	
Training & Development	
Remuneration and Benefits	



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BUSINESS PLAN

Section 5

Action Plan

Action Plan			
	ACTION	BY WHEN	BY WHOM
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
ADDITIONAL INFORMATION			

BUSINESS PLAN

Section 6

Executive Summary

Supportive Documents

ANNEXES

WT1 - Case Study – Description

1. Context

1.1 General Framework information (Max ½ page)

(Responsible organization; Actors Involved; Implementation environment; Organizational Scheme adopted)

1.2 The Responsible Organization (Max ½ page)

(Specific Competences in terms of abilities, technologies and resources; Competitive advantages)

1.3 Working procedures adopted (Max ½ page)

(Working procedures used for the event implementation that can be described also by a workflow scheme)

1.4 Key Partners (Max ½ page)

(Strategic partners description - such as stakeholders or suppliers or potential clients involved-)

1.5 Final Beneficiaries (Max ½ page)

(Characteristics and provenance environment of event final beneficiaries)



2. SWOT Analysis – Matrix

(to be considered for each of the following 4 Context aspects: 1.2, 1.3, 1.4, 1.5)

Strengths points (Internal skills/abilities/Resources that enable the expected goals achievement)

(Max ½ page)

Weakness points (Internal limits that obstacle the expected goals achievement)

(Max ½ page)

Threats (External factors that compromised the expected goals achievement)

(Max ½ page)

Opportunities (External factors used as an advantage for the expected goals achievement)

(Max ½ page)



3. SUCCESS FACTOR INFORMATION

How the weak point have been transformed into Strengths ones by the Responsible Organization?

(Max ½ page)

How the Treats have been converted into Opportunities, by Whom?

(Max ½ page)



WT2 – Interview Models

A. Organization Program Managers

1. Have you been directly involved in the implementation of the PRO PULSE+ Learning Unit?

a. Yes

b. Not

1.1 If Yes, How?

1.2 In not, Why?

2. According to your opinion which are the most important kind of resources to successfully implement the PRO PULSE+ Learning Unit?

a. Physical

b. Financial

c. Human

d. Other: (please specify): _____

2.1 Can you motivate your previous choice?

3. Which are the previous experiences of your Organization that helped in the PRO PULSE+ Learning Unit implementation ?

4. Which are the previous competences of your Organization that helped in the PRO PULSE + Learning Unit implementation ?

5. Which challenges to face?

6. What helped in facing/overcoming them?



7. According to your opinion the impact of the PRO PULSE+ Learning Unit implementation on your Organization is more at :

- a. Internal organization level
- b. External image level
- c. Audience level
- d. Cooperation Network level

7.1 Can you motivate your previous choice?

8. What kind of innovation your organization gained by the PRO PULSE + learning Unit implementation?

9. Can you list in priority order (from 1 to 5) the following success factors for the implementation of the PRO PULSE+ learning unit in your organization?

a. strong local anchorage

b. strong link with local companies

c. funding resources, federation or association of production schools at a national or regional level existence

d. clear and shared objectives

e. experience, diversity and commitment of the work team

10. Please, motivate your choice.



B. Trainers/Coaches/Tutors

1. Have you been directly involved in the implementation of the PRO PULSE+ Learning Unit?

a. Yes

b. Not

1.2 If Yes, How?

1.3 In not, Why?

2. According to your opinion which are the most important kind of resources to successfully implement the PRO PULSE+ Learning Unit?

a. Physical

b. Financial

c. Human

d. Other: (please specify): _____

2.1 Can you motivate your previous choice?

3. Which are your previous skills that helped you in your role in the PRO PULSE+ Learning Unit implementation ?

4. Which are your previous competences that helped you in your role in the PRO PULSE+ Learning Unit implementation ?



5. Which challenges did you face?

6. What helped in facing/overcoming them?

7. According to your opinion the impact of the PRO PULSE + Learning Unit implementation on your future work is more at :

- a. Competence level
- b. Working process level
- c. Working tools/instruments level
- d. Approach level

7.1 Can you motivate your previous choice?

8. What kind of innovation aspects for your work do you think to have experienced by the PRO PULSE + learning Unit implementation?

9. Can you list in priority order (from 1 to 10) the following success factors for the implementation of the PRO PULSE+ learning unit?

- a. strong local anchorage*
- b. strong link with local companies*
- c. funding resources, federation or association of production schools at a national or regional level existence*
- d. clear and shared objectives*
- e. experience, diversity and commitment of the work team*

10. Please, motivate your choice.



C. Final Beneficiaries

1. How have you been directly involved in the implementation of the PRO PULSE+ Learning Unit?

2. According to your opinion which are the most important kind of resources to successfully implement the PRO PULSE + Learning Unit?

a. Physical

b. Financial

c. Human

d. Other: (please specify): _____

2.1 Can you motivate your previous choice?

3. Which are your previous skills that helped you in the PRO PULSE+ Learning Unit implementation ?

4. Which are your previous competences that helped you in the PRO PULSE+ Learning Unit implementation ?

5. Which challenges did you face?

6. What or Who helped in facing/overcoming them?



7. According to your opinion the impact of the PRO PULSE+ Learning Unit experience on your future professional life is more at :

- a. Professional competence level
- b. New job chances level
- c. Life skills management level
- d. Commitment level

7.1 Can you motivate your previous choice?

8. What kind of innovation aspects for your future professional life do you think to have experienced by the PRO PULSE + learning Unit implementation?

9. Can you list in priority order (from 1 to 5) the following success factors for the implementation of the PRO PULSE+ learning unit?

a. strong local anchorage

b. strong link with local companies

c. funding resources, federation or association of production schools at a national or regional level existence

d. clear and shared objectives

e. experience, diversity and commitment of the work team

10. Please, motivate your choice.



D. Stakeholders

Organization: _____

1. Have you been directly involved in the implementation of the PRO PULSE+ Learning Unit?

a. Yes

b. Not

1.2 If Yes, How?

1.3 In not, Why?

2. According to your opinion which are the most important kind of resources to successfully implement the PRO PULSE+ Learning Unit?

a. Physical

b. Financial

c. Human

d. Other: (please specify): _____

2.1 Can you motivate your previous choice?

3. What was the role of the Organization you belong to in the implementation of the PRO PULSE+ Learning Unit implementation?

4. Which are the previous competences of the Organization you belong to helped in the PRO PULSE+ Learning Unit implementation ?

5. Which challenges to face?



6. What helped in facing/overcoming them?

7. According to your opinion the impact of the PRO PULSE+ Learning Unit implementation on your Organization is more at :

- a. Internal organization level
- b. External image level
- c. Audience level
- d. Cooperation Network level

7.1 Can you motivate your previous choice?

8. What kind of innovation the Organization you belong to obtained by the PRO PULSE + learning Unit implementation?

9. Can you list in priority order (from 1 to 5) the following success factors for the implementation of the PRO PULSE+ learning unit ?

a. strong local anchorage

b. strong link with local companies

c. funding resources, federation or association of production schools at a national or regional level existence

d. clear and shared objectives

e. experience, diversity and commitment of the work team

10. Please, motivate your choice.



Dear Attendee,

The Pro Pulse+ project aims to produce “GUIDELINES FOR IMPLEMENTING THE PRO PULSE+ MODEL”.

Within the Guideline the partnership aims to create a Business Plan Model for Learning Units which aims to help the training providers during the development of their own learning units in their organization. This Business plan will include templates which could be used at the beginning and at the same time for the development of the current learning units. Before finalizing the business plan model, the partnership would like to ensure your needs and necessities to tailor the final version of the model.

The model will include information about the headings listed below. Please read and evaluate the heading according to your experience gathered within the Pro Pulse+ national testing/train the trainers.

You can select one of the options when you do your evaluation. If there is no relation with your case, please select the NA option. Please feel free to share your comments in the blank areas at the end.

Thanks a lot for your interest and efforts in advance.

PRO PULSE + LEARNING UNITS BUSINESS PLAN

SECTION 1: Business Overview

	1 Useless	2 Necessary	3 Very important	N/A (Not applicable)
SECTION 1: General Overview				
Description of the Learning Unit				
Major demographic, economic, social and cultural Factors within the development of the Learning Unit				
Major Players for your Learning Unit suppliers, distributors, clients				
Nature of the Industry				
Trends in the Industry				
Government Regulation (if there is)				
SECTION 2: The Market				
Market Segment				
Products & Services				
Pricing and Distribution				
Market Trends				



Implications or Risk Factors				
Planned Response				
SECTION 3: The Competition				
Competitors and type of Competition				
Competitors' Strengths and Weaknesses				
Competitive Advantage				
SECTION 4: Sales and Marketing Plan				
Customers				
Suppliers				
Advertising & Promotion				
Pricing & Distribution				
Customer Service Policy				
SECTION 5: Operating Plan				
Location				
Size and Capacity				
Advantages or Disadvantages				
Lease or Ownership Details				
Equipment, Furniture & Fixtures				
Future Expenditures / Technology Requirements				
Research and Development				
Environmental Compliance				
SECTION 6: Human Resources Plan				
Key Employees				
Hours of Operations				
Number of Employees				
Performance Assessment				
Training & Development				
Remuneration and Benefits				
SECTION 7: Action Plan				
ACTION (1, 2, 3, 1.1., 1.2.....)				
SECTION 8: Action Plan				
Objectives / Description of the Project				
Business History / Nature of Operations				
Products and Services				
Project Financing				
Management / Advisors				
Risk Assessment & Contingency Plan				
Financial Institution				
SECTION 9: Financial Plan				
Sales				
Cost of Sales				
Expenses				
Income Statement				
Statement of Financial Position				
Cash Flow				
Financial Requirements				
Performance Indicators				



Personal Status				
<i>Please share your comments....</i>				