

YO!® SUSHI - BUSINESS STUDIES/MANAGEMENT

Student Activity 1

The YO!® brand has been extended into clothing and accessories. You are a merchandising consultant and YO!® has come to you for advice on a new accessory it would like to develop. Write a report of about 250 words with a suggestion for a product that would suit the YO!® brand. When writing your report you need to show that you have taken account of the brand image that YO!® wishes to project. You might find it helpful to look at the YO!® Sushi website www.yosushi.com for further information.

Teacher's notes Activity 1

Students need to show awareness of the brand image that YO!® Sushi wishes to project in the presentation of its product. Words that YO!® Sushi uses in its branding guidelines distributed to marketing staff include: bold, engaging, premium, life-enhancing, energising, daring, innovative, informal and respectful. You may find it useful to supply these additional words to students.

There are no right or wrong answers. The important aspect to consider when discussing students' work with them is that their recommendations must be supported by reasoning, focusing on these features. Students may like to support their report with a graphic representation of their recommended product.

Student Activity 2

Simon Woodroffe would be described as an entrepreneur. He was prepared to take risks, had a flair for business and had the vision to pursue his ideas. When Simon was first thinking about the idea of opening a sushi bar, with conveyor belts, he had a lot to consider. He would need to look at his own strengths, which he could bring to his enterprise, but would also have to take account of his weaknesses, and decide how he could minimise those. Simon may have carried out a SWOT analysis.

- (i) Using the information in the YO!® Sushi story, show what you think might have appeared in Simon's SWOT analysis table. See the headings in the example table for ideas.
- (ii) Suggest strategies that Simon might have used to minimise the weaknesses and threats you identified.

Strengths	Weaknesses
Opportunities	Threats

Teacher's notes Activity 2

Some suggestions might be as follows.

Strengths

30 years' experience in business Experience in leisure industry knows what people like

Weaknesses

No evidence of experience in food industry

Opportunities

New and exciting idea London is the biggest city in the UK

Threats

Conveyor belts aren't the norm for a restaurant a very daring concept may not be well received

Candidates should be encouraged to show understanding that a true entrepreneur is a risk-taker and is often driven by 'gut reaction'. Therefore, entrepreneurs may go ahead with an enterprise even though the threats seem on paper to be considerable.

Lesson plan Business Studies/Management Suggested lesson structure [45 minutes/one hour]

Lesson objectives

- For students to understand that entrepreneurs may have objectives other than profit.

Prior learning

It would be useful for students to have some understanding of why businesses set objectives.

Starter

Teacher-led discussion on the theory of business objectives and the growth of business.

Main

- Class to read the Salty Dog® crisps case study.
- In pairs, students to suggest two objectives that Dave Willis may have had when he started out on his quest to produce his own brand of crisps. The feedback that the class is likely to generate: profit, personal fulfilment, independence, satisfy his own creativity, prove himself right, self-esteem of owning his own business, fame, business ownership. Teacher/students could list the objectives that have been suggested on the board.
- Individually, students to divide a sheet of paper into two columns. In the left column they should describe briefly a service or process they would like to 'invent'. The right hand column should be headed 'objectives'. The student should list the objectives that have been written on the board in rank order according to the importance that they think would feature for them if they were to develop their idea.
- Class discussion.
- This activity could be extended by asking students to carry out a similar exercise with family members of different ages and compare the results.