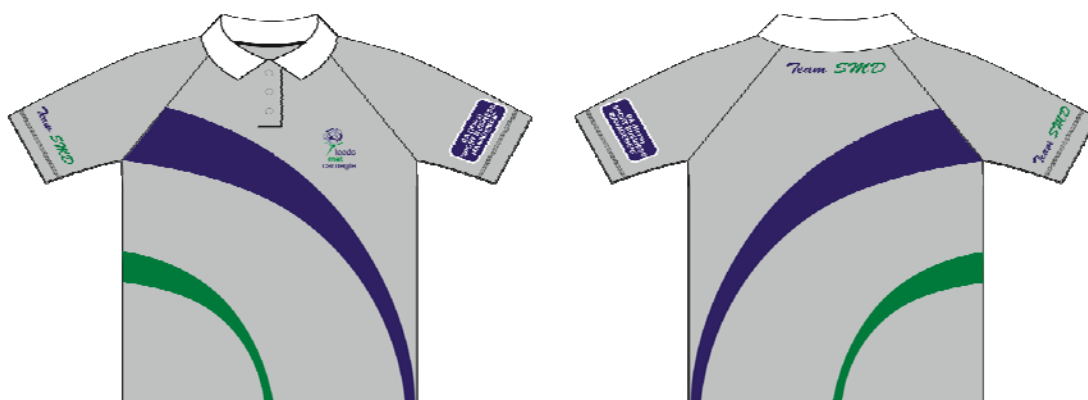


## PROJECT CASE STUDY

Here is an example of a product (Polo Shirt), which was researched and designed through the process of the SBM Unit



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### **Project Title:**

Sports Business Management Unit

### **Project Team:**

Nick Halafihi

### **Abstract:**

The framework that we would like to develop is based on a hierarchy that places the student experience as a priority linked closely to subject development and research, knowledge transfer and third stream income generation and value added in this priority order. It is based on the principle that we can tap into the latent potential of our staff and students more fully if we stay close to what we do best and think clearly about our priorities and focus on strengths. This process is supported by Drucker (2002:123) who states that 'Purposeful, systematic innovation begins with the analysis of the opportunities' and it is the various modular opportunities that have parallel learning themes (finance, marketing and enterprise) that will support the relevance of this scheme and enhance its relevance and understanding to students.

We would like to engage students in the 'real-world' and enhance their appreciation and learning of business, marketing and enterprise the BAHSBM students would like to develop a new initiative. This initiative would be focused on the development of a real 'live' business. This would be facilitated, directed, and managed by the course team and their students. Its sole purpose would be to act as an Enterprise and Business Unit, which would assist students to plan, develop and implement funding and pursue enterprise ventures and business ideas and. E.G: The launch of the 'Academic Team Wear' initiative for the BAHSBM students and staff. In fact, students are also

encouraged to develop their personal business and enterprise skills such as; Skills: Problem solving, Creativity, Persuasiveness, Planning, Negotiating and Decision Making (Bill, 2009:128)

**Project aims:**

Taken from and extended to fit Leeds Met Acts:

1. *'vision for the long run of putting students at the centre of our way of doing things'* and *'going beyond boundaries throughout the student experience'* this will be completed via modular input across each degree course and integrating the initiative in areas such as Work Experience and MIS programmes
2. *'creating a culture of celebration which values pioneering relationships...across education, the arts, Sport Business and wider community life'*. Evident via networking and communications within the new business fields.
3. *'...the efficient and imaginative use of our resources, good governance and professionalism'* Empowered via budgets, cost centre spreadsheets, branding and market research etc.
4. *'...engaging and stretching students and communities, with our own learning environments transformed into great settings for education for our students' successes'* as it supports the unique way in which the students become responsible for their own personal development within the enterprise philosophy that supports the implementation of a viable business initiative.
5. *'...enhancing progression'* with increases in employability skills and 'real-world' engagement
6. *'refreshed by running streams of insights, expertise and creativity'* this is manifested in the way that most modules are taught and assessed by formal lectures and seminars but this initiative develops professional learning skills that are specifically related to the students own personal interests.
7. The Business Enterprise Initiative enhances attitudes and experience by *'...encouraging students to deepen participation by valuing extra-curricular activities'*
8. *'rubbing shoulders with, and learning from, champions, where every student matters, is known to staff and has the opportunities for inspiration'*. No other module will offer the inspirational opportunities that this enterprise initiative will.
9. There will be no limits to the nature of which a student business enterprise initiative is limited i.e. *'a university with a world-wide horizons'*
10. *'attitude to make a difference'* Students will be excited by these opportunities and possible career developments

**Process:**

Opportunities were clearly divided into two distinct areas: the Academic Team Wear initiative and individual Student Business ideas.

This work began in September with a presentation to all 3 levels interested parties were encouraged to attend a further meeting where specific ideas and the Academic Team Wear project were expanded.

Updated information in regard to progress was discussed every week at time-tabled level meetings with level 1 students being the most engaged with the initiatives.

Individual students would meet for tutorials and business contacts were shared among the group with several individual business proposals being engineered by the students (see the outputs section for examples). This process is support by Black and Wiliam, (1998), Knight and Yorke, (2003) and Hounsell, (2003) in Nicol (2006) when they discuss the fact that various assessments with feedback can have an impact on learning quality.

In regard to the Academic Team Wear, this process has involved the students in every step of the way. The students first step was to deliver an innovative piece of market research which was distributed via an on-line questionnaire. This questionnaire asked questions various questions in

order to teach the working party of students all about the validity of purchase and how important it was to research the market prior to any assumptions being made.

Once the research questions had been completed and collated the students needed to locate an appropriate manufacturer to make the products.

Here are a couple of examples of this research:

**5. I confirm that I am happy for these garments to use a combination of Leeds Metropolitan Colours. i.e. various shades of Purple, Green and Blue.**

*Answered question 74*

*Skipped question 1*

	Response Percent	Response Count
Yes	81.1%	60
No	18.9%	14

**6. Please tick your preferred choices and sizes: 1. Hoody 2. Joggers 3. Polo Shirt 4. T-Shirt 5. Singlet/Vest 6. Shorts 7. Tracksuit**

*Answered question 68*

*Skipped question 7*

	Tops					Response Count
	Small	Medium	Large	Extra-Large	Double Extra-Large	
1.	18.5% (12)	53.8% (35)	18.5% (12)	7.7% (5)	1.5% (1)	65
2.	18.8% (6)	59.4% (19)	15.6% (5)	3.1% (1)	3.1% (1)	32
3.	25.4% (15)	52.5% (31)	15.3% (9)	5.1% (3)	1.7% (1)	59
4.	26.9% (14)	51.9% (27)	15.4% (8)	3.8% (2)	1.9% (1)	52
5.	26.8% (11)	51.2% (21)	14.6% (6)	4.9% (2)	2.4% (1)	41
6.	15.2% (5)	57.6% (19)	15.2% (5)	9.1% (3)	3.0% (1)	33
7.	19.6% (9)	50.0% (23)	21.7% (10)	6.5% (3)	2.2% (1)	46

This procedure was extremely problematic as the University is currently mid way through a tender process for all its merchandise. Due to this complication approvals were delayed and the usually straight-forward process of branding/design approval is still to be completed. On top of this the University is not very keen for the SBM Unit to complete this particular initiative and political debates around costs and the ongoing process of the University's tender are making this particular project a difficult one to manage. One example of this has been the way that because of the tender process the Unit has not been able to use any other manufacturer than the Universities current suppliers. Despite these political and frequently trying times the Unit has managed to have specific bespoke designs made up and these are currently lodged with the branding department and are awaiting approval. Indeed Drucker (2002:41), frequently discusses failure as a good thing and in particular he refers to the opportunities that may arise from such failure. It is my belief that some students may have to experience failure before they understand success and that failure merely helps in re-focusing the mind for the next stage or opportunity. The fact that this may be 'unexpected failure' does nothing more than test the character of the individual and provides them with the opportunity to re-engage at a different point in their personal development.

The whole bespoke 'v' traditional debate was an important one to be had and as with all the other elements of this project it can be directly related to specific academic modules, which the students are or are about to partake in. E.G: the way in which this merchandise will be ordered and every statistic from the upfront payments to the negotiated costs and profit margins will provide useful data for the assessment of the financial planning module at L2.

As you can see from the image on the cover page (and on the next-:5) the Unit has finally decided to action a truly bespoke design. Here are some of the reasoning's behind the structure of the design which have recently formulated part of an email to the branding department (this also evidences the complicated and political debates which the students are having and which reflect the 'real-world' engagement and help to improve modular understandings):

The reasons for the coloured arcs, where to fit in with the theory of designing a new bespoke series of garments for the students. This allowed the students to understand the complex issues around bespoke products 'v' traditional products and brought a host of discussion and learning theory to the fore such as cost, production time and image. This design evidences curves, which are enhanced elements of the Leeds Met Rose, in particular they flow in the same way as the stem of the rose. Taking the front of the tee shirt design, the two curves flow in the direction of and in support of the stem of the rose while incorporating the same corporate colours while the back of the tee shirt simply inverts this process. The hoody repeats this process but this garment also had the opportunity to add a band across the bottom, which we believe enhances the impact of the product and uses the natural elements of the garment. Finally, the polo shirt would normally flow the precedents already set but unfortunately it's not as simple as that as the curves needed to avoid the buttons on the shirt-this was done by simply reversing the curves on the front and back which just has the reverse effect of the other garments.

This process has also helped the students to appreciate more about specific management skills and assisted them in their own appreciation of those skills. For example important characteristics which students have learned about themselves include what Cook (2000:45) calls service style leader characteristics:

- are good listeners
- encourage teamwork and good communication
- require and recognise excellence
- encourage problem solving
- request and welcome feedback

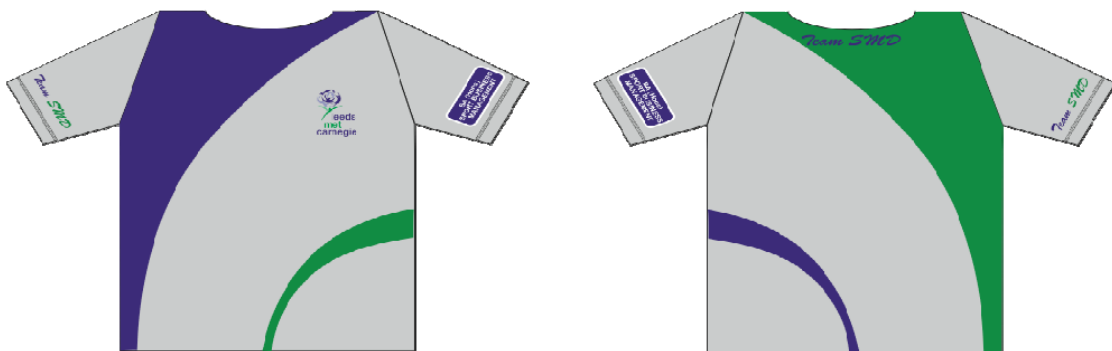
These skills will of course help any Sport Business Management Student but by learning them in a hand-on –role via practical method will enhance the learning opportunity of the student. This may also be considered as a 'flexible approach' to learning. Cook (2001:540) takes this one stage

further when she describes this process as one where students take responsibility for their actions, she goes on to say that these are self-determined' actions where 'they have the 'freedom to make mistakes'. This has been a crucial element of this work because the whole process has been designed to mirror business decisions that also take place in the 'real-world' and this, I believe, far better prepares them for future employment than any stand alone or virtual assessment.

### **Outputs:**

#### **1. The Academic Team Wear:**

Other examples of the Academic Team Wear designs include these Tee Shirts:



With a mark-up of less than £11:54 and with a conservative take up of just 100 students the BAHSBM Unit would currently stand to make a profit of £1,154 although the figure of 100 represents less than half of the course and we already have interest from other courses who would also like to make purchases of similar quantities

#### **2. Student Businesses:**

The range of businesses was rich and varied and currently includes; a protein drinks company, an online racquets company and our very own BAHSBM Charity. Vignali, Vranesevic and Vrontis (2008:6) explain that profit is often a major reason behind companies investing in marketing activities but the ethos of this CETL project has certainly been more focused on the students personal development and understanding about marketing and business principles rather than just for profit. Indeed, with the addition of such life-skills the attempt to utilise marketing skills will become more efficient as the students gain in their understanding and appreciation of their business make-up and with that will come increases in their profit margins.

Examples of these can be seen on the following pages:

### **Impact:**

The impact has truly been tremendous with students being excited about their business and with the prospect of turning something that on the face of it is just an added value element of their degree but in reality develops into a method to link their studies to reality while increasing the student learning curve and supporting a host of cross-curricular modules including Sports

Marketing and Finance but also enhancing the students understanding of basic business principles.

Moreover, the Academic Team Wear initiative has genuinely harnessed the imagination of not just our students but staff and students from other courses who have also expressed an interest in being involved or in purchasing similar garments for their courses.

### **Evaluation:**

#### **1. The Academic Team Wear:**

The complicated delays for approval have been sole destroying but they have been directly related to the real-world, where events are often outside of the control of the project managers yet they have still to be dealt with in a professional manner. Any entrepreneur can fail or be successful but the importance of learning lessons along the way is the most important thing!

Contacts and business development ideas have already been implemented with the Universities official merchandise company already expressing an interest in the SBM Unit finding new business, working in partnership with and facilitating some partnership work within the kit/leisure wear environment. To this end other academic establishments such as the Universities RUN associates and local clubs and businesses will also be targeted in the near future with meetings and contact already being made in some cases. This process of profit making has been a relevant aspect of sport for decades and is evidenced by McPherson, Curtis and Loy (1989) when they point out that in order to raise profits and increase revenue, sporting organisations sell souvenirs which in this case could be the various saleable products of leisure wear.

An important benefit has certainly been the potential for this work to be embedded in cross-curricular work to benefit all students rather than just the ones who have been working within the Unit.

#### **2. Student Businesses:**

These businesses are very much in their early stages of implementation but the Unit itself and in particular the 'hot desk' facility with free Internet and phone line are being encouraged as an ideal place to work from.

The SBM Charity in particular is an exciting innovation with students designing various fundraising charities, which will cascade monies to various charities including areas where the students themselves have an interest. In particular the students will then allow for a small percentage of the raised funds to support a member of the charities organising committee to travel in a volunteering capacity to the areas of interest and follow the funds or aid supplied, this will allow the student to return home and report back on the successful use of their raised funds. Places of interest currently include Haiti and Chile where recent natural disasters have captured the hearts and minds of the students.

### **What next?**

Such has been the interest of the students in this area of enterprise that the course team are now looking at increasing the amount of enterprise that the BAHSBM course will offer. We are currently looking into rolling out a new module called Enterprise in Practice which is ran from the Business School in association with the Enterprise Unit.

We also believe that the Unit will be able to stand alone and be self sufficient within the next 12 months due in the main to the Academic Team Wear initiative.

## **General conclusions:**

I genuinely wish I'd known about the positive influence CETL can have on the students when I first joined the University as I would have made much more of the opportunities that it can offer.

Without doubt the use of this type of learning which is related to the real-world provides a positive affect on the student experience. My overall philosophy in regard to a 'hands-on' method of learning linked to regular feedback and community 'real-world' engagement has recently been identified by last years External Examiner for BAHSD: in the category of; The overall performance of the students, in relation to that of comparable levels of work in other institutions, the external examiner commented..."Again there was a noticeable increase in students' marks for 'real life' assignments, suggesting an increase in student performance when there is an 'external' incentive"

According to Harvey and Knight (1996) in Taras (2001) academics often have tendencies to concentrate on formal accountability which may be via formal summative assessments but the type of added-value learning that the BAHSBM Unit has been able to offer these students has certainly increased their 'real-world' skills in enterprise and business and as such these students are better prepared for the challenges of life (within this type of setting) post their degree studies.

## **Keywords:**

1. Enterprise from an **added value** perspective
2. Enterprise within the academic **curriculum**
3. Entrepreneurs can **fail** but the question is can they learn from their success
4. **Real-world** activities increase **student engagement**

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## **KYROS RUGBY ACADEMY**

Situated in Harare or Marondera



### **INTRODUCTION**

Zimbabwe has produced many world-class rugby players over the years. Despite limited facilities and coaching, the country has been competitive up to high school grade. However, there is little incentive for most players to play beyond high school level, and therefore the club rugby pool is very diluted. The schools national team has consistently performed well at the Danie Craven week tournament in South Africa (one of the best tournaments in the world at that age group). They have also qualified for the u19/u20 world cup a number of times.

Despite all this talent at junior level it is not being reflected at test level. There is little to choose from at national level and this has been the reason for Zimbabwe rugby's downfall, talented players have moved to better leagues.

### **SQUAD INCENTIVES**

§Offer them degrees from UNISA or any other reputable Institution, which they will be doing through the Academy

§Offer them a real shot of becoming a professional

§Supplements to help build their bodies to the required physical strength

§Attach them with professional clubs in South Africa ,UK, Australia etc

### **WHATS EXPECTED OF THEM**

§Contracts will be drawn up and offered to players, with a clause stating their availability for the Sables (Zimbabwe National Rugby XV's) regardless of where they end up playing professionally.

§Players must be passionate, have a strong work ethic and a desire to improve. They must be willing to represent the senior national side.

§Be self motivated and willing to do extra (individual) training in their own time

### **SELECTION CRITERIA**

§Players will be selected based on their form throughout the Super 16 Schools' season.

§Zimbabwe u18 Craven Week players will have an advantage but not an automatic pass into the academy, as previous experience has shown that players from other (not so prominent rugby playing schools) are not given a fair run.

### **GOALS OF THE ACADEMY**

§To make good players into great players with the view of making the National side more competitive

§It must be stressed that this project is looking to identify the best players in the country who have the potential to play at professional level regardless of their background, school, or race. The best 22 will be selected



2/4/2010

Mr Nicholas Halafihi  
Sport Business Management Course Leader  
Leeds Metropolitan University

Dear Nick

I am writing this letter to you regarding a business idea that's been circulating in my mind for a long time and one that has recently been put to paper. It's still just an idea in to all intense and purposes however I want to show some more experienced professionals what iv come up with to get some feedback.

The business idea itself is quite simple and isn't the most original but I have designed it to have a USP and with a slight twist. It is a website, aimed at selling racquet sports equipment and clothing and I would call it "Boyds Racquet Sports Online" with the domain web name something similar or the same name.

The idea first came to me in semester 1 while I was working on my E-portfolio. Iv always had a big fascination with the world of business and have always thought the owning my own business would be a great career. I then thought what type of business I would own if it came to it; and the answer came quite quickly in the form of the sporting industry of racquet sports. I love watching all racquet sports and have played them since a child but also realized that there is still a big market for them in this day and age. Although sports like football and cricket seem to have been completely exhausted by huge corporations, most racquet sports are still on the increase in terms of numbers in the UK.


My skills would benefit me greatly in creating this type of Business. I know iv got the drive and determination to succeed and I know I can take on board any sound advice that comes my way. I have already begun extra work on learning how to run a business by attending lectures when I have the time at Civic Quarter run by guest speakers.

I also understand the potential pitfalls of starting this business but I have compiled a file full of information and data, including the vision of the website so that I can seek advice on what I am doing right, what needs improving and what I shouldn't be doing.

I hope anything that you read will be atleast considered as I have spent a lot of time researching my data. Please feel free to leave me any feedback.

Cheers

James Boyd  
Boyds Racquet Sports



# **SBM Charity**

Charities are always looking for people to get involved, help out and raise money for their cause. Yet despite all the advertisements, websites and TV events charities always struggle to get this support and in particular volunteers to help run, organise and take part. This is where the SBM Charity comes in.

I propose that as a course we act as a base for which a charity can rely on for support. We will run events, organise sponsorship, help out at events which they are organising and run events ourselves using our skills and knowledge which is being developed through the course itself.

We will be doing this by being in constant contact with the charity and all the events with which it is running in order for us to organise volunteers, help with sponsorship for the event and administration for certain events. A website will be created from which people from the SBM Course can see if there are any volunteering opportunities or events with which they would like to take part. Meetings will be held in order to keep people involved up to date with what is going on and any new developments.

There will be a number of people involved with the aim of having everyone on the SBM Course taking part within at least one event by the end of each year. We will need 2 Electives from each year to form a committee who will be responsible for getting their fellow class mates involved and who will also help with the running of the project. We will also have a chairman who will oversee everything that is happening with the project. This individual will be in contact with the charity on a regular basis, keeping them up to date with what is going on and they will also be in constant contact with the electives from each year.

The project will be run from within the university with meetings being organised around the people involved so that everyone can attend.

I believe that this project could be massively successful, not just for the university and the course but also for the charity that is chosen.

**The SBM Unit has open access for all students  
across levels 1,2 & 3 (215 students)**

**Objective:**

Its sole purpose would be to act as an Enterprise and Business Unit which would assist students to plan, develop and implement funding and pursue enterprise ventures and business ideas

**Rationale:**

1. To engage students in the 'real-world' and enhance their appreciation and learning of business, marketing and enterprise
2. This initiative would be focused on the development of a real 'live' business which would be facilitated, directed, and managed by the course team and their students.

**Current initiatives:**

1. Developing 'Academic Team Wear' for the SMD subject group
2. Liaising with the Carnegie Faculty in developing an appropriate 'tender document' for all their Sport, Leisure and Team wear apparel
3. Developing a 'business in a box' initiative on behalf 'Kick4change' and as a pilot study to enhance the companies growing business.
4. Various student ideas are currently being fine tuned with a view to developing them further via continued support from the SBM unit. Bill (2009:123) agrees with this when she writes that enterprise is about 'having ideas, making things happen and doing something about them'.



**Future Developments:**  
The various business enterprise schemes that the Unit will facilitate will generate individual research data and the unit itself will build up various resources that will be harnessed and utilised as raw materials within specific SBM modules such as the Unit's own accounts in the Financial Planning module and the use of genuine market research for the 'Academic Team Wear' initiative In the Planning for Research Practice module.

**Key Strands:**

1. Developing bespoke student experiences in agreement with de Bono , (1990) in Bill (2009:127) who suggests 'creativity is an attitude of mind which often involves lateral thinking.
2. Creating positive and harnessing negative experiences for the 'real-world'



# CETL PROJECT SYMPOSIUM

## THE BAH(HONS) SBM UNIT

Nick Halafihi

Course Leader

BAH Sport Business Management



# Entrepreneur behaviours, skills and attributes...

## Skills:

- Problem solving
- Creativity
- Persuasiveness
- Planning
- Negotiating
- Decision Making

## Behaviours:

- Independency
- Active with goals
- Flexibility to challenges
- Coping with uncertainty
- Taking risks
- Persuasive
- Opportunity seeking
- Solving problems/conflicts

## Attributes:

- Self confident
- Autonomous
- Achievement orientated
- Versatile
- Dynamic
- Resourceful

- This process is supported by Drucker (2002:123) who states that 'Purposeful, systematic innovation begins with the analysis of the opportunities' and it is the various modular opportunities that have parallel learning themes (finance, marketing and enterprise)

**official sports services**

*Keeping you at the top of your game*

officially appointed by:



RFL Match Officials

[services](#)

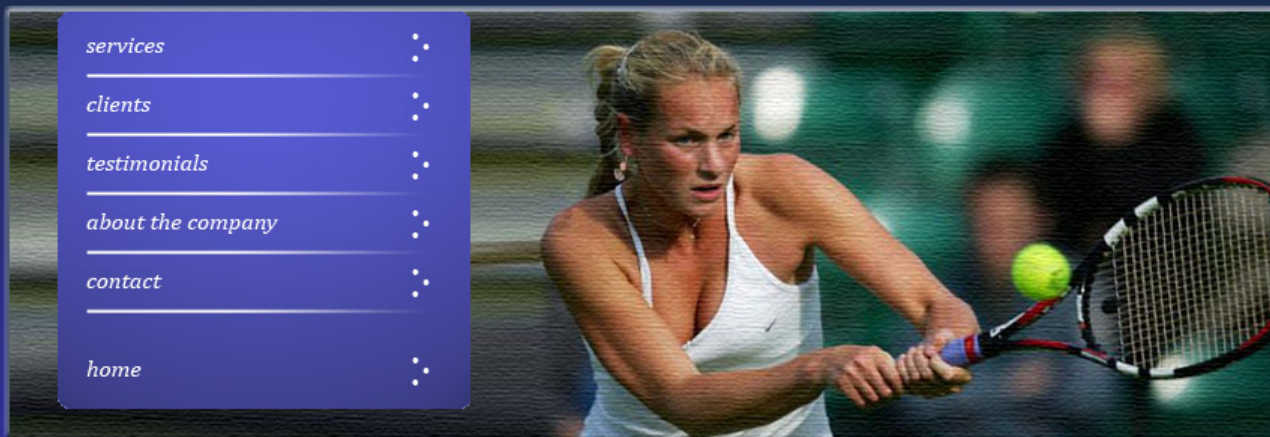
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[testimonials](#)

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## About the company

Former tennis player Alice Mackenzie formed Official Sports Services in 2006 when injury forced her out of the racket sport.

Billed as a 'star of the future' on the tennis court, Alice gained sponsorship by Dunlop and USA Pro who together helped her through to Wimbledon in 2005. When a back injury brought her career to a premature end, she set upon helping other sports persons prevent or overcome injury.

"My time in the professional sporting arena allowed me to spot a gap in the market. I noticed that that players were being tendered for but those equally important officials, etc were being overlooked. My Company exists to fill that void" explains Alice.

Official Sports Services can cater for one-to-one clients but specialises in dealing with major sporting events via governing bodies to provide an overall service. A strong network of professionals can be dedicated to a bespoke package tailor made for you.

Don't let your game be interrupted by a linesman who's got cramp. Don't call in an emergency referee because your regular's knee is in pain. Don't have your team come second because your driver was concentrating on the pain in his neck rather than catching the car ahead.

As the old saying goes - prevention is better than a cure. Don't you leave it too late and get



# Must Tri Harder

Home

Meet The Team

Training/Racing

Events

Tips for Beginners

Steve's Ironman

Contact Us

Guestbook

## The Must Tri Harder Team



*Left to right, Steve, Wendy and Alexia*

### Steve

Steve is 37 years old and the partner of Wendy. He has his own busy landscape gardening business.

Steve took up cycling after setting himself the challenge of riding from Lands End to John O'Groats to raise money for MS. After completing this challenge in 2002 and raising £14,000 in the process, he decided to try triathlon. He learnt to swim, started running and now competes in multisport events up and down the country. He completed his first Ironman distance triathlon in August 2007, and is now looking for his next big challenge, conquering open water swimming perhaps?!!

Wendy





Our bespoke polo-shirt

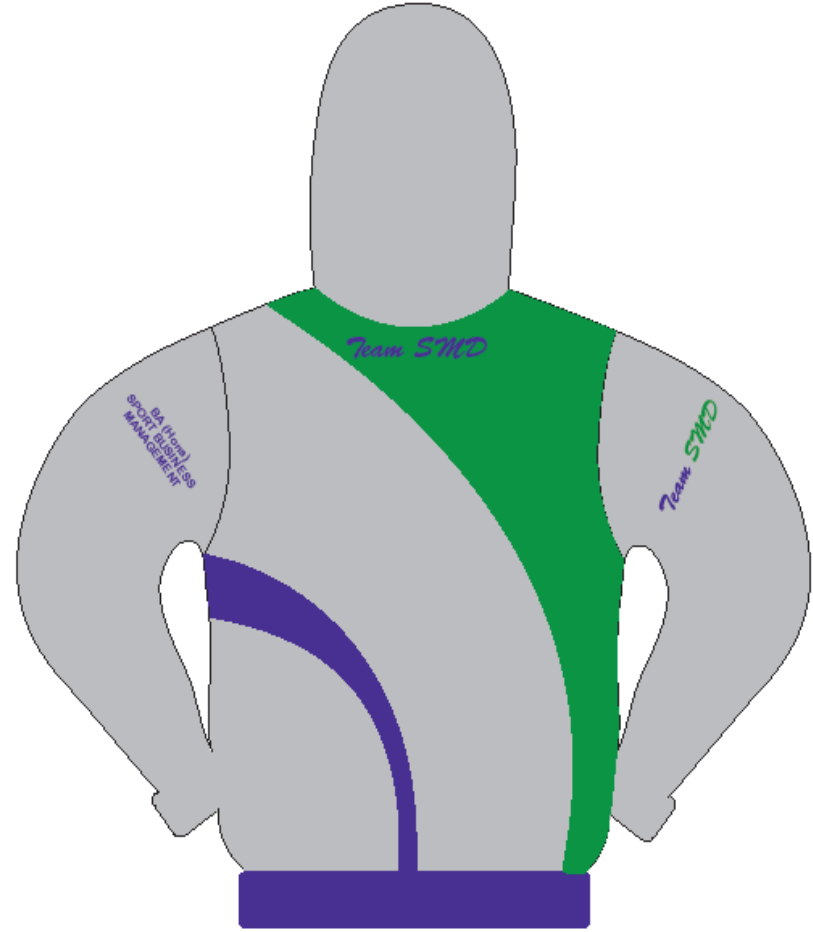
# Is failure a good thing?

Indeed **Drucker (2002:41)**, frequently discusses failure as a good thing and in particular he refers to the opportunities that may arise from such failure



Our bespoke T-Shirt

# Our bespoke Hoody



What are personal  
business and  
enterprise skills?

‘Skills: Problem solving,  
Creativity, Persuasiveness,  
Planning, Negotiating and  
Decision Making’  
(Bill, 2009:128)