

# **Building Bridges: Manchester Salford Enterprise Initiative Enterprise Support and Engagement in Deprived Communities Pilots**

## **Final Evaluation Report and Recommendations towards a Model for Developing Enterprise Culture in Deprived Communities**



Elena Vasilieva, Alex Avramenko, Dr Aleksej Heinze, Claire MacLean,  
University of Salford



Dr Julia Rouse, Dr Helen Crompton,  
Manchester Metropolitan University

**Salford City Council**



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## Executive Summary

Enterprise is increasingly seen as a key factor in the successful regeneration of areas of deprivation and communities. Partners within the public sector, including regional development agencies, local authorities and educational institutions, are tasked with developing innovative ways to do this. One problem that faces policy makers and implementers is that we do not currently have a shared understanding of what is meant by 'enterprise'. A basic way of defining enterprise might be as starting a business, becoming self employed, as venture founding, or entrepreneurship. However, a broader definition encompasses notions of enterprise culture, behaviours, attributes and capabilities. This Report focuses on the first definition but the analysis has relevance for understanding the latter.

Six Pilot projects were commissioned by Manchester and Salford City Councils on behalf of the Manchester & Salford Enterprise Board to support people that are currently out of the labour market to help them to consider enterprise and self-employment as an option. The University of Salford in collaboration with Manchester Metropolitan University were commissioned to evaluate these projects. The evaluation work was funded by the North West Regional Development Agency.

The findings of the evaluation are centred on a Model for Developing an Enterprise Culture in Deprived Communities. The key message of the model is that commissioners of enterprise support need to work together to ensure that an integrated pathway is in place to move people along the enterprise journey. The model proposes seven key themes:

- Creating enterprise readiness including critical understanding of business opportunities
- Raise financial, human and social capital
- Engage the disadvantaged through enterprising 'lifepanning'
- Adopt a 'lifecourse' approach to resource development
- Integrate services with a range of non-business agencies
- Support the management of longer-term risks
- Commission an integrated and innovative enterprise pathway

We evaluated the six pilot projects against these themes. Individually, none of the pilots delivered support that covered all of these themes, but when taken together the pilots provided support that covered some aspects of the model. In particular, the pilots created enterprise readiness through raising aspirations and confidence, some elements of human and social capital, 'lifepanning' and some good partnership working.

The pilots were not so strong, however, in developing a critical understanding of business opportunities, supporting the management of longer-term risks and raising financial capital. This was largely because this is not what the pilots were commissioned to deliver. The commissioning process, whilst displaying elements of innovation and collaboration, did not set out to commission an integrated and innovative enterprise pathway.

In light of this the report concludes that in order to create a system of support that can help move disadvantaged groups along their enterprise journey it is absolutely crucial that those commissioning initiatives collaborate to ensure that all seven elements of the model are included in integrated and innovative enterprise pathway.

# 1 Introduction

## 1.1 Building Bridges: The Manchester Salford Enterprise Initiative

Enterprise is firmly rising up the agenda. In addition to the recently launched national enterprise strategy (Department for Enterprise, Business & Regulatory Reforms – BERR), both regional (North West) and sub regional (Greater Manchester) enterprise strategies are currently under development. Promoting enterprise in deprived areas and communities is a key part of this agenda and will be a priority for local authorities seeking to renew neighbourhoods by implementing initiatives through the Working Neighbourhoods Fund. It is recognised that one key way of renewing deprived areas and communities is through creating an enterprise culture.

Manchester and Salford are the powerhouse of the North West economy with a shared heritage that is transforming into a growing knowledge economy for the 21<sup>st</sup> Century. But they also share a major challenge: both cities have significant levels of deprivation, suffer from high levels of worklessness and under perform in enterprise (Manchester & Salford Local Enterprise Growth Initiative Bid 2006).

A strong partnership on enterprise has been cemented between Manchester and Salford and both cities wish to show their commitment to enterprise by agreeing joint enterprise policy and delivering joint enterprise activity, with or without LEGI funding. A Manchester and Salford Enterprise Initiative 'Building Bridges' has been set up to drive this agenda forward and to promote and develop enterprise as a tool to respond to the above challenges.

An independent business-led Board is overseeing implementation of the initiative, including the shaping and delivery of an action plan. The action plan will consist of targeted interventions to help achieve both short run quick wins and, through best practice development and mainstreaming, drive long run enterprise cultural change.

The aim of the Board is to impact on and add value to the following areas:

- Raising aspirations: improving enterprise awareness especially amongst young people and disadvantaged groups,
- Developing enterprises: supporting people in starting up new businesses,
- Helping businesses grow: supporting businesses, especially increasing the survival rates of fledgling businesses.

Building Bridges started in September 2007 and will initially run for a two-year period.

## 1.2 Enterprise Support & Engagement pilots

At the end of 2007, the initiative secured funding to commission the development and delivery of innovative enterprise activity. The overall aim of the grant funding was to develop innovative good practice in enterprise support for client groups out of the labour market that has clear potential for mainstreaming<sup>i</sup>. An open tender was launched and projects were asked to demonstrate clearly how they will add value and/or complement (and certainly not duplicate) existing enterprise support provision. The objectives were to pilot innovative ways<sup>ii</sup> of working with client groups that:

- Raise their awareness of enterprise
- Raise their enterprise aspirations (e.g. they would consider starting a business)
- Help them to start a business
- Support them during the first 12 months in business.

Six pilot projects were selected by an appraisal panel (including a business representative from the Manchester Salford Enterprise Board and the Northwest Regional Development Agency (NWRDA)) to run for a short period (approximately 3-4 months) in order to test the approaches.

### 1.3 Evaluation Aim and Objectives

The University of Salford, working in collaboration with Manchester Metropolitan University, were invited to undertake a small study to examine the enterprise culture within Manchester and Salford by Manchester and Salford City Councils to evaluate the pilot projects. The aim of the exercise was to learn lessons about what works well and not so well in encouraging groups out of the labour market to move along the enterprise journey (**Awareness... Aspirations... Attitudes... Ability... and... Action**) and to develop a model for developing an enterprise culture in deprived communities with particular reference to the 'Rising to the Enterprise Challenge' Final Report prepared by Enterprise Consulting.

The objectives of this exercise were as follows:

- To explore the enterprise culture associated with a sample of clients that were beneficiaries of the six pilot enterprise engagement and support projects and that are receiving out of work benefits. The sample contained clients that are at different points of the 'enterprise journey'.
- To assess the current level of enterprise culture activity and good working practices, particularly in enterprise engagement and support, as demonstrated through the pilot projects.
- To recommend a model that helps to define an enterprise culture community model and the types of support interventions required to help foster an enterprise culture, along with associated impact measures and value for money (VFM) criteria.
- To provide information and recommendations relevant to other urban areas across the North West region.
- To learn lessons from the evaluated projects, identifying both gaps and good working practices so as to inform future enterprise & business support provision in the Salford & Manchester sub-regions.

### 1.4 Report Structure

The following is the structure of this report:

Section two outlines the methods employed. Section three outlines the Enterprise Culture Model which is based on the evaluation of relevant literature. Section four outlines the data discussion which relates the findings of the evaluation projects to the Enterprise Culture Model and other findings. The final section draws conclusions and recommendations for future work.

## 2 Method

### 2.1 Overview

The report is based on data that was collected as part of six pilot projects that were implemented from December 2007 to March 2008. The following is a brief outline of the six pilot projects.

#### 1. **'Steps to Success'**

This is an enterprise support programme run by Make it Happen Consultancy Ltd that aims 'to raise awareness of enterprise, exploring individual skills and experiences; it doesn't follow the traditional route of setting up business but encourages people who wouldn't usually set up a business to engage in enterprise'. The programme 'concentrates on individuals' self-development and encourages self-empowerment and innovation, and offers practical advice without jargon in a clear and direct manner, giving practical tools that can be used by anyone.' The project aims to assist clients in receipt of benefits in Manchester and Salford areas.

#### 2. **'Serious Games'**

This project is run by Business Support Solutions (BSS) and aims to facilitate the reintegration of ex-offenders into the labour market by promoting self-employment through the use of 'Serious Games' also known as 'Game-Based Learning (GBL)', using a new web-based business simulation software product. This approach is supplemented by business mentoring and other more traditional forms of support to start a business, including access to finance via The Enterprise Fund Limited (TEF). The project seeks to raise enterprise awareness particularly amongst young people and disadvantaged groups as well as to support people in starting up new businesses.

#### 3. **'BIG Ideas'**

This is a business start up programme that is run by Knowledge Transfer International Ltd (KTI). Knowledge Transfer International was commissioned to run a pilot programme to assist individuals to identify business ideas that may lead to their self-employment. The objective of this programme is two-fold: (i) to assist individuals who would like to run their own business but have no real idea of what kind of business it may be, and; (ii) to help people who already had a business idea to improve the idea and its implementation, so that it has a better chance of success.

#### 4. **'TEAM Enterprise'**

This is an enterprise engagement and development programme run by the Prince's Trust. The programme sets out to utilise the potential of an already successful and established 12 week personal development programme (TEAM) and aims to develop enterprise awareness and skills for disadvantaged young people residing in Wythenshawe. The young people participating in the programme have been introduced to the world of enterprise and benefited from the support of Prince's Trust Business mentors as well as receiving enterprise skills development.

#### 5. **'First Steps in Enterprise'**

This is an enterprise development programme run by the Innovation Lab and LearnNet Consultancy. The original aim of this project was to: firstly, train community centre facilitators in identifying and supporting an individual with a business idea; secondly, develop a simple engagement/mentoring model and materials to be used by centre facilitators, and; lastly, deliver two short programmes, with facilitators leading on the second cohort. However, due to various barriers and marketing problems the project has achieved only the first two objectives. The project

did not start until 1<sup>st</sup> of February 2008. Currently, the project is in the process of reviewing its marketing methodologies and approaches.

## 6. 'Neighbourhood Enterprise'

This project is run by Seedley & Langworthy Trust in Salford and aims to improve the links between local neighbourhood infrastructure, mainstream businesses and enterprise support between two cities – Manchester and Salford. The project seeks to raise awareness of the possibilities of self-employment for people on benefits, through the delivery in and with community groups of pre-start enterprise engagement through marketplace events, one-to-one enterprise support and frontline staff training.

## 2.2 Methodology

The evaluation has employed a combination of primary and secondary research methods including:

- Participant questionnaires
- Case studies based on one-to-one semi-structured interviews with project clients
- Semi-structured interviews with project teams
- On site visits
- Project evaluation workshops
- Desk based research to review enterprise culture
- Analysis of any relevant existing statistical data, reports, and any other appropriate documents including: projects presentations and reports

The study adopted a partnership approach (with the University of Salford as the lead supported by Manchester Metropolitan University) that encouraged the organisations delivering the pilot projects themselves to undertake some of the fieldwork with clients. It was felt that the client groups in the Manchester and Salford areas are to some extent suffering from *evaluation fatigue* and so having some of the case studies and interviews with clients being delivered by people they trust was of direct benefit.

The following table provides a summary of the data sources used and the relevant organisations that facilitated the pilot projects:

<b>Table 1: Projects and related data sources overview</b>					
<b>Organisation Name</b>	<b>Project Name</b>	<b>Case study based on interview</b>	<b>Projects Reports</b>	<b>2 x Project Presentations</b>	<b>Project questionnaires</b>
Knowledge Transfer International	BIG Ideas	Yes	Yes	Yes	Yes
Make it Happen Consultancy	Steps to Success	Yes	Yes	Yes	Yes
Business Support Solutions	Serious Games	Yes	Yes	Yes	No
Innovation Lab	First Steps in Enterprise	Yes	Yes	Yes	No
Prince's Trust	TEAM Enterprise	Yes	Yes	Yes	Yes
Seedley & Langworthy Trust	Neighbourhood Enterprise	Yes	Yes	Yes	Yes



### **3 Model for Developing an Enterprise Culture in Deprived Communities**

A key aim of this project was to use the findings from the evaluation of the pilot projects to inform the development of a model for developing an enterprise culture in deprived communities.

#### **3.1 Background to the Model**

The model presented here for developing an enterprise culture in deprived communities reflects – primarily - a series of research undertaken by Dr Julia Rouse and colleagues in the Centre for Enterprise at Manchester Metropolitan University into the effectiveness of business start-up programmes aimed at young people and disadvantaged areas and allied studies regarding factors that promote the start-up and performance of small firms. *Enterprise culture in deprived communities* in the model is understood in a relatively specific sense as *the conditions required to encourage the potential for promoting viable business start ups in deprived areas*. Consequently, *the model focuses primarily on the question of how to promote viable business start-up in deprived areas*. A broader view of enterprise culture i.e. the question of how to promote broader enterprise learning – to create enterprise capability, business and financial understanding and to make potential business starters ‘enterprise ready’ – warrants different actions, that could fruitfully be identified through a separate piece of analysis. Processes to promote enterprise learning in young people are identified in an allied study, also produced by MMU and Salford University, ‘Enterprise for Young People in Manchester and Salford: A Review of National, Regional and Local Policy’.

The model we present is based on research evidence. Some of this evidence is provocative – it challenges policy and practice assumptions about the process and outcomes of enterprise promotion in deprived areas. We hope these contradictions will be welcomed as a medium that sparks fresh debate around the important question of how to help people living in deprived areas to regenerate their own lives, their households and their communities through enterprise. Ultimately, we hope that this debate will lead to innovation in the development of policy and practice-based interventions.

Of course, research knowledge is always subject to revision in the light of new learning. We present sound research founded in extensive experience but also look forward to learning more by engaging with policy makers, the enterprise support community and residents of deprived areas. Thus, we hope that new policy will emerge through new knowledge development, as our research model is debated in relation to other research and practical experience and a new way of thinking emerges.

#### **3.2 A Resource-Based View of Developing Enterprise in Deprived Communities**

Economic development policy in the UK (SBS, 2004), most other western economies (Storey, 2003; Jurik, 2005) and many Third World countries (Karides, 2005; Jurik, 2005) includes initiatives to promote business start-up to deprived areas and groups who are disadvantaged in the labour market (OECD, 2005; OECD, 2003; OECD, 2001). ‘Enterprise inclusion’ policy tends to assume that, given relatively few resources, disadvantaged groups have a realistic chance of starting sustainable businesses and that these enterprises will create jobs, services and wider regeneration in deprived communities. This policy promotes the idea that any determined individual can make it in business and there are few risks of negative outcomes to prevent people from ‘having a go’. Scase (1992) termed this a discourse of enterprise as an open route of opportunity. He argued that it underpins popular and political enterprise rhetoric and is fundamental to the concept of managed capitalism as essentially fair or open (Rouse and Jayawarna, 2007).

However, if we take the popular definition of entrepreneurship as the identification and exploitation of opportunity, we can see that:

- (i) successful entrepreneurship depends on spotting a good opportunity
- (ii) business starters must be in a position to identify and exploit opportunities.

According to the growing body of evidence supporting the resource-based view of the firm (outlined at length in Rouse *et al.*, 2006 – Manchester and Salford Local Enterprise Growth Initiative: A Review of Evidence), being in a position to identify and exploit opportunities depends on accessing and using appropriate financial, human, and social cultural resources. The majority of research on small firm growth also takes a resource-based view of knowledge, where those resources are applied to create and sustain ventures (Macpherson and Holt, 2007).

**Human capital** is gained through education and experience (Gibb, 1996) and is operationalised to utilise human and social capital resources towards business advantage. Human capital includes general education, technical and managerial knowledge as well as the ability to learn and employ new information and allied attributes such as motivation and resourcefulness. Studies have examined the effect of educational attainment and previous organizational experience in terms of both technical and managerial skill sets on small business (Jayawarna *et al.*, 2007).

**Social capital** relates to the use of social networks for advice, guidance, support and inspiration (Brush, 1992). Local networks are said to be particularly important in the early stages of venture creation, since it is those closest to the entrepreneur that are likely to be called on for help (Storey, 1994). As well as previous employment networks, families and friends provide 'social capital' (Nahapiet and Ghoshal, 1998), and perhaps role models which can act as triggers or support mechanisms for the budding entrepreneur. 'Bridging' social capital, with a weaker network of business contacts, is vital to business development because it provides access to new business knowledge, competencies and opportunities. Networks also provide a set of cultural norms which either support or hinder entrepreneurial acts (Lerner *et al.*, 1997, Greene, 1997). Social resources will thus also be dependent on social location or 'habitus' (Bourdieu, 1990) – the nature of these networks may be a particularly important issue when promoting enterprise in deprived areas because business starters from disadvantaged background may face cultural barriers to engaging with clients and business contacts outside of their locality and normal everyday lives.

As well as knowledge and relational resources, **financial resource** are shown in previous research to be influential in start-up decisions and in venture development (Churchill and Lewis, 1983). Almost all new businesses require investment (SBS, 2004) to purchase the goods and services to build the basic infrastructure of a new business and to provide working capital until turnover can cover business costs and personal drawings. For growth businesses, expenses may exceed income for long periods, generating a need for an appropriate pattern of finance sequencing (Mason and Harrison, 2003). Private finance, including personal savings and gifts from family and friends, is the most commonly used and, often, the primary source of finance at start-up (Fraser, 2004). As much personal finance is accrued in employment (Wynarczyk *et al.*, 1993), it is less likely to be available to those suffering labour market disadvantage (Marlow *et al.*, 2003). Of course, investment needs vary widely in relation to the type and growth rate of the enterprise. However, low capital resources also restrict the type and scale of enterprises that can be started (Marlow and Carter, 2004) and can result in survival self-employment (Rouse, 2004; MacDonald, 1996). Thus, both business start-up and performance are related to access to financial capital, particularly personal savings and family or household resources.

The importance of human, social and financial capital resources was reiterated by the Centre for Enterprise's recent analysis of the British Household Panel Survey (1991 - 2005) – which is representative of the British population. This showed that, in Britain:

1. Owning financial resources has a direct and significant effect on chances of start-up and success in small business trading.
2. People with good returns from pre-enterprise labour market activity have higher chances of both starting a business and being successful in that business, and it is people with high stocks of human and social capital who are more likely to have this positive labour market status.
3. Constrained household circumstances (lower personal wealth and childcare responsibilities) may act as a tipping point into entrepreneurship but those same resources may also constrain business performance. Having high human and social capital is related to having good household conditions.

(Jayawarna *et al.*, 2007)

The BHPS analysis follows similar longitudinal analysis of mass US datasets that, similarly, show that enterprise opportunities are dependent on finance and education resources (Bates, 1997). Overall, this evidence supports the resource-based view of the firm.

The analysis of BHPS data also shows that, while having an entrepreneurial intention is strongly related to start-up, its relationship to success is less significant (Jayawarna *et al.*, 2007). This is powerful evidence that an enterprise *culture* is, in itself, not sufficient to generate a dynamic small business market – people need social resources as well as cultural resources.

Traditional Enterprise Programmes – Exciting Start-ups, Disappointing Outcomes?

Systematic evaluations of UK enterprise programmes are relatively rare but have been conducted on the Prince's Trust Business, a youth enterprise scheme targeting the workless (Meager *et al.*, 2003; BMRB International, 1996), the New Deal self-employment option, part of the national unemployment programme (Kellard *et al.*, 2002) and the New Entrepreneur Scholarship programme, available to all residents in deprived neighbourhoods (Rouse and Boles, 2004; Jayawarna *et al.*, 2007; Rouse and Jayawarna 2007 (a, b); Rouse and Jayawarna, 2006). Qualitative and longitudinal research has also been conducted on the Enterprise Allowance Scheme, a national programme for the unemployed that operated in the 1980s (MacDonald and Coffield, 1991; MacDonald, 1996) and a youth enterprise programme (Rouse, 2004; Rouse and Kitching, 2006).

Most enterprise programme clients start businesses (Meager *et al.*, 2003; Rouse and Boles, 2004; Jayawarna *et al.*, 2007), indicating effectiveness in converting start-up intentions into behaviour.<sup>iii</sup> There is also qualitative evidence of success in engaging disaffected young people alienated from poor quality employment opportunities through enterprise programmes (Rouse, 2004; MacDonald and Coffield, 1991). The effectiveness of enterprise programmes in engaging disadvantaged groups is worth emphasising. Rouse (2004) observed that business planning gives the disadvantaged an opportunity to 'write' a new lifeplan, in which they can actualize frustrated identities (for example, with being a breadwinner, a working parent, a business owner, resistant to an employer or a creative work) and that these lifeplans gain credibility when they are supported by enterprise programme officials. Small amounts of start-up capital then enable people to enact their new identities by launching a business. When observation is limited to these stages, of writing business plans and launching businesses, business start-up is perceived as a highly empowering experience (Rouse, 2007).

The survival rate of ventures started under enterprise programmes is consistently high (Meager *et al.*, 2003; BMRB International, 1996; Jayawarna *et al.*, 2007; Rouse and Boles, 2005)<sup>iv</sup> although it is likely that evaluations inflate survival rates due to non-response from business failures.<sup>v</sup> Clients from groups that are constructed in policy terms as disadvantaged or under-represented in small business tend to start with fewer financial resources (Rouse and Jayawarna, 2007a) and have lower rates of survival (Jayawarna *et al.*, 2006; Meager *et al.*, 2003)<sup>vi</sup>, although there are exceptions<sup>vii</sup>. Rouse and Jayawarna (2007b) found that the general relationships between having higher stocks of human, social and financial capital and business survival evident in the wider small business population is also present in an enterprise programme.

Most businesses started do not have premises, a partner or employees (Jayawarna *et al.*, 2007). They are also small in terms of turnover. (Jayawarna *et al.*, 2007; Rouse, 2004; Meager *et al.*, 2003; Kellard *et al.*, 2002; MacDonald, 2006; MacDonald and Coffield, 2001). Turnover does increase over the medium time, but from a low base.<sup>viii</sup> Most businesses fail to generate a living wage for the owner (Jayawarna *et al.*, 2007; Rouse, 2004; Kellard *et al.*, 2002; Meager *et al.*, 2003, MacDonald, 2006; MacDonald and Coffield, 2001).<sup>ix</sup> In other words, most businesses started are marginal.

From a local development perspective, creation of marginal enterprises contradicts the policy objective of creating a dynamic stock of businesses, in which only the most fit enterprises survive and the remainder make an efficient exit from trading (as stated in the former Small Business Service's Action Plan for Small Business, 2004). Recent research has also questioned whether policy that promotes business formation creates regional economic development in areas with a low rate of enterprise. Taking a regional view of Britain, Mueller *et al.* (2008) have shown that promoting low-value entrepreneurship (being started by individuals with few employment options, low-personal skills and poor market prospects, but incentivised by the availability of public money being made available to those wishing to be enterprising) can have a net negative effect on regional employment levels because the marginal businesses started create waste by simply displacing existing businesses during their subsidized phase and then failing to induce real innovation that, in theory, should be a significant outcome of new firm formation.

There is a tendency, even among academic researchers, to assume that when businesses fail to thrive, enterprise programme clients are newly empowered by the learning experience of business start-up to pursue successful employment careers (e.g. Shutt and Sutherland, 2003). However, the most likely outcome is to continue trading in a chronically marginal enterprise (thus, high business survival rates). Owners of marginal businesses may hide their trade from the welfare system in order to appear eligible for benefits and, so, their businesses become informal (Rouse, 2004; MacDonald, 1996). A significant minority rely on debt income to compensate for low drawings (Rouse, 2004; Jayawarna *et al.*, 2007).<sup>x</sup> Household resources may also be diverted into business expenses and childcare, increasing pressure on vulnerable families (Rouse, 2004). Cost saving by using unregistered childcare or trading and caring simultaneously can place children at risk of harm (Rouse and Kitching, 2006). Thus, marginal trading can worsen social exclusion.

Rouse (2004) explained the tendency to continue in marginal enterprise in terms of a poor attachment to employment. Some start-ups are motivated by resistance of the employment relationship, but other business founders start with a more positive attachment to employment that is effectively spoiled by aspiring to a more prosperous and independent life during business planning. This finding is illustrative of the intermediate class position held by the self-employed who, even when they do not create incomes equivalent to the middle class, hold status and independence higher than the working class and may believe themselves to be socially mobile (Roberts, 2001; Scase 1992). Thus, business planners may buy into the popular discourse of self-employment as liberating and employment as inhibiting (Scase, 1992). Attachment to enterprise also reflects the future-orientation of the business planning process which, if not subjected to realistic criticism, may fuel optimism and risk-taking not grounded in a realistic assessment of personal resources and opportunity structures (Rouse, 2004).

Business closure can be interpreted as a learning experience (Stokes and Blackburn, 2002; Rouse, 2004; MacDonald and Coffield, 1991) or as a sign of personal failure (Rouse, 2004; MacDonald, 1991). Interpreting business failure as personal failure can lead to a breakdown in mental health (Rouse, 2004; MacDonald and Coffield, 1991). Business failure may also create personal debt (Rouse, 2004; MacDonald and Coffield, 1991) and intense pressure on vulnerable families (Rouse, 2004).

Short-term labour market outcomes after business closure are mixed.<sup>xi</sup> If business failure is interpreted as a learning experience, a common response is to plan a new business (Rouse, 2004). Little is known about the outcomes of these ventures but, given that they are started in a context of debt, without programme support and often motivated by the desire to be in business rather than discovery of a market opportunity, their prospects seem poor. Starters may be

motivated by the rhetoric that second enterprises are always more successful than the first (Rouse, 2004), but this is an unsupported myth. Evidence that few resume trading in the short-term (Jayawarna *et al.*, 2007) suggests that second businesses may be stalled by a lack of resources. Meanwhile, the plan to start-up may fuel identifications with owner-management and block transitions into employment (Rouse, 2004). Unfortunately, we do not currently have any evidence about the long term labour market consequence of enterprise experiences for disadvantaged communities to assess whether, ultimately, enterprise experiences lead to enterprising behaviour that benefits deprived individuals, families and communities.

In short, evidence about the success of UK enterprise programmes is ambivalent: the policy aim of promoting a dynamic start-up market is supported by high rates of start-up but undermined by failure to exit from marginal enterprises; the social inclusion objective of integrating disadvantaged groups into gainful work is satisfied by high rates of transition into owner-management but contradicted by low drawings and a tendency to trade informally. The relatively poor performance of businesses suggests that enterprise programmes do not compensate for clients' lack of the economic, social and human capital resources on which successful business founding is contingent. Thus, they do not adequately overcome age, class, gender and/or ethnicity-related barriers to *profitable* small business owner-management. Overall, while enterprise programmes succeed in engaging clients in the labour market, they do not – as they are currently resourced and managed – create longer term social mobility or economic prosperity.

### 3.3 Responding to the Evidence Base

In their research on the Enterprise Allowance Scheme, operating within the NE in the late 1980s, MacDonald and Coffield (1991) argued that few people, including enterprise programme staff, really believe that the business started have a chance of succeeding. They relate a lack of public debate to the self-interest of programmes and their employees, who can only compete in the open market of the enterprise industry if they comply with the enterprise culture rhetoric that has been central to British politics since the Thatcher government. However, Rouse (2007) argued that, as enterprise programme operators are incentivised to focus on start-up, they do not observe the longer-term outcomes of their operations. Consequently, they are not routinely exposed to the weakness in aspects of programme operation (for example, they may have an inflated view of the effect of unpaid mentors) or evidence about disappointing outcomes in terms of marginal businesses and business failure. They judge the value of their programmes in terms of the life-changing process of planning and launching a business and this justifies a selection process that is more concerned with the determination of the applicant than the quality of the opportunity they have identified or the resources they bring to the process of exploiting that opportunity. Poor awareness of longer-term outcomes is reinforced by the tendency for clients to blame poor business performance on themselves and by a lack of external scrutiny in terms of independent academic research and political debate.

Rouse (2007) suggests that policy makers could have three different responses to findings about the longer-term consequences of enterprise programmes:

1. To conclude that the enterprise inclusion agenda is futile and the disadvantaged should not be encouraged to start in business (as some academics have argued – e.g. Marlow, 2006).
2. To continue with the status quo – believing that the promotion of an 'enterprise culture' and moral rehabilitation of the workless by encouraging a sense of personal agency and the action of business start-up are adequate outcomes from enterprise programmes and negative outcomes can be tolerated or ignored.
3. To question what the resource-based view of the small enterprise can tell us about the type of intervention required to give disadvantaged groups a more realistic chance of founding a profitable enterprise and employing this knowledge to create innovation in both policy and practice (in this vein, Blackburn and Ram (2003) call for enterprise policy makers to adopt a stronger model of social inclusion in enterprise inclusion policy).

The model presented here suggests the third response. It also acknowledges elements of a potential fourth response – adopting the rhetoric of personal choice, such that the promotion of enterprise in deprived areas becomes about giving people the opportunity to take risks if this is their desire. Crucially, the model argues that individuals should be empowered to have an informed and critical understanding of business opportunities – so that they are making their choices based on real assessments of their chances of success, rather than ‘kind’ statements of encouragement by support providers. A leading sociologist (Giddens, 1991) argues that disadvantaged individuals lack local experience of new kinds of risks and require independent expertise to make informed risk assessments. In this vein, the model promotes the idea of informing residents in deprived communities of the evidence that relates business success to ownership of resources, so that they are able to assess whether they have the resources to make a success of a particular business idea.

### **3.4 Developing Enterprise Resource in Deprived Communities: A Resource-Based Approach**

In this section, we draw implications from the evidence review for policy to promote enterprise in a deprived community.

Being ready to engage in business planning clearly depends on taking earlier steps in an ‘enterprise journey’. Stages in this process have been identified in Enterprise Consulting’s report ‘Rising to the Enterprise Challenge’. Activities that generate movement along the enterprise journey are likely to include explicit enterprise learning in education and other youth services (Crompton *et al.*, 2008), engagement in activities that create enterprise learning in youth and adulthood (e.g. getting involved in social action to help solve community problems), being exposed to local role models who are enterprising and specific training to raise aspirations, attitudes and abilities related to business start-up.

However, as success in entrepreneurship depends on identifying a good market opportunity, people should not be encouraged to have a blanket enthusiasm for all business ideas. Equally, support providers should not be incentivised to support business ideas, but to encourage informed and critical understanding of opportunities. Thus, our first implication is:

1. Commission services that move citizens along the enterprise journey and make them enterprise-ready but only encourage tipping into start-up when a real opportunity has been identified, thereby developing skills in assessing opportunities and risks - a ‘critical enterprise culture’ rather than an ‘any kind of enterprise culture’.

Policy must support nascent entrepreneurs to develop the social, human and cultural capital required to identify and exploit opportunities, particularly in terms of financial resources and labour market experience. Thus, our second implication is:

2. Raise financial, human and social capital.

Traditional enterprise programmes *are* extremely successful in engaging deprived groups in the prospect of paid work and planning for the future. Thus, our third implication is:

3. Employ enterprise as a way of engaging with the frustrated aspirations of disadvantaged groups and creating an opportunity to ‘lifeplan’ towards economic activity or social mobility.

Resource constraints are so significant that they can probably only be overcome over the longer term. In particular, it may be necessary to gain sufficient education to enter relevant employment experiences to develop business-specific skills and networks and to create financial resources. Thus, our fourth implication is:

4. Adopt a lifecourse approach to the development of resources required to identify and exploit opportunities – in particular, related to accruing work experience and financial resources; both of these will probably depend on raising education levels.

To further support the development of resources, and to overcome blocks to successful business trading, business start-up support must be related to other community support functions. Thus, our fifth implication is:

5. Integrate a wide range of ‘non-business’ agencies who can help to address ‘non-business’ blocks to trading, related to health, money management, housing and childcare.

To support disadvantaged entrepreneurs in the process of converting new start-ups into profitable enterprises, and to help manage the risks of negative outcomes, we recommend that support is provided much further into the enterprise journey than business start-up. In particular, to aid the development of social capital in terms of a network of weak, business-related ties and to counsel out of marginal or failing businesses. Thus, our sixth implication is:

6. Extend the lifecourse approach to more pro-actively engage with clients throughout the business experience and help to manage the risks related to chronic trading and failure; in particular, to draw in agencies to help with limiting and managing debts and ‘counselling out’ to positive outcomes in the employment market.

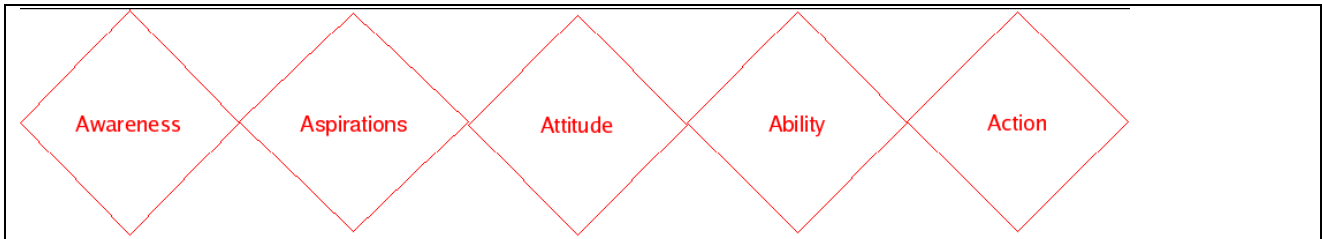
Current commissioning processes tend to: offer small amounts of investment that support short-term interventions; judge programmes on start-up rates, creating little interest in or reflection on longer-term outcomes, and; divert creativity into a constant bid-writing process, and defence of individual agencies, rather than developing evidence-based programmes that are innovative and networked in the interests of clients (Rouse, 2007). Thus, our final implication is to change the commissioning process as follows:

7. Commission an integrated enterprise pathway to support individual enterprise journeys, drawing in a partnership of business and non-business agencies, and rewarding providers to observe the longer-term effects of their policies and to innovate reflexively in response to this learning process.

Overall, our model promotes the ideas of engaging the aspiration of disadvantaged groups by creating enterprise readiness and lifeplanning through the metaphor of business start-up. However, it only encourages interventions that tip into start-up when viable business ideas are presented. It strongly advocates a more serious approach to developing the resources required to succeed in business, particularly financial capital and work experience, and suggests this necessitate a long-term effort over an ‘enterprise lifecourse’, engagement with ‘non-business’ agencies and, possibly, the development of partnerships that bring complementary resources. Continued contact during trading is also advocated, to help manage risks and support transitions out of marginal and failing businesses. Implications relate to the commissioning process as much as at individual agencies. In particular, we propose that commissioners should judge their own success on whether they commission an integrated and innovative enterprise pathway.

### 3.5 Comparison with the Rising to the Enterprise Challenge Model

In a strategic review addressing the question of how to raise the enterprise culture in the North West 'Rising to the Enterprise Challenge', conducted by Enterprise Consulting on behalf of the NWDA, the following model of an enterprise journey is presented:



**Figure 1: Model of an enterprise journey is presented ('Rising to the Enterprise Challenge', Final Report & Strategic Framework, Enterprise Consulting)**

The report states that:

"To bring clarity to the question – 'how enterprising are people in the region?' – we have described individuals' position on stages of an 'Enterprise Journey'. We have asked people about their beliefs, approaches and activity to quantify their progress. The journey begins with enterprise awareness and progresses through aspirations, attitudes, and ability to action. This model has been used to compare cohorts and sub-regions and will be used to track progress as the region rises to the enterprise challenge." (p5).

This model has synergies with the model we propose, particularly in terms of emphasising the lifecycle aspect of the enterprise journey. We agree that identifying and exploiting opportunities requires awareness, aspirations, the right attitude, ability and action. However, in our model we place more emphasis on the resources related to these aspects and to the re-configuring of the action of agencies, as well as clients. We also caution that action to start-up should only be encouraged when a market opportunity has been identified and, thus, that - rather than promoting a general enthusiasm for any business idea - an enterprise culture should encourage critical thinking about the nature of opportunities and risks – an innovation we term a critical enterprise culture. We also argue that the enterprise pathway should stretch beyond start-up, particularly to manage the risks associated with marginal and failed trading.

Rising to the Enterprise Challenge goes on to conclude that:

"We have found that the region suffers from poor enterprise growth (in terms of low business stock and start-up/ survival rates), over-dependence on manufacturing, low productivity, low skills attainment and poor rates of innovation. There is also dramatic variation across the region particularly between urban and rural areas. The cultural picture is quite unexpected and clearly demonstrates that socioeconomic deprivation and poor enterprise culture do not always go hand-in-hand. Greater Manchester for example, exhibits a strong culture despite low enterprise growth rate and Cheshire displays poor attitudes despite a high growth rate." (p5-6)

The lack of correlation between attitudes and growth rates can be interpreted as adding further evidence to the resource-based view of the firm – i.e. that culture itself is not enough: people need resources to spot good business opportunities and develop viable and growth businesses.



### 3.6 Evaluation Framework Summary

We have evaluated the pilot projects in relation to our seven key implications. This means evaluating both the pilot projects and the process through which they are commissioned.

**Table 2: Seven key recommendations based on the Model for Developing an Enterprise Culture in Deprived Communities**

	Recommendation	Description
1	Creating enterprise readiness including critical understanding of business opportunities	Make citizens enterprise-ready but only encourage tipping over into start-up when a real opportunity has been identified, thereby developing skills in assessing opportunities and risks - a 'critical' enterprise culture.
2	Raise financial, human and social capital.	Support nascent entrepreneurs to develop the social, human and cultural capital required to identify and exploit opportunities, particularly in terms of financial resources and labour market experience.
3	Engage the disadvantaged through enterprising lifeplanning.	Employ enterprise as a way of engaging with the frustrated aspirations of disadvantaged groups and creating an opportunity to 'lifeplan' towards economic activity or social mobility
4	Adopt a lifecourse approach to resource development.	Adopt a lifecourse approach to the development of resources required to identify and exploit opportunities – in particular, related to accruing work experience and financial resources; both of these will probably depend on raising education levels.
5	Integrate services with a range of non-business agencies.	Integrate a wide range of 'non-business' agencies who can help to address 'non-business' blocks to trading, related to health, money management, housing and childcare.
6	Support the management of longer-term risks.	Extend the lifecourse approach to more pro-actively engage with clients throughout the business experience and help to manage the risks related to chronic trading and failure; in particular, to draw in agencies to help with limiting and managing debts and 'counselling out' to positive outcomes in the employment market.
7	Commission an integrated and innovative enterprise pathway.	Commissioning process that strongly encouraged joined-up working between business and non-business agencies along an enterprise lifecourse pathway and rewards providers to observe the longer-term effects of their policies and to innovate reflexively in response to this new learning process.

## 4 Findings from the pilots

### 4.1 Findings from the pilots in Relation to the Enterprise Culture in Deprived Areas Model

The pilot projects were evaluated in relation to the seven key recommendations identified in the Enterprise Culture Model outlined in the previous section. This involved evaluating both the pilot projects and the process through which the projects were commissioned. The following themes and illustrative comments are the results of six on site evaluation visits, one-to-one interviews with project teams, analysis of beneficiary questionnaires, project final reports and other relevant materials and documentation.

According to the Model the seven key recommendations are as follows:

#### 4.1.1 Creating enterprise readiness including critical understanding of business opportunities.

Enterprise readiness is about the stages through which individuals become aware of enterprise as an option and become positive about enterprise - as outlined in the enterprise journey idea put forward in the Enterprise Consulting report (see above). It is not so much about business planning, it is a stage before this. It is about developing enterprise capability and having knowledge of business and finances and what it means to be in business before a particular business idea is formulated.

An attempt to develop enterprise readiness was most clearly made by the Prince's Trust's pilot project. The project did not focus on getting young people to start a business, since the clients were "too far away from starting their own business", but instead concentrated on providing a stepping stone to personal development and exploring opportunities, including self-employment, that can enable clients to make better choices in the future. The young people became really interested in the self-employment option when it was presented to them as a way of making money.

Another example of creating enterprise readiness was the Business Support Solutions pilot. By providing clients with a business simulation game they actively encouraged clients to become aware of what it means to be in business or to consider if they were ready to start a business. *"The current project aims to facilitate the re-integration of offenders into the labour market. This is done by raising awareness of self-employment as an option through the use of Game-Based Learning (GBL)".* (Game-Based Learning Enterprise Support Programme, Business Support Solutions). As a result of this, some clients found they are not enterprise ready - being deficient in numeracy skills for example.

Building confidence is an essential first step on the road to enterprise readiness. The vast majority of pilot clients said that the projects they benefited from helped them to build their confidence, raised their aspirations and allowed them to explore the self-employment option. This in fact is the main contribution of each pilot. They all served as confidence boosters, but importantly did not always necessarily help clients to undertake a critical assessment of a potential venture. To support this statement there are few quotes from questionnaires completed by clients:

*"The programme helped in building confidence, broaden horizons, positive thinking, setting goals and new look at yourself"...*

*“Gave me lots of confidence to do what I want to do”. “I am more confident and determined to make it happen”...*

*“The course confirmed and strengthened my intention and gave me more confidence”...*

*“It has given me confidence to go and try to learn more in this field”*

*“The programme encouraged me to get something out of life”...“to be more positive about my future”...*

*“They pushed me forward to try things not done before”...*

*“I had a lot of fun on the programme, and have now been pro-active and positive in improving my life situation in general and I now have a much brighter outlook on life”...*

One of the pilots noted that *“the most striking factors were the effect the workshop appears to have had on clients’ levels of confidence in moving forward”*.

A critical understanding of business ideas is a process through which an individual formulates a viable business proposition. It is a stage prior to start up. It means critically assessing the viability of business ideas and having knowledge that helps to perform such critical assessments.

Integral to each pilot project was the element of enterprise readiness and development and identification of enterprise opportunities. For example, in the BIG ideas project using creative thinking techniques allowed clients to develop their ideas into sustainable business propositions which were then discussed and analysed with a number of facilitators. While working in groups clients were able to provide/share their critical views on each other’s business ideas and therefore build a critical understanding of the business opportunity. The discussions were designed to further the clients’ thinking around risk assessment of opportunities and management in relation to starting a new business. Since the clients did not have any significant starting capital, they had to make money/generate profit as soon as they started, otherwise they had no alternative but to stop a newly established venture. For example (from previous KTI delivery experience), a popular idea was to organise a car-valet business. One participant had just come out of prison and wanted to start up a car-valeting business, as *“he has been in and out of the prison for the last fifteen years, so nobody would employ him.”* The initial idea was analysed and refined using the **“Idea Finder”** and **“Idea Frame” tools/methodology**, which may be referred to in the future as the **“Idea Chain”** copyrighted by KTI, the participant finally was able to devise a viable car-valeting idea with a unique selling point.

The ‘Neighbourhood Enterprise’ Project Manager also demonstrated awareness of the importance of critical understanding of business opportunities: *“The self-employment angle was attractive due to being useful to local people and the empty properties (including shops) in the area which need development. This was an opportunity to get people into economic activity and to investigate if creating businesses to regenerate the area would be attainable’.* (SALT, Interview with the Project Manager).

Again, the Prince’s Trust Manager showed awareness of this: *“The enterprise element [of the programme] was partially focused on the finding of an opportunity.... It has never been our goal to get young people onto the programme with the view of a business start-up, but they can come to our Trust in the future to make use of the Business Programme...”.* (Team Enterprise Challenge programme, Prince’s Trust).

Some of the clients said that the project had encouraged them to move forward on their own ‘enterprise journey’ and to develop their ideas further crucially with an awareness of critical understanding of business opportunity:

*"It has encouraged me to take my ideas forward...and confirmed my belief that our ideas are viable"*

*"They have given me ideas to develop further"...*

Moreover, some of the clients came to the conclusion that though the support they received had built/improved their confidence and raised awareness of self-employment, business start up as such will not be an option for them:

*"I can see advantages to self-employment, but it will not be something for me for some time"...*

This statement in particular clearly implies some critical understanding of what is involved to start a business and this critical approach was arguably encouraged through the pilot project.

The majority of pilot projects felt/stated that raising aspirations, enterprise awareness and confidence building are the main drivers for their projects, but they tended to not concentrate enough on critical understanding of business opportunities and developing a 'critical' enterprise culture. Such a position, with more focus on enterprise awareness and confidence building, is required to facilitate an enterprise culture, especially in deprived areas and communities. The Model suggests that confidence building is an appropriate first stage but projects should not shy away from encouraging clients to critically reflect on the viability of business ideas. It may be appropriate to include this element of critical assessment into a longer term enterprise support programme further down the line otherwise it could alienate clients at the very beginning of their enterprise journey.

#### **4.1.2 Raise financial, human and social capital.**

The Model states there is a need to support aspiring entrepreneurs to develop the social, human and cultural capital required to identify and exploit opportunities; particularly, in terms of financial resources and labour market experience.

The pilot projects addressed these capital issues in a number of different ways. For example, in the Business Support Solutions pilot, the clients were offered funding where possible through the Enterprise Fund; *"The workshop highlighted the many sources of finances available to businesses including the TEF (The Enterprise Fund) loan fund"*. Elements of human capital were provided by linking clients to Work Solutions (Work Solutions is a provider of employment services across Greater Manchester) and social capital was partially developed by enabling clients to network with likeminded people as part of the pilot project.

In the case of the Make It Happen (MIH) pilot, a lot of people on the course already had visible human capital – they were highly educated (to degree level and above) and/or were *'not looking for education they are looking for life-skills'* so, apart from the skills imparted by the project itself, they were signposted to courses that were available. For example, the Inland Revenue offered free courses around the issue of tax; and information about Business Support Solutions training were provided by MIH. *'So it's been more about training than education'* (Interview with MIH Project Manager). Providing work experience was very difficult because the people they were working with were older and tended to have a wealth of work experience. Most of the clients had been doing what they wanted to do in a voluntary capacity already and the project tried to build on their human capital by encouraging them to develop their business ideas on the basis of their voluntary experience.

As anticipated, the vast majority of project clients identified the following human, social and finance capital related barriers in stopping them from moving forward (in terms of starting a business or becoming self-employed as well as from participating in enterprise support programmes): lack of money; debts and credit problems; difficulties with child care; lack of knowledge and skills in how to run a business; lack of contacts and networks. SALT in their final report highlighted that their project demonstrated that *“we need to be aware of a number of contributing factors such as fear of change, failure, threat of losing benefits and family and peer pressure that effect participant’s opportunities and abilities to fully engage with such programmes”*. This confirms the capital related barriers identified in the model.

The following are some of the quotes from clients’ questionnaires illustrating these barriers:

In relation to financial capital:

*“I am on benefits and been told that I would not receive any housing benefits if I was to start self-employed. This is just not affordable”.*

What is needed is *“Some kind of grant & help for people to get off benefits”*.

In relation to human capital:

What is needed is *“Longer more in-depth and detailed courses”*...

*“Should be the follow up support...”*

In relation to social capital:

*“...to meet people in the same position as me”*...

*“...meeting other people who have achieved what they wanted to achieve”*...

*“...perhaps arrange work shadow/ experience placements within a successful business or social enterprise”*...

### **4.1.3 Engage the disadvantaged through enterprising ‘lifepanning’**

The model suggests that commissioners and providers of enterprise support need to employ enterprise as a way of engaging with the frustrated aspirations of disadvantaged groups and to create an opportunity to ‘lifepan’ towards economic activity or social mobility. This was particularly evident in the case of the Princes’ Trust pilot project. Young people were exposed to a variety of options (employment, training, self-employment, voluntary work) and the Enterprise TEAMS acted as a **‘stepping stone’** towards a better life. The aim of this was to build the clients’ **confidence to tackle other things**, and provide some generic skills to individuals adding structure to their lives. Similar effects were observed on the Make It Happen pilot project, as the clients were *‘not looking for education they are looking for life-skills’*.

From the short term pilot projects it is difficult to draw conclusions in relation to the ‘lifepanning’ and life course approach. However, evidence does suggest that even from short term support programmes clients begin to think about their future direction, expansion of their individual horizons and their plans for the future. This is arguably the start of a ‘lifepanning’ approach.

Below is some illustrative evidence from client’s questionnaires:

*‘I am open now to “new” ways of thinking. Before the programme I suffered from post-natal depression...I am now no longer suffering depression and am very positive that I can make a better future for myself and my children...’*

*“I feel better about myself...makes me want to go out and meet people”*...

*“I will plan things better because I have come to realise the importance of effective planning, which helps in getting things done”...*

*“I want proactively to be a positive role model for my children. Eventually I want to stop claiming benefits and work towards getting a career may be thorough university course, or return to working in with NHS”...*

*“The programme helped in many ways – getting motivated and drawing attention to new opportunities... Route to a good job”...*

The above quotes suggest that even short term interventions can have a positive impact on clients' ability to life plan. However, it is important to note that this in itself can only form the start of a 'lifepanning' approach that by necessity can only be undertaken over the long term.

#### **4.1.4 Adopt a 'lifecourse' approach to resource development.**

The Model states that it is important to adopt a 'lifecourse' approach to the development of resources required to identify and exploit opportunities – in particular, related to accruing work experience and financial resources; and that both of these will probably depend on raising education levels.

In order to test this statement a longer term research timeframe is required that could track clients progress through the enterprise journey over the long term. Given the short timeframe associated with the pilot projects this was not possible. However, what can be said is that some of pilots signposted their clients to other support organisations and helped clients to clarify their thinking about future plans and encouraged them to move forward.

There is some illustrative evidence for this below:

*“I am going to apply to Salford University's occupational therapy course for Sep 2009 admission... I am actively seeking to work part-time to improve my skills in the workplace”...*

*“I would like to get onto the course that is relevant to my self-employment idea”*

*“I will try to get on InBiz ...speak to Job Centres”...*

*“I want now to learn new skills, think about new course...I want to apply for the Fire Service' ....*

*“They encourage [me] to learn new skills, meet new people and promote my chances of finding work'....*

What is clear from this evaluation project is that clients need resources to enable them to identify and exploit opportunities. Evidence suggests that financial resources and the confidence that can be accrued from work experience or training is vital to progressing through the 'enterprise journey'.

#### **4.1.5 Integrate services with a range of non-business agencies.**

The Model proposes that enterprise support must be integrated with a wide range of 'non-business' agencies that can help to address 'non-business' blocks to trading, related to health, money management, housing and childcare. The key message is that enterprise support on its own is not sufficient when trying to move people from disadvantaged communities along the 'enterprise journey'.

There is some evidence from the pilots that some of the clients had approached 'non-business' agencies before joining the programme - for example, Job Centre Plus. Of the 24 clients that completed questionnaires 12 said they had been in touch with Job Centre Plus (this is not

surprising given that the clients were out of the labour market for some time). However, the evidence suggests that they didn't receive appropriate support:

*"Job Centre..."didn't get anywhere" ....with them"*

What this suggests is that even if 'non-business' support agencies are providing services to clients, they are only effective if they can make the appropriate referrals to business and enterprise support providers. This requires a joined up support system with service providers having a shared understanding of the role they play in the wider support system.

There is some evidence of good practice from the pilots. For example, some of the clients mentioned that staff from the pilot projects encouraged them to approach 'non-business support' services as well as other business support organisations.

The majority of clients upon completing the programme are planning to talk to agencies in order to take forward their interest in starting a business, being self-employed or getting a job. The most frequently mentioned agencies included Blue Orchid, InBiz, Job Centre Plus, Citizens Advice Bureau, Housing Association, Business Link and Local Enterprise Agencies.

It is worth mentioning that through the process of delivering these pilots many of the participating organisations did reach out to make new connections with other organisations both business & 'non-business' support organisations. These in itself is valuable as it extends organisations awareness of support services which are around them. For example, according to Blue Orchid this was *'particularly pertinent for organisations (mainstream business support or 'non-business' related e.g. Job Centres etc) to understand what community level support there is as well and encourage cross referral for clients'*. (Feedback from Blue Orchid)

Project managers mentioned that collaboration with other agencies and business support organisations is crucial for the projects' success but, more importantly, for the success of the clients' 'enterprise journeys'. *"There should be a very clear connection and collaboration with the follow-on business support organisations with a chance for the project team to take part in the support"* (KTI, Final Report). However, working in collaboration with other agencies proved to be a challenge:

*"It's taken us a long time to build a relationship [with other support organisations] because straight away they thought we are competition so until we explained to them that actually working in partnership with us is fantastic because we will pass people on to you when they get to the stage they are ready"*. (Steps to Success Project, MIH Ltd)

The organisations delivering the pilots are intending to work towards fostering and developing these relationships in order to strengthen the after project collaboration and partnership with other support agencies and organisations, but this needs to be a bidirectional process between projects operating on the fringes of business support and the mainstream.

For example, MIH is developing *"a multi-agency support network that meets identified needs of service users"* as well as producing *"a database of support services in Manchester and Salford areas linked specifically to client and individual need"* (MIH, Final Report).

#### **4.1.6 Support the management of longer-term risks.**

The Model proposes to extend the 'lifecourse' approach to more pro-actively engage with clients throughout the business experience and help to manage the risks related to chronic trading and failure; in particular, to draw in agencies to help with limiting and managing debts and 'counselling out' to positive outcomes in the employment market.

It has to be noted that as these interventions were funded to provide short-term support they do not clearly relate to this element of the model. This is due to the commissioning process rather than the pilot projects themselves. However, evidence from the project clients suggests that as clients progress through the enterprise journey and get to the point of action (start up a business, become self-employed or employed) they will require proactive support from the support system (business & non-business support agencies). This needs to occur continuously throughout the business experience.

The majority of pilot projects, despite the lack of funding, plan to provide support beyond the end of the projects. For example, KTI is offering longer term support to all clients taking part in the project until September 2008, in the form of follow-up telephone calls. Additionally, the clients were directed to the mainstream support agencies in the area such as Salford Hundred Venture, the University of Salford Business Start up Support, In Biz (New Deal Test Trading deal) and the New Entrepreneur Scholarship scheme. Long term telephone support mechanisms are part of the standard delivery process in organisations such as KTI, BSS and the Princes' Trust. MIH Consultancy will be providing further support to their clients in terms of creating networks and further advice. SALT is offering support to those clients that want to move forward on their enterprise journey. For example, one of their clients that wanted to start Social Enterprise was referred to the University of Salford to take part in its Social Enterprise Support Programme.

Risk management is integral to the 'lifecourse' approach. This means that clients need to be helped to manage the risks related to chronic trading and business failure. The Business Support Solutions pilot integrated risk management into the software. *"The whole point of this software is as a risk assessment tool, in many ways"*. It also incorporates discussion around the area of stopping trading which would be integrated into the 'break even' analysis within the software facilitated business plan. *"Hopefully, the client will get to a point where they can generate enough sales to break even. This type of information will determine how much capital they will need, i.e. the loan they would need"*.

#### **4.1.7 Commission an integrated and innovative enterprise pathway.**

The Model states that the commissioning process must ensure joined-up working between business and non-business agencies along an enterprise 'lifecourse' pathway, rewarding providers that observe the longer-term effects of their policies and that innovate reflexively in response to this new learning process.

The commissioning process associated with this initiative is to some extent a useful example of the limitations associated with the current commissioning environment. Some good practice has been undertaken including:

- Working across local authority boundaries – Manchester & Salford Building Bridges initiative is an example of joint commissioning across a more appropriate economic geography rather than local authorities working in isolation.
- Pilot projects were encouraged by the commissioners from the start to work collaboratively with each other and other business support organisations (particularly with mainstream providers), for example, two evaluation networking events were delivered to encourage information sharing both between projects and with external commissioners and providers of enterprise and business start up support. Feedback from the sessions was very positive.
- There were a number of cross referrals between pilot projects, mainstream business and enterprise support providers and 'non-business' support agencies.

However, there are a number of limitations to the commissioning approach:

- The timescale was very tight and not conducive to the long term approach required to move clients on their 'enterprise journey'.



- The organisations that delivered the pilots reported that the monitoring requirements were over complicated and time consuming.
- The projects were based on short term rather than long term goals (which in fairness are reasonable given that the purpose of the exercise was to commission pilot projects in order to learn lessons).
- Too much attention was focused on continual administrative tasks (bid writing, completing various forms, monitoring etc) which stifled the ability of the projects to innovate reflexively and to contribute to the development of evidence-based programmes which work best for the clients (However, again in fairness, evidence-based evaluation has been built into the programme).

What also needs to be considered is how support for 'hard to reach' groups to start businesses works most effectively with mainstream business support provision. It is clear that there is an opportunity to enable enterprise support provision (for deprived communities) that adds value to the mainstream through commissioning an 'integrated enterprise pathway'.

Moreover, organising a commissioning process between business (mainstream and targeted support) and 'non-business' agencies could be seen as an ultimate goal, but in the present funding environment (a lot of funding for business & enterprise support is short term) it is an immensely complex undertaking. Commissioners need longer-term funding horizons in order to enable the sort of complex support networks that are required to move clients (especially from deprived communities) along in their 'enterprise journeys'.

## 4.2 Other Findings

This sub-section explores other findings that emerged from evaluating the projects that did not relate directly to the work highlighted in relation to the Evaluation Framework (see previous sub-section). In particular the emphasis in this sub-section is placed on the process and the products that were delivered.

### 4.2.1 A Profile of Clients

The projects were run in the Manchester and Salford areas for disadvantaged groups of people. There were 91 clients across six pilot projects (additionally 48 clients attended the Speed Networking event held by the Seedly & Langworthy Trust as part of their project). Amongst those 91 there were 50 male clients and 41 female clients. The vast majority of the clients were out of the labour market and in receipt of different types of benefits. Nine ex-offenders and two offenders participated in the Serious Games project. The age of clients ranged from 17 years old to 50+. Most (57%) of the clients were of white ethnic origin (this was not solely White British but included people of Eastern-European origin). Further details are provided in the Appendices.

## 4.3 Emerging Themes

The key messages that emerged from the interviews, site visits and projects' self-evaluation fall into two categories: process and product. The process is concerned with the 'how' – the way in which the projects were designed and delivered. The product is concerned with 'what' the project actually provided.

### 4.3.1 The Process

The evaluation team looked at the reasons why the pilots decided to undertake these projects. There are two main comments that can be made here:

1. The pilots reported that there is a need for support provision for those that would like to explore enterprise as an option. This assertion was based upon the volume of enquires for some of the operators' existing projects. In particular, SALT noted that the volume of enquires is so high that they have had to refer their clients to another project – KTI. Arguably this is reflective of SALT's established position in the community.
2. The majority of the pilots were informed by and built upon previous experience of delivering business and enterprise support. For example, the Prince's Trust utilised the potential of their well established 12 week personal development programme and successfully integrated the enterprise element into the programme. The Serious Games Enterprise project customised the already developed technology platform to respond to the specific needs of pre-release and ex-offenders market. KTI too were building upon an already existing product: *'KTI had been developing the programme content over the preceding two years and recently had been commissioned to run a similar pilot programme in Bolton area'* (KTI Final Report).

The evaluation team also assessed how successfully the target groups were engaged. The commissioners had stipulated that all beneficiaries of all projects should be residents of Salford and Manchester and out of the labour market (in receipt of out of work benefits). This target group of people is notoriously difficult to reach, but even more difficult to engage in any type of activities. They typically face major barriers to entering the labour market (including literacy and numeracy

skills) which, according to some project managers, somewhat slowed down the communication process and reduced the potential for the individual clients to learn and move forward.

However, analysis of the projects suggests that these groups do have great potential. For example, if a client has difficulty with reading or writing they still can be very entrepreneurial. Some people, despite the fact that they are out of the labour market can work for themselves and make a profitable business out of it – *“yes - absolute fact... There are examples of people who cannot read and write and I know of one just about to run a one million pound business.”* (Interview with KTI Manager). The KTI Project Manager also stated: *“It would not be realistic to expect that people who took part in these pilot projects will be so successful, but everyone who did take part was seen as having the potential to run a one million pound business”.*

Some of the providers did not recruit clients onto their projects as successfully as intended. The project providers stated that there were various recruitment barriers and this was the main reason why they did not recruit clients as intended. For example, the Make it Happen Consultancy (MIH) said *‘we found that criteria (benefits in particular) was a huge barrier, most people we spoke to were not in receipt of benefits as they worked part time. Most people within the over 50’s age group (the preferred age range) were in receipt of pensions, so they did not qualify’* (‘Steps to Success’ Projects, MIH Final Report).

Some of the projects said that the time of year was also a barrier as *‘no one was thinking of a training course so close to Christmas...we feel that the timing hasn’t been good; December and January are difficult months’.*

All pilot projects pin-pointed that a short lead-in time to the project had an effect on recruitment process as well as on the delivery of the programme.

*‘The team (clients) was not as well balanced as we would like have wanted in terms of male and female ratio and in terms of character and outlook...as a result the group was clearly quite a difficult one to manage and keep on task’* (Team Enterprise Project, Princess Trust).

The projects that recruited clients best tended to be those that were well established in their communities. However, the timescale for projects themselves was very short and this had a major impact not only on the recruitment process but also on project delivery overall. To deliver good quality projects and get better outcomes more time is required, particularly given the target group as these clients typically need more time to change their attitudes and overcome personal barriers.

### **4.3.2 The Product**

According to feedback from the clients, it is clear that each pilot project delivered good quality products and professional services. One of the messages that came across strongly from all projects was that, to be effective, every programme should be tailored to the needs of particular individuals within groups. *“Setting an appropriate level for the programme continues to be difficult mainly due to the wide range of skills and experiences of people in the group”* (Serious Games Enterprise Project, Final Report). *“The group should have been split into two according to the stage of progress towards starting a business”* (KTI, Final Report).

One-to-one mentoring was identified as the most effective approach by some of the projects: *“The element which clients found most beneficial was the 1:1 session with a Business Advisor”* (Serious Games Enterprise Project, Final Report). The problem, however, with this approach is that it is the least efficient as it requires intensive resources. Given the scarcity of public funding for enterprise and business support this becomes even more problematic.

The evidence from Blue Orchid’s experience of delivering enterprise support programmes is that one-to-one support is successful with people living in deprived areas. The one-to-one approach is already being actively pursued by Blue Orchid as a way of delivering business support as part of regional start-up and survival contract.

Leaving aside the issue of long-term support from business and non-business support providers as recommended in the Model, it is clear from the feedback of many clients that they need sustainable on-going networks where they can meet *with each other* and discuss different emerging issues associated with their progress through 'enterprise journey' as well as get more support after the programmes are finished.

Above all the projects have demonstrated in a number of ways that, even though the groups they were working with face a number of barriers, they were interested in becoming active in enterprise and helping themselves with their current situation. In the case of KTI, who had the benefit of the Bolton experience (KTI had recently delivered a similar project in Bolton), they found that the project appeared to be "*carrying people forward*" faster than in Bolton, since the majority of people on this project could speak English. This project has re-enforced what was already experienced in Bolton, that the process helps clients to build their self-esteem.

Another message from the pilots was that assumptions as to the ability of clients should never be made. To some extent there is a stereotype surrounding the ability of people on benefits and this was most clearly highlighted by the pilot project delivered by MIH: *'I do work a lot with different types of groups so I already had an insight into the type of people who would be involved here but I do think the stigma needs to be removed...people don't always understand why that person is on benefits... the people we've got on the project had degrees and had been in successful jobs, its circumstances which have caused them to be on benefits'*.

These findings also support the model in the sense that they suggest that there is a need to engage with people in disadvantaged communities since there is a lot of potential and there are some very talented individuals who with help, encouragement and support could become successful entrepreneurs or get into the labour market.

None of the pilots used local role models as a way of inspiring clients to consider enterprise as an option. However, according to the feedback from one of the participating clients they would welcome an opportunity to meet some of them: *"would like people who own a business to come into the prison to say how they started and what advice they received"*. (Business Support Solutions project). This suggests there is some demand for the involvement of role models in enterprise support. Blue Orchid has also observed several recent examples of the role model approach successfully motivating 'hard to reach' groups to examine their own choices in life.

## 5 Conclusions and Recommendations

We have presented a Model for Developing an Enterprise Culture in Deprived Communities and evaluated enterprise support and engagement pilot projects against this model. It should be noted that this model was not available to the projects themselves until they were operating. Thus, it was not possible for them to design their projects on the basis of the model.

The model is founded on an extensive research base. It is provocative and many of its implications could not have feasibly been achieved within the timescale and budget on which the pilot projects were founded. The Model therefore has significant implications for the commissioning process.

There are three particularly significant themes in the Model. First; it asserts the contingency on business success on access to key capital resources – particularly human capital in the form of work experience and financial capital. Second, it acknowledges that raising the resources of individuals living in deprived communities is a significant process that requires a lifecourse approach in which individuals' lifeplan their way to business success through a long-term process of resource development, supported by engagement with a range of agencies. Third, it emphasises the risk of negative outcomes from business start-ups that, while exciting at the business planning and launch phases, may result in chronic trading in marginal enterprises or business failure. The Model acknowledges that enterprise is powerful in engaging residents in disadvantaged communities and advocates policy to promote enterprise to these groups (this is in contrast to some academic researchers that advocate abandoning the enterprise inclusion policy agenda). However, it does not advocate unfettered enthusiasm for all business ideas.

In Table 3 we summarise our findings regarding the operation of the pilot projects in relation to the Model for Developing an Enterprise Culture in Deprived Communities. We also offer recommendations in relation to each element of the model.

**Table 3: Findings in relation to the Model for Developing an Enterprise Culture in Deprived Communities**

	Implication	Findings from the pilot projects
1	Creating enterprise readiness including critical understanding of business opportunities	<p><b>Key Findings:</b></p> <p>The pilots focused on various stages of the enterprise journey pre-start-up, creating different forms of enterprise readiness, from an early introduction to the enterprise option (Prince's Trust) to identifying an opportunity (Big Ideas) and developing plans to exploit that opportunity. There is clear evidence that clients felt encouraged by their experiences and ready to move forward in their enterprise journeys.</p> <p>A number of projects have used hand-on learning activities to create enterprise learning. This is important because it fulfils the need to help potential entrepreneurs learn by making things happen (rather than just thinking about activities). People with entrepreneurial abilities may have an active learning style and be discouraged by purely analytical business support styles.</p> <p>There was some evidence that clients were encouraged to critically analyse opportunities and their chances of exploiting those opportunities. This included some recognition of the barrier that a lack of key resources (e.g. numeracy) can pose to successful trading. However, overall, aspiration raising was given more emphasis than critical analysis. This reflects findings in the wider literature on enterprise programmes, on which the Model is built. It is entirely understandable that programme operators are keen to develop confidence and esteem and it may be that this is an appropriate early stage in the enterprise journey. However, it is essential that this is followed-up by support to critically analyse business opportunities. Perhaps due to the brevity of these programmes, there is a danger that aspiration raising will not be matched with critical analysis, suggesting that the commissioning process may be creating new dangers for disadvantaged groups.</p> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• As the pilots served different groups and stages in the enterprise journey, many are complementary. Commissioners should identify how each relates to the process of commissioning an overall enterprise pathway and encourage explicit partnership working between projects.</li> <li>• Pilot projects should further develop the hands-on learning they offer. In particular, opportunities to 'make things happen', that directly develop enterprise capability, should be extended.</li> <li>• Programmes must include the notion of critically analysing whether business opportunities are novel, have a market and whether the participant has (or can develop) the resources necessary to exploit the opportunity. If it is felt that critical reflection more appropriately follows aspiration and confidence raising, commissioners should ensure that participants receive support to critically reflect on their ideas at a later stage in the enterprise journey.</li> </ul>
2	Raise financial, human and social capital.	<p><b>Key Findings:</b></p> <p>The projects raised human capital in terms of developing the skills required to be enterprising and start a business, although the extent of this learning process was limited by the brevity of the projects. The pilots did not raise business-specific work</p>

experience, a resource known to be critical to business success. Some did refer clients on to services that may be able to help develop their skills, but there was little evidence of forming a plan with individual clients about developing business-specific work experience. Of course, such plans are only appropriate when the client has identified a specific business idea; this is a later stage in the enterprise journey than occupied by many participants.

There was some attempt to help clients match their business ideas to their skills and experience. This is a potentially highly valuable approach because it helps disadvantaged groups to identify business ideas to which they bring some of the necessary resources, rather than encouraging interest in sectors in which they have no experience.

Some clients were highly educated and had significant work experience but others were not. Indeed, some had difficulties with basic numeracy and literacy skills. There seemed to be disagreement among the projects about whether a lack of basic skills is a barrier to business trading. To an extent, this is an under-explored research question. However, given the bureaucracy required to trade as a legitimate business owner, and the financial constraints these businesses face in terms of paying professionals to deal with paperwork, it seems likely that only a minority can 'make a million' despite being illiterate. We suggest that minority experiences like these should not be used to give the impression that a lack of basic skills does not pose a barrier to successful trading for *most* people.

'Bonding' social capital was raised by bringing together alike people in a group. It is unclear whether any of these networks will be formally maintained through virtual or 'real' networking groups. Creation of 'bridging' social networks – specific to a business and outside immediate moral support – was rarely addressed in these programmes. Some did raise awareness of mainstream business support providers. However, it is likely that these groups will require more hands-on support to patch together a programme of support and networks to make a business idea viable. The brevity of these projects made such support unviable. The need for more on-going support to develop networks was identified by projects and clients.

The programmes were not designed or funded to develop financial capital by providing financial support directly. Some raised awareness of mainstream finance initiatives. There was little evidence of detailed analysis of the finance required to start a viable business. While this probably reflects the early stage in the enterprise journey reached by most participants, it may also suggest an under-estimation of the money needed to start a viable business or a 'glossing over' of the barrier that inadequate finance can create to making a start-up viable. This may reflect the emphasis on creating start-ups by commissioners and the lack of available finance - after all, why point out a barrier that cannot easily be addressed?. Unfortunately, the evidence base suggests that inadequate finance is a significant barrier to creating the kind of businesses that truly regenerate a community. In many ways, all enterprise programmes are put in a difficult position in relation to this issue because it is beyond their power to address it and the available financial support involves taking the risk of borrowing or is scarce. Thus, we suggest that this is an issue to be tackled by commissioners. There is evidence that a lack of finance in terms of ensuring personal income was a barrier to moving on in the enterprise journey for some participants, who were afraid to undermine their welfare entitlements. Addressing this issue more head-on with clients may be both honest and productive because it helps to tackle a key barrier to the enacting of an enterprise intention. Including welfare agencies – particularly Job Centre Plus – in enterprise support services would help to overcome an important aspect of the financial barrier to start-up.

		<p>Recommendations:</p> <ul style="list-style-type: none"> <li>• Continue the development of enterprise learning through innovative support programmes.</li> <li>• Encourage the process of identifying business opportunities that relate to the participants' existing skills, particularly their existing work experience.</li> <li>• Ensure that each project ends with a personalised plan for each participant, in which next steps in developing human, social and financial capital skills are identified and intended actions are stated.</li> <li>• Encourage the extension of social networks to include business-specific networks; employ the programme's own contacts to actively facilitate these contacts and give participants the skills to engage in these networks.</li> <li>• Discourage the under-estimation of the need for financial capital to make businesses succeed. Instead, encourage professionals to draw on evidence about the direct relationship between ownership of financial resources and chances of business success and on realistic assessments of the money required to make individual businesses succeed.</li> <li>• Engage with participants' own concerns about the financial risks involved in start-up to help to plan towards a point when sufficient finance is accessible to make a business viable. In particular, engage with fear of losing benefit entitlement and include welfare agencies in enterprise support to help overcome this barrier.</li> <li>• Consider offering direct support to raise access to financial capital, in the form of equity finance, grants or soft loans.</li> </ul>
3	Engage the disadvantaged through enterprising 'lifeplanning'.	<p>Key findings:</p> <p>The pilot projects were clearly highly engaging for participants and successful in encouraging them to think about changing their lives and engaging in economic activity. It is noteworthy that agencies already engaged in the community were most successful in recruiting participants, due to existing contacts and trust relationships. Several agencies reported that take-up would have been greater if they had been given more time to recruit participants. Eligibility rules that restricted participation to those claiming in-work benefits excluded people from disadvantaged circumstances who were working part-time or in poor quality employment; it would seem sensible to widen participation to these groups, particularly as they may include people with more of the capital resources required to start in business.</p> <p>Responses from participants suggested that service providers were caring, sensitive and encouraging and that this was experienced as highly enabling. Support providers reported that it was sometimes difficult to sustain the engagement of disadvantaged groups but also reported that they had reflected on this and thought of improvements for future work – e.g. by recruiting more balanced groups. The overall finding that participants found the programmes enabling confirms the evidence on which the Model is based: that enterprise activities are highly engaging for disadvantaged groups (including disaffected groups such as ex-offenders) and the enterprise journey is a powerful medium through which to engage people in productive lifeplanning. It is possible that more could have been achieved, in terms of developing a long-term plan of steps that can be taken, and agencies that can be engaged, to further enterprise ambitions. It was noted by some participants that one-to-one support was particularly empowering. Ideally, a mentor would be available to sustain the use of enterprise as a metaphor in developing lifeplanning and engaging the disadvantaged with support agencies and personal improvement. Such an innovation was not possible, given the brevity of these projects, however.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> <li>• Continue to offer the encouragement and enablement provided through these services.</li> </ul>



		<ul style="list-style-type: none"> <li>• To ensure the most effective use of services, allow more time for projects to recruit participants.</li> <li>• Support community-based projects that can draw on established trust relationships with potential participants.</li> <li>• Extend eligibility to people in disadvantaged circumstances but not drawing in-work benefits.</li> <li>• Encourage projects to actively engage participants in longer-term lifeplanning, even if interventions are themselves short-term.</li> <li>• Ideally, commission long-term mentors who can help people sustain long-term lifeplans towards enterprise goals.</li> </ul>
4	Adopt a lifecourse approach to resource development.	<p>Key findings: A crucial element of lifeplanning towards business start-up is the development of human, social and financial capital. As has already been discussed, these resources could not be feasibly supplied through short interventions. However, it has been shown that the pilots were successful in engaging people in thinking about their lives. Some have also raised awareness of agencies that can help them develop their ideas further. This approach could be developed, so that disadvantaged groups become engaged in developing their capital resources (particularly work experience and finance) with the aim of starting in business.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> <li>• Make the creation of a 'lifeplan', with short-term and long-term actions to move along the enterprise journey, a standard outcome of interventions.</li> <li>• Employ the notion of developing resources across the lifecourse towards the goal of business start-up to sustain engagement in education, work and financial management services,</li> </ul>
5	Integrate services with a range of non-business agencies.	<p>Key findings: As has been mentioned, some projects advised participants about partnering agencies. However, a more pro-active form of referral may be required to ensure that disadvantaged groups take the step of engaging support agencies; ideally, they would be introduced to named people in support agencies so that a personal connection can be made. The Model also emphasises that partners should include 'non-business' agencies relating to issues such as debt management, health, childcare and benefit advice. There was little evidence of this kind of networking. This is understandable in such short interventions and, once again, provides evidence for the need to commission longer-term interventions.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> <li>• Incorporate visits from agencies that may represent next steps in the enterprise journey into programmes, so that participants can engage with named personnel. Ensure that this includes relevant non-business agencies (relating to debt management, health, childcare, benefit advice etc) as well as business support agencies.</li> <li>• Ideally, develop an intensive referral system, in which an advocate can accompany participants to first meetings with relevant agencies.</li> <li>• Where necessary, transform mainstream agencies (business support and non-business support) so that they are more ready to engage disadvantaged individuals engaging in enterprise activities.</li> </ul>
6	Support the management of longer-term risks.	<p>Key findings: Each of the pilots lasted too little time to provide support for the management of longer-term risks. Projects showed an admirable commitment to provide longer-term support wherever possible. However, this was inevitably limited. The risks of negative outcomes from enterprise programmes can only be addressed through a commissioning process that supports contact with</p>

		<p>participants over the longer term.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> <li>• Extend the pilots or link them with other services to support participants throughout their enterprise journey, thereby helping them to manage the longer-term risks (particularly of chronic business trading and business failure) involved in enterprise activities.</li> </ul>
7	<p>Commission an integrated and innovative enterprise pathway.</p>	<p><b>Key findings:</b>  Our evaluation acknowledges positive elements about the commissioning process. Most notably, that the pilot projects have been brought together to share best practice, helping to erode barriers that may be created by a sense of being in competition. It is noteworthy that some of the projects are clearly complementary and serve different stages in the enterprise journey. It would be valuable for the commissioners to acknowledge this and explicitly link services as successive forms of support. The commissioning process has also been criticised, primarily because the projects are too brief and inadequately linked to non-business support agencies to create an integrated enterprise pathway. Consequent drawbacks include: the danger of raising aspirations without also encouraging critical reflection of the viability of business ideas; very limited opportunity to raise the human, social and financial capital required to make a business succeed; lost opportunities to encourage continued engagement in lifeplanning towards economic activity and accessing of support services; limited opportunity to actively link participants with non-business support providers, and; failure to manage the longer-term risks of enterprise.</p> <p>The pilot projects have been encouraged to critically reflect on their aims, processes and outputs. However, as they are not commissioned to retain in contact with participants, they will not know the longer-term outcomes of their support. The Model identifies this as a perennial problem in the enterprise support industry and suggests that it poses a serious threat to innovation based on a realistic assessment of longer-term outcomes. This is a further powerful reason to commission an enterprise pathway in which longer-term outcomes are captured; such an approach would provide invaluable learning, towards the ultimate goal of creating more dynamic and profitable enterprises in deprived areas.</p> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• Continue with the positive process of commissioning groups of services and encouraging them to work and innovate together, thereby breaking down possible competitive barriers.</li> <li>• Continue to encourage evaluation and learning from projects.</li> <li>• Identify how services could be commissioned to form part of an enterprise journey for different kinds of disadvantaged groups, thereby making it more clear how they serve a niche position in the overall enterprise pathway.</li> <li>• Identify gaps in the enterprise pathway, particularly in terms of linkages to non-business support agencies and the necessity of providing longer-term support to develop a lifecourse approach to resource development and managing the longer-term risks associated with enterprise activities.</li> <li>• Track participants in order that commissioners and service providers can learn about longer-term outcomes and innovate the support they provide in relation to this.</li> </ul>

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## **7 Appendices**

### **7.1 Appendix - Questionnaire Schedules**

#### **Programme Evaluation Questionnaire**

The survey is conducted by University of Salford in collaboration with Manchester Metropolitan University on behalf of Manchester & Salford City Councils as part of the Building Bridges Manchester Salford Enterprise Initiative supported by the North West Regional Development Agency. This survey seeks to help to learn lessons about enterprise culture from this project, identify good working practices and identify ways in which the programme could be improved. It will help to inform future enterprise and business support provision in Salford and Manchester and potentially across the North West.

The survey will only take approximately 20 minutes to complete. Your responses will help us to develop future programmes in a way that works for you.

Your responses will be confidential. In fact, we have not asked for your name on this questionnaire. Please put your questionnaire in the sealed envelope provided before giving it to the programme staff.

**Thank you for taking part!**

1. About You

- Date of birth? (month & year)

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- What is your sex? (Please tick)

Female	<input type="checkbox"/>	Male	<input type="checkbox"/>
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- What is your marital status? (Tick one box only)

Single	<input type="checkbox"/>	Married	<input type="checkbox"/>	Living together	<input type="checkbox"/>	Separated/Divorced	<input type="checkbox"/>	Widowed	<input type="checkbox"/>
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- How would you describe yourself? (Tick one box only)

White	<input type="checkbox"/>	Black/Black British	<input type="checkbox"/>	Asian/Asian British	<input type="checkbox"/>	Other	<input type="checkbox"/>	Rather not to say	<input type="checkbox"/>
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- Do you consider yourself to be disabled?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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- Are you an ex-offender?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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- What were you doing when you joined the programme (tick as many boxes as apply):

Employed	<input type="checkbox"/>	Unemployed	<input type="checkbox"/>	Looking after family	<input type="checkbox"/>	Training/Education	<input type="checkbox"/>	Self-employed/in business	<input type="checkbox"/>
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- Are you claiming Jobseekers Allowance, Income Support, Incapacity Benefit or a disability benefit?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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- What is your highest level of qualification?

Degree	<input type="checkbox"/>	A or AS level or equivalent	<input type="checkbox"/>	GCSE/O level(A-C)	<input type="checkbox"/>	Vocational qualification	<input type="checkbox"/>	None of these	<input type="checkbox"/>
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2. Your work experience – when was your last paid job, if you have had one?

Date you left your last job – month/ year - ..... / .....

If you were in a job when you joined the programme, tick here

3. Please describe your last job

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4. How many children live with you, if any?

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➤ What is your role in caring for the children?

<i>You take the main role</i>		<i>You share the role equally</i>		<i>You give occasional help</i>		<i>You do not get involved</i>	
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5. Why did you come on the programme?

6. Had you thought about starting a business or being self-employed at the beginning of the programme? (Please tick one box)



- I had never thought about it
- I had thought about it but never in a serious way
- I had been seriously thinking about it for a while
- I had a particular business idea and have started to seriously look into making it happen
- I was already involved in doing some trading
- I was already running a business
- I had given up on the idea

7. Before you came on the programme, what were the main barriers that stopped you from moving forward in terms of starting a business or becoming self-employed? (*tick as many as apply*)

- Confidence
- Lack of money
- Debts or credit problems
- Fear of losing benefits
- Fear of debt
- Fear of failure
- No business idea
- Lack of support from family or friends
- No role models
- Difficulties with reading or writing
- Lack of knowledge and skills in how to run a business
- Lack of skills in the particular area of business you are interested in (e.g. if you want to open a café – lack of catering skills)
- Lack of contacts or networks
- Difficulties with childcare
- Health problems
- Housing problems
- Other (please state)

8. To what extent has the programme helped you with these issues? (*Tick one box in each line*)

<b>Issue</b>	<b>A lot</b>	<b>A bit</b>	<b>Not at all</b>	<b>This does not apply to you</b>
Confidence				
Lack of money				
Debts or credit problems				
Fear of losing benefits				
Fear of debt				
Fear of failure				
No business idea				
Lack of support from friends & family				

No role model				
Difficulties with reading or writing				
Lack of knowledge and skills in how to run a business				
Lack of skills in the particular area of business you are interested in				
Lack of contacts & networks				
Difficulties with childcare				
Health problem				
Housing problems				
Others ( <i>please specify</i> )				

9. Before coming on the programme, had you ever talked to any of the following types of organisations about your interest in starting in business? (*tick as many as apply*)

- Job Centre staff
- Tutors on an education course
- Tutors on a vocational course
- Health or social workers
- Housing association
- Debt management advisors
- Rights advisors (e.g. Citizens Advice Bureau)
- A local enterprise agency
- Business Link
- Others (please specify

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10. What other enterprise programmes have you been on before, if any?

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11. Have you been involved in running a business or being self-employed before?

Yes

No

12. Have any of your close family been self-employed or run a business?

Yes

No

13. How did you find out about the programme?

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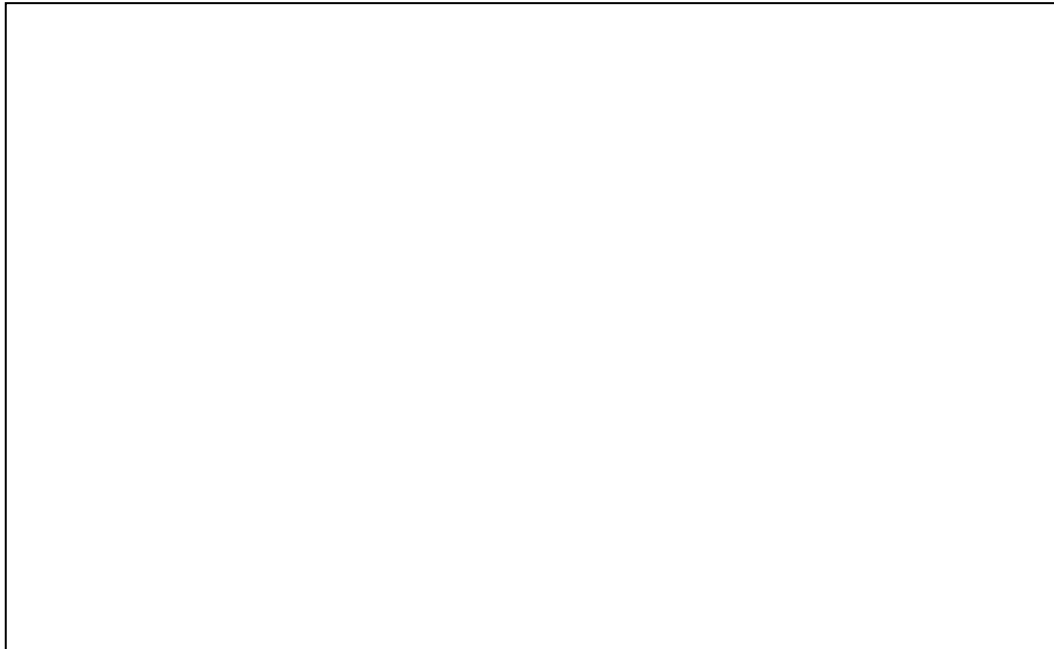
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14. What problems, if any, have you encountered in attending the programme? Please describe

15. In your own words please describe what the programme is about? What did you do on the programme?



16. What did you like about the programme and why?

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17. What didn't you like and why?

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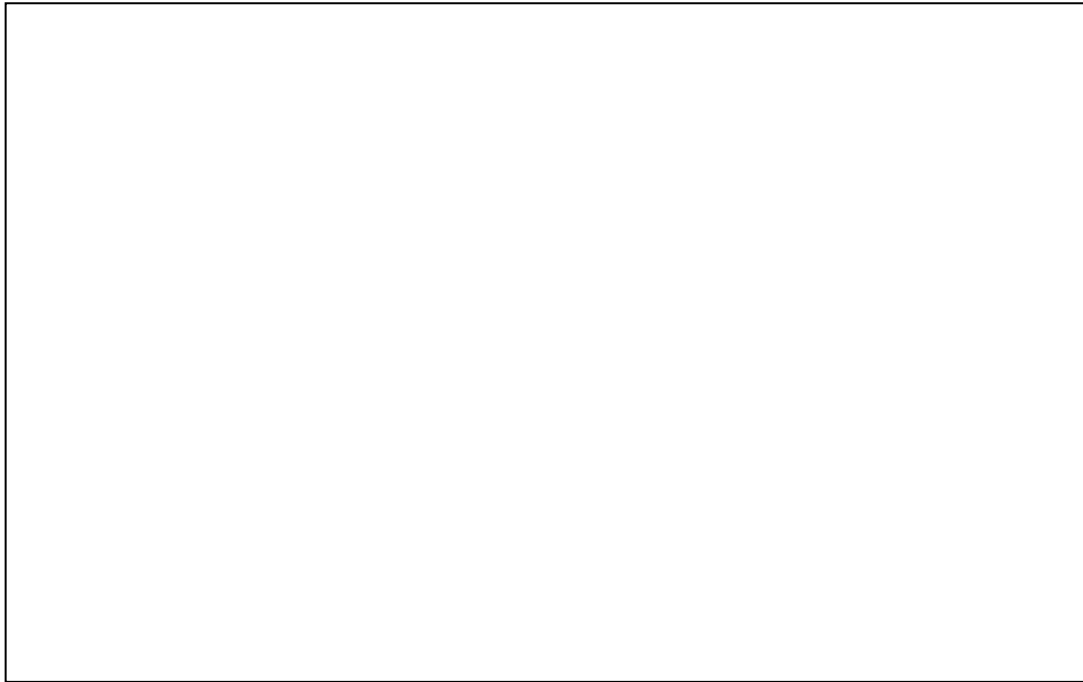
18. Do you think that there was anything missing from the programme? If so please say what.

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19. Has this programme helped you? If so, in what way?

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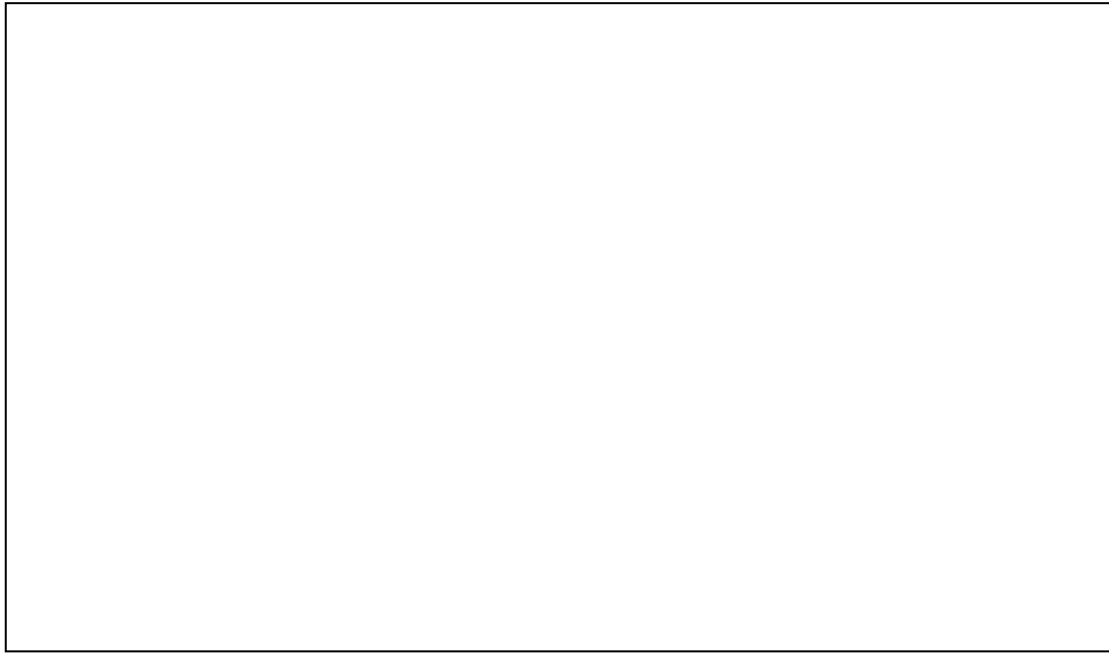
20. What is different in your life now, compared to before you started?



21. What stage are you at now in terms of thinking about starting a business or being self-employed?

- I have not thought about it
- I have thought about it but not in a serious way
- I have been seriously thinking about it for a while
- I have a particular business idea and have started to seriously look into making it happen
- I am actively starting a business now
- I am already involved in doing some trading
- I am already running a business
- I have decided to give up on the idea

22. What are you going to do next?



23. What have the programme staff encouraged you to do next?



24. What other changes are you going to make in your life as a result of coming on the programme, if any?

25. Do you plan to talk to staff in any of the following agencies to take forward your interest in starting a business? (*tick as many as apply*)

- Job Centre staff
- Tutors on an education course
- Tutors on a vocational course

- Health or social workers
- Housing association
- Debt management advisors
- Rights advisors (e.g. Citizens Advice Bureau)
- A local enterprise agency
- Business Link
- Others (please specify)

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26. Finally, is there anything else you would like to say about what kinds of help should be provided to help people like you move forward with their business ideas or on their enterprise journey?

27. Has this questionnaire been completed with the help of programme staff in a way that means that programme staff have seen your responses?

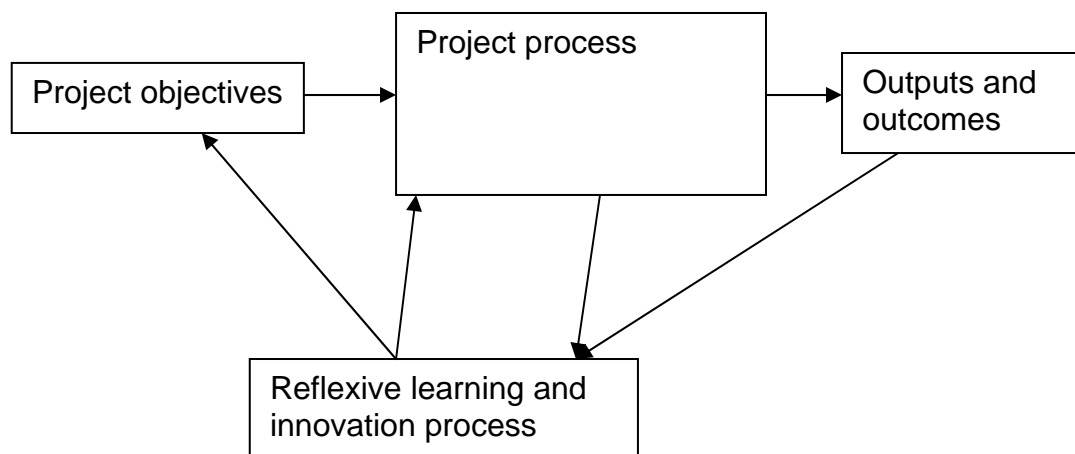
Yes

No

## 7.2 Appendix - Evaluation Schedule

We recommend interviewing the project leader only but observation material can also be drawn from talking to the rest of the team.  
We recommend tape recording the interview and taking notes – then using both to write up the case study.

We want to be able to describe and analyse whether this pilot project is the result of learning from previous experience, what it aims to do, how it operates (and how this relates to its aims), what it achieves in terms of hard outputs and more general outcomes and what learning and innovation process is occurring in the agency to inform service development.



## **INTRODUCTION**

1. Can you start by giving me an introduction into what your organisation does?
2. And can you tell me about your role in the organisation?
3. And what is your role in running this project?
4. And who else is involved in running the project?

## **PROJECT OBJECTIVES**

1. How did the idea for this project come about?
2. What is the project trying to achieve?
  - Probe – what point are they aiming to take participants on the enterprise journey?
3. This is a pilot project – what are you piloting?
4. How did you develop this idea?
  - Probe – is it the result of a reflexive learning process?

## **PROJECT PROCESS**

### **Recruitment of participants**

1. What types of people have you targeted?
  - Why?

- What point are they at when they apply on the enterprise journey?
  - In what ways, if any, is this different to your normal programmes?
2. What do you see as the specific support needs of this type of participant?
  3. How were applicants recruited?
  4. How was the project advertised to potential participants?
  5. Please describe the application process.
    - In what ways, if any, is this different to your normal application process?
  6. How many people applied?
  7. Please describe the selection process, if you have one.
    - Was there a set selection criteria?
    - Was there a vetting process? If so, what criteria was used?
    - In what ways, if any, is this different to your normal selection process?
  5. How many participants have you recruited onto the programme?
  6. How many have dropped out of the programme (so far)?

### **The project itself**

1. When did the project start and when will it finish?
2. Please give me a full description of what will happen/happened on the programme.
  - Probe for a full description of each session and element
  - In what ways, if any, is the project different to your normal programmes?
3. How will the activities on the programme fulfil the project's aims?
  - Probe – how will it take participants further along the enterprise journey?
  - What work, if any, have you done to help people make a realistic assessment of their business ideas?
  - What work, if any, have you done to help people make a realistic assessment of whether they have the resources (money, skills, experience and networks) needed to succeed in their particular business ideas?
  - What work, if any, have you done to help people make a realistic assessment of whether it is the right point in their lives to start in business?
4. In what ways would you say the business is about helping people plan their lives towards being in a position to start in business?
5. We know that succeeding in business depends on having resources like money, education, work experience and networks. What has the programme done, if anything, to help people raise these resources or to plan how they can raise these resources in the longer-term?
  - Money
  - Education
  - Work experience
  - Networks

6. How was the issue of managing the risks of starting a business managed on the project – how was this discussed, if at all?
7. In what ways was the option of stopping trading if the business is not successful enough to create an income discussed, if at all?
8. Can you describe any activities you would like to do on a programme like this that you have not had a chance to do?
  - What is stopping you from creating these developments?

### **Long-term support of participants on the enterprise journey**

1. To what extent, if any, will the project keep in touch with participants over the medium to long term?
2. What kind of joint working or referral process has been included in the project to help people find the support they need to take their enterprise ideas further?
  - In what ways, if any, has this process been different to your normal programmes?

### **LEARNING AND INNOVATION**

1. In your opinion, what is it that you are doing on this project that is innovative?
2. Why did you consider that this innovation was necessary?
3. How has the innovative aspect worked out?
4. What new learning materials or learning approaches have you used on the programme that are different?
5. What has particularly worked on your programme?
6. What didn't work?
7. What have you learnt about working with this client group?
8. What do you recommend should be improved? How?
9. How does your project team learning from this project?
  - As it goes along.
  - After it has finished
10. How will this project affect the normal work of your agency?
11. How will this project affect the work of other agencies?
12. What will be different in the local community as a result of this project?
13. What ideas, if any, do you have for improving service to disadvantaged people to help them move along the enterprise journey that you have not been able to do on this project?
  - In what ways does the commissioning process affect your ability to develop these services?

### **OUTPUTS AND OUTCOMES**

#### **Outputs**

- Title of any new training materials developed.
- number of participants
- attendance / completion
- labour market status/benefit claiming status of participants before/after
- gender/ethnicity/age/disability of participants (get from internal questionnaire)

#### **Outcomes**

1. In what ways do you think the participants have benefited from the project?
  - How have their aspirations changed?
  - How has their confidence changed?
  - How has their commitment to starting in business changed?
  - In what ways have they progressed in their enterprise journey?
  - How has their ability to attract the finance they need to run a business changed?
  - How has their ability to build the education or training they need to run a business changed?
  - How has their ability to develop the work experience they need to run a business changed?
  - How has their ability to network changed?
2. What is going to happen to them after the project?
  - What will they do next?
  - Where will they go for further help on their enterprise journey?
3. How will you know if your project has been successful in the longer term?
  - Will you track these respondents into the future so you know what outcomes they had?
4. In your opinion, what will be different, in a wider scale (in the neighbourhood), after the project funding ends?

			Questions for Pilot Projects
1	Creating enterprise readiness including critical understanding of business opportunities	Make citizens enterprise-ready but only encourage tipping over into start-up when a real opportunity has been identified, thereby developing skills in assessing opportunities and risks – a ‘critical’ enterprise culture.	Make participants enterprise ready? Develop a critical understanding of business opportunities?
2	Raise financial, human and social capital.	Support nascent entrepreneurs to develop the social, human and cultural capital required to identify and exploit opportunities, particularly in terms of financial resources and labour market experience.	Raise/teach how to raise financial capital? Raise/teach how to raise human capital? Raise/teach how to raise social capital?
3	Engage the disadvantaged through enterprising lifeplanning.	Employ enterprise as a way of engaging with the frustrated aspirations of disadvantaged groups and creating an opportunity to ‘lifeplan’ towards economic activity or social mobility	Successfully engage the disadvantaged in business planning as a part of lifeplanning? Engage the disadvantaged in lifeplanning towards economic activity?
4	Adopt a lifecourse approach to resource development.	Adopt a lifecourse approach to the development of resources required to identify and exploit opportunities – in particular, related to accruing work experience and financial resources; both of these will probably depend on raising education levels.	Adopt a lifecourse approach to resource acquisition, particularly in terms of: 5. financial resources 6. work experience
5	Integrate services with a range of non-business agencies.	Integrate a wide range of ‘non-business’ agencies who can help to address ‘non-business’ blocks to trading, related to health, money management, housing and childcare.	Integrate with non-business agencies

6	Support the management of longer-term risks.	Extend the lifecourse approach to more pro-actively engage with participants throughout the business experience and help to manage the risks related to chronic trading and failure; in particular, to draw in agencies to help with limiting and managing debts and 'counselling out' to positive outcomes in the employment market.	Support risk taking Discuss the possible outcome of exiting from a failing business Maintain contact to manage risk taking
7	Commission an integrated and innovative enterprise pathway.	Commissioning process that strongly encouraged joined-up working between business and non-business agencies along an enterprise lifecourse pathway and rewards providers to observe the longer-term effects of their policies and to innovate reflexively in response to this new learning process.	Link into an enterprise pathway Supported by the commissioning process to act as part of an enterprise pathway? Mechanisms to observe longer-term effects Mechanisms for learning, long and short-term



### 7.3 Appendix - Summary of Beneficiary Statistics

#### Prince's Trust Team Enterprise Project

Geographical Training Area	Wythenshawe and South Manchester				
Project Officer	Lesley Walton				
Male	10				
Female	3				
Age Profile %	16-17 yrs (25%)	18 yrs (17%)	19yrs (25%)	20 + (33%)	
Ethnic origin (%)	100% White				
Personal Status	In Education/Training (1)	Volunteer (4)	A Carer	Retired	Not Specified (8)
Level of Qualification	High (2)	Intermediate (4)	Low (6)	None (1)	
Employment Status	Employed (2)	Self Employed (0)	Unemployed (11)		
Disability	YES	No (8)	Not Specified (5)		

Delivery went according to plan, having started with 13 young people, approx 9 are still in regular attendance.

### Business Support Solutions Serious Games Enterprise Project

Geographical Training Area	Manchester – 6	Salford - 7			
Project Officer	Christine Traynor				
Male	11				
Female	2				
Age Profile %	16-24 yrs – 3	Mid 30s – 8	50+ - 2		
Ethnic origin (%)	White British 8	Ethnic Origin 5			
	Offender - 2	Ex-offenders -9	Non of above -2		
Level of Qualification	High 31 %	Intermediate 46%	Low 23%	None (0)	
Employment Status	Employed 3	Self Employed (0)	Unemployed 10		
Disability			Not Specified (13)		

KTI Big Ideas project

Geographical Training Area	Manchester 12	Salford - 9			
Project Officer	Dennis Langley				
Male	14				
Female	7				
Age Profile %	16-24 yrs – 3	Mid 30s – 8	50+ - 2		
Ethnic origin (%)	White	Efnic Origin 5			
Level of Qualification	High	Intermediate	Low	None	
Employment Status	Employed 5	Retired 1	Unemployed 13	Not Specified 1	
Disability			Not Specified (21)		

Make it Happen Consultancy Ltd Steps to Success Project

Geographical Training Area	Greater Manchester 5	Salford - 3	Lancashire -3	Cheshire 4	
Project Officer	Nicola Dickins				
Male	2				
Female	13				
Age Profile %	16-24 yrs – 0	25 - 49 – 13	50+ - 2		
Ethnic origin (%)	White 7	Ethnic Origin 8			
Level of Qualification	High 5	Intermediate 5	Low 1	Not specified 4	
Employment Status	Employed full time 1	Employed part time 2	Unemployed 8	Self-employed 1	Not specified – 3
Disability	Disable 2	Not disable 10	Not Specified 3		

### Seedley & Langworthy Trust Enterprise Awareness Project

Geographical Training Area	Manchester 2	Salford - 25			
Project Officer	Linda Robson				
Male	11				
Female	16				
Age Profile %	16-24 yrs – 1	25 - 49 yrs – 18	50+ - 6	Not specified - 2	
Ethnic origin (%)	White 21	Ethnic Origin 6			
Level of Qualification	High	Intermediate	Low	Not specified 27	
Employment Status	Employed full time 2	Employed part time - 3	Unemployed - 17	Volunteers 2	In capacity benefit – 3
Disability			Not Specified 27		

N.B. In addition there was another project entitled 'First Steps in Enterprise' delivered by Innovation Lab & LearnNet Consultancy which did not deliver expected outputs.

## 7.4 Appendix - Projects Outputs and Value for Money

Delivery organisation	Project name	Outputs	Target	Actual	Project cost	Unit cost (per client supported)*
Manchester Solutions (Business Support Solutions and Business Finance Solutions)	Serious Games Enterprise Project	A customised technology platform for offenders and ex offenders with wider application to other groups	1	1	£33,000	£2,538
		TNA	16	13		
		Support to develop a business idea on-line and one to one	16	13		
		Knowledge and skills in relation to business start up	16	13		
		<b>Clients supported (one-to-one and/or group basis)</b>	<b>13</b>			
Make It Happen Consultancy Ltd	Steps to Success	Residents securing employment	15	14	£23,000	£1,533
		New community enterprises established	15	10		
		New business development sessions held	70	45		
		Toolkit developed	1	1		
		Final Report produced	1	1		
		Production of a DVD for clients	15	15		
		<b>Clients supported (one-to-one and/or group basis)</b>	<b>15</b>			
Knowledge Transfer International	BIG Ideas generation	Residents attending the Business Idea Workshops	30	23	£22,000	£956
		Residents attending in-depth workshops	15	15		
		Residents receiving telephone support	15	20		
		New Business development sessions held	6	7		
		Residents entering New Deal Test Trading or NES	2	2		
		New Enterprises established	2	0		
		<b>Clients supported (one-to-one and/or group basis)</b>	<b>23</b>			
Seedley & Langworthy Trust	Neighbourhood Enterprise	No. of residents into self employment	4		£25,000	£926
		No. of residents into employment	8			
		No. of new businesses set up	4			
		Current businesses supported	8			
		No. of residents accessing training modules	45			
		No. of people going in further education	12			

		No. of market place events delivered	2			
		No. of residents accessing marketplace events	100			
		No. of residents accessing literacy and numeracy support	45			
		No. of residents signposted to employment support	60			
		No. of people accessing awareness sessions (Business support solutions) Frontline staff – 5 Residents – 16	21			
		No. of beneficiaries of 1-2-1 session (Blue Orchid)	10			
		<b>Clients supported (one-to-one and/or group basis)</b>		<b>27</b>		
Prince's Trust	Team Enterprise	City & Guilds Certificate	12	12	£26,305	£2,192
		First Aid Certificate	12	7		
		Skills self assessment	15	12		
		Introduction to enterprise	15	12		
		Benefit from 3 enterprise workshops	12	9		
		Benefit from PT mentors	12	12		
		<b>Clients supported (one-to-one and/or group basis)</b>		<b>12</b>		
Innovation Lab	First Steps in Enterprise	Facilitators recruited	2	2	£6,388	The project ended before completion and so no clients were directly supported (see narrative below).
		Centres recruited	2	1		
		Participants trained	10	0		
		Participants mentored	10	0		
		<b>Clients supported (one-to-one and/or group basis)</b>		<b>0</b>		

\* Total Project Cost/Total number of project clients supported intensively (on a group and/or one-to-one basis).

Given that each of the projects delivered different types of enterprise support to different clients (with different needs) using different methods and at varying levels of intensity over a very short time period (generally over a 3 month period) it is difficult to draw conclusions and compare the projects in terms of value for money.

The unit cost per client supported (as in the table above) can act as a comparative guide but again this in itself cannot reflect the varying levels of support clients received and the outputs achieved. It is best therefore to look at the projects on a case by case basis to get an understanding of their value for money. Please see project reports for further information.

## 7.5 Appendix - Pilots Reports

### 7.5.1 Innovation Lab

#### **Project title: First Steps in Enterprise**

##### *Project initiation*

The project was initiated in early February for a completion date at the end of March. On reflection, this was a little ambitious, but we were confident that we would be able to tackle what we thought were quite modest outputs. We committed to engage 2 centres, each with one facilitator and with five learners at each centre. We felt that a quick start may be possible because the idea of self managed enterprise programmes had met with a positive response at LearnNet partner meetings in the past year.

##### *Project Ethos*

The aim of the project was to embed a First Steps programme in Enterprise in two centres in North Manchester by training up facilitators and/or volunteers to deliver. This would mean that the centres would be able to identify and support individuals who come into their centre who are in need of some support and orientation in thinking about business start up. The facilitators would be able to work one to one, or in groups to mentor business idea refinement, market awareness, costing and cashflow and a rudimentary plan which would be pulled together into a coherent proposal. This would then mean that individuals could then be signposted onto organisations such as Blue Orchid or Business Link (although this service works on a more regional than local approach currently) with a thought through proposal and a confident 'pitch', which would then help business support organisations in tailoring their intervention so that the individual gets the right advice in the right way. If an idea is unformed and not thought through with reference to the marketplace, then this makes any more formal intervention difficult for both the service and the individual with the business idea.

The reason why we felt confident that we could achieve the targets was that we would be using a tried and tested business development methodology (the Innovation Lab Enterprise Process) which is the intellectual property of Innovation Lab. This model has been developed at higher education levels, where it was very successful in helping graduates and undergraduates to develop high tech and scientific ideas into successful and sustainable businesses. The Enterprise Process has and is being used in Further Education (MANCAT, Walsall College, Doncaster College) where it is successfully helping people to set up 'lifestyle' businesses. To date around 40 businesses have been set up in the last three years using this methodology. To our knowledge, none have yet to cease trading. The expression of the process in Further Education has been developed to meet the broad level 2 market (GCSE level) so that it has the widest appeal. There was a recognition that the process, although highly inclusive at this level, could be developed to support those who had not engaged in education post-16 or who had high skill levels, but no accreditation (the North Manchester socio-economic profile is typified by many men aged 45-65+ who worked in the aerospace and manufacturing industries in the area, who are highly skilled but either have no qualifications or are long term unemployed).



There are also high numbers of people who have no qualifications or are qualified to level 1 only.) It was felt that there may be the demand for a project that would appeal to people who are from these groups, who have ideas, but with no known way of taking them forward.

### *Programme Design*

The process is based on observations of the development of hundreds of business start ups, which has then been codified into an iterative model of refinement which helps the individual in developing their idea so that it coheres with market demand, backed by a cashflow and implementation plan to take the idea into the market. The translation of this into something which is understandable by the target group was not straightforward and it was decided that the First Steps programme should be something of a rehearsal, where an idea can be taken from concept virtually to concrete, but without any real financial or legal implications as it stops short of market launch. Certainly this approach is very different to that of business support organisations such as Blue Orchid and Business Link, and it was felt that this could be a complimentary approach to their offer, where the participant would be able to work with them to implement a fully thought through idea.

However, trying to show how the programme would be different to what was already on offer by existing business support services was very difficult. Getting the message across of an interactive, mentored, process based approach was a challenge, and I do not think we succeeded in doing this. Three leaflet drops were done in total, with very little response, and in reviewing what we had sent out, I feel that we focused primarily on the supportive aspect (everyone who markets this kind of initiative would do that) as we perceived that support, security and confidence building are important to individuals in disadvantaged areas, as business development may be seen to be outside of their comfort zone. In hindsight it was felt that in simplifying our message, we could not identify what made our programme different to that which was already on offer. I therefore think that people may have perceived more of the same that was already on offer from organisations such as Blue Orchid, Business Link and education institutions such as MANCAT.

### *Project planning and meetings*

There were a considerable number of meetings to get this initiative started. Meetings took place to develop the approach to be taken, project planning and sequencing, engagement of centres and LearnNet, meetings with potential facilitators and then meetings with the facilitators who were suitable. Meetings also took place with centre managers to schedule learning space and resources as well as with the North Manchester Regeneration team to explain our approach and to get their input. We also met with Blue Orchid very early on to engage them in our process. Meetings looked at ways of engaging the target audience in the community and at ways that we could enlist the help of others.

In LearnNet meetings the idea of capacity building was very positively received by centre managers. They were interested in enterprise because it was something that was coming through strongly on the funding agenda, although no centres could at that time demonstrate a significant demand for enterprise. There had been some success with a group of women in North Manchester who had set up a community research group based on a project they had done, and the Wai Yin centre in central Manchester had an ongoing enterprise project which was European funded. As we were asked to base the project in North Manchester this somewhat reduced our scope to engage the partnership. We were directed to the Harpurhey

Neighbourhood Partnership in North Manchester. This is a very successful centre and is well used by groups in the community. However, as was not understood by the project team at the time, the centre does not deliver significant numbers of learning programmes to individuals. It is primarily a community centre which is hired by groups for their activities. Learning programmes had taken place in the past, and we had requested that an invitation be sent to the previous participants but this was not forthcoming due to staffing issues at the time. The centre were very happy to let us use their printing facilities and to display posters and leaflets at their centre, and they recommended an excellent facilitator/volunteer who did much of the distribution around the area.

We had also discussed the possibility of using the Cheetwood and Turkey Lane Centres in the North Manchester area. Cheetwood was an excellent centre, after having a refit around 6-7 years ago and we thought that this was an ideal location. However, after having made enquiries we found that the centre was not fully operational and no courses were being run there. We then made enquiries to Turkey Lane Centre, which is a small community facility, which does not generally run courses, but is popular with local people. Rose McCarton, the Centre Manager, was very helpful but felt that there would be no demand for such a programme. She said that the last person who had come into the centre and asked about getting a business started was over two years ago to start a gardening business. She felt that it was not the kind of thing they would put on in the centre. We then started to look at the Ordsall Centre in Salford (after having gained permission to deliver outside of North Manchester) where Alan Dodd, one of the facilitators did some I.T. teaching. He approached the centre and they said that we could run the programme from there but that they would not have any other involvement with marketing or support. The process of trying to engage centres did take some time.

#### *Facilitators' recruitment and engagement*

It took some time to get facilitators involved in the project. Rosemary Lane of the LearnNet partnership was very helpful in this regard and directed two facilitators to the project. Alan Dodd is a volunteer at a centre in Ordsall and has an extensive business background, both in the UK and USA. He has suffered some ill health and as he is unable to work at the moment is doing voluntary work. He immediately understood and contributed to the programme and helped to develop and write some aspects. His manner and approach are absolutely perfect for delivering enterprise in a community setting. He was keen to get this established in a centre and to continue beyond the end date of the programme. Steve Booth is a volunteer at HNP and has a background in the local creative arts, music and performance scene. Steve is also a very engaging character and his community understanding and links were invaluable to our discussions. Both his sons have businesses in the music and arts sector of Manchester and Steve was highly engaged in high profile performances which highlighted North Manchester on national TV and radio. Steve was also interviewed a number of times by local press and radio and talked about enterprise as his next step at Harpurhey Neighbourhood Centre.

Unfortunately, part way through April, Alan stopped engaging in the project. We are unsure as to the reasons why. Numerous e-mails have been sent and phone calls made, but none have been replied to. We are continuing to try and contact him as we are concerned for him, but also, we still wish to work with him to enable him to take enterprise forward in his centre as he had intended.

## *Marketing and Linkages*

Much time was spent on marketing the project. We used Alan's business knowledge of marketing and Steve's excellent local networks to effect this. We had planned a small marketing budget, but in hindsight we believe that this should have been much bigger. This would have enabled us to have a much greater geographical spread and perhaps enlisted a designer to create flyers that were colourful and engaging.

We discovered later that MANCAT had done an extensive marketing campaign for their enterprise programme in North Manchester. They had done a household leaflet drop to around 5000 households which brought 75 leads and 12 firm responses.

Both facilitators have excellent community media networks and these were used to promote the programme. We sent in information to Alan's link at Channel M, and they broadcast this on a Saturday morning programme. We also sent information in to local radio stations and the project was mentioned on a programme in the North Manchester area. We set up a project email address and Alan and Tracey volunteered the use of their mobile number as the contacts so that we could ensure that someone would always be available, should anyone make an enquiry.

We distributed flyers and posters in the local area in shops, community facilities, pubs, libraries, leisure facilities, supermarkets etc. Steve also used word of mouth to his contacts in the local community. He said that people he spoke to thought it was a good idea but this did not translate into numbers for the project. He spoke to two people, one who was interested in setting up a tattoo parlour and the other we were uncertain of. He told them about the programme and gave them the project phone number, but they failed to contact us and Steve had not thought it right, at that point to take personal information from them. Alan had one potential participant approach him because he had received a flyer. This person needed a lot of support and Alan spent an hour talking to him by phone working through his idea and his motivation, skills and abilities. This led us to conclude that the engagement of the individual in a community environment is not straightforward and that the mentoring portion of the programme should be more substantive.

Tracey contacted Jason Kalugurama of North Manchester Regeneration and had a meeting with Heather Clark, also of NMR to discuss other strategies. Jason elected to discuss any opportunities for referral of individuals from Blue Orchid, who were not prepared at that time to engage with Blue Orchid. At that time there were no people that were available, but Blue Orchid would refer if they had someone come through who was suitable. We found this very positive, and certainly, Blue Orchid had always been receptive and helpful to our aims. Denise had met with them and was maintaining a good relationship with them.

Time was moving on and as we entered April we decided that a better approach, at that point, may be to engage people on an individual process and to mentor them through the process. Tracey and Alan met to take this forward and to see how the existing programme could be adapted. People were still not coming through in spite of hard work on the ground by Steve in the North Manchester area. By mid-April, Alan was uncontactable and it was felt that the project would not be able to bring in the numbers.

This has obviously been a disappointment to the team, and we suspect, to the facilitators. We were very optimistic at the start, given the feedback we were receiving about the idea, that we could be successful and were very much looking forward to working with local people on their business ideas. The programme is

usually highly engaging to those who participate and we are unhappy that we could not take this forward in a community forum.

## 7.5.2 The Prince's Trust

### Project title: Team Enterprise

Week one: induction & setting the scene	
Mon 11th Feb	Induction day: profile forms, next of kin, college registration, consent forms, medical record, introductions, setting the scene, icebreakers, dreaming & aspirations, hopes & fears, team contract
Tue 12th Feb	A.m. Residential planning stage 1 – travel/activities 1.30 p.m. Health & safety and manual handling delivered by gmfrs trainer.
Wed 13th Feb	9.30 a.m Minibus rules followed by visit to Thompson st training centre for literacy and numeracy assessment with Steve Mangan in ict suite. Introduction to on-line practice tests. Lunch on site P.m. Self- assessment & target setting: intro to individual learning records and the city & guilds certificate in personal team and community skills and the 3 wider key skills covered over the 12 weeks { problem solving; working with others; improving own learning and performance}
Thur 14th Feb	10.00 a.m. Mike Marsden: pt business executive: what is enterprise? What is an entrepreneur? Traits of a successful entrepreneur, business ideas. 1.00 p.m. Residential planning 2- menu planning: review of the week.
Fri 15th Feb	All day basic food hygiene certificate delivered by external trainer including examination

Week two: residential week	
Mon 18th Feb	10.00 am Dave Nolan – residential briefing; kit list and measurements. Dave will also talk about why he set up his own business 11.00 a.m shopping for residential 1.30 p.m Brian Greene pt business mentor – introductions & informal session.
Tue 19th Feb.	Physical challenges including rock climbing, abseiling, caving, raft building, orienteering, problem solving exercises each day
To	The team will prepare, cook and serve all meals for the group and clean up afterwards
Fri 22nd Feb.	Evenings will be time for daily reviews and brainstorming ideas for the community enterprise challenge. Ideas generated will be explored as far as team is able over the 3 nights

Week three: enterprise challenge planning	
Mon 25th Feb.	A.m. Residential feedback and choosing a final project – Brian Greene P.m start project planning – site visits and local exploration; market research.
Tue 26th Feb	A.m. llr session P.m. Continue planning & prepare for tomorrow's official launch

Wed 27th Feb.	10.a.m. Mike Marsden – what's in a logo ? 12.30p.m. Official launch of team – invited vips and guests; buffet, speeches and photo op.
Thur 28th Feb	A.m. Allocating roles and responsibilities P.m. Getting started ( inc. Finance & budgeting, marketing, planning) – Ted Martin: Bolton university Incubation unit
Fri 29th Feb	10.00am Marks and Spencer shared services visit – the importance of customer service & starting up. P.m. Review of week and progress

The team decided during week 3 that they would like to run a family fun day at a nearby location. This would include a car boot sale, bouncy castle, football games, sideshows, and refreshments. There would also be a community fire safety element. They knew that this would cost some money to set up and the intention was to provide something affordable for local people and families so they would not be seeking to make a surplus from the day. In order to provide capital to pursue this goal the team would try to set up and run a carwash and valet service in the local area at a profit and also apply for funding from the fire service.

	Week four:
Mon 3rd Mar	A.m Compose & construct funding letters – P.m. Ilr session
Tue 4th Mar	A.m. E-mail, letters and phone calls to potential sites for carwash and fun day. P.m. Individual reviews
Wed 5th Mar	A.m. Equipment sourcing – what do we need ? Where from ? And how much ? P.m. Services to be offered and pricing.
Thur 6th Mar	A.m. Final design for leaflet and send to print P.m Visit to sacred heart car park to scope out the chosen site of the carwash.
Fri 7th Mar	A.m ilr session: followed by reward visit to ten pin bowling for those who attended 100% this week.

	Week five:
Mon 10th Mar	A.m Energisers. Discuss work placements – their value and personal preferences – to cover college courses/general careers advice. P.m. Collect carwash equipment and test.
Tue 11th Mar	A.m. Collect leaflets and distribute to local houses. Speak to local business about displaying leaflets and allowing access. P.m. Continue distribution.
Wed 12th Mar	Delivering carwash and valet service at sacred heart Wythenshawe
Thur 13th Mar	Delivering carwash and valet service at sacred heart Wythenshawe
Fri 14th Mar	Counting and reconciling cash income, recording expenditure, returning and cleaning equipment, determining profit. Debrief and consideration given to success & failures of the project.

## **Further details**

Week 6 : the 4 day first aid at work certificate (friday is bank holiday)

Week 7 : this wk was given over to the family funday at Wythenshawe – following the same pattern as wk 4/5 the team prepared and advertised a family funday on Friday 28th March at Benchill community centre. A lot of hard work and preparation was put in but it was an outside event & unfortunately the weather on the day was appalling and it was unsuccessful in terms of attracting significant numbers. Some elements were carried out and in terms of the mechanics of delivering an event and taking risks it was successful if not very satisfying.

Week 8: work placements and basic skills

Week 9: weds 9th April

### **Planned in for this week:**

A full day visit to “Thinkmoney” training centre: CV writing, interview techniques, personal finance and banking.

Visits by successful trust supported businesses – a local stallholder from Wythenshawe market with a fledgling business and also a long established and mature business that has grown from small beginnings (the owner now mentors new businesses).

Individual reviews and action planning for future careers and if applicable start up.

Session with Ted Martin from Bolton university Incubation unit.

Each team member to produce a CV with references and an action plan as well as to start practical job/college search.

### **Analysis & Commentary**

The short lead in time to this project had an effect on recruitment. The team was not as well balanced as we would have wanted in terms of male to female ratio and more generally in terms of character and outlook.

The group was clearly quite a difficult one to manage and keep on task.

In week 1 it was very interesting that the elements from the week, that did grab their attention and get them engaged were the “enterprise” elements. Now, while recognising that we had the benefit of a very good facilitator and good materials it was apparent that team members were interested in “making money” and this subject appealed to them in that sense. In looking for business ideas we generated around 35 ideas which is a surprisingly good effort and showed a great imagination and creativity.

During the residential it was obvious that the team would be difficult to manage throughout the 12 wks. The majority of the team members were daily cannabis users (skunk mainly). This meant that they were coping with withdrawal over the week. The mainly male group created a lot of competition and conflict. It was clear that most

team members have intelligence and potential but are held back by lack of foresight and planning, poor self-discipline, low concentration, and an inability to listen and focus. Small issues often causing “sidetracking” and a disproportionate often threatening response. Some activities were curtailed or scaled down in order to maintain safety and to allow time for reviews to address the behavioural issues. In contrast, I ran an evening session on the business ideas generated in week 1 and the group were able to focus for 2 hours and become very involved. It was striking that the subject provokes such strong feelings and interest and allows the group to forget the other problems that they generally have in concentration and attention span.

In week 3 things continued to go well with regard to the enterprise theme and sessions were well received and clearly engaged the group. For some individuals their chaotic personal circumstances were intruding and 3 team members were absent most days. Issues that intruded were one young man who had informed us on Friday of wk 2 that he had nowhere to live and had been sleeping rough during wk 1. Another Team member had been left with his girlfriend’s small child unexpectedly on Monday morning. A third had been threatened with eviction and wanted to remain at his address in case bailiffs attended. A fourth had made a solicitors appointment as his former partner had denied him access to his child over the weekend.

Week 3 closed with a full day at Marks & Spencer’s head office on Salford Quays. This went particularly well. The Team members had never really experienced an environment like this before and were surprised to be treated with respect and courtesy by the staff. I am pleased to say they responded to this and behaved well throughout. The day consisted of formal training sessions run by M&S staff in the morning and a tour around different departments in the afternoon. The training revolved around how M&S got started, its core values, and presenting yourself and your organisation to customers.

Weeks 4/5 saw a continuation of the personal issues of some team members intruding and the loss/termination of 3 team members who were not ready to engage. The remaining team members did an extremely impressive job of setting up and running a carwash and valeting service from the Sacred Heart car park in Wythenshawe. The two days were constantly busy and the team adopted a very professional approach and worked to a high standard. The team leaders had some trepidation about scratching valuable cars or damaging interiors but the compliments were flowing and there were no complaints or issues at all.

I have commented on the Funday above. There has not been a chance to fully review this as yet as most team members have been on placement so I hope to pick up on this during week 9. The plan for week 9 is a full one and it promises to be a useful week as well as a busy one.



## **Wythenshawe Team Enterprise**

### **Case Study 1**

#### **18yrs old**

A serious event in my early teens resulted in me living on the streets for a lack of anyone to turn to. Up until this point I had enjoyed school and many hobbies such as dance, yoga and keep fit. My grades at school were average or above. When I was homeless I dropped out of school and although later I tried college my homelessness caused me to drop out early.

The last two years have been a struggle to find work or accommodation or both. One is not easy to find without the other. Being under 18 makes many things inaccessible as well. During this time I was suffering from post-traumatic stress syndrome and I have been lucky to get help with this and come to terms with earlier events. One way I have helped myself is by writing poetry. When I did find housing I did not have the confidence to go out and was to an extent agoraphobic. This could result in panic attacks.

Having found accommodation in early 2008 I was told about the Team Programme by Connexions. I wasn't sure about it and hadn't heard of it before, but when I asked around I found people who had been on the programme and who said it was good. I thought I would try it and I am glad I did. It has raised my confidence and brought back my better memories and made me want to pick up on my education. I feel I have done well since being homeless and have not resorted to drugs, like many others in my position, but it is difficult without family support.

As the Team is ending I am much happier and more confident. The Team leaders have been very helpful and I have showed that I can cope easily with the written work and have achieved my First Aid at work certificate, Basic Food hygiene, and Health & Safety. I am entered for the personal, teamwork and community skills City & Guilds as well as three wider key skills at level 2. I have enjoyed everything and although we have lost a few people from the team I am determined to succeed. I am back doing activities like dance, yoga and keep fit that I used to enjoy and have even started boxing!!

I would like to get into nursing or care work and am busy looking at different routes into this. I am setting out an action plan and trying to get hold of certificates from qualifications I did at college. The team leaders are helping me with this.

I really enjoyed the business and enterprise sessions as I would really like to start a business one day; something that helps others. I know I need experience first but this has made me realise I could do it.

## **Wythenshawe team enterprise**

### **Case study 2**

#### **17yrs old**

I am 17years old and in the past I have had difficulties at home in particular not getting on with my stepdad. This meant that my relationship with my mum has been up and down and I was cautioned after an argument with my stepdad and again for carrying a knife. I also missed out on some school and only achieved E & F grades at GCSE. Later on I was arrested for being in a stolen car.

I enjoyed the team experience and liked the visits to companies and finding out about being self-employed. I completed my First Aid & Food Hygiene certificates and had an almost 100% attendance record in the first 7 weeks. I got on well with the Team Leaders and although some of the activities were challenging I did them all and I enjoyed the residential activities most of all. I was the best at bowling when we did our Friday reward day at the end of week 3. I liked planning the carwash and the team leaders said I got stuck in and looked after all the customers.

I had planned a Marks & Spencer placement that I hoped might lead to a full time position.

Just after Easter I had some problems at home and had to move address. I was offered a labouring job and decided to take it as it meant I would have some money coming in. This has meant that I could not attend the Team.

## Wythenshawe Team Enterprise

### Case Study 3

#### 20yrs old

On my first day in the team room I asked the Team Leader to fill out my forms and told him I couldn't read or write.

I was homeless at the time but didn't want to admit it and I had not eaten that day as I had no money. My attendance that week was poor as I slept in different people's houses each night and had to walk to get to Wythenshawe. One of the nights I slept in Eccles. I was not working but don't like to take benefits.

I had no confidence and did not talk to the rest of the team. On the week 2 Residential I had to admit to the Team Leaders I was homeless, had no money only debt, and really had nowhere to go when we got back Friday night.

In the last few years I had dropped out of college and done some low paid jobs. Most of my family have really big problems and could not support me. I don't have much contact with them.

Throughout the Team I gradually got more involved and the Leaders found me temporary housing and eventually a proper flat. They also got me in touch with a support worker and I had some money coming in from EMA. I was eating regularly again and talking more.

I am proud that I have completed my qualifications and my reading and writing has improved a lot. At the final presentation I read out a speech I had written myself and everyone said I spoke really well. There were a lot of people at the presentation so I was very nervous. I felt good afterward and although no family came along some of the staff from my accommodation did come.

I would like to go to college in September but I know I have to take one step at a time.

## Wythenshawe Team Enterprise

### Case Study 4

#### 22yrs old

When I started Team I was tagged and on probation after spending some time in HMP Hindley. I was in there during the riots and had my sentence increased. That was unfair. I deserved to be in there as I had done wrong, but the extra time hit me hard.

I thought the Team was a bit of a joke at first. I wanted to get sorted out but I didn't understand what this was all about. The residential was good and I made some new friends but if I'm honest I didn't really get into things until the last 3 or 4 weeks. The team Leaders were really good and helped me even though I messed around. I missed some time as I had to get legal advice about access to my daughter.

The business element of the team meant a lot to me as I had learnt plastering, have a driving licence and thought maybe I could go into business.

In week 9 we did a lot of stuff about jobs applications and visited Thinkmoney to find out about bank accounts and then we were visited by 2 people the Prince's Trust helped get started in business. They were brilliant. Yvette has a flower stall and she really blew me away talking about how she had changed her life and what it meant to her and her daughter. It was real.

I have a short term labouring job sorted out now we have finished and an appointment with a PT Business Advisor at the job centre. I never actually wanted to go to the Job Centre before! I am going to try being self – employed.

My parents came to the presentation. I was nervous but it went ok. My mum and dad came to the presentation and I didn't think they would. My dad said I was a different person and had started to be more grown up and help at home. He couldn't believe it.

## Wythenshawe Team Enterprise

### Case Study 5

#### 22yrs old

When I started Team I was on probation after doing a custodial for breaking and entering. I have a girlfriend who is pregnant with my baby and she already has a kid but it's not mine. I have always been in trouble. I didn't do well in school and I get angry and cannot control it. I smoke a lot of weed to chill out.

We had to move from Wythenshawe to Cheetham Hill as the team started or we would have nowhere to live. Everyone tells me I was a pain and came close to being kicked off on lots of occasions and I guess I was pretty bad to people. I am glad the Team Leaders persevered though as I finished the Team and got my Qualifications.

I did a work placement at a shop and they offered me a job so I took it, but I knew after a week they were not good people to work for and they took advantage. I was angry at the way I was treated as I worked hard and I wanted to have it out with them. Chris and Simon persuaded me on the phone to come back on the team and finish the qualifications rather than get into trouble again.

I know I have to get more qualifications so I can get work where I am not taken advantage of so coming back was the right thing. I like the idea of being my own boss one day and I have to set a good example to the two kids. I know I got into trouble because I just tried to be like my dad ( who has been in jail a lot and wasted his life) and I don't want that to happen again.

Doing this was hard and I nearly quit a few times especially with the travel. Probation and the Team leaders helped me and I have some new friends.

I was proud I did the speech at the end as I bottled out of a few things like the abseil early on. My girlfriend really enjoyed the night and I am looking forward to the future.

## **7.5.3 Make it Happen Consultancy Ltd**

### **Project title: Steps to Success**

#### **1.0 Background**

##### **1.1 Why did we apply for pilot funding**

Make it Happen Consultancy has vast experience of working with individuals to develop not-for-profit organisations, particularly Social Enterprise and Small Business. For over two years we have offered this service for free to many individuals that contact us for advice, simply as there is not the specific support at grass roots level within the North West. Most individuals that we work with feel socially excluded due to various reasons; health issues, communication issues, cultural issues, and lack of awareness, etc. – due to these issues they feel apprehensive about following the usual route for setting up an enterprise (Business Link/3SE, etc) or the fact is that they just don't know what they want to do. Many of our clients feel that they want to do something different, or have an innovative idea or want to know more about enterprise but come across barriers in taking it forward – many lack confidence and self esteem and thus may never follow their dreams.

We applied for the Pilot funding to deliver this project which has three concepts; a) to raise awareness of enterprise in a new and exiting way, exploring the individuals skills and experience and how to convert them into a business model, it doesn't follow the traditional route of setting up business but encourages people who wouldn't usually set up business to engage in enterprise; b) it concentrates on the individuals self development and encourages self empowerment and innovation and c) it offers practical advice without jargon in a clear and direct manner giving practical tools that can be used by anyone.

We wanted to offer the experience to people within the community who are not sure what enterprise they want to set up.

##### **1.2 Funding Criteria**

The Steps to Success project has been funded through the Local Area Agreement – Deprived Area Fund (DAF) 2007/8, under the Building Bridges – the Manchester and Salford Enterprise Initiative: Enterprise Engagement Support Pilots. Make it Happen Consultancy Ltd is the Programme Manager and has worked in partnership with Creative Academy to deliver the Steps to Success Programme. A total of £23,000 was awarded for the delivery of the programme and £2,412 for the evaluation of the programme. The funding criteria is to assist clients in receipt of benefits within the Manchester and Salford areas to increase opportunities through enterprise.

##### **1.3 Project Criteria**

###### **Steps to Success Programme**

The project will help raise awareness of enterprise in a new and exiting way, exploring the individuals skills and experience and how to convert them into a business model. It will encourage people who would not normally set up a business to engage in enterprise.

It will concentrate on the individuals self development and encourage self empowerment and innovation. It will also offer practical advice without jargon in a clear and direct manner giving practical tools that can be used by anyone.

The programme will be delivered in three parts:

Prepare for Success: six two-hour creative workshops which promote self development, self empowerment and an introduction to enterprise.

Train for Success: A series of ten half day training courses which cover the following topics:

- Prepare to Pitch
- Networking Skills
- Which Enterprise?
- Effective Evaluation
- Finance and accounts
- Business planning
- Health & Safety
- Managing People
- PR & Marketing
- Funding your enterprise

Make it a Success: Two one hour sessions of consultancy to help formulate the enterprise and provide support for future progress.

### *Evaluation*

The project will take the following approach to the evaluation:

- Pre-course interview to capture aspirations, needs and wants.
- A final evaluation to all delegates to evaluate the success of the project.
- Enterprise Masterclass at the end of the workshop programme to provide a fun and practical exercise which will evaluate learning from the workshops and provide initial case studies. The enterprise masterclass enables delegates to set up their own business, devise a PR strategy and 'pitch' their idea to investors. A bit like Dragons Den but in a 'safe' environment.
- Following the whole programme an 'after course interview' will take place with ten delegates in the form of a structured interview which will capture their views on the programme, what they have learnt and recommendations for future provision.
- From the ten delegates, three will be chosen to produce final case studies.
- All of the above will be converted into a 'user friendly' report that can be shared with other organisations supporting people into enterprise.

### *DVD*

A short (20minute) film will be made to celebrate the Steps to Success Programme; this will capture elements of the programme, delegates' enterprise ideas and thoughts and will provide a visual evaluation tool. All delegates will receive a copy of the film on DVD.

## *Outputs*

The following outputs were set at the beginning of the programme:

- 30 people from the Manchester and Salford areas will engage with the programme within a five month period.
- 100% of service users match the targeted client group specification set out by the funding body.
- 90% of service users have raised awareness of the enterprise model.
- 70% of service users would consider setting up an enterprise within the near future.
- 50% of service users set up an enterprise within 12 months of engaging with the project
- 80% of service users feel that they have developed themselves personally through engaging with the project.
- Development of a toolkit to support the project and future provision.
- Production of a database of support services in Manchester and Salford linked specifically to client and individual need.
- Development of a multi-agency support network that meets the identified need of service users.
- Production of an end of project report and evaluation that shares learning for future projects.

### **1.4 People Involved**

#### Make it Happen Consultancy Ltd

Make it Happen Consultancy Ltd are the lead agents for the Steps to Success Programme. Nicola Dickins, Managing Director is the Project Manager for the Programme, managing the day to day running of the programme, management of resources and reporting to funders. Nicola Dickins has over fifteen years experience in developing enterprise and has strong roots within the not for profit sector. She is an associate member of CIPD, the Institute of Fundraising and the Social Enterprise Coalition. In 2007 she was a finalist in the Edge Upstarts Awards as Social Enterprise Mentor of the year.

*Make it Happen Consultancy Services are as follows:*

#### *Project Development*

We can help you develop your project idea in line with funders requirements. We will work with you and your team to generate ideas and develop a project proposal in preparation for funding. We can undertake necessary research to evidence the need for your project and help set essential outcomes – a must for today's funders.

#### *Grant Searches and Bid Writing*

We can work with you to identify key funders for your projects. Using our grant search engine we will identify the most appropriate funders for you matched with your project criteria. We have a number of professional bid writers who can write your bids for you in line with funding criteria. Over the last 18 months we have helped our clients generate in excess of £850k in funding.



### *Strategic Planning/Governance*

We have extensive experience of working with executive committees to help them develop their organisation through income generation, human resource deployment, trustee recruitment, strategic planning and branding.

### *Income Generation*

There are many ways of generating income which may be suitable to your organisation. Our team of income generation experts will work with you to develop the best methods for your organisation. These include:

- Trading
- Corporate Partnerships
- Major Donors
- Appeals
- Community Fundraising
- Commissioning and Procurement
- Legacies, donations and sponsorship
- Payroll Giving

### *Social Enterprise and Ethical Business*

We specialise in developing Social Enterprise including helping you to start-up, obtain seed funding, developing your product, marketing your product and business planning.

Over the last 18 months we have helped over 30 new Social Enterprises start up and become successful.

Our main area is Health and Social Care and we have supported many Social Enterprises through the commissioning process. We have vast experience of working with Acute Trusts, in particular Foundation Trusts, in the development of income generation methods. Our past and present clients include Heartlands Hospital, Aintree Hospital Trust and Christies.

### *Volunteer Management/Human Resources*

We have a team of qualified consultants who can help you develop your resources be it paid staff, trustees or volunteers. We can help you with the following:

- Volunteer/staff recruitment
- Policies and Procedures
- Volunteer/staff management
- Trustee recruitment and support
- Employment legislation
- Health & Fire Safety
- Discipline and Grievance
- Training needs analysis
- Training and development

## Creative Academy

Creative Academy provides creative self development workshops to motivate and inspire individuals and organisations.

Janet has, herself set up two very successful businesses; It's a Girl Thing Ltd which currently has an annual turnover of £450k and provides products to major retailers such as Debenhams, Harrods and the Arcadia Group. She also established a leading internet business fizzgifts.com; a retail champagne accessory business selling products throughout the world.

Born in Preston in 1963, Janet harboured dreams of becoming an actress when young and gave up ideas of university to 'pursue the dream'. Although she achieved some fantastic roles, including Lady Macbeth and Cleopatra and a role within Equus, performed at the Edinburgh Fringe Festival, she eventually succumbed to a 'corporate life'.

Janet has delivered theatre workshops to many groups, formed theatre companies and currently works with the 24:7 theatre festival in Manchester with their marketing, goal achievement and corporate connections. She has also written a stage play and is about to embark on a screen play.

Janet's extensive experience has culminated in Creative Academy, based on her experience in drama workshops and her innovative approach to business, she helps people set goals, empower themselves, create vision, think positively and eliminate barriers – she prepares them for success.

## Support and Training

The following people/organisations have also been involved in the delivery of the Steps to Success Programme:

Mi-PA – delivering professional administration support throughout the project.

Countess Publicists Ltd – delivering the PR & Media workshop

Young Enterprise North West – delivering the Small Business Masterclass.

Dave Brown – delivering the Finance and Accounts workshop.

Peter Wright – delivering the Health & Safety workshop.

Gary Newborough – delivering the Managing People workshop.

Serrated Edge Films – filming and editing (DVD)

## **2.0 Findings**

### **2.1 Preparing the Programme**

Following notice of award of funding in November we were able to dedicate a

considerable time to planning the programme – we carried this out as a focus group between Nicola Dickins, Janet Harrison and Emma Mills. Our extensive experience in project management played a useful part in this process as from the start we were keen to ensure that the programme was evaluated at key milestones throughout the programme. This is where we set up our process maps and action plans to ensure that specific tasks were delegated to the most appropriate individual and that realistic timescales had been set.

On reflection of the planning process, we were really pleased with every element. By planning the recruitment process we were able to recruit very suitable delegates for the programme which had an immediate impact of the success of the programme. The evaluation methods at each milestone have enabled us to monitor the programme and adjust where necessary so that we have been flexible to the delegates needs and we have been able to generate an extensive amount of evidence for the pilot programme giving essential feedback for all parties involved in this pilot programme.

We now have a tried and tested template for future provision which will also provide solid foundations for further development of other Steps programmes.

## **2.2 Recruitment of Delegates**

We started recruiting for the course on the 1<sup>st</sup> December and tried many methods:

- E-mails to existing partners
- Salford CVS
- A4E
- Job Centre's
- Enterprise Centres

Everywhere we thought that potential delegates might be. MIHC's network is primarily community groups, which we thought would be ideal catchments for the Course. In particular, faith led and BME groups. However, we found that the criteria (benefits) was a huge barrier, most people we spoke to were not in receipt of benefits as they worked part time. Most people within the over 50's age group (our preferred age range) were in receipt of a pension, so they didn't qualify. We did receive a lot of enquiries from Stockport, Trafford and Oldham as our advert had been sent around a lot of networks, again they didn't fit the criteria. Everyone kept saying what a fantastic project it was but they didn't fit the criteria.

The time of year was also a barrier, co one was thinking of training courses so close to Christmas.

By January the 1<sup>st</sup> we had only received 3 enquiries and were feeling really down hearted. We decided to postpone the original dates of the workshop sessions (mid-January to February) and got on the PR trail again!

In January, we blitzed the community! We did the following:

- Interview on GMR
- Press Releases to local papers (only Salford Advertiser printed it)
- Job Centres (again – this time with face to face meetings)
- Justin’s list of contacts in Salford
- Mailout to 23 Libraries in Manchester and Salford
- Interview on Salford City Radio
- Meeting with Business Support Solutions
- Learn Direct Centres

The advert in Salford Advertiser was really productive, the GMR interview brought in only two enquiries and only one has been received from Learn Direct.

So, we are desperately hoping that the most recent activities, interview on Salford City Radio and the Library mailout brings some more enquiries – we need another 15 people to fill the course.

On reflection, we feel that the timing hasn’t been good; December and January are difficult months. We have also noticed a lot of competition, Blue Orchid was recently advertising in the South Manchester Reporter for attendees and with it being the New Year, and there are quite a lot of schemes for starting a new business.

Where we would have liked to see an impact made would have been encouraging people in the Community to set up Social Enterprises to help their Community or existing groups converting to Social Enterprise to become sustainable. Whilst we had extreme interest in this, we found that a majority of people within this sector were not on any form of benefits and thus could not apply.

### **2.3 Delegates**

Following the initial challenges with recruitment of delegates, we actually received 40 enquiries for the Steps programme. Unfortunately, fifteen enquirers did not fit into the funding criteria so we were left with twenty five potential delegates. All of these delegates completed booking forms but only thirteen confirmed attendance for the initial workshops.

Whilst, initially we had seen a high uptake of places for the Salford workshops we actually only ended up with three attendees on the Prepare for Success course, whilst there were ten delegates of the Manchester workshops.

We received yet another enquiry whilst the workshops were underway for two delegates who were willing to join the programme at the Train to Success stage, which brought the total number of delegates to fifteen.

Delegate demographics are as follows:

Gender	Age	Residence	Ethnicity	Unemployed
Female	34	Bolton*	White British	No
Female	49	Cheadle	Asian -Pakistani	No

Female	31	Eccles	Arab – Yemen	Yes
Female	37	Eccles	White – British	Yes
Female	31	Altrincham*	White –British	Yes
Male	57	Hulme	White-British	Yes
Female	48	Longsight	Asian – Bangladeshi	Yes
Female	42	Didsbury	Asian – Bangladeshi	Yes
Female	35	Chorlton	White-British	Yes
Male	37	Manchester	Black British	Yes
Female	48	Bolton*	Black Caribbean	No
Female	50	Rochdale*	Black Caribbean	No
Female	33	Old Trafford*	Asian – Pakistani	Yes
Female	35	Worsley	White British	Yes
Female	30	Glossop*	White British	Yes

\* Enterprise is to be set up in Manchester or Salford

## **2.4 Summary of Pre and Post Course Interviews**

### **PRE-COURSE INTERVIEWS:**

#### *Awareness of social enterprise/small business*

From the delegates interviewed before the programme, less than 20% claimed to have any knowledge of social enterprise or small business. There were only two people out of both the Manchester and Salford groups who had heard of the terms social enterprise or ethical business.

#### *Help needed to start an enterprise/what they wanted to achieve*

100% of the delegates wanted help regarding funding sources. They had little, if no, idea where to start to look for funding or grants to help them start their own businesses. They also wanted help with:

- How to formalise and create a business/enterprise
- Ongoing support networks
- Meeting other people who have achieved what they want to achieve

100% of the delegates wanted to have a clear idea of what sort of business they would start or the beginnings of a business plan by the end of the programme.

#### *How they viewed their current position in life*

Almost all described their current life as:

- Chaotic
- Lacking direction
- Needing improvement
- In a transitional period

### *Overall Summary*

Most of the delegates knew that they needed to do something with their lives and were at a point that they were prepared to make changes to achieve this. Despite having thought about being self employed and starting their own business, they had little idea of how to go about this. Most of this was down to having little confidence in themselves and their skills and abilities. They had also not been encouraged to consider self employment as an option.

Despite this, all were extremely willing to engage fully in the programme and prepared to do some hard work to make their dreams a reality. The flexibility and innovative nature of the programme was a key factor in them enquiring initially.

### **POST-COURSE INTERVIEWS:**

#### *Awareness of social enterprise/small business*

100% of delegates have a raised awareness of social enterprise and small business.

100% have stated that they would consider starting an enterprise in the future with the majority favouring the social enterprise model.

#### *How the programme has helped*

All responses were extremely positive and sentiments very similar:

- Improved confidence/self esteem/conquered fears of the future
- Have more focus/clarified specific business plans
- Vastly improved understanding of different business models and funding options available.

#### *Next steps*

Many are actually in the throws of starting their own business or social enterprise (or both). Others mentioned:

- Setting up their own pilot or research scheme
- More training
- Setting formal business goals
- Applying for funding

## *Overall Summary*

All but one of the delegates has 'grown' during the programme. They have improved confidence levels and actually believe that they can achieve their dreams. It has been surprising how many have opted for the social enterprise model and expressed a desire to 'put something back' into the community as well as earning a salary for themselves.

All have expressed, in the strongest terms, that ongoing support, training and networking is necessary to help them during their first trading period.

### **2.5 'Prepare for Success' Workshops**

Despite having some reservations about how this diverse group of people would interact, the trainer was amazed how they engaged with each other immediately. By the end of the first session, the delegates had already started to talk about ongoing support networks and had swapped e-mail addresses.

In her opinion, the reasons for this were:

- 1) The common factors in bringing them all together and the similar stages of their lives
- 2) The innovative and creative nature of the programme as a whole, appealed to their true entrepreneurial spirit
- 3) Using improvised drama techniques helps break down inhibitions very quickly and assists with creative or lateral thinking

All delegates thought that having a day in between workshops worked extremely well and gave them thinking time to take in the messages and begin to work on them at home.

The 'sense of purpose' and goal setting exercises were the toughest as these principals were alien to most of the delegates attending. Most were not used to adjusting their lives to fit with their loves, skills and natural abilities and many had forgotten what they actually were! This process is fundamental to the whole STEPS programme as it makes them examine both their reasons for wanting to start their own enterprise as well as the actual enterprise idea itself.

In her opinion, 100% of delegates have developed personally and expressed nothing but overwhelming thanks for the journey. Their levels of self esteem and confidence have grown enormously and they actually believe that they can achieve their goals and ambitions. They know themselves better and are trying to build a business around things they love to do, are skilled at and feel passionately about. Compared to most that start their own businesses, they are streets ahead and are following sound principals for success as documented by the most respected self development authors and well known inspirational and successful people.

There were a small number of delegates in Salford, due to three people not

attending. This did affect the creative activities within the workshops as they require a larger number to be effective. However, this meant that the trainer had a good amount of time to spend with each delegate one on one.

Almost all stated that the timings were difficult due to childcare issues – they were carried out between 2pm and 4pm each day. However, as with the Manchester group, all had time to consider the days work and set goals for the following session.

All females and very feisty, the group incorporated someone with an international business degree, who decided she wanted to pursue a business idea which would work around her having three small children. There was also a lady who had suffered a massive brain hemorrhage several years before who had effectively learned to walk and talk again from scratch.

Each delegate relished the innovative and creative nature of the workshops and the new positive outlook they were starting to have about their lives.

All but one of the group felt that they had achieved significant personal growth and they had very emotional and positive things to say about their journey during the week. Most had begun to share their new knowledge with their family and incorporated those closest to them within their long term goals for the future. One delegate literally 'found her voice' during the week. Admitting that she felt inarticulate and 'brain-dead' before starting the programme due to a long period of unemployment and without prospects. Interestingly, she has the most fantastic business idea of the whole group.

The one person who did not achieve significant development felt that the rest of the group were at a different level from her and that she had already made some of this journey and felt 'held back' by the others. Despite this she gave a very positive evaluation of the workshops themselves and the way they were delivered.

As with Manchester, all expressed a need for continued support at this very early stage in their development and the development of their businesses.

## **2.6 Small Business Masterclass**

### *Team building games:*

The delegates found the team building games to be a really useful part of the day. Although they already knew each other within their own groups (Manchester and Salford) – they both got together on this day and were split into different teams. It immediately gave each group a good team spirit and introduced competition at an early stage of the day.



It was interesting to note that the team who named themselves 'the winners' did actually win the main games – must be positive thinking at work.

Once the 'team building' games had been completed the Enterprise Day team gave a brief overview of the day, what they would be expected to do and also some background to Corporate Social Responsibility and Social Enterprises. McDonalds were used as an example of a company who are currently demonstrating CSR and the delegates became very involved at this point as they had a lot of ideas and opinions as to why this was a bad example . They indicated that they had a lot of feelings to the importance of CSR and to Social Enterprises and I felt was a good indication as to the success of the enterprises that the delegates want to build once the programme has finished. Their ideas also showed that they had good principles with their entrepreneurial spirit.

#### *Business creation section:*

This involved the delegates in choosing a suitable business to buy which they may already have had experience of or knowledge that they could apply to create a USP for the business. Both teams did exactly that, one choosing a 'Cleaning' business and the other choosing 'sportswear'.

As mentioned earlier, the delegates obviously had a strong feeling of social responsibility and ultimately both businesses were planned to incorporate this aspect and featured heavily in the marketing that they had to create. This section of the course also showed that delegates needed to be a little more aware of 'negotiating' with people in business to acquire the best deal possible, whether this is visiting the bank manager or agreeing a lease on a premises. The delegates needed some encouragement in this area to negotiate through the processes.

The element of competition introduced in this section made this an exciting process and also helped with more team building exercises. There were useful exercises to introduce the delegates to the sorts of processes they might encounter when starting a business, such as:

- Buying an existing business
- Approaching the bank for a loan
- Securing a business premises

Most of the delegates had not appreciated the different steps involved and some not considered that they may be able to buy an existing business or franchise. They found this part of the session quite informative regarding:

Franchised business opportunities

Differences between ethical businesses and corporate social responsibilities

Elements involved in buying or leasing a business (rates as opposed to rents)

Incorporating all costs within the loan application

Whilst they engaged effectively in this part of the session, some delegates commented on the 'lack of reality' in some situations. "I would not be able to get money from the bank so easily" said one. Also some of the chance type cards which were dealt during the session, seemed to be unrealistic in terms of the day to day running of a business

#### *Marketing and advertising campaign:*

The delegates obviously enjoyed this section of the day which allowed them to be creative and this was demonstrated in the 'TV adverts' and 'T-Shirt' that they both had to create for their new business. The advert for the cleaning company particularly stood out as it had a strong emphasis on the social responsibility of the business, which in this instance was particularly focused on the environment and using sustainable products which would not harm the environment.

#### *Overall Evaluation*

All of the delegates said that they enjoyed the day and everyone gained positive experiences from the challenges they had been set. Importantly, it really helped to generate forward thinking and creative ideas from them which I think shone out more on the day than the actual business processes of 'visiting the bank manager' or 'complying with trading standards' as there was one element of negative feedback which found that these processes weren't realistic enough. However, it did help the delegates realise that a business with corporate social responsibility was important to them and I am sure that this will translate to their real life projects.

All delegates said that they enjoyed the day and getting to know the other group members. They immediately engaged in all the activities and followed the processes through to the end.

The elements of competition were something new for the groups and they really seemed to rise to the challenge.

The only negative feedback was in relation to the lack of reality of the business situations, which would need to be addressed should this section be included in future programmes. However, the processes they had to address in relation to the purchasing of the business, bank loans and premises leasing are things they will need to consider in a real life situation and some of these things had not been fully appreciated by every delegate.

### **2.7 Train for Success Sessions**

#### *Which Enterprise*

The Which Enterprise training session was attended by eight delegates.

The key learning outcomes of the training session were:

- To have a raised awareness of different legal models to set up enterprise

- To be able to distinguish between profitable and not-for-profit enterprise models.
- To understand the legal responsibilities of each enterprise model.
- To identify the right model for the participants own enterprise.

The duration of the session was two and half hours, however this training programme usually lasts for six hours so it was difficult to run a full training programme within these hours. In order to fit the essential information in to the session, it meant that group work and delegate participation was minimal leaving the session to be mainly information giving via PowerPoint.

Whilst the delegates felt that they had learnt a great deal of information and that they key learning outcomes had been met for them, they did feel a bit 'ambushed' with information. Some delegates commented that there was an 'information overload'.

The delegates were particularly interested in the Social Enterprise model and how this could be set up along side a private business so that they could also 'give back' to the community. Interestingly, the delegates have chosen the Social Enterprise model to take their enterprise forward.

The session included legal responsibilities of each business model and basic information regarding HMRC liabilities, this was an area that the delegates felt that they would need further support on, and again due to lack of time available this was not possible.

Extensive handouts were given to the delegates to support the training session and for extra reading away from the session.

### *Funding Your Enterprise*

The Funding Your Enterprise training session was attended by ten delegates.

The key learning outcomes of the session were:

- To identify the various funding resources for both a profitable and not-forprofit enterprise.
- To understand different methods of income generation for the enterprise model.
- To have raised awareness of grants available for a variety of enterprises.
- To gain knowledge of the process of grant applications.

The duration of the session was two and half hours, however this training programme usually lasts for six hours so it was difficult to run a full training programme within these hours. In order to fit the essential information in to the session, it meant that group work and delegate participation was minimal leaving the session to be mainly information giving via PowerPoint

A majority of time was dedicated to funding options for not-for-profit organisations as this is where the delegates felt they needed more information. Many delegates had stated that one of the reasons for not progressing their enterprise idea further was

due to lack of finances and that some of the options given would now enable them to move forward knowing that there are options for funding available to them.

Most delegates were not aware of the variety of grants and trust funders available and did not know that they would be able to apply for them for their own enterprise model. Many stated that although they knew funding was available, they didn't know how to get information with regards to the relevant funders.

All delegates expressed an interest in receiving further support and training with regards to:

- Searching for grants available
- Understanding funders requirements
- Completing funding applications

Once again, as the training session was reduced it was not possible to offer the above in the two and a half hours available.

Extensive handouts were given to the delegates to support the training session and for extra reading away from the session.

### *Managing People*

A group of six individuals completed the workshop on 26 February 2008. They were from a wide range of diverse backgrounds and experience and for the majority it had been a significant period of time since they had been engaged in a formal learning programme.

All participants were keen to learn and passionate about their own business ideas. There were two main issues in common:

1 Confidence: as anticipated participants were not "conditioned to succeed" and although they each had great ideas significant time had to be spent on developing confidence via a series of small steps. Future programmes should factor an ongoing "mentor" or "coach" relationship – or even peer group mentoring into the budget. The advantages of peer group mentoring are that it would allow the relationships built during the programme to flourish and provide on going support from others going through the same process at low/zero cost. The weakness being that specific knowledge or experience may not be contained in the group.

2 All participants in this group recognised the need to engage others in their projects i.e. employ people. Time was spent alerting the group to the basics of people management through a series of case studies and group discussions focusing on common "people issues" providing learning that participants could relate to. However, the majority of debate centred on the area of motivation and getting the best out of people. Whilst participants were, in the main, good at motivating themselves they had little confidence in, or knowledge of, the tools and techniques required to engage and motivate others, almost looking for a magic bullet! A disproportionate amount of time, that had not been anticipated, was spent on this area. The design of the workshop was flexible enough to accommodate this.

For the future; significant benefit could be gained by a one to one coaching

session for each participant away from a formal learning setting in the month following the programme to specifically focus on people issues for that intent on employing people.

#### *Finance & Accounts*

Delegates who attended responded favourably to the format, content and interaction of the session. As failure to adhere to financial legal requirements cannot be attributed to ignorance or being unaware, it was important to ensure all felt comfortable with the complexities involved in each type of business venture.

All delegates had differing knowledge of the types of organisations available, and each had different ideas as to their preferred trade, so the aim was to keep the session very generalised but to improve knowledge as to the areas that could lead to breach of legislation and financial. The session was also designed to allow each delegate to decide which type of organisation also best suited their individual needs. Delegates were all asked not to feel daunted by some complexities, such as the difference between fiscal periods and basis periods, and to ask questions to improve their comprehension of the topic matters. I personally felt that by the end of the session every individual had this comprehension. The delegates did however seem surprised as to the full extent of the legal and personal requirements needed to set up and run a business venture.

Unfortunately, to cover the full extent of Accountancy & Finance another session might have been more suitable as there was an incredible amount of information to be absorbed, however, each delegate was reassured that everything discussed was covered in-depth within the handout manual and this was given to each delegate at the end of the session.

On completion of the session all delegates thanked me and stated they were glad to have been at the session and knew they had benefited from the knowledge they had gained and could take this information forward in their goals of setting up their prospective business ventures.

#### *Health & Safety*

As only 4 delegates had shown an intention to attend the Health and Safety session, scheduled for Wednesday 27 February 2008, I attended the initial session on Monday 25 February to explain to delegates the importance and value of attending the session on health and safety..

When the session was delivered on Wednesday only 2 of the original 4 delegates actually attended, but an additional 3 delegates attended, making a total of 5.

Delegates who attended the session responded positively to the content of this session and each part of the session generated a great deal of discussion from all the delegates surrounding health & safety law, employer's liabilities and the responsibilities of the "employer" to their employees.

All delegates engaged fully in the session, showing interest and curiosity in the subject matter. Prior to attending the session delegates seemed to understand the importance of health and safety in the workplace, as a concept, but lacked an understanding of how important it is to be able to demonstrate that an organisation has addressed the management of health and safety within their individual businesses.

Delegates give the impression they were surprised at the extent of the responsibilities and accountabilities held by an employer to their employees and to persons not in their employment under current health and safety legislation.

The process of risk assessment forms the basis of good health and safety management and I felt that on completion of the risk assessment session each delegate had a much greater understanding of why, how and who carries out risk assessments in the workplace.

Delegates seemed to understand the risk assessment process more during the practical risk assessment exercise completed at the end of the session.

Experiences were shared between the group of times when documented risk assessments should have been completed, but due to lack of knowledge were not, and what possible outcomes could have resulted had an accident occurred.

On completion of the session all delegates stated that they had “got a lot of this session” and felt more aware of their health and safety responsibilities as a potential employer.

### ***PR & Media***

Based on a rating system from 1 to 5 (very dissatisfied to very satisfied), the following percentages rated satisfied/very satisfied:

Delegates’ overall impression of the Media course: 92.5%

Relevance to delegates’ needs: 92.5%

Hand Out: 85%

- Some of the delegates’ comments:
  - “Good information, new ideas”
  - “Inspiring and experienced tutor”
  - “I now have a much bigger picture of how to approach the press – fantastic”
  - “I learnt a lot in a short space of time”
  - “Informative and fun to do”

Elements which could improve the course:

- “More than one session on this subject”
- “More ‘hands-on’ practical stuff”

- “One to one guidance”
- “More time! – maybe another session”

Further workshops required:

- 1 Advertising
- 2 Similar workshops and training sessions
- 3 Practical media workshop
- 4 Marketing
- 5 Making contacts
- 6

### *Business Planning*

The Business Planning training session was attended by nine delegates.

The Key Learning Outcomes of the session were:

- To understand the purpose of a comprehensive business plan for enterprise.
- To identify a structure for the production of a business plan.
- To have raised awareness of the importance of setting an aim, SMART objectives, vision and values for enterprise.
- To establish a mission statement for your own enterprise.

The duration of the session was two and half hours, however this training programme usually lasts for six hours so it was difficult to run a full training programme within these hours. In order to fit the essential information in to the session, it meant that group work and delegate participation was minimal leaving the session to be mainly information giving via PowerPoint.

The business planning concept was broken down into sizeable chunks for the delegates and each section explained in plain English which reduced fear and enabled the delegates to identify why the business planning process is essential to their business.

We were only able to spend a short amount of time on each business planning section as the practical exercise ‘to identify your mission statement’ was an important part of the session that gave the delegates a sense of reality and the foundations for their enterprise.

The delegates enjoyed putting their mission statement together and felt a great sense of achievement that they could now go forward with their enterprise concept knowing that they had committed their dreams to paper.

Delegates identified a further need for training in sections of the business planning process that we were not able to dedicate a great deal of time to, these were:

- Setting objectives
- Action Planning
- Setting budgets (cash flow analysis)

Extensive handouts were given to the delegates to support the training session and for extra reading away from the session.

### *Effective Evaluation*

The Effective Evaluation training session was attended by nine delegates.

The Key Learning Outcomes of the session were:

- To understand the importance of monitoring and evaluation.
- To have raised awareness of methods of evaluation.
- To understand the setting of SMART objectives, inputs, outputs, long term change and milestones.
- To be able to adapt methods learn for enterprise purpose.

The duration of the session was two and half hours, however this training programme usually lasts for six hours so it was difficult to run a full training programme within these hours. In order to fit the essential information in to the session, it meant that group work and delegate participation was minimal leaving the session to be mainly information giving via PowerPoint.

This session was delivered as the last training session of what had been a very intensive week and the delegate felt that they could not digest a great deal more information and requested that we run through the presentation quickly and dedicate an hour to a question and answer session. Thus this session was delivered solely as information only session and extensive handouts were given to support the session.

Delegates found it difficult to concentrate of the level of information given but did fully comprehend the setting of SMART objectives, how these are converted to Outcomes and then to deliver a long term change.

Again, this session would have been usually delivered in a full day with group work activities which are essential to this type of programme and would have enabled the delegates to use their own enterprise to set objectives and outcomes further to the morning's business planning session.

## **2.8 Make it a Success: Consultancy Sessions**

The consultancy sessions were the third and final part of the pilot programme and gave delegates two hours of consultancy support to enable them to progress their enterprise ideas further. These sessions have certainly differed between delegates, which was to be as expected as each delegate is an individual and has different support needs. Most of the consultancy sessions (bar 1) have been around formally setting up their enterprise and has involved a mixture of identifying potential funding options, consolidating their enterprise idea and in a few cases completing the



paperwork to set up their enterprise as a Community Interest Company.  
So far, the enterprises set up are:

*Natures Aid*

100% natural herbal beauty products distributed by a team of volunteers – profits are to improve people's lives in disadvantaged areas.

*Colour Community*

Ethical Interior design to enhance individuals' well-being through aesthetic methods.

*Blast from the Past*

Re-cycling unwanted materials by designing clothes that will be sold in community spaces to raise funds for deprived areas.

*Go Swimming*

Raising awareness of the importance of learning to swim, aimed at new mums so that children learn from a young age. Profits to support Tsunami victims and train swim instructors – 80% of people who died were women and children who couldn't swim.

*The Legendary Manchester Busker*

Academy which provides a platform for Manchester artists and entertainers and supports them into setting up their own business.

*Re-use IT*

Recycling computers to provide free equipment and IT training for people who are socially deprived.

*Serrated Edge Films*

To provide opportunities for people to train in media and provide support for community groups to showcase their work in short films

*R&B Institute of Communication*

Working with people who have English as a second language to support everyday activities; driving test; IT; Citizenship; Confidence raising & Language.

We have learnt that two hours consultancy is nowhere near enough support for the delegates post the Steps to Success programme and we have delivered extra sessions at our own cost. We would estimate that a total of 5 x 1 hour consultancy sessions are needed for future provision.

### 3.0 Conclusion

Within the last five months we have been made aware that there is a desperate need for this type of project. However, in order to keep it different from all the other enterprise projects out there it needs to have a 'point of difference'.

We know there are people out there who want to set up an enterprise and need the support of a 'pre-start up' course to encourage them to go forward. Many people are very nervous of setting up an enterprise, many don't know what an enterprise is and many don't know where to start.

We know that the type of people who want to set up an enterprise are not necessarily in a deprived area, they are generally not on benefits or may already be working and want to set up by themselves. Generally 'Entrepreneurs' are always involved in something and are getting paid.

We know there is a huge gap in the market for supporting community groups, in particular faith led and BME groups. We know they want to become sustainable and need a way out of the funding trap but don't even know that Social Enterprise exists.

We know that there are many creative people out there wanting to set up their own business but cannot access support.

We know that these issues are not just restricted to Manchester and Salford but are apparent all around the Country.

In order to conclude on this pilot project, we will use the initial outputs set out in the funding application.

30 people from the Manchester and Salford areas will engage with the programme within a five month period.

- people from Salford, 7 people from Manchester, 5 people from other areas who wish to set up a business in the Manchester or Salford areas. 15 in total.

100% of service users match the targeted client group specification set out by the funding body.

- 10 people are in receipt of benefits and unemployed, 5 people are in part time employment.

90% of service users have raised awareness of the enterprise model.

- 100% of service users have raised awareness of both private enterprise and social enterprise models 70% of service users would consider

- 100% of service users are considering setting up an enterprise within the near future . 50% of service users set up an enterprise within 12 months of engaging with the project

- Eight have already set up.

80% of service users feel that they have developed themselves personally through engaging with the project.

- 92% of service users now feel more positive about their future and have developed themselves personally.

Development of a toolkit to support the project and future provision.

- Complete and can be found in the Appendix.

Production of a database of support services in Manchester and Salford linked specifically to client and individual need.

- Production of a directory which can be found in the appendix.

Development of a multi-agency support network that meets the identified need of service users.

- The delegates now have access to a multi-agency support network which encompasses a variety of professionals to support their enterprise going forward.

Production of an end of project report and evaluation that shares learning for future projects.

- This is the report and we have also produced an evaluation DVD which is included with this report. All delegates will be issued a copy of the DVD along with the Toolkit.

### *The Pilot Programme*

From our perspective as the Programme Managers, the pilot programme has been a life changing experience. We have met some fantastic people with amazing ideas. Through this pilot programme we have seen a group of people who lacked confidence; self esteem and support grow immensely to the stage where they have now set up their own enterprise.

On reflection, I don't know how we managed to do it in such short timescales but we did, and we did it well.

We are proud to have been able to give the Steps delegates a new lease of life. From the delegate's perspective, they have definitely changed their lives for the better. The establishment of their enterprise is something that many of them thought they could never achieve. They now know that they can escape the benefits trap and start to earn their own money, they have a new lease of life.

Some comments that reflect this well are:

"For the first time in a long time I am looking forward to the future with both interest and intrigue"

"I am feeling a sense of empowerment and pride on completion. I am also sharing

my newly found inspirations with those closest to me in the hope that they too can improve their own lives"

"Everyone should do it"

"I now have a focus and can't wait to start"

"I now believe I can achieve my business goals"

## **4.0 Recommendations**

Our overall recommendation is that the Steps programme should be made available more widely, through the evidence that we have generated we know that there is an extensive need for this type of programme within the community.

We would recommend that the criteria set out with this programme be removed so that everyone would have the opportunity to set up an enterprise.

From feedback, we know that the current programme is too short so we would recommend that the training sessions be increased to ten full day sessions and that the consultancy sessions need to be increased to five hourly sessions.

We have had difficulty in establishing partnerships with other enterprise agencies and would recommend that more partnerships are developed and that the partners work together instead of in competition in order to give the best solution to the individual.

One of the main challenges for the delegates has been childcare, for future provision this needs to be considered, particularly to encourage women to set up an enterprise.

We know that the support needed to establish an enterprise is essential and not just about training and information but also about socialising and networking with other people in the same position, this has been an integral part of the Steps to Success Programme. Therefore we would recommend the following provisions as ongoing and further support post the Steps to Success programme to ensure that the new found entrepreneurs continue to develop and likewise their business will flourish:

### **A Panel of Experts**

Government department (could even be someone responsible for Social Enterprise)/Banking/Insurance/Accountancy/Legal

People who could be designated and called upon when an expert is needed – they may receive a nominal fee each year for this, but on the whole they would really want to give their time for free and for the 'honour' of advising new and emerging businesses. This could be well known supporters of Social Enterprises or just general business experts.

### **Enterprise Angels**

People in business who are prepared to give something back. Donating, say, 5 days a year to helping new and emerging businesses. They would visit either as part of a networking session or for a special 'masterclass' session to give the benefit of their advice, but also have an opportunity to develop business (should both parties wish to) with an individual in the group.

Mentors/Networking

Us -and other people we may get on board to help us with this ever growing group

of entrepreneurs. The groups will eventually need to be split into regions as the STEPS programme grows.

**The criteria for membership may be:**

- 1) Must have completed the STEPS programme in full
- 2) Must have an idea for a business, going forward
- 3) Free membership & all the support that goes with it for 3 years then may be a contribution after that (I am not sure how much)

**Support Meetings/Further Training:**

Every 8 weeks. Structured to include:

Business to business networking

Sharing of information/ideas

Spotlight on specific businesses with everyone having a turn at doing this – we could always do a mass brainstorm exercise on any problems they face.

Exclusive internet site to include lots of information/documentation/glossary of terms etc

Visits from the 'experts' panel as mentioned above

Visits from others who have formed their own Social Enterprise or Ethical Business

**Practical ongoing support to members:**

Visits to see successful Enterprises in the UK.

Surgery – drop in days for people to ask us for their advice – Manchester and Salford

3Incubator groups working with business schools (like Manchester Business School) so MBS could do a project on a specific idea or group of ideas to explore all possibilities.

**Possible training courses:**

Writing funding applications

Sales & Marketing

Brand building

Franchising

Bookkeeping

Image consultancy

Computer skills

Web design

Volunteer management

### **Next 'Steps'**

As we know there is a great need for further support we have committed to arranging networking events for the delegates so that they can continue to meet with each other and we can also monitor their success.

We are setting up a web based work hub which will enable the delegates to communicate with each other, share documents, organise events and share tasks.

We are also going to provide an advice day once a month so that the delegates can seek further advice.

At present we have to fund these ourselves, but we are currently in the process of seeking funding to support these activities further.

## 7.5.4 Knowledge Transfer International Ltd

### Project title: **BIG! ideas**

#### 1 Introduction

Knowledge Transfer International (KTI) was commissioned by the Building Bridges programme of the Manchester Salford Enterprise Initiative (MSEI) to run a pilot programme to assist individuals to identify business ideas that may lead to their self employment. The target area was to be specified wards of Salford only.

KTI had been developing workshop content over the preceding two years and had been commissioned to run a similar pilot programme in Bolton starting in January 2008. The delivery of this programme would overlap with the Salford project and would clearly be of benefit to the latter in providing additional evidence and lessons.

KTI is an innovation and technology transfer company. Our aim is to offer our expertise to the public sector to assist the development of employment opportunities. KTI draws its expertise from business support practitioners who have developed an ideas generation programme for businesses called '**The KTI Idea Journey**'.

Primarily our interest is in the growth of businesses as a means to increasing employment. KTI uses known idea generation techniques to assist businesses to identify new products, processes and services. The successful exploitation of these ideas leads to increased employment.

This experience has now been translated into the methodology used in Bolton and Salford to assist individuals to identify business ideas that may lead to their self-employment and the creation of jobs for others.

#### 2 Description of the **BIG! ideas ... project**

In the KTI proposal to MSEI the following major activities were outlined:

- Six business idea generation workshops would be run over six weeks
- A presentation would be made to around thirty individuals from the target area(s) of Salford
- Fifteen individuals were expected to go forward to participate in the main workshops
- All fifteen would be telephone and e-mail supported (where possible) between workshops to complete the preparation work for the next workshop
- A complimentary copy of the i2m business 'idea to market' assessment and development software would be made available for each participant
- Complementary linkage with the local business support provision, further to assist idea assessment and development



In addition to these delivery activities it was a requirement that KTI recruit the participants to the programme. This would be done through working with relevant local agencies such as Job Centre Plus, Community Groups, Neighbourhood Management contacts and other business support organisations like Salford Hundred Venture.

A further project proposal was approved to conduct an 'internal' evaluation of the programme.

### **3 Aims and objectives**

The programme had two main objectives:

- 3.1 To assist individuals who would like to run their own business but had no real idea of what kind of business it may be
- 3.2 To help people who already had a business idea to improve the idea so that it has a better chance of success

The aim was to assist ten people to start their own business by the end of September 2008 and to show that the KTI *BIG! ideas ...* programme was an effective means to producing the required outputs with value for money.

### **4 Activities undertaken**

A series of six free workshops were delivered at the Rainbow Community Centre, Liverpool Road, Eccles, by a team of five or six people, focussing on starting a business and the support measures necessary to encourage start-up, sustainability and growth.

One non-costed additional workshop was run at the St John's Community Centre, Irlam at the request of a local project worker who was able to stimulate interest among the young people with whom he is working.

The programme raised people's self-esteem and confidence and was sufficient to equip individuals with the skills to identify and assess opportunities for new business starts.

#### **4.1 Promotional material and actions taken**

A publicity flyer was designed by the KTI team and 1,000 copies printed. These were distributed through the Neighbourhood Management outlets, libraries, Job Shops, Job Centre Plus and through a mailing conducted by Salford Council for Voluntary Service to 1,000 contacts (for which extras were printed).

Contour Housing, one of the contact organisations, produced their own flyer which was sent to 1000 households.

The KTI team approached all of the other pilots with the intention of cross referring suitable applicants to the programme.

Two high repetition advertisements were placed with Salford City Radio.

Salford City Radio interviewed the KTI Chairman and Managing Director in the two-hour Monster Show, a programme of music and public interest. The team were exclusively present and the discussion time lasted upwards of one hour. This was a Sunday evening programme repeated on the following Saturday morning. The team produced briefings for the presenter.

A presentation was made to Job Centre Plus and a special Business Hero flyer produced based on the experiences at Bolton. This was circulated internally at JC+ and a project description was placed on their third party providers database.

#### 4.2 Project Design

The first workshop followed the methodology and delivery notes used with success in the Bolton pilot. After each of the workshops the team would debrief to establish and document what had in their opinion worked well and what had not. The team then agreed what would be delivered at the next workshop. A full set of delivery notes, flipchart records of the day's workshop typed up as handouts, new handouts to support the next workshop and all materials for exercises were produced in time for the following week.

#### 4.3 Workshops as originally planned

The workshops followed the broad outline as described below. Each one ran from 10:00 arrival (for a 10:30 start) until 1:00. Each had a short reminder of the main points from the previous week followed by an ice-breaker or warm-up exercise which was entertaining and engaging with a business oriented message. This was felt to be very important in stimulating interest in a light-hearted way. One of the main concerns of the team was retention of people until the last day and these warm-up exercises were intended to help in that respect.

Examples of business opportunities were introduced for detailed discussion.

Week 1: Introduction and programme outline followed by brief explanations of:

- What a business is
- What is involved in running a business
- The pros and cons of running a business
- Types of business: sole trader, company, partnerships, social enterprise
- What is meant by creativity and how it can help find good ideas for a business

Week 2: Introduction to opportunities identified through:

- Awareness of market changes, fashion and direction
- Franchise possibilities
- Creative idea generation

Week 3: Practical opportunity definition – let's get started!

- SimVenture demonstration and inter-group game to see what happens when simple business decisions are taken. Use creativity techniques to solve problems.

Week 4: Focus and define the new business

- Be real, recognise strengths and use creative idea techniques to overcome difficulties

Week 5: Initial idea assessment using facilitated group discussion and i2m software to help produce a shortlist

Week 6: Concept development and selection

Preparation of an Action Plan to include follow-up support

Next Steps discussion with the participants together with Salford Hundred Venture, the University Business Support for Startups, InBiz, New Entrepreneur Scholarship scheme.

In practise the workshops followed this outline with adjustments necessary to move the order of things around to suit progress both individually and collectively. One other variation was that from week 1 onwards a 'prize draw' was planned and this was to be implemented in week 6. This was run by the participants themselves as if it were their own business complete with a budget. It also proved too difficult due to a variety of circumstances to bring all the follow-on support organisations to the final session. In the event it was appropriate just for Salford Hundred Venture to present.

## 5 Outputs and Results

2007/2008 Quarterly Outputs forecast			
Output description	Qtr 4 Jan-Mar 0's	Total 2007/08 0's	Achieved
Business idea workshop for 30 residents	30	30	23
In-depth workshop series for 15 residents	15	15	15
Residents receiving detailed telephone support	15	15	15
Complimentary copies of the i2m assessment software	15	15	1* i2m 12 SYOB
New Business development sessions held	6	6	6
10 people entering New Deal test trading or NES	10	10	?
New Enterprises established in 07/08 The remaining 8 will occur by September 2008	2	2	?

\*The i2m software suited only 2 of the participants so the Start Your Own Business software was substituted for 12 of the people.

## 6 Evaluation

There were four levels of evaluation.

6.1 Salford University interviewed the KTI project team and reviewed some of the programme material.

6.2 KTI developed a feedback form and each participant completed the form on the last session unassisted by KTI.

This form dealt with basic matters such as the quality of the presenters, the room and the programme content in relation to specific activities. In general

the response was good and reflected the findings of the more detailed peer to peer evaluation (see 6.4)

The feedback forms are available for inspection.

- 6.3 Participants were asked to complete unassisted the Salford University evaluation form. Each was given a stamped addressed envelope for return directly to Salford University. KTI did not see these completed forms.
- 6.4 KTI conducted an internal, peer-to-peer evaluation by 'recruiting' two of the programme participants as interviewers. The recruitment process was taken as a full job interview, the selected candidates were given training, were then observed doing two evaluations each and feedback was given on their technique.

These evaluations were done using a slightly modified version of the Salford University form.

The two interviewers were given an open reference to say that they had this experience.

Ten of the participants turned up for these evaluations. There were 75 comments from the participants and these are listed at appendix 2. Of the 75 84% were positive. Even when negative leading questions were asked e.g. "What was the least useful part?" as many as 40% of the responses were still positive, denying that anything at all had been 'least useful'.

A series of graphical representations of the participants comments are presented at appendix 3.

## **7 Lessons Learned**

There were many minor points that would improve any future programme but the major issues were:

- Recruitment was difficult and costly
- The group should have been split into two according to the stage of progress towards starting a business. The more advanced group would be given more one-to-one support while the other group would participate in the programme as delivered.
- The visual aid ice-breakers should be reduced in length
- There should be a very clear connection and collaboration with the follow-on business support organisations with a chance for the project team to take part in the support

## **8 Conclusion**

This was a very successful programme with 100% of participants wanting to start their business.

Participants business ideas were improved which hopefully will improve their chances of success.

Participants reported that they enjoyed taking part in the programme.

## **Appendix 1**

### **Document List**

BIG! ideas ... publicity flyer  
Contour Housing publicity flyer  
Programme Outline Briefing  
Business Hero flyer

Workshop Delivery Notes  
Flipchart records of each day's workshop  
Workshop handouts  
Lists of all materials for exercises  
The KTI Idea Finder  
The KTI Idea Frame

Feedback Form  
Modified Evaluation Form

## Appendix 2

### Participants' evaluation comments

#### How did your Business Idea improve?

- Allowed me to develop different ideas around my existing idea (2 people)
- It improved my way of thinking out of the box
- Much competition does not cater for the constant need and simple task of cleaning the equipment; this is the Unique Selling Point
- After market research I found that the market had already been satisfied
- Expanded concept
- Start small, then increase, find out how it could develop
- It showed me different ways to advertise; how to raise finance; how to meet people and advertise through them. The course gave me motivation

#### How did the programme help with your Business Idea?

- It shows me all the basics I need to be able to start my business
- It made me think in a more focussed way and was a useful experience interacting with others (strangers) in a set situation
- Marketing in the UK; Business principles in the UK
- It allowed me to think more 'outside the box'; It broadened my thinking
- Marketing; Business needs; Advertising
- A lot of input from the guides, and ideas proposed by others on the course, and hearing their discussions, positive general encouragement, realisation of a (or several) USPs
- Helped to juggle around different ideas, to consider alternative ideas, to settle on one and pursue it
- Learning to do a business plan; Cash flow; Some info on advertising
- A lot of motivation; how to sell myself; shopping for materials

#### What were the most useful parts of the programme for you & why?

- All of the programme – I needed to know the basics of business
- The factual information and seeing the inter-reaction of very different types of people in various situations
- One on one conversations; Being able to broaden my vision
- The talks given on thinking outside the box, and the analysis of strengths & weaknesses in general approach to business
- How to raise business capital and that it can be fun
- Nuts & bolts of the programme – the admin department of any business is the heart of such; Being able to relate to others – being able to relate any ideas to others on the course
- The group sessions (small group around the table); the addresses by money-men and relations of practical experience towards the end of the course – the exercise of harmonising with people, and the practical information given towards the end
- The handout on how to raise money – no idea before
- The last 2 weeks – the practical information
- Being able to relate my ideas to others on the course; Being able to learn different ways to advertise; Learning the basics of business

### **What were the least useful parts of the programme for you & why?**

- The juggling, etc – too time-consuming and, although fun, a very cumbersome way to make a simple point
- None of the programme was least useful to me
- Some visual aids – I did not need them
- The juggling, tying ropes, plate spinning, etc – these took too much time which might have been devoted to more practical things
- The programme had no 'least useful' part for me
- Some of the visual aids
- The first 3 weeks – because I was set on what I was doing; had I not been the first weeks might have been useful
- The first 3-4 weeks were a bit slow - getting to know each other, etc and general sizing up could have been accomplished in the first week or two. Because of the slow start we had less time than desirable for the one-to-one
- Difficult to talk about ideas with other people – a barrier
- I thought throughout the course was good

### **What part of the programme did you find most enjoyable & why?**

- The inter-reaction with a heterogeneous group of people
- Plate spinning & juggling – this visual aid enabled me to recognise all the different aspects of a business which have to be kept going at the same time
- Interaction between mentors and course members
- It was all enjoyable – a totally different slant on anything I've attended before
- All the programme, the people, the presentations, etc
- Overall the programme was enjoyable – mentors worked well as a team and related well to course members
- The bits where everyone sat and talked together and 'brain-soaring' occurred; Meeting and getting to know a wide variety of people
- Some of the set, illustrative talks and the general exchange of views – stimulating further thought
- The one to one – you feel that someone is really listening to you; Visual presentations – it is so easy to relate the visual to the spoken; Relating to others on the course – it's enjoyable discussing your idea
- The handouts, listening to exchange of other peoples ideas – this helped me to be more positive

### **Which part of the programme did you find least enjoyable & why?**

- The plate spinning, juggling, etc – it palled quickly and took up far too much time which I, and we, could have used much better
- It was all enjoyable
- None of the programme was unenjoyable; At times slow but this is my own perception
- The plate spinning, etc – it took up too much time
- I enjoyed every minute of the programme
- Some of the visual aids – it didn't make sense but this is my own perception
- The juggling – too difficult in a short time
- Getting involved with the activities
- The form about what you are good at – I already knew what I was good at what I needed for my business
- The programme was good

### **If you attended less than 6 sessions, what prevented your attendance?**

- Had to attend college
- Didn't know about the course until previous Friday and could cancel appointment on first Tuesday
- It was only communicated to me that the programme was running in the 4<sup>th</sup> week.

### **Additional Comments:**

- An excellent programme as far as I'm concerned even though I only attended 2 lectures
  - The course confirmed and strengthened my intention and gave me more confidence; Thank you to all the staff
  - I learned more about planning, organising, and the importance of writing things down
  - Helped to consider the prospects of failure and ways to limit or reduce those possibilities
  - I thoroughly enjoyed the course
  - If KTI were to present further programmes I would like to be notified so as I could attend
  - A well presented course by fantastic people
  - I would like to see another course presented by KTI
  - I would like a follow-on more advanced programme (perhaps presented by the same team?)
- One person also remarked that he came along following an argument at the Job Centre who suggested he came on the KTI course but they weren't forthcoming with the necessary information, ie name of course, who to contact, etc

### **Comments overheard during interviews (not verbatim):**

- Normally if I've done a course it's an anti-climax when it ends. But with this course they're prepared to go the extra mile after the end to give extra help/support
- Re Salford 100 – I didn't trust them; saw them as 'shifty'; they didn't keep appointment for home visit to provide assistance around accounts
- Trainers worked well as a team; Was very sceptical to start with but really enjoyed the course

### **Verbatim testimonials**

- [the KTI team are] good at relaxing people and showing they had something worthwhile in them. You were able to get us inter-reacting with people who had no common purpose.

David Moore  
Jessica Holman

- Dennis why is this course so successful? I've seen many courses and there are so few people at the end but you have so many people; they keep coming here. Is it to do with the prize draw?

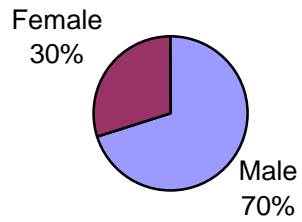
Wai Kwok



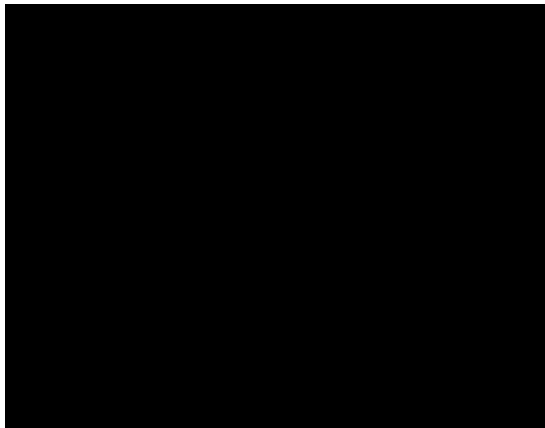
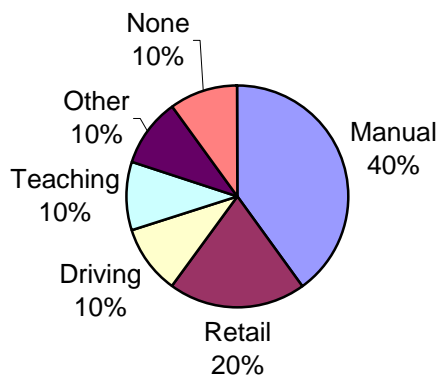
### Appendix 3

#### Graphical representation of participants' evaluation comments

**Gender Ratio**

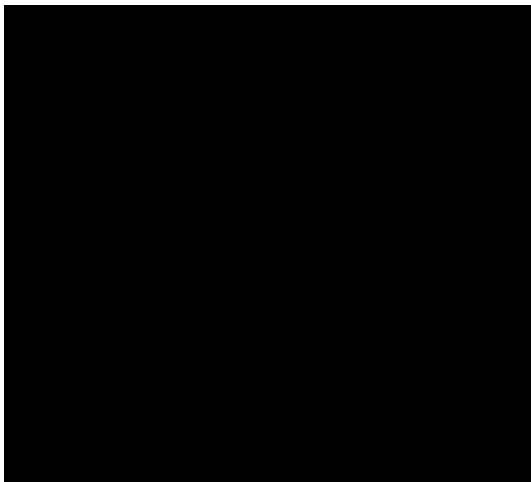
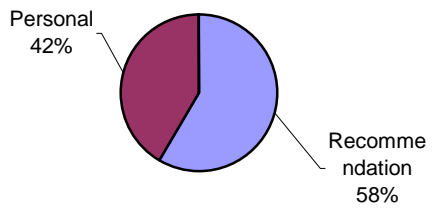


**Previous Employment**

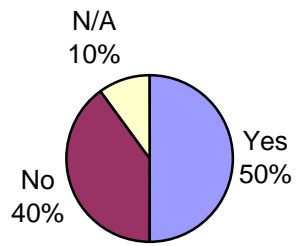




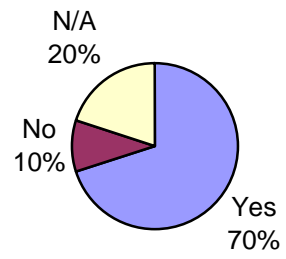
**Why did you come on this programme?**



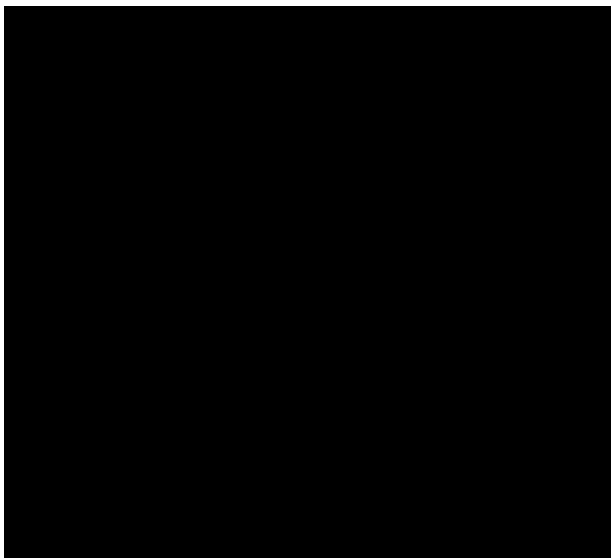
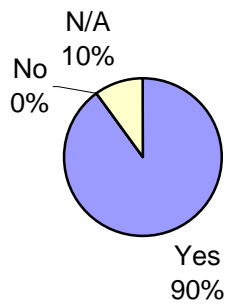
**Did the programme change your business idea?**



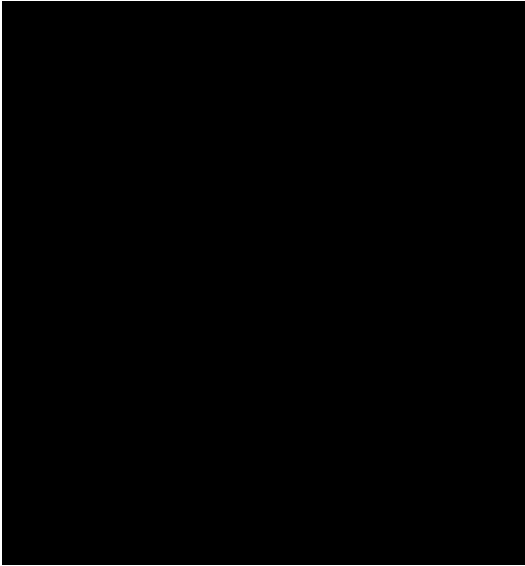
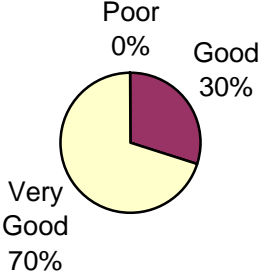
**Did the programme improve your business idea?**



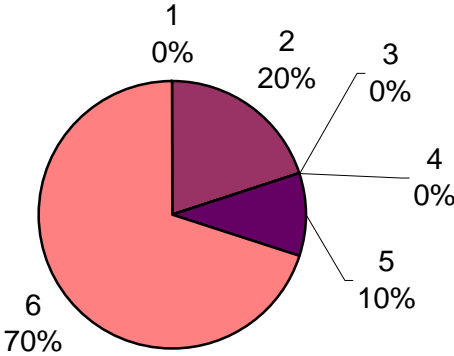
**Did the programme help you with your business idea?**



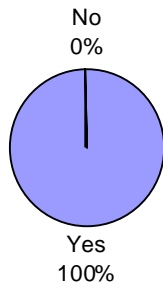
**How did you rate the content of the programme?**



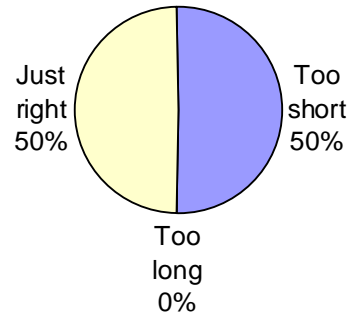
**How many sessions did you attend?**



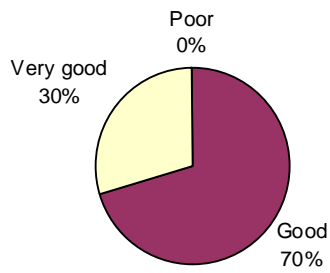
**Was the location of the venue convenient for you?**



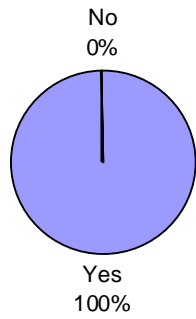
**How did you find the length of the programme?**



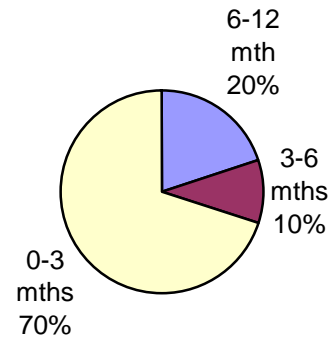
**What did you think of the venue?**



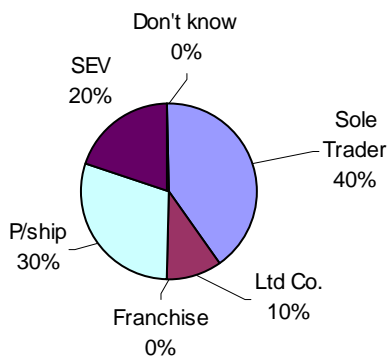
**Do you now intend going into business for yourself?**



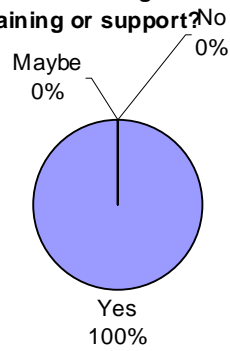
**When do you intend to start?**



**What business model do you intend to run?**



**Do you intend looking for further training or support?**





## **7.5.5 Seedley & Langworthy Trust**

### **Project title: Enterprise Awareness**

#### **1. Introduction**

##### **1.1 Background information**

The Seedley and Langworthy Trust (SALT) successfully applied for and were awarded DAF/NRF 2007/08 funding to deliver the above project. The project sought to work with local people and organisations in raising awareness and aspirations towards enterprise and self-employment.

SALT attempted to do this by facilitating a menu of learning modules to support learners' transition from the learning environment into further training or employment with embedded learning in:-

- Awareness workshops
- Knowledge transfer initiative – big idea sessions
- CV writing
- Creating and refining your own website
- Marketing skills
- Business planning
- 1-2-1 business plan & personal development sessions

(\* highlighted below are photographs taken from learners participating in the Business Planning and Marketing Skills courses)





In addition to these learning modules, SALT facilitated 2 'market place' events – drawing in a range of local employment and enterprise providers to help raise awareness of opportunities into employment and enterprise and the support available.

(\* below left – people being recruited to the programme & right discussing their business ideas at a speed networking event)



## 1.2 Project aims & objectives

The key aims and objectives of the project were to:-

- Raise awareness/aspirations of the benefits of self-employment/enterprise
- Strengthen training delivery and employment opportunities for local people
- Demonstrate the value of community-based training and business/employment support
- Support economic development in the local community by encouraging active and purposeful activity

- SALT to develop relationships with others delivering employment and business support
- Support development of additional advice surgeries at SALT's Community Resource Centre

### 1.3 Key evaluation themes

The project evaluation sought to support the key objectives of the main evaluation, using a range of data collection methods in order to assist with gathering an insight into the programme from a local perspective – highlighting how the project's impacted on the participants involved and the delivery organisation (SALT).

SALT commissioned its in-house social research consultancy service to conduct the evaluation of this project.

## 2. Methodology

The evaluation adopted the following data collection methods to generate feedback and pursue the highlighted evaluation themes:-

- **Client satisfaction survey** (see Appendix 1)
- **Course evaluation activity** – “suggestion box” activity on key elements related to delivery of courses taken from the Client satisfaction survey
- **Semi-structured interviews** - with participants from a selected project sample (see Appendix 2)
- **Structured questionnaire** – to generate tutor/trainer feedback and perspective of the project (see Appendix 3)
- **Feedback from the “speed networking” event** (see Appendix 4 for more details about the event)

## 3. Findings

### 3.1 & 3.2 - Client satisfaction & course evaluation activity

**3.1 Client satisfaction survey & 3.2 Course evaluation activity** (based on 18 completed surveys and responses from question 3 of the survey)

**N.B.** respondents where asked to score the following themes/questions from 1 (unsatisfactory) to 5 (excellent) and list comments (taken from course evaluation activity)

Themes/questions	Total scores	Average score	Comments
<b>Preparation for session/service</b>			
How well were you prepared to get maximum benefit from the session/service?	62/16	3.87	>good information & materials helped get maximum benefit from sessions >guidance has been very helpful

			>encouraging to know I can get some follow-up questions answered
<b>Content of session/service</b>			
Materials provided	85/18	4.72	>very good – if something was needed, it was provided for you
Trainer(s)	85/18	4.72	>trainers were so helpful and encouraged us to take our ideas forward >friendly, knowledgeable & interesting
Delivery method(s)	81/17	4.76	>the delivery was done well, we would ask questions without feeling silly >good, as not all students were of the same ability
<b>Venue(s) used</b>			
How suitable was the venue?	84/18	4.66	>The venue was very good – the staff were lovely, the food was great and the equipment of the highest specification
Was it easy to get to?	83/18	4.61	>yes-very local/accessible
<b>Time of delivery</b>			
Were the times of the session(s) appropriate?	81/18	4.5	>great – just long enough to get work done, but not starting too early or finishing too late
<b>Progression</b>			
How well did the project help you to find or access further support	85/17	5	>very helpful to know the course can be followed up with on-going advice and support >I have found it very helpful, I will definitely pursue my ideas

### 3.3 Semi-structured interviews (from interviews with 9 course participants)

Themes	Questions	Feedback
<b>Involvement</b>	<ul style="list-style-type: none"> <li>What's been your involvement in the programme/which courses attended?</li> </ul>	>attended a range of courses/workshops including KTI big idea sessions, creating & refining your own website, marketing skills & business planning
<b>Awareness</b>	<ul style="list-style-type: none"> <li>How did you become aware of the programme?</li> </ul>	>signposted through SALT & other agencies >through previous attendance on SALT's media-related courses >through previous engagement with SALT staff >Indirectly – looking for

		premises in the area and were told about SALT
	<ul style="list-style-type: none"> <li>What made you want to come onto the programme?</li> </ul>	<ul style="list-style-type: none"> <li>&gt;provide opportunities to pursue &amp; develop ideas</li> <li>&gt;provide a structure/focus to my business idea</li> <li>&gt;been self-employed previously and enjoyed it</li> <li>&gt;to network-meet new people</li> <li>&gt;develop new skills &amp; knowledge</li> <li>&gt;be able to implement directly what I'd learn</li> </ul>
	<ul style="list-style-type: none"> <li>Had you thought of starting a business or being self-employed before?</li> </ul>	<ul style="list-style-type: none"> <li>&gt;yes – had direct experience of business/self-employment</li> <li>&gt;yes – awareness through family/friends running a business/being self-employed</li> <li>&gt;never considered it until now</li> </ul>
	<ul style="list-style-type: none"> <li>If so, what had been some of the barriers that had stopped you from pursuing this?</li> </ul>	<ul style="list-style-type: none"> <li>&gt;lack of confidence, knowledge &amp; understanding of the process</li> <li>&gt;bad previous experience-felt overwhelmed by it</li> </ul>
	<ul style="list-style-type: none"> <li>To what extent has the programme/courses you've attended helped overcome these barriers/issues?</li> </ul>	<ul style="list-style-type: none"> <li>&gt;increased confidence, knowledge &amp; understanding of the concepts &amp; process</li> <li>&gt;very much – they've provided more of a focus to my idea</li> <li>&gt;provided more clarity</li> <li>&gt;increased my self-awareness</li> </ul>
<b>Challenges</b>	<ul style="list-style-type: none"> <li>Did you encounter any problems/challenges whilst attending the programme/courses?</li> </ul>	<ul style="list-style-type: none"> <li>&gt;lack of interest &amp; support from job agency about attending courses</li> <li>&gt;external pressure – threat of 'not actively' seeking a job whilst attending the courses</li> </ul>
	<ul style="list-style-type: none"> <li>How did you overcome these challenges?</li> </ul>	<ul style="list-style-type: none"> <li>&gt;on-going support from the learners and SALT staff</li> </ul>
<b>Impressions</b>	<ul style="list-style-type: none"> <li>What aspects of the programme did you enjoy and why?</li> </ul>	<ul style="list-style-type: none"> <li>&gt;people – networking aspect, assisted creative process</li> <li>&gt;diversity of skills &amp; experience</li> </ul>

		<p>&gt;delivery – informal but informative</p> <p>&gt;marketing – energetic pace &amp; delivery of sessions</p> <p>&gt;website – empowering, tangible benefits</p> <p>&gt;business planning – allowed you to work through a process and give structure &amp; focus to your idea</p> <p>&gt;limited jargon – keep it simple/straightforward</p>
	<ul style="list-style-type: none"> <li>• What aspects didn't you like and why?</li> </ul>	<p>&gt;expectations - business planning-some learners not having a real business idea therefore affecting pace &amp; delivery of sessions.</p> <p>&gt;business planning sessions – quite intense/demanding over 3 sessions</p>
	<ul style="list-style-type: none"> <li>• How could the programme have been improved?</li> </ul>	<p>&gt;greater linkages between big ideas, marketing and business planning courses so that firmer ideas were brought and developed to the business plan sessions</p> <p>&gt;possibly more sessions (business planning)</p>
<b>Impacts</b>	<ul style="list-style-type: none"> <li>• Has the programme helped you? If so, in what ways?</li> </ul>	<p>&gt;raised awareness &amp; aspirations towards enterprise &amp; self-employment</p> <p>&gt;learned new skills</p> <p>&gt;increased confidence</p> <p>&gt;networking aspect – developed contacts &amp; friendships</p> <p>&gt;given direction to my business idea</p>
	<ul style="list-style-type: none"> <li>• At what stage would you now describe yourself in terms of starting a business or becoming self-employed?</li> </ul>	<p>&gt;moved on slightly-more parts of the journey to go on</p> <p>&gt;sharpened my attitude and perception of business</p> <p>&gt;become more business minded</p> <p>&gt;idea was quite abstract before – more realistic</p>

		now >accelerated idea rapidly- hope to open business in June/July 2008
	<ul style="list-style-type: none"> <li>How well did the project help you to find or access further support?</li> </ul>	>given me a clearer vision of how to move forward >good – real commitment to continue to support me with advice, guidance and signposting support >SALT given me lots of support
	<ul style="list-style-type: none"> <li>What do you intend to do next?</li> </ul>	>complete my business plan & seek future finance & investment >immediate/short-term develop goals to submit funding bids and develop portfolio of work

**3.4 Structured questionnaire – tutor feedback**  
**Tutor feedback – Marketing skills**

<b>Question</b>	<b>Comments</b>
<b>1) Please outline the course(s) you've delivered as part of the programme</b>	I have delivered the marketing portfolio course – a six week course aimed at talking a business from conception to designing a full marketing mix – i.e. full produce, pricing strategy, distribution strategy and promotional strategy.
<b>2) Did you deliver the course(s) in the way you'd originally planned or did you have to adapt any parts of your delivery?</b>	The students have all added so much to the development of each others ideas – which has been an absolute bonus.
<b>3) What have you learned about what worked and what didn't work on the course(s)?</b>	I have learned to translate all marketing terminology and explain everything in simple and easy to understand plain English. All students have gone away with a clear understanding of the marketing process.
<b>4) What impact/difference have the course(s) you've delivered made?</b>	They have given the students confidence to believe in themselves and their ideas. They have given them more inward focus to think about their own / business presentation styles. I hope that long term they have empowered people to go forward and achieve their vision.

<p><b>5) If you were delivering the course(s) again, are there any aspects you'd do differently?</b></p>	<p>I would think about setting up work experience tasters in the fields the individuals were thinking of getting into.</p>
<p><b>6) Would you be interested in delivering similar courses in the area in the future?</b></p>	<p>Yes – absolutely!</p>

### **3.5 Feedback from the “speed networking” event**

This event was the second ‘market-place’ event hosted by SALT towards the end of the programme that sought to bring together both course participants and other local people interested in self-employment and enterprise with local business and enterprise agencies. The event provided opportunities for networking and for focused discussion around potential business ideas (see Appendix 4).

A total of 20 people attended the event, comprising of a fairly even mixture of entrepreneurs and representatives from local business support agencies. Participants were given the opportunity to provide feedback in relation to the following questions:-

- What were your initial expectations?
- Did the event meet your expectations? (and)
- Would you want to attend any future/similar events?
- Any other comments?

#### **What people said – Entrepreneurs**

My expectations of the networking evening were that I would meet like-minded people involved in the arts or in creating their own small business.

The event exceeded my expectations in that there were several people there from organisations. Many of these people seemed genuinely interested in helping the local community, providing advice & support and not just paying lip service. As a direct result of this event I am now looking at doing some training courses that will benefit the theatre enormously & have also been penciled in for a local radio interview which will raise the profile of the theatre.

I would most definitely be interested in attending this and similar events in the future to both gain more information for me & to pass on any skills & knowledge that I've picked up along the way.

I feel that the event was well structured but future events need to take into account time scales. It would have been useful if we had been able to carry the meeting on longer, to give us all a chance to chat informally after the speed networking.

A massive thank you to all involved, especially Linda for getting it up and running and for being so strict with the whistle.



The event was very friendly and I felt comfortable with the venue.

I wasn't sure what to expect at first but the very nice refreshments made it easy to talk to everyone and introduce ourselves.

The event did meet my expectations and more so as the evening went on.

The invited guests for us to speak made it very welcoming. This was not Alan Sugar and the Apprentice.

I didn't find the questions about my business were ever received in a negative response.

I was encouraged to hear that I could apply for a start up grant. Salford 100.

I felt that it was very encouraging and that I would be backed up in my new venture.

I have felt that the course has helped me to put my ideas into a future reality.

I have been encouraged to look into marketing my product so it can be a realistic business venture.

A future event would be very helpful to people starting up businesses.

A really well thought up and supported course.

### **Representatives from business & enterprise support agencies**

I thought it went well, informal, relaxed and with a variety of support agencies future contacts for everyone. A future event would be useful.

Thanks for inviting me to the speed networking event on Monday.  
Here are my thoughts:

I found it really interesting and useful to meet other people who are developing their ideas in the community and felt encouraged by their enthusiasm and would be glad to attend another one.

I didn't know what to expect but I would like to see it continue to develop further perhaps inviting some local established entrepreneurs or local media people to share their experiences as well.



It was a good turnout and helped to build bridges.

I look forward to the next one!

#### **4. Project highlights & achievements**

The project has recorded a number of significant highlights and achievements both from a participant (learner perspective) and an organizational (delivery perspective) some of which are highlighted below:-

- Expressions of interest in training – 80
- Numbers of participants – 75
- Numbers who've attended training courses – 27
- Referrals to other pilots for complementary training – 10
- SALT facilitated 2 'market-place' events developing its approach to partnership working
- Learners have experienced positive learning experiences through involvement in the programme – raising awareness, confidence and skills in enterprise, employment prospects and education prospects
- Website training has given learners the opportunity to develop their own websites (some of the websites set-up by participants on the training – [www.rossmccormack.com](http://www.rossmccormack.com) , [www.salfordartstheatre.co.uk](http://www.salfordartstheatre.co.uk) , [www.deeselecta.co.uk](http://www.deeselecta.co.uk) & [www.irinacarroll.com](http://www.irinacarroll.com) )
- Networking aspect identified by learners as being particularly important
- Internal group support – friendships have been formed
- New and strong relationships between SALT employees and participants have been forged

#### **5. Key lessons learnt**

Highlighted below are some of the key lessons learnt from delivering this project:-

- Training delivery could be strengthened by frequent meetings between facilitators to discuss content, review progress and participant benefit engagement. SALT, however, has been able to demonstrate its wide range of skills through staff and board member involvement on this project and will aim to utilize these skills to offer on-going/future support to learners.
- Soft outputs were difficult to capture and timescales too tight to capture long-term benefits of taking part in the pilot. Sensitivity of information and personal circumstances in accessing the training were key features in this instance.
- Basic skills difficult to implement given a) level of trust needed and b) participants time commitment to training.

- Level of support, physical and emotional required by participants exceeded expectations. Demonstrated we need to be aware of a number of contributing factors such as fear of change, failure, threat of losing benefits & family and peer pressure that effect participants opportunities and abilities to fully engage with such programmes.

All of the participants have declared that they want to have continued involvement with SALT. Some are already planning a social event as well as supporting the organisation of a 'celebration event' for the pilot which will be also be a platform for showcasing participants' skills and business ideas.

At least five people are volunteering with the Seedley & Langworthy Events Group to support a local annual community event across Langworthy and Ordsall this July. And one participant is gaining experience as a volunteer in our resource centre at SALT whilst accessing IAG training alongside our staff.

**Appendices**  
**Appendix 1 - Building Bridges Enterprise Engagement & Support Pilots**  
**Client Satisfaction Survey**

**Your comments are important to us because they help us improve our services.**

**Please complete this short form in an honest and constructive way.**

1. Please give name of project or organisation delivering/that delivered the service:

\_\_\_\_\_

2. Not all clients will complete/have completed the project. If applicable to you, please tell us why.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Please score the following from 1 (unsatisfactory) to 5 (excellent) and list comments you may have.

Preparation for session/service	Score	Comment
How well were you prepared to get maximum benefit from the service?		
Content of session/service	Score	Comments
Materials provided		
Trainer(s)		
Delivery method(s)		
Venue(s) used	Score	Comments
How suitable is the venue?		
Was it easy to get to?		
Time of delivery	Score	Comments
Are the times of the session(s) appropriate?		
Progression	Score	Comments
How well did the project help you to find or access further support		

4. Please tell us what aspects of the service you found most and least useful.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Please tell us if and how you will take forward what you have learned and how it will help you in developing your enterprise idea.

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6. Please record below (and overleaf if necessary) any suggestions you may have for the way this session could be improved. You may wish to include issues that you feel have not been covered and should be included in future.

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Thank you.

## **Appendix 2 - Enterprise Engagement & Support Pilots – 2008**

### **Project evaluation**

**Method** – semi-structured interviews

### **Questions framework**

#### **1) Involvement**

- What's been your involvement in the programme/which courses have you attended?

#### **2) Awareness**

- How did you become aware of the programme?
- What made you want to come on to the programme?
- Had you thought of starting a business or being self-employed before?
- If so, what had been some of the barriers that had stopped you from pursuing this?
- To what extent has the programme/courses you've attended helped overcome these barriers/issues?

#### **3) Challenges**

- Did you encounter any problems/challenges whilst attending the programme/courses?
- How did you overcome these challenges?

#### **4) Impressions**

- What aspects of the programme did you enjoy and why?
- What aspects didn't you like and why?
- How could the programme have been improved?

#### **5) Impacts**

- Has the programme helped you? If so, in what ways?
- At what stage would you now describe yourself in terms of starting a business or becoming self-employed?

#### **6) Progression**

- How well did the project help you to find or access further support?
- What next?

### Appendix 3 Enterprise and Engagement and Support Pilots – 2008

Project evaluation – “Neighbourhood Enterprise in Seedley and Langworthy” –  
A Neighbourhood Enterprise Project

#### Tutor feedback

Question	Comments
<b>1) Please outline the course(s) you've delivered as part of the programme</b>	
<b>2) Did you deliver the course(s) in the way you'd originally planned or did you have to adapt any parts of your delivery?</b>	
<b>3) What have you learned about what worked and what didn't work on the course(s)?</b>	
<b>4) What impact/difference have the course(s) you've delivered made?</b>	
<b>5) If you were delivering the course(s) again, are there any aspects you'd do differently?</b>	
<b>6) Would you be interested in delivering similar courses in the area in the future?</b>	

**FREE!!**

***SPEED  
NETWORKING!***

Are you interested in being self-employed?

Are you in the process of becoming self-employed?

Are you already self-employed and want to sell your  
wares?

oOo

Do you offer business support training?

Can you offer self-employment legislation advice?

Can you offer financial or Benefits advice?

oOo

Might you be able to provide opportunities for local  
entrepreneurs?

oOo

You can make a short presentation – 5 mins max  
and/or

Meet and talk to other participants in  
5 minute rotation

## **VENUE:**

**THE LANGWORTHY CORNERSTONE  
AUDITORIUM**

**31<sup>ST</sup> MARCH 2008**

**6-8 pm**

Arrive by 5.30 pm for buffet and refreshments

**For more info or to book your  
place**

**[Linda\\_robson@sali.org.uk](mailto:Linda_robson@sali.org.uk)**

**0161 737 9918**



**Salford City Council**



**MANCHESTER  
CITY COUNCIL**



## 7.5.6 Business Support Solutions

**Project title: Serious Games Enterprise Project (Offenders / Ex-offenders)**

### Scope of the Evaluation

Business Support Solutions was commissioned by the Manchester and Salford Enterprise Initiative (MSEI) to carry out an internal evaluation of the Serious Games Enterprise Project, the results of which would also inform overall evaluation of the programme by external consultants.

It was agreed this would involve the following specific activities:

- Completion of Individual Beneficiary forms for all participants
- Encouraging all participants to complete client satisfaction surveys
- Semi-structured interviews with at least 4 participants to provide information for a minimum of 2 client-centred case studies capable of delivering a representative overview of participants' experience of the pilot
- Providing support to consultants undertaking the wider programme evaluation through verbal reports on progress during site visits and at other times as required and allowing them to observe delivery activities
- Attending network and evaluation workshops to be delivered by the external consultants, sharing information about what has worked / not worked in terms of project delivery and what could be improved in future projects
- Linking with members of the Manchester-Salford Enterprise Board to share experience and good practice
- The Project Manager will participate in a Project Completion Interview with an officer of the Council

### Background to the Project

#### Project Aims

The Serious Games Enterprise Project is one of six pilot projects funded under the MSEI. It was designed to support the aims of the Building Bridges Initiative in areas where the MSEI Board has noted it wants to add value and impact, in particular

- **Raising aspirations:** improving enterprise awareness particularly amongst young people and disadvantaged groups
- **Developing enterprises:** supporting people in starting up new businesses

To main aim of the pilot project is to facilitate the reintegration of offenders into the labour market by promoting self-employment through the use of 'Serious Games' also known as 'Games-Based Learning' (GBL), using a new web-based business simulation software product, supplemented by business mentoring and other more traditional forms of support to start a business, including access to finance via TEF.

## **Project Rationale**

The rationale underpinning these aims was the perceived need for specific support for offenders and ex-offenders who:

- Are under-represented in the workforce; many are unemployed after serving a custodial sentence.
- Find it difficult to access information, support and finance from traditional sources to go into self-employment (NWDA, 2007)
- Often express an interest in working for themselves due to prejudice from employers and colleagues but often lack the occupational and practical skills to do so with little experience of working in their preferred occupation.

There is also evidence that Games-based learning (GBL) is rapidly becoming a hot topic in training and education:

- Initial findings from research into the European market for GBL reveals an increasing interest in using games for learning.
- Computer games are attracting a growing audience - 59% of those aged between six and 65 years of age in the UK are 'gamers', which equates to 26.5m people (BBC, 2005)
- People aged 18 to 35 years are the core market for products from Sony and Microsoft

Thus, a close match exists between the computer games market and the offender demographic (i.e. young and born into the 'digital age').

## **Project management and delivery**

**The Enterprise Fund Limited (TEF)** has overall responsibility for management and delivery of the project in partnership with **Business Support Solutions (BSS)**, the lead delivery partner and **Work Solutions (WS)**, three sister companies within the Manchester Solutions Group, and **Serious Enterprises Ltd (SEL)**, a sub-contracted private sector company. SEL is a joint venture between a games software company and an enterprise agency / business management consultancy.

TEF has good working experience with ex-offenders and pre-release offenders, providing loans and support to ex-offenders in particular. At least twice a year, it delivers business enterprise awareness sessions at the business club in Strangeways Prison and promotes the availability of loans to other relevant agencies and organisations. BSS supports individuals to become self-employed / start a business and provides a range of aftercare support post-start. BSS is responsible for leadership and operational management of the project on a day-to-day basis and liaison with partner organisations including Work Solutions. SEL combines specialist expertise in on-line interactive learning with expert knowledge of business requirements for development and growth at pre and post stages.

## **Progress against Project Outputs Beneficiaries**

It was anticipated that a total of 16 offenders, 8 from Salford and 8 from Manchester would be involved in the programme and that workshops would be delivered inside prisons.

Potential clients and venues were identified at an early stage but it soon became clear that a 'demonstration product' was needed for prison and probation service representatives to gain 'buy in' from personnel who were in a position to encourage offenders to participate. We had not until then appreciated that many offenders are often reluctant to participate in initiatives, particularly pilot programmes, from which they can see no immediate benefit or relevance to them, and for which they may be selected simply to act as 'guinea pigs'.

As development of the customised software was ongoing activities around prisons /prisoners were put on hold until it was available. Demonstrations to the Steering Group and others with experience of working with offenders / ex-offenders led to two major revisions to the content as the original was considered to be at too high a level for most potential clients with many smaller revisions to customise it more effectively to the target group. After the second major revision we discovered that all software used in prisons also has to be security cleared which would have taken some weeks. During this time the software was also field tested and was subject to numerous smaller revisions in an attempt to customise it to the target group all of which would have had to be cleared separately. A decision was therefore taken to hold the workshops outside of prisons and to target both offenders and ex-offenders.

The first workshop was held at the premises of the Salford 'Back to Work' project on 26 March followed by a second workshop in Beswick, Manchester on 27 March. A total of 18 offenders and ex-offenders were recruited to the project. However, a cohort of 6 offenders from the Forest Bank offenders' institution who were due to be bussed in to the Manchester event failed to arrive, although the field officer sent to supervise them did and participated in the event. We are still awaiting details of what actually happened in relation to the Forest Bank participants.

### **Profile of Participants**

A total of 13 people attended the workshops of whom 2 were offenders still currently serving their sentences, 9 were ex-offenders and 2 were employed participants who were neither offenders nor ex-offenders. Participants were divided more or less equally between Manchester and Salford, with 6 from the former and 7 from the latter.

The majority, including all but one of the ex-offenders, were unemployed, with one ex-offender who was already self-employed. Of those who were unemployed over three quarters (78%) had been unemployed for over a year and almost half of these (44%) had been unemployed for over 18 months. Most of those who were out of work were claiming Jobseekers' Allowance; only one was claiming Incapacity Benefit.

Less than half fell into the priority categories of people aged 16-24 (3) or 50 plus (2) with the majority in their mid-thirties (5) followed by 3 aged from 40 to 45. Most were male, with just 2 females and White British (8) with 5 people from other ethnic groups: 3 who described themselves as Black British, one as Black Caribbean and one as Burmese British. None of the participants was disabled.

Although we had been led to expect participants to be relatively low-skilled as a group in fact almost half (46%) described themselves as having Intermediate skill levels and a further 31% as having high skills. Only 2 people classed their skill level as 'Low'. Obviously this was a subjective assessment on the part of participants but it became clear during interviews that the group as a whole bore a significant resemblance to the skills that would be expected for any group of people in the general population, with at least two having higher education qualifications such as a degree or HND.

## **Customised technology platform**

A major anticipated output from the pilot project was a customised technology platform that responds to the specific needs of pre-release and ex-offenders - deliverable over the internet or as a CD ROM – comprising three distinct elements:

1. An on-line interactive programme using learning simulations - 'serious games'
2. Expert content in the form of information, advice and training in all aspects of business start-up and development, supplemented by
3. On-line and direct support from business advisors

None of the on-line elements anticipated are available under the project as it was discovered during the first few weeks of the pilot that prisoners are not allowed on-line access

The product is similar in some respects to the popular online game "Second Life" by creating a simulated environment (e.g. an office), a simulated system (e.g. a production line) or a realistically recreated role play scenario (e.g. a sales meeting) allowing participants to experience something that is too costly, too risky or even physically impossible to achieve in the real world. It will allow participants to run a virtual business and includes, for example, production of business plans, and cashflows, sources of loans and finance, marketing and e-marketing, legal issues etc. The GBL approach is not only innovative in its technological application, it employs innovative techniques to engage and 'hook in' participants to a realistic experience of self-employment and assess the financial risks associated with their business idea.

All other necessary elements were in place before the start of the project i.e. tried and tested technology, expert content developed over a six year period based on over 30 years' experience in delivering enterprise support to disadvantaged groups including offenders and ex-offenders. Therefore, in November 2007 SEL began the process of adapting the content to meet the needs of the target group and we were optimistic that the product development process would be completed by December 2007. However, it proved to be more time-consuming to 'marry' the content with the technology than anticipated, partly due to coinciding with a very busy time for the technology partner whose clients include global companies such as KPMG and for whom this was a very small project but also due to some unforeseen technical difficulties, e.g. the content format was found not to be compatible with the software and had to be completely retyped involved hundreds of pages. Added to this were the delays noted earlier in terms of continuously revising the content to meet the anticipated skill levels of offenders and ex-offenders.

The delays in developing the technology platform had a 'knock on' effect on recruitment of participants, workshop dates, times and venues which were also subject to significant delay.

## **Workshops**

### ***Workshop 1 - Salford***

The first workshop was held at the premises of the 'Back to Work' project in Salford, an initiative which has achieved a very high success rate in supporting offenders and ex-offenders into employment.

The high level of attendance on the day was almost entirely due to the efforts of staff from the centre, based on their existing relationships with offenders and ex-offenders and the fact that they were prepared to pick participants up from their homes / institutions to ensure they made it to the workshop.

As there was no IT suite laptops were provided for participants from the centre and from Business Support Solutions. This led to a number of problems not least the fact that both had different passwords and if left idle for a time required passwords to be re-inserted. One laptop also malfunctioned and had to be replaced causing some distress to the user who assumed it was their fault as they had never used a computer previously. As there were more attendees than expected on the day the only spare laptop was already in use leading to a delay whilst staff searched for an alternative – ultimately borrowing the centre managers own laptop. Some attendees also noted that the room was rather small with poor ventilation but for most the benefits of the day more than outweighed any disadvantages in terms of accommodation

An agenda had been prepared for the day which involved accessing the IT following an introductory session to the workshop and some of the key elements. As participants were already seated at PCs which had been prepped for the session those who were computer literate, particularly younger participants, began to explore the contents, playing mini games etc. In contrast, those who were not computer literate, were rather lost and one woman expressed her desire to leave as she had never used a computer before. and did not feel she would be able to cope with a workshop based on using a PC. Following support from facilitators and other participants who demonstrated that no computer skills were required to use the programme she was persuaded to stay and by the end of the day was accessing anything she needed from the PC with confidence.

The first two hours of the initial workshop were a little fraught as it was the first time SEL had shown the software to potential clients and things did not go to plan, mainly due to the fact that this was a new concept for everyone and the finished article had only been received the night before from SEL's technology partner. Initial comments regarding the programme were that the games were too fast, not effective, no sound, not interactive enough and not mind grabbing. After a relatively chaotic start things settled down and we were able to return to the original agenda although as this was the first workshop a degree of flexibility was maintained throughout the day to ensure that the attention of attendees was maintained and by lunchtime there was clearly a different, more relaxed atmosphere, with many participants clearly showing interest in the subject matter. This was partly due to high levels of one-to-one interaction with participants, particularly with those who already had ideas for potential businesses and/or whose interest in self-employment had been stimulated by the workshop content. See comments below where SEL Business Advisers were singled out as having had the most impact on participants' experience on the day and subsequent decisions.

Despite the difficulties associated with running the first workshop in terms of the running order, the IT, the mixed nature of the group in terms of both age, skills and experience, with some of the younger participants having very little interest in the subject matter, 62% rated the workshop as 'excellent' overall, with a 78% satisfaction rating for Advisers.

## SALFORD CLIENT SATISFACTION SURVEY

	1	2	3	4	5
<b>Preparation for session</b>					
How well prepared were you to get maximum benefit from the service?		11.1%	11.1%	22.2%	55.6%
<b>Content of session /service</b>					
Materials provided			11.1%	22.2%	66.7%
Trainers				12.5%	87.5%
Delivery methods			12.5%	37.5%	50%
<b>Venue</b>					
How suitable was the venue?	11.1%	22.2%	44.4%	22.2%	
Was it easy to get to?				25%	75%
<b>Time of delivery</b>					
Are the times of the sessions appropriate?			22.2%		77.8%
<b>Progression</b>					
How well did the project help you to find or access further support?	11.1%	11.1%	11.1%	66.7%	

A summary of written feedback from the client satisfaction survey is provided in Appendix 1. Verbal comments made by participants at the Salford workshop were, however, more revealing:

- I've got lots more confidence. Thought you would all be piss artists but you're wicked. Didn't like this at first cause no one ever helps me cause I'm a bad b\*\*\*\*\*
- I thought this was rubbish at first but it's great. The one to one help would be great as no one likes to help me so I get bad
- I was not interested but it was a day out. This afternoon I didn't want to go back cause you all helped me and were nice. You didn't treat me as a thick s\*\*\*\* you gave me loads of confidence and showed me how I could work for myself and be straight. I don't have much confidence because of what I am, but thanks.
- I don't like old people but you were awesome and helped me. No one does that cause I'm a bad f\*\*\*\*\* normally. Will you be able to help me be my own boss?
- Even though I'm spaced out this is good.
- I could have my own business. You are the only people who have helped me. I am now a bit more confident.
- I didn't want to come today. I hate computers, I can use them now. It is really good. I want to show this to my son. That lady helped me. She treated me like normal
- Even though your old you are boss.- respect
- I could be a boss. I would like that. I could make some legit money
- I can now understand why I need a business plan. But I didn't know what this was before. It's really good and helpful. I can be a success in life.
- Can you ring me at Kirkham and come and ask the Governor if the lads can do this. Most of us want to go almost straight.
- This isn't as hard work as being a thief. I could do this.
- This would make me family proud.
- Thought this was really hard and s\*\*\*\*\* this morning, but you lot respect us.
- Where can I get a grant
- Thanks you make me feel better.
- Didn't understand the games.
- You must be clever. You made me feel ok about myself. This seems too hard but you made it sound easy. The business plan was easy but would I get help in finishing it.
- Bit hard
- Too complicated should be made easier, but I think I now understand it a bit better. Had a good day and food was ace
- Not interesting to me as I like one to one help. Can you come and see me before I get out.

- Did not like games but this afternoon was better and you lot helped me. Thanks for everything
- Not good instruction on screen but you lot helped me understand it.
- I could not understand it at first as it was complicated.
- Not enough instructions but really like it. It gave me confidence.
- You should start off with the business ideas they are great.
- I can plan my future now. Can you lot help me?
- Games were a bit hard but I like being helped and you seem to like us.
- Games were rubbish and too fast this morning, but I now understand it all. Rest was boss.
- Procedures were too complicated at first but I like it now.
- Skills assessment was good .When I write things down it shows I'm not that thick.
- Need headphones
- Put the games in another section for when I get bored. I'm ok at maths in a way and the cash sheet was dead easy.

A wide range of benefits were noted and some useful feedback on the games element but the most striking factors was the effect the workshop appears to have had on participants' levels of confidence in moving forward.

However, the major outcome from the Salford workshop is that four attendees are now looking to start their own businesses following the workshop and have made appointments with SEL Business Advisers for further support.

### ***Workshop 2 – Manchester***

The second workshop at The Grange Community Centre in Beswick the following day went much more smoothly as lessons learned from the first workshop were implemented. This included:

- Not providing access to PCs and programmes until the introductory session placing the workshop within an appropriate context had been made  
This was facilitated by the layout of the venue which had a meeting room laid out boardroom style which was adjacent to the IT suite
- Fully functioning uniform PCs, including sound, available immediately for all participants, set up and ready to go without the need for passwords etc
- Initial access to a simple but engaging computerised game to enable participants to familiarise themselves with the PCs and ensure that all were working effectively. 'Brainworks' allows simple information to be extracted from users that builds into a comprehensive profile of the types of employment likely to be suited to their skill areas and preferences. Feedback from users over many years suggests that the accuracy of the profiles is high and this was confirmed by participants at both workshops
- The mini games were slowed down and made easier to 'play' although access was also facilitated by the use of a separate mouse rather than the integral mouse provided with most of the laptops at Salford

There were also fewer attendees at the second workshop all of whom were relatively mature.

Feedback from the client satisfaction survey suggests that 59% rated the workshop overall as '5' or 'excellent'. This is a slightly lower score than for the Salford workshop

but there were fewer negative ratings and when combined with the next rating of '4' the results were 90% across the two highest satisfaction ratings.

### **MANCHESTER Client Satisfaction Survey**

<b>Preparation for session</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
How well prepared were you to get maximum benefit from the service?			50%	25%	25%
<b>Content of session /service</b>					
Materials provided				50%	50%
Trainers				25%	75%
Delivery methods				50%	50%
<b>Venue</b>					
How suitable was the venue?					100%
Was it easy to get to?				25%	75%
<b>Time of delivery</b>					
Are the times of the sessions appropriate?			25%	25%	50%
<b>Progression</b>					
How well did the project help you to find or access further support?				50%	50%

The highest and unanimous score at 100% was received for the venue which reinforced the importance of factors noted earlier in relation to venue. The SEL Business Advisers who ran the programme were also singled out as having performed exceptionally well with a 75% rating. A summary of the written feedback from the client satisfaction survey is provided in Appendix 1 but the verbal comments recorded on the day provide a more in-depth view and in which there were genuinely no adverse comments:

- When can I see you again
- Will you e-mail me and send me details of how I can do more of this.
- Didn't think I could understand this before I came but it was really good and I know you gave me a lot of confidence. I used to be a gardener and would like now to run a party plan or retail sales. Will you get in touch and help me
- I want to have a cleaning company. This business plan is good will you see me soon.
- Can you help me in finding my start up costs
- The three of you have been kind.
- I didn't know how to organise things but now do
- I never knew someone would help me plan my structure for my future.

Three people from the workshop are now planning on starting a business and have made appointments for follow-up sessions with SEL Business Advisers.

### **Summary of outcomes and lessons learned**

Overall satisfaction levels for the two workshops were high at 62% despite the mixed nature of the groups in terms of age, skills, experience and interest in self-employment, with the highest levels of satisfaction at 83% recorded for the Business Advisers who ran the sessions.

The following table summarises responses from the two workshops:



<b>CLIENT SATISFACTION SURVEY – both workshops</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Preparation for session</b>					
How well prepared were you to get maximum benefit from the service?		7.7%	23.1%	23.1%	46.2%
<b>Content of session /service</b>					
Materials provided			7.7%	30.8%	61.5%
Trainers				16.7%	83.3%
Delivery methods			8.3%	41.7%	50%
<b>Venue</b>					
How suitable was the venue?		7.7%	15.4%	30.8%	46.2%
Was it easy to get to?				25%	75%
<b>Time of delivery</b>					
Are the times of the sessions appropriate?			23.1%	7.7%	69.2%
<b>Progression</b>					
How well did the project help you to find or access further support?		7.7%	7.7%	23.1%	61.5%

A summary of comments from the two workshops is provided in Appendix 1. These and verbal comments from attendees suggest that for most people the day provided something useful and for some considerably more; for others, mainly younger participants, the workshop was not relevant for them.

It was anticipated that two people from the workshops would go on to start a business. To date a total of 7 participants have contacted the Business Advisers for follow-up sessions to start their businesses. Most will be seeking funding and we anticipate that the target of one person accessing funding from The Enterprise Fund will be exceeded.

A key outcome has also been the amount of feedback on the appropriateness of the technology and content which SEL will incorporate into future developments.

Many in this group have a real desire for stability in their lives to help in ensuring that they do not offend again and recognise that employment is key to this. However, they are also aware of the difficulties that having a criminal record presents when seeking employment. Some have resigned themselves to a life on the dole or re-offending but others are actively seeking alternatives to help them to 'go straight' and self-employment for some is clearly a viable route. Results from the workshops have shown that the combination of engaging technology and sound business advice can help many to achieve their goals.

### **Lessons learned**

Overall feedback from participants at the workshops was very positive with just a few negative comments most of which can be easily addressed.

The key lessons learned are as follows:

- Some from this group will turn up at 9am regardless of the advertised time and require attention which can reduce the time available for set up, particularly in relation to IT if not in a dedicated IT suite; others will simply not turn up on the day unless efforts are made to ensure their attendance such as providing transport

- A dedicated fully functional, well-maintained IT suite with uniform PCs/laptops in appropriate numbers to ensure that all participants have the same experience
- Providing information on the workshop and agenda to set the scene for what is to follow before software or PCs are accessed.
- A simple but engaging programme requiring no computer skills, as a first step to accessing the programme content to allow participants to familiarise themselves with the PCs. Particularly important for those who are not computer literate in taking away any fears they may have that they will not be able to cope
- Whilst a few had considered self-employment none in either group had any idea that support might be available to help them to start-up which suggests that information on most publicly funded initiatives is not reaching this group
- Based on responses from the client survey, younger people under 20 from this group are unlikely to benefit from the experience unless they have previously expressed a desire to become self-employed
- Setting an appropriate level for the programme continues to be difficult mainly due to the wide range of skills and experience of people in this group. Whilst the accepted opinion is that skill levels in this group are generally low, with many offenders and ex-offenders having poor basic skills in particular, this was not borne out by the profiles of beneficiaries nor by experience at the workshops.

### **Future Developments**

Evidently each element of the programme could make a valuable contribution to the development of new businesses by offenders and ex-offenders in its own right. However, when the elements are combined and feedback from the sessions is incorporated there is clearly potential for the product to develop into the innovative, cost-effective and high value added system of learning and support for individuals seeking to start a business that was anticipated at the start of the project,

The initial programme has been developed to provide support to a group who are particularly disadvantaged in Manchester and Salford but with much wider application to other marginalised groups through tailored products for people from BME communities, young people, women, people with a disability and so on.

The offenders' project has enabled a customised working prototype to be produced and has helped to iron some of the issues of joining up the content with the technology and ensuring that the content meets the needs of the target group

There has already been significant interest in the product from the national prisons service, the Manchester Library Service, banks, universities and others which SEL and BSS will be following up. MSEI Board members and others may also be able to assist with:

- Wider dissemination of the offender programme – to others in Manchester and Salford and possibly further afield
- Identification of other target groups who could benefit

- Access to funding to develop additional customised products for other marginalised groups in deprived areas of Manchester and Salford
- Identification of appropriate sites for testing the product more widely in different situations and with other groups

## **APPENDIX 1**

### **CLIENT SATISFACTION SURVEY**

A selection of comments from attendees demonstrates that for most people the day provided something useful and for some considerably more; for others, mainly younger participants, the workshop was not relevant for them.

#### **Aspects of the workshops found most and least useful**

“Avenues of funding to set up my own business and the availability of staff to be there for support in the future”

“It was useful to be included at such an early stage of the project and because my opinions were valued it increased my self-esteem”

“Getting information from the computer”

“I didn’t find anything useful but other people might who want to start their own business”

“It was a lot for me to take in at first but things got better”

“Course funding / advice – computer games were not good”

“Nothing. Every aspect of the service was good”

“Found it all useful for my first time”

“Choosing trade area was good and printing off materials available but not enough time to digest all of the information”

#### **How will you take forward what you have learned and how will it help you in developing your enterprise idea**

“I will use the information to help plan my idea and bounce my ideas off the team. Hopefully this will help point me in the right direction”

“All information learned is useful for now or later date”

“It has given me an insight into completing an appropriate business plan which could be very useful in the future”

“This service may help me in future if I begin to start my own business”

“It will help me to make my business stronger”

“The Internet to find more information”

“If I ever think of starting my own business I would take that I have learned with me”

“I have more info on how much detail starting my own business could be”

“The memory sticks given to us are very good you can have a go at anytime in your own private home or computer”

“I will now look into taking all the information I have been given and try to use it”

“The materials provided were very informative but it might have been set at a high level and maybe put out of the reach of certain clients with low basic skills”

#### **Suggestions for improvements**

“Some people ain’t got computer skills”

“N/A as the session was very much a brainstorming workshop”

“I feel in future the enterprise start up game would work better on a one to one basis”

“Bigger room, ventilated and correct PCs”

“Time is the key. You can add more time or days to the project”

“The games and the computer side of things could be linked up so that they are easier to follow”

## 8 Endnotes

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<sup>i</sup> Client Groups included individuals in receipt of Incapacity Benefit (IB), Severe Disability Allowance (SDA), Lone Parent Income Support and Job Seekers Allowance, of which, the following groups are priorities: BME (Black Minority Ethnic), older people (over 50s), people with no qualifications, ex-offenders and white males (in Manchester, particularly Wythenshawe). Areas covered were Manchester and Salford (with priority for: Broughton, Blackfriars, Pendleton, Langworthy, Ordsall, Little Hulton, Kersal, Weaste & Seedley, Barton, Winton and Walkden North).

<sup>ii</sup> Using innovative approaches and innovative products: e.g. working alongside existing provision, where support is delivered, how client groups are initially engaged, how awareness and aspirations are raised, the development of new marketing information and learning materials, client referrals, integration of extra support into the mainstream (to meet the specific needs of client groups).

<sup>iii</sup> NES: second wave - 83.1% of respondents had opened a business and 9.8% were still involved in starting a business (Jayawarna *et al.*, 2006). Start-up rates are not recorded in the PTB or New Deal research.

<sup>iv</sup> NES: 92.2% still trading (average business age 29 months) (Jayawarna *et al.*, 2006). PTB – 65.2% still trading 28-31 months after start-up and 50.0% 44-47 months after start-up. New Deal – not data available about the survival of businesses.

<sup>v</sup> Three factors indicate that evaluations are biased against 'failed' businesses. First, 'failed' business owners may have been more difficult to trace because labour market change is often accompanied by housing change (Jones, 1995). Second, respondents who have lost contact with the enterprise programme may have received the least advice and, so, been more vulnerable to failure. Third, 'failed' business owners may have refused to participate due to shame, the fear of being pursued for debt repayments or because they had a poor opinion of the enterprise programme.

<sup>vi</sup> NES – 94.9% of male clients survive compared to 89.9% of female clients ; 93.3% of clients qualified to NVQ4 or equivalent survive compared to 80.0% of clients with no qualifications; 90.9% of the previously economically inactive survive compared to 93.8% of the previously economically active (wave 2) (private communication); PTB – 67.3% of male clients survive in business compared to 62.1 % of female clients ; 66.2 of white clients survive compared with 52.2% of non-white clients ; 69.3% with a degree-level qualification survive compared with 54.2% with no qualifications; 71.5% of clients employed prior to start-up survive compared with 61.9% of the unemployed and 61.0% of the otherwise economically inactive (wave 3) (Meager *et al.*, 2003).

<sup>vii</sup> PTB – 71.9% with a health problem or disability survive compared to 64.1% of the healthy; survival among those with post-graduate level of qualifications (55.8%) is more similar to those with no qualifications (54.2%) than graduates (69.3%) (wave 3) (Meager *et al.*, 2003).

<sup>viii</sup> NES: first wave – median turnover is £2,100, 52.7% turnover under £7,500 and 77.0% turnover under less than 17,500 (average business age 7 months) (Rouse and Boles, 2004 and private communication); second wave – median turnover £18,000, 52.1% turnover under £20,000 and 77.9% turnover under £50,000 (average business age 29 months); turnover increased between waves in 86.4% of surviving businesses (Jayawarna *et al.*, 2006 and private communication). PTB: wave 3 – turnover under £100 per week 12.6%; turnover under £200 per week 29.0%; turnover under £500 per week 60.5%; turnover

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under £1000 per week 80.8% (following further analysis of data reported in Meager *et al.*, 2003).

<sup>ix</sup> NES: first wave – 37.8% made no drawings, 65.4 % made drawings of less than £2,500 and 11.2% made drawings of £10,000 or more (average business age 7 months) (Rouse and Boles, 2004 and private communication); second wave – median drawings of £3,600 (average business age 29 months) (Jayawarna *et al.*, 2007). PTB: wave 3 - 29.6% drew under £50 per week, 76.3% drew under £200 per week (following further analysis of data reported in Meager *et al.*, 2003).

<sup>x</sup> NES: the proportion of business traders relying on debt income to cover living costs increased from 13.4% to 23.4 % between survey waves (Jayawarna *et al.*, 2007).

<sup>xi</sup> NES: of the 12 respondents reporting business closure at wave 2, three were in employment, two were in business, three were unemployed, one was unemployed and looking after family, one was looking after family and one was in training of education. Overall, seven were economically inactive (private communication). PTB – of the non-survivors at wave 3, 48.0% employed, 11.2 % self-employment, 19.8% unemployed and 21.0% economically inactive/other (following further analysis of data presented in Meager *et al.*, 2003); those in employment prior to start-up were more likely to be in employment following business closure (Meager *et al.*, 2003).