

# Unit 5: Enterprise and Entrepreneurship in the Esports Industry

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## Delivery guidance

### Approaching the unit

As this is an introductory unit, it is not assumed that learners will have any previous knowledge of enterprise and entrepreneurship. Learners will share their knowledge of enterprise and entrepreneurship through examples they already know or have seen, along with their own experiences as consumers, customers or perhaps as employees.

Encourage learners to research and learn about local, national and international enterprises and entrepreneurs in different sectors as well as the esports industry. They should look at the key ingredients for successful enterprises – the type of enterprise, the purpose of enterprises, how they communicate and advertise themselves, the target audiences and consumers associated with enterprises, characteristics of the environment in which they operate and how this shapes them and their activities. Learners should also look at the key skills and behaviours of entrepreneurs and what motivates them to be successful – motivation for starting a new enterprise, the impact of motivation on enterprise performance, and the importance of teamwork and creativity plus the associated risks, concerns and benefits of creating your own enterprise.

To complete this unit, learners will need access to a range of research materials, which could include sources of information and tools on the internet, journals or magazines, and books.

You can use a range of delivery methods in this unit, such as:

- discussions, e.g. class and small group discussions on the enterprise and entrepreneurship
- individual or group presentations, e.g. covering successful enterprises and entrepreneurial skills and behaviours
- case studies and guest speakers illustrating enterprise and entrepreneurship for both well-known and lesser-known enterprises and entrepreneurs
- videos, e.g. TED talks on innovation and motivation, business proposal television programmes such as BBC TV's 'Dragons' Den' and 'The Apprentice' or ABC's 'Shark Tank'
- Practical activity and day trips, e.g. team building exercises / challenges.

Group work is an acceptable form of delivery, but you must ensure that each learner produces sufficient evidence on their own for assessment.

You can involve local employers in the delivery of this unit by inviting them as:

- guest speakers
- members of the audience for learner presentations
- contributors to case study material
- providers of work experience for learners, and of business materials as exemplars
- mentors for learners.

**Summary of unit**

Learning aim	Key content areas	Assessment approach
<b>A</b> Explore enterprise and entrepreneurship in the esports industry	<b>A1</b> Esports enterprises and purpose <b>A2</b> Esports entrepreneurial skills and behaviours <b>A3</b> Entrepreneurial motivation, teamwork and creativity skills <b>A4</b> Esports entrepreneurial knowledge <b>A5</b> Esports entrepreneurial risks and concerns <b>A6</b> Measures of success for esports enterprises	This unit is assessed through a Pearson Set Assignment.
<b>B</b> Plan for a start-up enterprise idea in the esports industry	<b>B1</b> Structure and format of a business plan <b>B2</b> Marketing and financial objectives <b>B3</b> The marketing plan <b>B4</b> The financial plan <b>B5</b> Format of the business plan	
<b>C</b> Present and review	<b>C1</b> Features of a business plan presentation <b>C2</b> Skills used in a business plan presentation <b>C3</b> Using feedback and reviews to identify changes to a business plan	
<b>Assessment guidance</b>		

This unit is assessed using a Pearson Set Assignment (PSA). The assessment is set by Pearson and is taken under controlled conditions before it is marked by teachers. Set assignment units are subject to external standards verification processes common to all BTEC units. Learners are permitted to resit set assignment units during their programme. Sample PSAs are available on the Pearson website.

For learning aim A, the main source of evidence is likely to be a written report. However, learners could also use written plans to produce a video report or vlog.

For learning aim B, learners must produce a business plan which contains the following headings: Strategic executive summary, details of product/service, aims and objectives, required resources, PESTLE analysis, market and competitor research, budget and financial plan, risk analysis and relevant appendices. Learners can use existing business plan templates so long as they include these headings as a minimum.

For learning aim C, learners must pitch their business plan. They might pitch this to peers, but the experience will be more vocationally relevant if they can pitch to other entrepreneurs from local businesses. Pitches could take place in person, online or even be pre-recorded. Learners should receive feedback on their pitches and reflect on this to make recommendations on how to improve their business plan. Suitable forms of evidence for a presentation are slides, preparation notes, scripts, cue cards and video recordings. This would be a good opportunity to invite guest panellists in to provide feedback or to deliver pitches in a different professional setting e.g. board room, different campus, different classroom, local enterprise / employer facility.

### **Delivering the learning aims**

For learning aim A, introduce the topic by asking learners to share stories about their knowledge and experiences of different enterprises and entrepreneurs, and discuss what they believe contributes to success. You could then provide initial input for your learners on the different types of esports enterprise by categorising their examples into types and legal formats whilst discussing compliance and the purpose of each enterprise.

In small groups, learners could carry out secondary research of entrepreneurs and their enterprises by looking at their websites, many of which have 'about us' pages that contain useful information regarding activities, case studies, ownership and size. This could be followed by primary research, consisting of independent or accompanied visits to different enterprises or speaking to entrepreneurs / guest speakers from local and national enterprises. It is important that learners understand the purposes of different enterprises along with the skills and behaviours of successful entrepreneurs, the risks and concerns associated and ultimately how enterprises measure their success.

For learning aim B, you could give initial input to learners around the structure and format of a business plan. To highlight the importance of a business plan a range of examples and scenarios could be explored to bring the business plans 'to life'. Learners could be shown clips from programmes such as 'Dragons' Den' and 'Shark Tank' and asked to discuss the importance of a well-detailed and correctly formatted business plan. Learners should look at existing business plans to identify strengths and weaknesses.

For learning aim C, further exploration and a range of examples from programmes such as 'Shark Tank' and 'The Apprentice' can be explored to highlight not only the need for the business plan but also the features and skills required to deliver a successful pitch of the business plan. For this learning aim you may be able to enlist the help of additional staff, higher level students, local entrepreneurs, employers or industry experts to enhance the student experience. This could provide an advice panel or board of experts for guest

lectures prior to the pitch as well as being part of an audience to provide feedback following the pitch of the business plan.

### Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

## Unit 5: Enterprise and Entrepreneurship in the Esports Industry

### Introduction

Begin with a group discussion or quiz to explore examples of enterprises and entrepreneurs known to learners, then follow up with an outline of the unit's learning aims.

### Learning aim A – Explore enterprise and entrepreneurship in the esports industry

- Ask learners to collaborate in small groups to come up with examples of different enterprises that they know of or that they have experienced. After a tutor-led introduction, each learner could then contribute to a class discussion or collaborative document to categorise their contributions into types of enterprise and legal formats for enterprise.
- Ask learners to individually list entrepreneurs and enterprises that they think are successful. In small groups, learners should then list what they consider to be the purposes of each enterprise and start to discuss their opinions on the skills that entrepreneurs possess. Ask learners to discuss their findings as a group.
- Use the learners' examples to lead a discussion on successful entrepreneurs and their skills and behaviours and ask learners to create a list of skills and a list of behaviours that they would associate with successful entrepreneurs. Learners should then create their own definition of entrepreneurship; you could give them this sentence starter – Entrepreneurship is the ability and motivation to...
- Discuss the learner definitions, skills and behaviours and link to the need for motivation, teamwork and creativity. Motivational videos could be used here along with the opportunity to engage with guest speakers around their own skills, behaviours and motivations. Team building tasks and creativity activities will also provide learners with first-hand experience of how their skills align to those possessed by entrepreneurs. How do your skills compare to those possessed by entrepreneurs? How could you develop your skillset further? What impact would this have on your enterprise?
- Individual or group research task and marketplace activity to discover, develop understanding, examples and knowledge of the esports industry ecosystem; e.g. games publishers, competition, rights and content, finance, brand partnerships, broadcasting, streaming, ranked modes tournaments, coaching, team resources.
- Group research tasks and guest speakers to provide an overview of the esports entrepreneurial risks and concerns along with measures of success. Ask learners to prepare questions for guest speakers on these subjects and as a result of their group research tasks and guest speakers, ask learners to prepare a micro-teach

session or information leaflet / poster on the risks, concerns and measures of success.

### **Learning aim B – Plan for a start-up enterprise idea in the esports industry**

- Begin by introducing what a business plan is and assessing the learners' current understanding of what a business plan is and why it is required. It would be beneficial here to show learners a range of executive summaries and SMART targets and ask the learners to assess / review / rate and discuss the examples to highlight positive and negative examples / potential areas for development.
- Positive and negative examples of pitches or business presentations can be shown here to further highlight the importance and need of a detailed business plan – video examples such as from 'Dragons Den' or 'The Apprentice' could be shown, discussed and reviewed to best and poor practice.
- Learners should then create their own executive summaries and SMART targets in relation to their enterprise idea linked to their product / the service they will aim to provide. Learners will need to consider the resources required. You could outline the process and types of situational analysis such as PESTLE, SWOT, 5Cs and Porter's Five Forces, and look at how important they are in providing vital insight. Give case studies of each type of analysis against different enterprises for learners to review.
- Working in small groups, learners should take one of the tools and analyse an enterprise of their choice – this could be their own enterprise idea, one of their peers or an enterprise they are familiar with. Each learner or pair of learners within the small group should take one aspect of the analysis and report back to the rest of the group. Each group should finally report back on the strengths and weaknesses of their analysis tool.
- Following the creation of the executive summary, SMART targets and analysis of the enterprise environment learners should then summarise their market research and use their findings to inform the creation of a marketing and financial plan for their enterprise idea along with a risk analysis and appropriate appendices, ensuring that the business plan documentation is correctly formatted.

### Learning aim C – Present and review

- Introduce the topic and include recapitulation of previous examples of business pitches. This is another opportunity to gain additional insight through video examples, guest speakers and role play scenarios. The activities here should cover the features and skills used in a business pitch and allow learners the opportunity to see examples of best practice along with practicing their own pitching skills using their preferred method; short micro-pitching sessions should be included to support learners in developing their professional behaviours, confidence and communication skills. This also provides an opportunity for learners to practice giving and receiving constructive feedback to reflect on their own performance.
- Once learners have practiced pitching, the positives and negatives of successful pitches should be highlighted and discussed along with what learners have learnt about themselves and how to improve ahead of their assessment activity.
- Learners should then refine their business plan for their enterprise, format this and plan their pitch.
- For assessment activities, try to create a realistic and professional environment for learners to pitch and receive valuable feedback. Upon receiving feedback, learners should then review this to reflect and identify any necessary changes.

### Details of links to other units

Pearson BTEC Level 3 Internationals in Esports:

- Unit 1: Introduction to Global Esports
- Unit 4: Market Research for Start Up Business
- Unit 7: Esports Events
- Unit 10: Esports Branding
- Unit 13: Business Applications of Esports in Social Media
- Unit 20: Esports Enterprise Launch
- Unit 21: Customer Immersion Experiences

## Journals

*Business Review* (Philip Allan Magazines)

A journal designed for Business Studies students. It includes relevant theoretical articles as well as information on companies and markets.

*The Economist*

A weekly economics and business journal that has regular articles and features about issues related to public sector businesses and the economy. It also has an extensive archive of relevant materials.

## Videos

[www.bbc.co.uk/schools/gcsebitesize/business/environment/stateofeconomy/vid.shtml](http://www.bbc.co.uk/schools/gcsebitesize/business/environment/stateofeconomy/vid.shtml)

Experts talk about the impact of an economic downturn and what businesses can do to stay afloat in hard times.

[www.ted.com](http://www.ted.com)

Online videos of short talks (18 minutes or less) covering a wide range of topics including business and global issues.

## Websites

[www.bized.co.uk](http://www.bized.co.uk)

Business education resources including case studies, simulations and worksheets.

[www.businessballs.com](http://www.businessballs.com)

A range of resources, case studies, examples and online courses in business.

[www.businesscasestudies.co.uk](http://www.businesscasestudies.co.uk)

Business case studies on topics such as business environment, the economy, ethics and external influences. The site also has a selection of theory notes aimed at learners.

[www.esportsobserver.com](http://www.esportsobserver.com)

Reports, case-studies and esports business news.

[www.investopedia.com/](http://www.investopedia.com/)

An educational website that features useful articles.

[www.mindtools.com/CommSkill/WritingSkills.htm](http://www.mindtools.com/CommSkill/WritingSkills.htm)

Tips on developing good communication skills.

*Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.*