



**JEFF
HAVENS**PRESENTS

**STARTING A SMALL BUSINESS
INSTRUCTOR GUIDE**



INSTRUCTOR GUIDE

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INSTRUCTOR INTRODUCTION

Hello, and welcome to our Starting a Small Business Series. This instructor guide is designed to be used in conjunction with the associated video series, which will then help you facilitate a class discussion to get your students thinking about all the billions of things that go into creating and running a successful business. The typical format of each class will be as follows:

- 1.** Introduce the subject with one of the short videos provided
- 2.** Engage in classroom discussion
- 3.** Assign students to answer questions or complete the projects associated with each lesson
- 4.** Begin the next class with a discussion of the previous lesson's homework and/or projects

It is at your discretion whether or not to allow classtime for working on those questions and projects, but this workbook has been written with the idea that you will expect students to complete most classwork on their own time. We have, however, allotted some classtime for working on their business plans. And of course, you are free to modify our schedule however you would like.

We've worked hard to make this training as entertaining as possible. Most of the videos have a comedic element to them, and we've included several potential questions, classroom exercises, and other tools that will allow you to keep your class entertained at the same time that they're learning how to run a business. We've structured things this way because countless studies have shown that learners remember information better and for a longer period of time if it's presented in an entertaining way. That said, feel free to use as much (or as little) of our entertainment-based material as you like - and definitely feel free to come up with your own. This manual is not intended to be definitive or perfect, but rather as a tool to facilitate your ability to teach effectively.

We believe you should encourage students to bring laptops, tablets, and other Internet-capable devices to the class. Periodically there will be in-class time for working on projects, and they will be able to use that time more effectively if they can write and conduct research at their desks.

Also, before you begin teaching this class it would be helpful to your students if you are able to provide the following information:

- 1.** A template for an introductory letter to local businesspeople, because your students will need to ask some of them to act as a venture advisory board for the businesses they will be creating.
- 2.** Local businesspeople (from any industry) that you can contact ahead of time who will agree to act as venture advisory board members for your students.
- 3.** Any funny stories about bad products, bad customer service, bad business plans, or other business elements that can illustrate how not to do these. We have provided several of those for your use, but any that you can add will enhance your ability to bring some entertainment value to the material you'll be teaching.

We're excited that you've chosen this program to help your students create successful small businesses. If you'd chosen some other way to teach them, they would probably all fail. Congratulations on making a good decision!

INSTRUCTOR GUIDE

GRAPHICS KEY



We are encouraging you, the instructor, to provide the class with certain information whether through lecture or examples provided.



These are suggested resources and examples that may help you illustrate the points being made in a given lesson.



This marks the beginning of a suggested in-class group exercise.



We are encouraging you to start a group discussion within the class.



This marks a time in the class when we suggest you play a video from the accompanying video series.

It goes without saying, but we'll say it anyway, that these are simply suggestions to help you organize this course. Feel free to use what you like and ignore what you don't.

CLASS #1

This class will utilize the following videos:

EPIISODE 1

SERIES INTRODUCTION

EPIISODE 2

INTEGRITY



SUGGESTED INSTRUCTOR **OUTLINE**



Introduce class. If possible, ask each student to stand, say his/her name, and share what kind of business they are interested in creating (including 'none' if they aren't sure).



Lay out the standard format of the classes (either the outline provided in the Introduction to this book or however you've decided to structure things). Encourage students to collaborate with one another, especially if their businesses are in related fields but even if they aren't. Threaten death to anyone who doesn't pay careful attention.



Show **EPISODE 1: SERIES INTRODUCTION** to the class.



Impress upon your students that running a successful business is difficult and will require a lot of work and preparation. Here are some statistics that might help:



The 23 million small businesses in America account for 54% of all U.S. sales.*

In 2011, 565,000 new businesses were created each month.*

Half of all small business fail within the first 5 years. Two-thirds fail within the first 10 years.*

Since 2008, more new businesses have closed each year than opened.*

Note: Several other statistics can be found at www.sba.gov (Small Business Administration).



Begin by discussing the difference between successful and unsuccessful businesses. You can use whichever examples you like, but one is provided below:

"Basically, in order to be successful you have to be smart, you have to be prepared, and you have to be willing to work hard. So let's compare two businesses that should illustrate the importance of these things – the typical sidewalk lemonade stand, and the Girl Scout cookie empire. Every summer the typical lemonade stand earns approximately \$11, and every year the Girl Scouts sell approximately \$700 million in cookies.*"



So, why is one successful and the other not?" Open up for class discussion. Here are some possible answers:



Sidewalk lemonade is usually crappy, and Girl Scout cookies are delicious (good product)

Girl Scouts sell cookies at grocery stores, where people are already buying food (good product placement)

Girl Scouts do a better job of guiltig people into buying their cookies (marketing)

Girl Scouts have an immediately recognizable brand (marketing).
Most sidewalk lemonade stands don't even have a logo!

Parents force their girls to sell Girl Scout cookies, don't usually
force their kids to work 8 hours at the sidewalk lemonade stand
(work ethic)

Girl Scouts have approximately 4,000,000,000 types of cookies;
lemonade stands usually just have watery lemonade and maybe a
crappy batch of homemade cookies (product diversity)



End this exercise by telling them that they will
be addressing all of the issues raised in group
discussion when it comes to thinking about their
own business, too.



Show **EPISODE 2: INTEGRITY** to the class.



Have a class discussion about the importance of
integrity. Here are some questions you can ask:



Do you think it is more important for a start-up business to have
integrity compared to a business that is already established? Why
or why not?

What's your least favorite thing about the idea of being sent to prison?

Think about the business you plan on creating. What would 'ethical behavior' constitute for you?



End by assigning homework. Encourage students to be thoughtful and thorough with their answers. This isn't about guessing what you want them to say; it's about them coming up with answers that will work for the business they are interested in creating.

Resources*

<http://www.sba.gov>

http://money.cnn.com/2011/03/07/smallbusiness/new_business_starts/index.htm

http://www.sba.gov/sites/default/files/FAQ_Sept_2012.pdf

<http://www.statisticbrain.com/new-business-statistics/>

http://www.nbcnews.com/id/42270952/ns/business-small_business/t/how-girl-scouts-built-their-million-cookie-empire/

Other useful resources:

<http://247wallst.com/special-report/2012/05/17/top-ten-ceos-sent-to-prison/>

<http://online.wsj.com/article/SB121018735490274425.html> (interesting study for students planning to sell products)



HOMEWORK!

These questions, along with video summaries, are included in the participant workbook.

EPISODE 1: INTRODUCTION

1. What kind of business are you interested in creating? Go into as much detail as possible.
2. Why are you interested in doing what you're planning on doing?
3. How much research have you done about the industry you're trying to break into? What have you learned so far?
4. What assets will you have to help you get started? (Include everything you can think of – money, people, equipment, personal knowledge of the industry, etc.)
5. What do you think you're going to have to do in order to achieve your goals?

EPIISODE 2: INTEGRITY

1. Write down five words that you would use to describe the kind of business you want to run and the kind of business owner you would like to be. Avoid words like 'successful' or 'wealthy' – every business owners wants to be wealthy and successful. Instead, concentrate on words that describe your character and the character of your business.
2. Write down three words that you do not want to use to describe you or the business you want to run.
3. In no more than two sentences, write down what you want your business to accomplish. Don't write things like "I want to sell a trillion jelly beans" or "I want to retire by the time I'm 40." Instead, focus on how you want others to view your business.
4. Write down 3-5 sentences that outline your basic philosophy of business. What are you going to focus on in order to make people view your business the way you want them to based on your answer to Question #3?
5. What are some things that you definitely do not want your business to do? In other words, what practices, behaviors, potential business partners, or other conditions do you want to definitely avoid because they will not meet the vision you have outlined in Questions 3 and 4?