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Master's Thesis

Business plan:

Possibilities of Launching Internal Social Networks at Czech Universities

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DECLARATION OF AUTHENTICITY

Herewith I declare that the research of the presented Master's Thesis is my own work, or fully and specifically acknowledged wherever adapted from other sources.

Prague, August 20th 2015 Signature: ………………

Title of the Master's thesis:

Business plan: Possibilities of Launching Internal Social Networks at Czech Universities

Abstract:

The goal of this thesis is to map the educational environment and trends relevant for the implementation of internal social networks at Czech universities. Based on these findings to deliver viable business plan for launching internal social networks at Czech public universities.

First part deals with the theoretical background of the business plan formation as well as its usage, forms and structure. Furthermore, it portrays IT technology currently used by universities and describes implementation and adoption of internal social networks.

Second part focuses on the elaboration of a specific business plan for the company Hungry GECKO with focus on providing university social network. The whole business plan is based on the executed market research and quantified in the financial plan.

Key words:

Internal social network, University social network, Business plan

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Introduction

Number of entrepreneurs, while pursuing the dream of becoming independent and fulfilling the opportunity they perceive, are caught in sticky nets of inadequate planning. I believe that all of them wish there was an emergency break that would stop them from driving their business towards the eternal oblivion in business hell. Business plan may serve as such an emergency break that can stop an entrepreneur from doing a mistake before it is too late. This is the reason why I have decided to write a business plan as I perceive an opportunity to enter the entrepreneurial world.

The main idea of this business plan rises from the previous experiences and research of internal social networks applied to the university environment. Moreover, the driver of the idea is also the opportunity to change and improve existing educational system and provide students with adequate technology that they will be most likely confronted in their working life later on. I believe that this business plan will help me assess the feasibility of the business opportunity and will serve as a document that will be used by the company to proceed with its opportunity.

The goal of the thesis is to map the educational environment and trends relevant for the implementation of internal social networks at Czech universities. Based on these findings to deliver viable business plan for launching internal social networks at Czech public universities.

Theoretical part of the thesis deals with the formal construction of the business plan, its parts and types. Furthermore, it reveals the basic use of information technology in education as well as it describes internal social networks and their challenges. This part of the thesis is based on the international literature and therefore should represent an adequate information foundation for any entrepreneur who decides to write a business plan.

Practical part of this master thesis is focused on elaboration of specific business plan that deals with the possibilities of launching internal social networks in Czech public universities. It combines organizational, marketing, operations and financial plan in order to analyze the potential of the business opportunity.

Theoretical part

1 Business plan

To properly understand the purpose, usage and principles of a good business plan we need to consider the main differences between a business plan and a business model. Entrepreneurs in general tend to interchange those two expressions. Pinson (2004, p.2) describes business plan as a guide for the future development of the company. Business model, on the other hand, describes how and where entrepreneurs run the business. Osterwalder (2010, p.14) defines the business model as the rationale of how an organization creates, delivers and captures value. Every business plan should therefore include a business model as its vital part.

According to Barringer (2009, p.1), business plan is a dual-purpose document that describes all internal and external factors of entrepreneurial activity and serves for both internal and external environment. This definition corresponds with Hisrich & Peters (1996, p. 501), who moreover add that those factors are related not only to the company´s formation but also to the operations of the business. We may agree with such a definition, however some of the authors look at the business plan from a different angle. According to Blackwell (2008, p.5), business plan represents a basic document with which entrepreneurs address financial sector, with the main purpose of capital acquisition. This understanding of the business plan might by true, however it does not include possibility of business self-financing. Most of the authors agree that business plan shows current position of the business idea, its direction, target and a method to get there. Those are key information not only for the entrepreneur, but also for management, employees and possible future investors.

According to Baldwin (2009), business plan is mostly used during the start-up phase of the business, then the planning function of the business is inherited by the strategic plans. On the other hand, Smith (2004) points out that business plans are used, at every business-maturity level, to obtain loans, secure partnerships and attract interests of corporate executives.

According to Harvard Business School (2007, p.4), a business plan should be considered as the start of the entrepreneurial activity. However, it is not enough to develop a business plan only by filling publicly available templates. The process of a business plan development is as important as the final document. According to Kawasaki (2004, p. 68), the document itself is not as important as the process of writing it. It should answer a lot of the entrepreneurial questions that might raise in the future. Barringer (2009, p.1) adds that the result of the business plan should be the information for an entrepreneur whether the business idea is feasible and warranted.

1.1 Feasibility study

Before starting to write a business plan it is recommended to undertake a feasibility study. This study should provide information whether the business idea is viable or not. Hofstrand & Holz-Clause (2009, p.1) define the primary goal of the feasibility study as finding an answer to the question: "Should we proceed with the proposed project idea?" As simple as it might seem, all the activities of the feasibility study should be directed towards helping to answer this question.

1.1.1 Feasibility study vs. Business plan

Many entrepreneurs tend to misunderstand the difference between the feasibility study and the business plan. Even some scholar publications are unclear about the difference, thus adding to the confusion. Hofstrand & Holz-Clause (2009, p.2) however, provide easy to understand explanation. According to them, feasibility study has an investigating function. It addresses the question of "Is this a viable business venture?". The business plan on the other hand has a planning function. The business plan outlines the necessary actions to take the proposal from an "idea" to "reality."

1.1.2 Feasibility study outcome

As defined earlier feasibility study should provide information, on which we can build our decision to pursue/not to pursue the business idea. However, it is necessary to mention that "no go" decision should not be considered as a failure. According to Gumpert (1994), the real failure would be if we had invested our own and others' money and then lost it due to barriers we failed to research in advance.

2 Purpose of a business plan

One of the vital parts of a business plan development is the realization of its purpose. Before an entrepreneur starts developing a business plan he should answer two basic questions: "Whom am I developing the business plan for?" and "Why am I developing it?". According to Srpova (2011, p.15), it is even necessary to include the purpose in the business plan, for example on the first page. Simple information for the reader that the purpose of the business plan is to acquire financial capital should be sufficient. Clarke (2015) points out that one of the mistakes entrepreneurs do, is that they provide too detailed information. Especially, if the business idea is of a technical nature. The purpose of the plan should not be to describe all the technical details at all costs, but rather serve the reader to get the overall idea of the business. That is the reason why one should always consider the purpose and the situation in which the business plan is created. Prokop (2005, p.37) for example states different requirements of a business plan for individual investors and banks. The focus of a bank will be on the ability to repay the loan in the long term, and thus create a profit for the bank. However, the focus of an individual investor will probably be on increasing the value of the company. Different requirements of the business plan users will play an important role in the business plan creation. Barringer (2009, p. 2) looks on this issue from a different angle. He claims that a business plan should serve for internal usage; however it is widely required by external users. This is why he divides the purpose of the business plan into the internal and external part.

Internal purpose is, according to Pinson (2004, p.2), mainly an information support for the entrepreneur, management and employees; as a basis for planning a decision-making process. A business plan is a blueprint of the business and will provide an entrepreneur with tools to analyze and implement changes that will make the business more profitable.

External purpose of the business plan is mainly to convince investors to provide financial capital needed for the company. It is important to realize that a business plan is the first and many times the only document with which an investor comes to contact. That is the reason why an entrepreneur should devote a significant time and attention to developing the business plan.

3 Use of a business plan

Every entrepreneur as a creator of the business plan should have the usage of the business plan on his mind all the time. The aim of the usage should be present in every aspect of the business plan. Barringer (2009, p.2) emphasizes its role during the preparation phases of the business, where an entrepreneur should realize all the barriers and pitfalls of the business. All the analyses that are necessary to create a business plan are beneficial and might reveal possible risks of the business even before its creation.

Smith (2004) emphasizes also exploitation of the business plan in latter phases of the entrepreneurial activity. He depicts business plan as a document and tool needed to compare reality with the plan, in order to identify imperfections and problems in the business.

Equally is a business plan important when searching for capital investors. It shows momentary situation of the business with possible predictions to the future. For investors a business plan represents a basic document needed in decision-making process of investment in many cases accompanied with entrepreneurs' presentation. According to Clarke (2015), entrepreneur should be vigilant during the presentation of the business plan in any form, due to revealing the intellectual property of an entrepreneur. Even though the question of intellectual property is quite complicated, according to the author, an entrepreneur should at least try to protect the business idea and his "know-how". Moreover, an entrepreneur should also consider a possible violation of the intellectual property rights and patents of other companies or individuals. While a business plan should include a description of the product, comparison with already granted patents should not be a problem. Therefore, it is important to prepare a strategy in case of a potential violation of the patent rights.

4 Principles of a business plan creation

Classical design of the business plan is represented by written document, however some of the investors might require for example a short presentation in MS Power Point or registration to a specialized web-based platform and filling a template with a given structure. Regardless of the business plan form, entrepreneur should take into the account generally accepted principles of a business plan creation.

Clarke (2015) emphasizes the explicitness and clarity as basic principles of a business plan creation. It is important that a business plan is easily and quickly understandable also to people who do not have any background in the entrepreneurial area. If the business plan is not understandable to a person with high school education, author advices to rewrite it. It is therefore recommended not to generalize, but rather shortly specify all the key parts of the business plan. The document should be in addition logical, and therefore all the ideas should interlock without conflicts. Equally important are the briefness, realness and compliance to risk. Risk compliance, risk identification and optionally also variations of solutions increase the credibility of the business plan. According to Clarke (2015), one of the 10 major mistakes entrepreneurs do is claiming that there is no possible risk involved in the new business venture.

In the end, however, it is important to note that even the high quality of the business plan does not ensure its success in the future.

5 Forms of a business plan

Business plan as such may, according to Siropolis (1994, p.95), contain different types of plans, divided according to functional areas. As an example, Arline (2015) mentions a marketing plan, production plan and a financial plan. All these plans may form parts of a business plan. However, it is important to unify them and adjust to given requirements of an entrepreneur.

As it was already mentioned, different aims and different users of the business plan require different processing of the business plan. However, this division is not sufficient. Regarding the level of a business plan detail, Srpova (2011, p.15) distinguishes between three basic variants. There is a business plan in shortened, full and final version. Nowadays, entrepreneurs might get in touch also with other variations of business plans such as elevator pitch, executive summary, shortened business plan, full business plan and Internet version of a business plan.

5.1 Executive summary

According to Berry (2015), this is a similar style of a business plan as the elevator pitch, however in a written form. Firstly, sentences of the executive summary should include information regarding the nature of the business plan and height of a required capital investment. This type of a business plan serves primarily as a quick presentation; therefore, some parts are omitted on purpose. Detailed financial analysis or SWOT analysis is not present in this type of a business plan.

5.2 Shortened business plan

Shortened business plan is important primarily for protecting the intellectual property of an entrepreneur. As Clarke (2015) suggests, shortened business plan should provide detailed overview of the business. At the same time, however it should not reveal all the "know-how" and information so that the investor would be able to create the business on his own. The line is however very often hard to define.

In a shortened version of the business plan neither main details of the business, nor detailed financial analyses should be present. All the sections of the business plan should be adjusted to such a version, where it is clear that the business will be profitable. However, the most important elements of the business are generalized to acceptable level, in order to protect the intellectual property of an entrepreneur.

5.3 Full business plan

Most of the business plan variations mentioned earlier are primarily created in order to obtain capital investments. Full version of the business plan, however, should according to Pinson (2004, p.2), describe all the details of the business and projections for future years. In this form it primarily serves to theentrepreneur and the internal use. Even though some of the investors would require full business plan, most of them would limit its length. If the plan is developed solely for internal usage, there are no limitations. Moreover, it is advised to adapt its form and length accordingly.

6 Structure of a business plan

Most authors agree that there is no generally accepted structure of the business plan. It is not possible to create one general structure for different types of businesses and sectors. The following proposed structure is inspired by Pinson (2004, p.18):

1. Cover page
2. Content
3. Executive summary
4. Organizational Plan
    - Description of a business opportunity
    - Goals of the company and owners
5. Marketing Plan
    - Potential markets
    - Analysis of the competitors
    - Marketing and sales strategy
6. Operations plan
7. Financial plan
8. Main preconditions of business success and risks of business plan
9. Appendix

6.1 Cover page

According to Harvard Business School (2007, p.16), cover page is as important as a cover page of any book. It creates first impression under which a reader decides to read or not to read the whole document. Therefore, it is important that the cover page is neatly, briefly and professionally elaborated. Pinson (2004, p.16) suggests stating on the cover page the name of the document with specifying subtitle, date, author, logo of the business, address of the business and the names of the owners. As human being is visual species it is necessary to create interesting cover page that will capture everyone's attention and simultaneously create a sense of professionalism. According to Barringer (2009, p.82), it is also advised to consist of simple sentences, stating that the document includes information that is confidential and should not be copied or saved.

6.2 Content

Another part of a business plan is, according to Harvard Business School (2007, p.16), content. Pinson (2004, p.17) highlights particularly this part of the business plan. Author suggests that content should represent a link between the executive summary and the rest of the document. As the executive summary will probably be the first part to be read, it is necessary to clearly state where in the document the rest of the information can be found, , that supports and develops the executive summary to greater extent.

6.3 Executive summary

It might be unusual to see a summary at the beginning of the document, however it is justifiable. Barringer (2009, p.83) states that such a summary should not exceed 2 pages, thus should be sufficiently short and clear.

According to Pinson (2004, p.22), a summary is a compressed form of all the important information contained in the business plan, however it might vary according to the purpose of the business plan. Vaughan (2011, p.177) states that summary is many times the only part of the business plan that investors read. Moreover, based on the summary many investors decide whether it is worth to study the document further.

Therefore, it is important to pay close attention to the development of the executive summary. Abrams (2003, p.48) defines the elements that a reader should realise in the executive summary:

1. Business concept makes sense
2. Business has been thoroughly planned
3. The management is capable
4. Clear-cut market exits
5. Business incorporates significant competitive advantages
6. Financial projections are realistic
7. Investors or lenders have an excellent opportunity to make money

From the perspective of the American style, according to Harvard Business School (2007, p.21), the summary is a place for reflection of goals of the entrepreneur, and therefore focuses also on stating the mission or philosophy of the business. However, in Czech conditions, such a style is very rare and, according to Prokop (2005, p.48), even inappropriate. Most of such missions are, according to the author, perceived as empty words. To see the starting business with a good formulation of a mission is rather a rarity than a rule. If the starting entrepreneur is honest, his mission could be easily expressed with words such as "survive" or "make a fortune". Since the executive summary represents compressed form of a business plan, Barringer (2009, p. 87) recommends writing it at the end of the business plan creation process. Similarly, the author recommends paying attention to the purpose of the document. However, in the business plan for entrepreneur´s own needs, the executive summary will not play a significant role.

6.4 Organizational plan

6.4.1 Business opportunity description

This chapter should refer to the business opportunity the entrepreneur identified on the market. It may be an innovative technological principle or simply a gap in the market. However, in some of the elements of this chapter authors differ. Harvard Business School (2007, p.25) inter alia focuses on the history and goals of the business opportunity. On the other hand, Strauss (2005, p.50) recommends addressing mostly the market where the business will operate. Srpova (2011, p.16) devotes separate chapters for market and the goals of the business. The author states 3 basic areas that should be included in the business opportunity description. Those categories can be found in publications of most of the previously mentioned authors.

1. Short product description
2. Competitive advantage
3. Added value for a customer

6.4.1.1 Product description

Pinson (2004, p.29) states that in this part the entrepreneur should describe the nature and uniqueness of the product. According to Harvard Business School (2007, p.26), in case of exceptional product, the entrepreneur should devote a separate section only for product description and by that directly highlight uniqueness of the product. It is recommended to include detailed description of the product or service, however, in very basic language without any technicalities. Potential investors might not be experts in the given area. Therefore, it is necessary to write this chapter with the reader-layman in mind.

6.4.1.2 Competitive advantage

This chapter should include briefly described competitive advantage, which the entrepreneur wants to build his business on. Harvard Business School (2007, p.41) considers competitive advantage to be the essential element of the business plan. Therefore, it is important to answer the question what creates the competitive advantage of our product against our competitors. The answer to this question should be the backbone of this chapter.

6.4.1.3 Added value for a customer

Business plan might be successful only when it brings value to the customer. From this standpoint it is therefore important to identify the added value in the business plan. This chapter might be formulated by answering the following question: "How my product contributes to meet the needs of my customers?". Porter (2004, p.130) further adds that the added value should be closely linked to the competitive advantage and should represent a unique result of the company´s value management.

6.4.2 Goals of the company and owners

While developing this chapter we should take into account different goals of the company and its owners and define the goals according to the purpose of the document. Abrams (2003, p.61) merges this chapter with the statement of mission. The author describes goals of the company as a clarifying element of the business mission that states the focus of the company. In some situation it is advised to devote separate subchapters for goals of the company and goals of the owners. The author of this thesis however thinks that for simple business plan where goals of the company are in line with the goals of the owners it is not important to pay such a close attention to this chapter.

Every goal, however, should present a future state, which the business wants to achieve. According to Olguin (2013), setting business goals will not ensure success, but will provide the entrepreneur with greater confidence in what lies ahead. Moreover, generally known methodology for defining the goals called SMART should be followed, consisting of the first letters of the following expressions:

- **S**pecific
- **M**easurable
- **A**ttainable
- **R**ealistic
- **T**ime limited

6.5 Marketing plan

6.5.1 Potential markets

According to Strauss (2005, p.51), it is important to present all by now processed analyses of the markets that our business aims for. Moreover, from the formal point of view the author suggest including some of the materials in the appendix. For the needs of potential market analysis we might choose from basic analyses such as SWOT or PEST.

At this stage of the business plan it is important to realize that the precise definition of the potential market is necessary for the following parts of the business plan, from marketing to sales strategy, as stated by Harvard Business School (2007, p.30-32).

Identifying the potential markets, however, does not end with the market research. Benjamin & McDowall (2010, p.57) choose market validation as a next step that represents a proven process that can reduce the risk of product failure in the market. Moreover, a favorable response will make a big impression on potential investors.

The whole science behind the market validation is to get relevant feedback from the potential customers very early in the process of the business development. The methods used may vary from emailing and interviewing to cold calling.

Moreover, it is advisable to portray the potential value of the market in the monetary value. Even though sizing the market might not be as easy as it seems, we should always get to the bottom number that will represent the potential of the business opportunity in the given market.

6.5.2 Analysis of the competitors

Competition is, according to Harvard Business School (2007, p.41), a constantly changing element of the entrepreneurial environment. Therefore, it is necessary to pay close attention to this chapter with constant revisions of new information. Strauss (2005, p.51) sees in the analysis of competitors a huge added value for an entrepreneur, while focusing on 3 basic areas:

- What are competitors doing right and wrong?
- How well are fulfilled the needs of customers by my competitors?
- How may I attract customers?

Answers to these questions should become a foundation of this chapter. According to Harvard Business School (2007, p.40), the mere identification of competitors many times causes problems to the entrepreneurs. Porter (1998, p.274) reminds us that when searching for competitors it is important to focus also on substitutes and not only on direct competitors. Different products in different sectors might meet the same needs of customers, and so represent a competition to our product.

6.5.3 Marketing and sales strategy

Marketing and sales strategy should be closely linked to the previous chapters and information included in them. Those chapters form a foundation for defining marketing and sales strategy. According to Barringer (2009, p.145), it is not necessary to focus on very detailed actual marketing plan. Instead it is enough to focus on so-called “marketing logic”. It represents a procedure of how is the entrepreneur going to fulfill goals of the company and how can different tools help to achieve those goals.

Kumar (2008, p.39) starts the whole process with the identification of a market segment. Subsequently, he recommends tuning the offer with a marketing mix. For novice entrepreneurs it is sufficient to stick to the elementary structure of 4P.

1. **P**roduct
2. **P**rice
3. **P**lace
4. **P**romotion

Harvard Business School (2007, p.59) advices that all the elements of the marketing mix should respond to the market needs and simultaneously to the business philosophy of the company.

6.5.3.1 Product

When building the business plan, every entrepreneur should already know what the product is and build the business plan accordingly. In this chapter it is necessary to sufficiently describe the product with the account of added value for the customer. Technicalities should be included in the appendix.

It is important that all the characteristics of the product are in line with the chosen marketing strategy and are not contradicting each other.

In this part of the business plan it is worth mentioning also the stage of the product life cycle and outline possible development in the following phases. According to Crego (2003, p.64), this is necessary for evaluation whether the market strategy is adequate to sustain demand for the product.

Moreover, the possibility of product innovation represents a significant potential that every entrepreneur should count with. Therefore, possible innovations should be mentioned in the business plan.

6.5.3.2 Price

Second not less important part of the marketing mix is price. In this part the concept of the pricing policy should be presented.

McDonald & Wilson (2012, p.363) state that a decision about correct pricing policy should also consider the following factors:

- Marketing and business goals
- Product life cycle
- Position of the product
- Competition (including potential competition)
- Distribution channels

By combination of all these factors it should be possible to create a pricing policy that will be subordinate to our business goals and simultaneously bring required effect.

First step when building a pricing strategy is defining a pricing goal. Even though there are numbers of pricing goals, the most important goal for starting a business is the maximization of the survival period together with the profit maximization or the market share maximization.

The marketing strategy that the entrepreneur chooses for the product depends on defined goals. It is possible to use a simple matrix of basic pricing strategies (Figure 1), according to Kotler (2007, p.776). This matrix shows relationship between price, quality and pricing strategy.

Figure 1: Basic pricing strategies

Source: Kotler (2007, p.776)

High Price Strategy (Premium strategy)

- It is a strategy that should be used in case of high competitive advantage of the product. This advantage has to be sustainable. Entrepreneurs might set high price at the beginning and later adapt the price according to the competitive advantage. This strategy is often used for luxury products.

Good value Strategy

- It is a strategy that should be used when external factors force companies to provide “value” to customers. Such an external factor might be a severe competition in the market. Good value strategy might help to sustain sales in such a situation.

Economy Strategy

- It is a strategy solely focused on providing low price. All the costs of marketing and manufacturing are kept as low as possible. This strategy is particularly effective in the markets where the price is the key selling factor.

Exaggerated price strategy

- It is a strategy where the price is set higher that it really should be. According to Kotler (2007), entrepreneurs should avoid this strategy due to its unsustainable nature. Consumers might stop buying the product or will initiate a negative word of mouth.

6.5.3.3 Place

An important part of every business plan is also distribution. Well-adjusted distribution system may, according to Kotler (2007, p.957), represent a competitive advantage for the entrepreneur. Therefore, the author defines a strategy for distribution decision-making process.

1. Analysis of services required by customers
2. Goals and restrictions definition
3. Identification of main distribution alternatives
4. Assessment of alternatives

According to Bird (2010), the 3 aspects of distribution that should be considered are methods, costs and reliability of the distribution channel. However, in the business plan document only the alternative that will be used should be mentioned and elaborated.

On the basis of business goals and possible alternatives analysis, according to Record (2003, p.57), it is possible to choose between 2 basic types of distribution channels.

- **Direct distribution** – product is directly distributed to customer without the use of any middleman
- **Indirect distribution** – product is sold through retail and wholesale
- **Third Party** – appointing an agent to sell the product

It is necessary to show the whole distribution channel and the strategy in the business plan.

6.5.3.4 Promotion

According to McKeever (2014, p. 183), there is an infinite number of communication methods. The job of entrepreneurs is to choose those that are the most suitable regarding the costs and exposure. Basic methods that support the establishment of contact with customers are:

1. Advertising
2. Sales promotion
3. Personal selling
4. Direct marketing
5. Public relations

A business plan should include a description of the use of the mentioned methods and their required contribution.

Needle (2012, p.438) adds that even though all of the mentioned methods use psychological theories and communicational models of human behavior, the mere promotion must be adapted to the business strategy, positioning, type of the market and amount of financial resources. Therefore, it is necessary to always connect designed promotional process to the business strategy and the market itself.

6.6 Operations plan

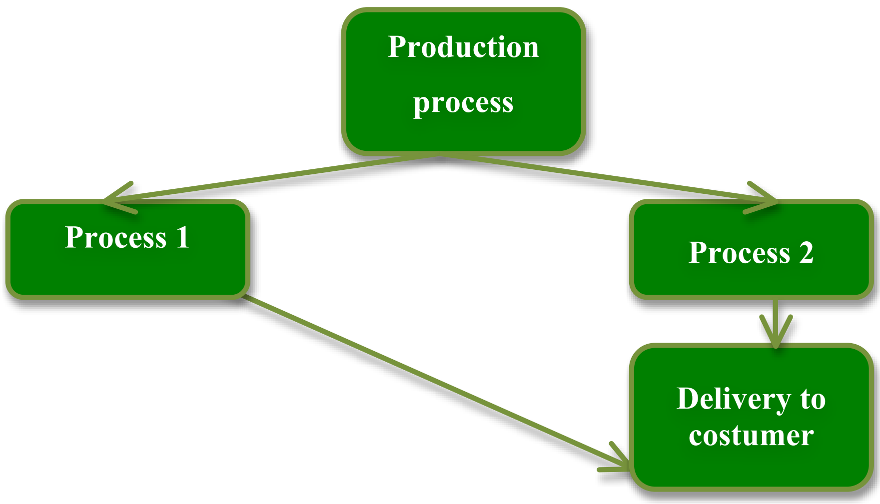
This section should describe all the operations of the business. It should represent a road plan of how the business itself will be run and how the product will be produced. This also includes operations that are run behind the curtain from the customer. Even though the operations plan might be included in other parts of the business plan, according to Barringer (2009, p.185), it is important and should appear in every business plan. Furthermore, it is important to note that the operations plan and its focus will differ from business to business depending on its production. Focus of the operations plan of a small restaurant will be different from the focus of a travel agency.

According to the author, operations plan should include 4 main parts; Operations model and procedure, Business location, Facilities and equipment, Operations strategy and plan.

6.6.1 Operations model and procedures

This part should focus on providing simple explanation how the product or service will be produced and what procedures will be used. Moreover, it is important to identify all the possible bottlenecks. According to Barringer (2009, p.190), a useful way to illustrate a production process is to include in the business plan operations flow diagram (Figure 2) that graphically describes operations of the business.

Figure 2: Operations flow diagram



Source: Author

6.6.2 Business location

Depending on the company, business location may play a critical role for the operations plan. This is the reason, why it should be included in the operations plan. According to Barringer (2009, p.193), this section should simply describe the rational behind the exact location of the business. For example, it might be based on the proximity to customers, suppliers or labor force.

6.6.3 Facilities and equipment

Facilities and equipment also play an inconsiderable role in operations plan.. As part of a production it is advisable to describe the key equipment and most important facilities. Acquisitions means of such an equipment and facilities should not be neglected.

6.6.4 Operations strategy and plan

Businessdictionary.com defines operations strategy as “a plan specifying how an organization will allocate resources in order to support infrastructure and production”. Therefore, we should look on the operations strategy from a long-term perspective. Barringer (2009, p.196) emphasizes the need to refer to previously mentioned operations flow diagram and describe processes that will be outsourced or done in-house, and the rationale behind. Moreover, the operations strategy should be in line with the overall strategy of the business.

6.6.5 Product and service development plan

Barringer (2009, p.197) also recommends including a development plan in this chapter in order to familiarize the reader of the business plan with the current status of the product development and its future processes. The author describes four levels of the product development:

Level 4 (Going Concern) – product is being sold to customers

Level 3 (Ready to go) – product is ready to be introduced to the market

Level 2 (Almost there) – prepared prototype but not ready for the market yet

Level 1 (Great idea, but…) - nothing beyond the idea exists

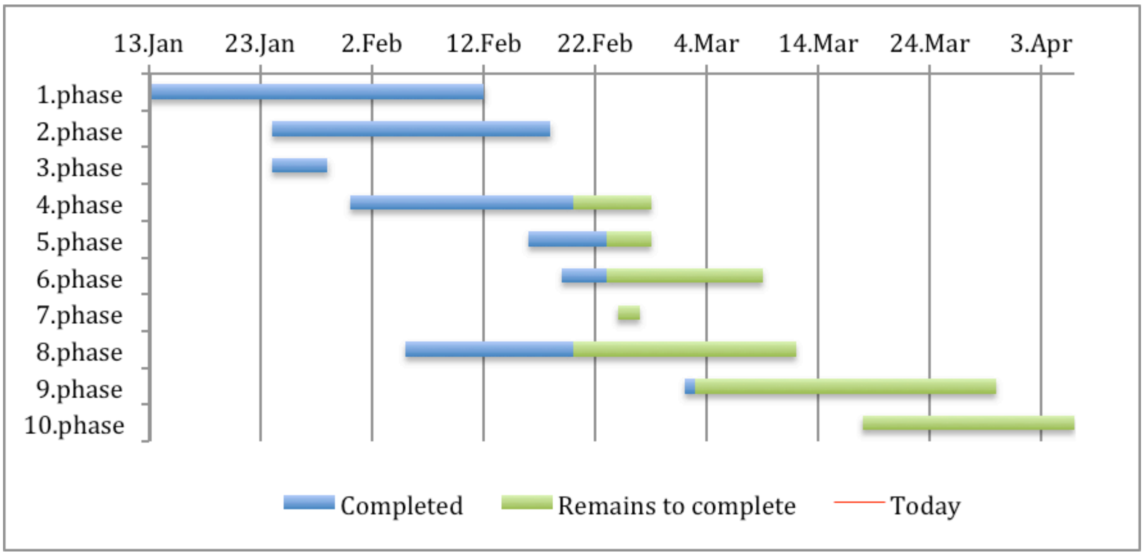
The author also recommends including graphical representation of the product. It is much easier for the reader to imagine the product and grasp its essence when there is a visual image of it.

6.6.6 Execution plan

Execution of the business plan is as important as the business opportunity itself. Many times not a very good idea with great execution will bring entrepreneur bigger success than a great idea with poor execution. Therefore, it is necessary to pay close attention to the execution plan. The entrepreneurs should start with the definition of activities necessary for the realization of the business plan that should be sorted by the logical links taking into account relevant restrictions.

Harvard Business School (2007, p.70) recommends using tables or diagrams for better imagination of huge number of information. One of the possible tools might be Gantt chart that continuously displays completion state of the activities. Such a tool can be easily and cheaply created in publicly accessible software such as MS Excel (Figure 3).

Figure 3: Gannt chart



Source: Author

6.7 Financial plan

According to Barringer (2009, p.209), financial plan represents a transformation of all previous parts of the business plan into the numerical form. Evans (2011, p.132) defines 3 basic reports that are necessary to include in the business plan:

1. Income statement
2. Balance sheet
3. Cash flow statement

However, in complete financial plan we should not forget to include indicators of liquidity, profitability, debt as well as break-even point and method of financing that serve to evaluate the effectiveness of the business plan. The time frame for the financial plan might vary. Some of the investors would prefer financial plan for next 5 years, some would prefer financial plan until the time, business produces profit, pays back the depth or the lifetime of the investment.

From investors standpoint it is, according to Harvard Business School (2007, p.79), important to quantify the necessary capital investment as it is one of the decisive factors in the investment decision. However, this depends on the purpose of the business plan and therefore might be omitted.

Furthermore, investors often require certain granularity of the financial plan in order to see the smallest details. Capital investment is regularly based on meeting certain financial milestones that can be easily tracked in the portrayed financial plan. Therefore, it is advisable to create a financial plan with monthly predictions of cash flows for at least the first year of the business introduction to the market.

6.8 Main preconditions of business success and risks of business plan

Some authors as Evans (2011,p.77) include this chapter in different parts of the business plan. However, we may agree on the necessity of the SWOT analysis that forms the foundation for determining the main elements of the success as well as for the following risk analysis.

- **S**trengths
- **W**eaknesses
- **O**pportunities
- **T**hreats

This method should include both macro and micro environment, and therefore create the overall image of the future business.

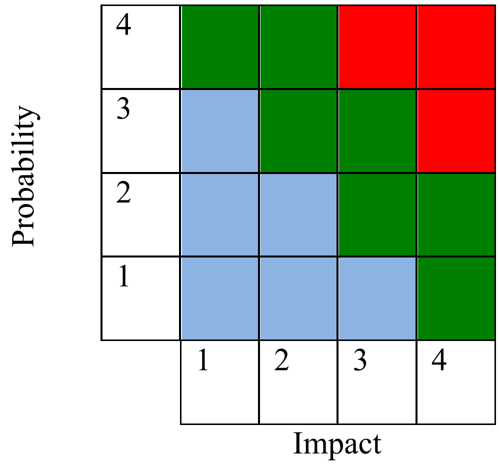
6.8.1 Risks analysis

Every business plan represents a certain level of risk. Therefore, it is important to describe those risks in the business plan. According to Ford (2010, p.16), it is better to objectively asses the risks of the business and not get the financing than hypnotize oneself into thinking that the risk is lower than it really is.

Problem starts when we want to define or properly quantify the risk. Every investor, manager and entrepreneur perceives the risk subjectively.

Risk identification together with assessment of risks significance is one of the most important phases of the risks analysis. According to Abrams (2003, p.126), the entrepreneur should try to identify as many risks as possible. In this phase it is possible to use for example the risks matrix (Figure 4) that enumerates risks based on the probability of occurrence and the impact of the risks on business. This might be particularly helpful for identification of the most important risks.

Figure 4: Risks Matrix



Source: Veber (2000, p.607)

Blue color in the Diagram 3 represents risks that are acceptable for the company. Therefore, it is not necessary to interfere.

Green color represents increased risks. Therefore, it is advised to monitor them. Moreover, they represent risks with higher probability than the previous group.

Red color represents risks, the entrepreneur should protect himself from. These risks should be immediately eliminated or mitigated.

Risks identification is however not sufficient. Therefore, this chapter should also include measures to decrease the level of risks. Veber (2000, p.613) focuses on two basic approaches:

- Measures focused on the cause of the risk
- Measures focused on mitigating the impact of the risk

These measures should be firstly applied to the risks situated in the upper right corner of the risks matrix.

6.9 Appendix

Harvard Business School (2005, p.90) considers appendix to be a place that may contain all the information that could not be included in the body of the business plan without disturbance of the business plan structure. Appendix may even have 50 and more pages and should contain all the documents that are important for the business plan.

7 Social network

To fully understand the basic principles of the social network it is necessary to firstly define what it is. Even though this task seems to be very easy, the opposite is true. In recent years Facebook created a huge precedent, and therefore most of people would automatically associate social network with Facebook. Even though this may be true, Dictionary.com defines social network as “an online community of people with a common interest who use a website or other technologies to communicate with each other and share information, resources, etc.”. Based on the access to the network we may define two basic types of social networks as specified below.

7.1 External social networks

This category is defined by publicly accessible network that mostly serves as a communication channel between people. Examples may vary from Facebook and Twitter to Youtube and Pinterest. The purpose of these networks is mostly to get money from the users, and thus gain profit from operating the social network. From this standpoint it is rather a marketing platform than a social network.

7.2 Internal social networks (Enterprise social network)

Internal social networks are, on the other hand, often closed for public and the access is granted only to people that are part of a certain enterprise. The aim of such a social network, according to Handley (2012), is to improve collaboration and communication of the given enterprise´s employees. Information shared in enterprise social networks is many times considered confidential and is treated comparably to email communication of the company.

Different companies vary in providing different components of the social network. This is also caused by the different business strategies of companies. An example might be an internal social network made by Microsoft called Yammer. This social network includes only simple components focused on social interaction between users. Yammer includes forums, discussions or possibilities to group around a certain topic.

On the other hand, there stands for example an internal social network from IBM called Connections. This enterprise social network includes all the previously mentioned components as well as possibility to store and work with files, create surveys and pools, simple project management tool and much more.

This might be considered as a fully featured internal social network that includes:

- Homepage
- Activities
- Profiles
- Communities
- Forums
- Wiki
- Files
- Bookmarks
- Blogs
- Surveys & pools

For the purposes of the following text, such an internal social network is considered.

According to Galgana (2011), the enterprise social network addresses key issues in the social development by leveraging developments in business and social networking. Combination of those two key areas creates the added value of the internal social network. Many use cases were made for the companies in order to leverage the advantages of the internal social network. According to Working (2012), some of the most common are:

- Promoting innovations
- Improving internal communication
- Accelerating employees collaboration
- Building knowledge base
- Increasing engagement of the employees
- Improving efficiency of the employees

Some advantages of using the enterprise social network are based on simple premise that most of the information and communication is structured and easily found in the network. This leads to number of added values for the company, from decreasing the number of daily emails to increased awareness of the employees or, from technical point of view to reduced need for storage space. The key factor according to Feige (2013), in using enterprise social network is the adoption by users that is not possible without change of the corporate culture.

7.3 Challenges of internal social networks

One of the drawbacks of internal social networks that is often emphasized by companies is the adoption. It represents the degree, at which employees integrate internal social network into their everyday working routine. Even though internal social network is a powerful tool, it is basically useless without its users.

One part of the adoption process, according to the Feige (2013), should be the definition of the internal social network´s primary purpose. Every internal social network needs a precise purpose and a reason, why users should use it. The definition of a social network´s primary purpose should also portray the added value for different user groups of the system. In other words, users have to be aware of the benefits that the usage of the internal social network brings and how it satisfies their needs and wants. This ensures smooth adoption of the system by the users.

Another drawback that goes hand in hand with the adoption is the price. An internal social network is relatively expensive. Software licenses, IT infrastructure together with long period of network adoption might be the key decision factor, when dealing with the internal social network.

The last but not least drawback is connected to the safety. As the information in the network floats freely, it is necessary to implement controlling procedures and processes to ensure safety of the strategic information. Such a process might be a part of the adoption process, however it should not be underestimated.

7.4 Use-cases of internal social networks

Teh usage of internal social networks is limited only by the knowledge of its users. Among the most popular ones, according to Competence Centre Collaboration Solutions, are:

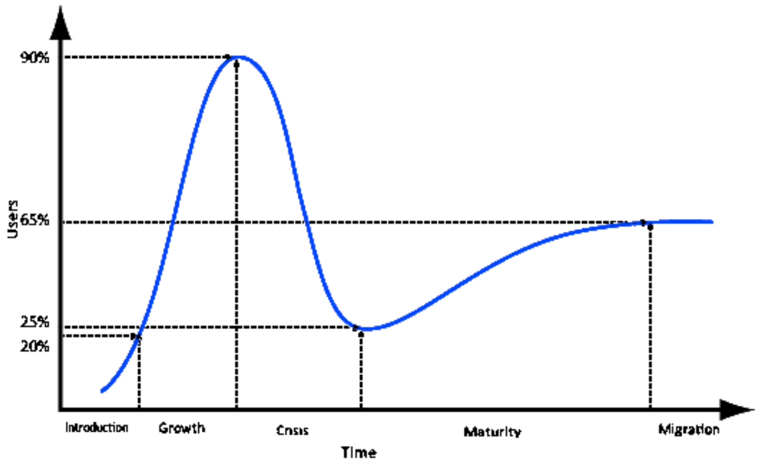
- Project platform
- Expert finder
- Knowledge management
- Innovation management
- Communication & collaboration platform

Even though those are the use-cases that are widely spread among companies, we may find some specific usage of internal social networks. Some companies use internal social networks as a reporting platform for financial statements within the corporation, other as an administration platform for submitting and approving abstracts and papers for international conferences. As it was mentioned earlier, the usage of internal social networks is unlimited from very general use as a communication platform to very specific process oriented use. However, the crucial role will always play the proper adoption of the whole system.

7.5 Adoption of internal social networks

As previously stated, the adoption of the internal social network represents the biggest challenge for corporations. Most of the companies must undergo the same process that can be easily represented by Hype Curve or Hype Cycle that is transposed from company Gartner (Figure 5). This Hype Curve was developed by Competence Centre Collaboration Solutions and is based on more than 3 years of research of internal social networks.

Figure 5: Hype Curve



Source: Competence Centre Collaboration Solutions

The above mentioned Hype Curve (Diagram 5) represents 5 basic phases of adoption of internal social networks.

1. Introduction
2. Growth
3. Crisis
4. Maturity
5. Migration

Different groups of users, their knowledge and styles of using the network represent different phases of the Hype Curve.

7.5.1 Introduction of internal social network

Generally, there exists 2 basic principles, how to introduce internal social network to the company and its users, which are mentioned below.

1. **Introduction by force**

Often, the introduction by force comes from the management of the company or simply from a manager. Employees are forced to use a social network, and therefore an aversion towards this tool may arise very quickly.

2. **Introduction by content**

More appropriate method of introducing internal social network is by creating content that will drive the users to the network. Even though this method is more time demanding, it represents lower risk of user´s aversion towards the new system.

7.5.2 Growth of the internal social network

Second stage of the adoption process is represented by a rapid growth of the users. In this phase, it is necessary to support the users with their day-to-day problems and provide appropriate trainings in order to minimize the impact of the next phase that is the crisis. Moreover, it is crucial to turn one-time users into regular users.

7.5.3 Crisis of the internal social network

Crisis of the internal social network is represented by sudden drop of users. This might be caused by many reasons such as the leak of confidential information, technical problems of the network or simply disinterest of the users. In this phase, it is necessary to provide support for the users in order to motivate them to use the social network. Moreover, processes that have caused the crisis should be restructured and newly defined. This is why the introduction of an internal social network necessarily changes the corporate cultures of the companies.

7.5.4 Maturity of the internal social network

Successful restoration after crisis slowly leads to the maturity of the network. This is a stage, where the usage of the internal social network becomes regular and for the users irreplaceable. Furthermore, core business activities depend on the usage of the internal social network. In this phase, it is advisable to provide users with advanced training and develop add-ons to the internal social network according to the needs of the users.

7.5.5 Migration of the internal social network

This phase represents the last resort of the internal social network adoption. It does not have to occur as the last one, though. Migration may occur anytime, right after it is visible that the users will not be able to adopt the new system and it is more monetary efficient to migrate to another system. Moreover, this stage might also occur when new, better technology is introduced and internal social networks will be considered the relic of the past.

8 Information technology for education in the Czech Republic

Rapid development of the society also influences the development of educational process. The increasing pace of new findings, knowledge of learning processes, inventions and technologies have refined the educational process throughout the years. However, new forms of the education were introduced only recently. Even though there already exists suitable technology intended for education, rigid structures of educational institutions are tough to penetrate. It is possible to notice a positive trend in recent years, however it can rarely be seen that educational institutions use modern technologies other than projectors connected to computers.

8.1 Use of the information technology for education

Cross & Hamilton (2002) describe five basic areas, how information technology are used in education nowadays:

1. **Blended learning** – use of digital content and online media
2. **Learning content management systems** – system for management of teaching materials
3. **Web collaboration & live eLearning** – system that promotes virtual classes, online workshops or meetings
4. **Simulations, learning games, videos and storytelling** – learning through educational videogames or simulations
5. **Training without trainers** – system for online collaboration between students, who can solve problems together without the need of lecturer

Petlak (1997) describes the problem of educational system as a system that is authoritative and directive. Strikingly this problem is still up to date. One of the tools that can be used to resolve this deficiency very easily might come from the information technology area.

Combination of information technology and education has a tremendous utilization, however requires a proper adoption of the system that is connected to the change of the institutional culture.

8.2 Benefits of information technology for education

According to Saxena (2013, p. n.d.), technology influences education in 4 main areas:

- **"Teachers can collaborate to share their ideas and resources online:** They can communicate with others across the world in an instant, meet the shortcomings of their work, refine it and provide their students with the best. This approach definitely enhances the practice of teaching.

- **Students can develop valuable research skills at a young age:** Technology gives students immediate access to an abundance of quality information, which leads to learning at much quicker rates than before.

- **Students and teachers have access to an expanse of material:** There are plenty of resourceful, credible websites available on the Internet that both teachers and students can utilize. The Internet also provides a variety of knowledge and does not limit students to one person's opinion.

- **Online learning is now an equally credible option:** Face-to-face interaction is huge, especially in the younger years, but some students work better when they can proceed at their own pace. Online education is now accredited and has changed the way we view education."

Moreover, according to Evans (2013), students overwhelmingly have access to personal mobile devices with connection to Internet. This is in line with the findings of the research between participants of the University day 2014 - a conference dedicated to IT technology and education - where the most desirable IT solutions by universities are mobile services (67%).

8.3 Challenges of information systems for education

8.3.1 Training and adoption by the teachers

As it was already mention before, one of the most crucial parts of information system implementation is its adoption by users. This is also true for the information systems for education. Therefore, proper training of the teachers is necessary. On one hand, this might be very costly, on the other hand, not all of the teachers might realize the real value of the information system and would rather stick to their time-proved conventional procedures.

8.3.2 Implementation expenses

Cost of the advanced information system might represent the biggest obstacle to acquire the information system. Furthermore, it is necessary to count also with implementation expenses that are in many cases quite significant. These might include: an integration with other systems, a graphical customization or simply the acquisition of required hardware.

8.3.3 Over dependence on technology

Ramey (2012) emphasizes possible over dependence of students on information technology that can lead to laziness and rapid decrease of students' activity or level of innovations. Students, instead of solving the problem, might prefer to query that task in a search engine and a solution will be provided.

8.4 Types of information systems on universities

Universities famous worldwide have significantly different approach towards the new information technologies. Probably due to the financing differences they can use different types of information technology for their educational purposes. However, information technology does not have to be necessary used only in core educational processes, but it might also act as a supporting tool for minor processes.

8.4.1 Course management systems

According to Vanderbilts University Center for Teaching (2015), course management system is defined as a collection of software tools providing an online environment for course interactions. It might include following functions:

- Class materials sharing
- Assignment submission
- Grade book
- Integrated email
- Chat for synchronous communication
- Discussion board for asynchronous communication

8.4.2 E-learning

E-learning is often used in distance learning. According to Stockley (2003) it represents the delivery of a learning, training or education program by electronic means.

According to Rouse (2005), popular distance learning technologies (E-learning) include:

- Voice-centered technology, such a CD or MP3 recordings or webcasts
- Video technology, such as instructional videos, DVDs, and interactive videoconferencing
- Computer-centered technology delivered over the Internet or corporate intranet

8.4.3 University information system

As there exist number of different university information systems, it is hard to describe and define them. However, according to developers of University Information System that is widely spread across number of Czech universities, it is defined as a system providing support for complex management processes at universities or colleges. It mainly reinforces study processes and science and research activities, which take place over the entire academic year.

Most of the university information systems would consist of the following functions:

- Study overview
- Schedule creation
- Registration for examinations
- Search for people
- Library information system

Practical part

9 Research

The theory applied in the previous sections will be put in practice during the empirical research that should lead to the creation of a realistic business plan.

As there was already executed small pilot of the internal social network at the University of Economics in Prague, 5 interviews were conducted as a preparation for the further research that should lead to the creation of the business plan. Interviews were aimed on lecturers and students that have used the internal social network in the education process at the University of Economics in Prague. This research was mostly focused on the functionality and the added value for lecturers and students.

9.1 Identification of key respondent groups

Based on the pre-research phase, 3 basic respondent groups were identified that need to be researched. These 3 groups have different impact on the success of the business plan, and therefore should be approached individually with different goals in mind.

9.1.1 Students

Students represent the first group. They are the respective users of the internal social network. Even though this is quantitatively the biggest group, its significance might be questionable due to the low decision-making power.

9.1.2 Lecturers

Lecturers also represent users of the internal social network, however they have different role in the educational process, and therefore should be approached independently from students.

9.1.3 Financing authority

The last group is defined by the legal authority, which is able to approve financing of the internal social network acquisition. This authority differs from university to university, however it is expected to be around the position of the associated dean, dean or higher in the university structure.

9.2 Research goals

The primary goal of the research is to gather appropriate data from identified groups of respondents in order to gain a realistic view on their needs, wants and general outlook on the market of internal social networks in education. As previously mentioned, due to the differences among groups of respondents, for every group a specific focus of the research was chosen.

9.2.1 Focus of the research among different respondent groups

Research among students is focused primarily on the students' needs and the functionality associated with the use of the internal social network. Furthermore, it aims to identify, how students collaborate between each other and what tools they use.

The focus of the research among lecturers is on the added value, willingness to use the internal social network and the potential areas, where internal social network might be helpful for the lecturers. The research is also aimed on currently used technologies and practices.

The research of the last but not least group of respondents is focused on possible financing of the internal social network acquisition. Strategic goals of the universities together with willingness to implement and finance the internal social network are the main points of the research among financing authorities.

9.3 Research methods

To gather relevant data among all three key groups of respondents, combination of qualitative and quantitative methods was chosen. Research methods were adapted to every respondent group independently.

9.3.1 Pre-research

For pre-research phase personal interviews with lecturers, that were part of the pilot project at the University of Economics in Prague were used. Altogether 5 personal interviews were conducted. The main focus of the interviews was to assess the functionality and the added value of the system. List of all the interview questions is shown in Appendix 3.

9.3.2 Research among students

Students were researched using a simple online questionnaire that was shared and promoted through social media and email. Questionnaire was launched on 27.4.2015 and closed on 15.5.2015. Respondents varied across most of the Czech public universities. The total number of responds was 355. Individual questionnaires were sent directly to Facebook groups of the universities. The author also managed to publish the questionnaire in the newsletter of Career center of Czech Technical University in Prague. The questionnaire consisted of open, closed, aided and unaided questions with focus on the functionality and identification of students needs. For the list of questions with aggregated results see Appendix 4.

Overall, the research sample and its structure was sufficient for the purpose of this business plan, however some slight deviations from reality might occur. The questionnaire was mostly shared through Facebook, and therefore captured the users of the social network. Even though adoption of Facebook is very high in the Czech Republic, non-Facebook users might have a different point of view on using technology in education. Moreover, the sample of students does not correctly represent sizes of the universities. This might also lead to the distortion of the questionnaire results.

9.3.3 Research among lecturers

Different approach was chosen towards lecturers. As it would be considerably difficult to gain the insights on social media, cold mailing with included link to the online questionnaire was chosen. Research was conducted from 5.5.2015 to 12.5.2015. The questionnaire consisted of open, closed, aided and unaided questions with focus on the added value for lecturers as well as the willingness to use it. From approximately 500 emails sent, the author was able to collect 42 responses. For a list of the questions with aggregated results see Appendix 5.

Overall, this research sample and its structure is satisfactory. Some of the deviations might arise from the relatively young lecturers responding to the questionnaire, as older people have significantly slower and lower rate of technology adoption. This might be reflected in the actual social network adoption by older lecturers. Moreover, this sample also does not represent the relative sizes of the universities. These irregularities might distort the results of the research.

9.3.4 Research among financing authorities

In order to gather relevant data from financing authorities, personal interviews were conducted. Contacts were gained through author’s personal network or cold emailing. From approximately 30 sent emails, the author managed to arrange 3 individual meetings with the deans. Appendix 6 contains the script of the interviews.

This sample group does not represent a full scale of the public universities in the Czech Republic. Due to this fact, some of the results might be distorted. However, it provides a necessary view on possible financing of the projects at universities, and therefore might be carefully generalized.

10 Executive summary

"Tailor-made
social network for universities"

Description

Customised internal **social network** for universities. It is a web-based platform, where students can **share files, discuss topics, edit documents** and **create communities** to collaborate. Teachers can easily share study materials, get feedback and answer student's questions. We base our solution on IBM technology that is **safe, secure, reliable and easy to use**.

Problem/Solution

Universities promote cooperation and teamwork, however they **do not provide adequate conditions where students could interact and collaborate on-line.** Even though universities have their information systems, those systems are unsatisfactory for online collaboration and students are forced to use various public social platforms such as Facebook, Google Docs, Dropbox etc. instead. Student created study materials, discussions and accumulated knowledge disappear with every end of the term. Teachers have to repeatedly answer the same questions and share their materials every term. Hungry GECKO has one **common platform for collaboration that can cover all the needs** from file management, creating knowledge base, forums, blogs, to internal communication and simple project management.

Market opportunity

Czech market represents **€ 1.35 mil.** yearly opportunity that Hungry GECKO is able to address. With increasing expenditures for education and rising revenues of the private universities, the opportunity constantly **grows**. Due to endowments to public universities and profits of private ones, they will be able to acquire our solution.

To date project has been funded by the founders. We have conducted a pilot project at the university and have other modules already tested.

Competitive advantage

Hungry Gecko solution is platform independent, fully integrated, **designed directly for educational purposes** with its own **mobile application**. It consists of single interface with the possibility of customization to corporate culture of the university. **Data are owned by universities**, stored either in **cloud** or on university servers. Compared to competitors, our solution has one common interface and **superior functionality**. Key advantage lies in **partnership with IBM.** 2+ years R&D place Hungry Gecko **ahead of its competitors** and give sufficient time period for differentiating products' development.

Revenue model

Licenses sales together with **adoption services** will be our main source of revenues. Price for on premise solution of pilot project for 100-200 users is **€ 150** per user. Additional revenues include adoption services, trainings, maintenance services and development of add-ons.

Milestones

Q4/2015	Module for distance students
Q2/2016	New module for research
Q4/2016	Module for conference administration
Q2/2017	Backup application

Who we are

Dominik Slahar, CTO

6 years experience in IT as a developer. Strong background in developing products for social network and web based applications.

Peter Sandor, CBO

2 years experience as a project manager and consultant in field of internal social networks with background in international management.

The combination of our passionate team and the unique product for education is creating business opportunity with potential of € 50 mil. in revenues with low cost and high margin.

"Get connected with Hungry GECKO"

11 Organizational plan

11.1 Business opportunity description

This opportunity rises from the experiences of Competence Centre Collaboration Solutions and its research of internal social networks. The whole team met there under the supervision of IBM in order to research possible scenarios of using internal social networks in different corporate cultures. After the initial research the focus on universities was chosen. The research shows that approximately 43% of researched students lack place for online collaboration and up to 37% lack any place for sharing documents online. Moreover, 83% of university students would appreciate to have a system that combines all the functionality that our solution provides. Hungry GECKO serves as a middleman that will resell already existing internal social network of IBM with modifications that are designed for educational purposes.

This business opportunity is built on a simple premise that universities promote cooperation and teamwork, however they do not provide adequate conditions, where students could interact and collaborate on-line. Already acquired university information systems dos not provide social and collaboration tools. Moreover, the university social network should not replace already existing university systems but rather complement them.

Due to the lack of university collaboration systems, students are forced to use various public social platforms such as Facebook, Google Docs, Dropbox etc. instead. Study materials, discussions and accumulated knowledge disappear with every end of the term. Teachers have to repeatedly answer the same questions and share their materials.

After 2 years of an extensive research and a pilot project at the University of Economics in Prague, Hungry GECKO as a business partner of IBM is more than capable to provide highly customized solution that eases the life of university students and lecturers.

11.2 Product description

Hungry GECKO provides a customised internal social network for universities. It is a web-based platform, where students can share files, discuss topics, edit documents and create communities to collaborate.

Teachers can easily share study materials, get feedback and answer students´ questions. It is based on IBM technology that is safe, secure and reliable.

Access to the network is provided only to the students and lecturers of the university. Login information can be shared with the already used information systems of the university.

Network itself is easily customizable to the university colours and design. Moreover, it can be upgraded by other features such as integrated email, video/audio meetings or advanced analytics. Mobile application for smartphones and tablets as well as desktop application for computers is provided together with the solution.

Pre-commercial beta has already been launched and tested at the University of Economics in Prague with the sample of users.

Solution consists of several modules that are used according to the needs of lecturers and students:

Homepage – serves as a dashboard to see what is happening in the university network

Activities – place to view, manage and organize work of students, teamwork or assignments

Profiles – possibility to find expertise and talents students and lecturers need

Communities – groups built around university subjects or topics to gather students with common interests

Forums – place for exchanging information with other students and lecturers and benefiting from their experience

Wikis – knowledge base for every university subject

Files – place to share, comment and discover presentations of lecturers and other subject materials

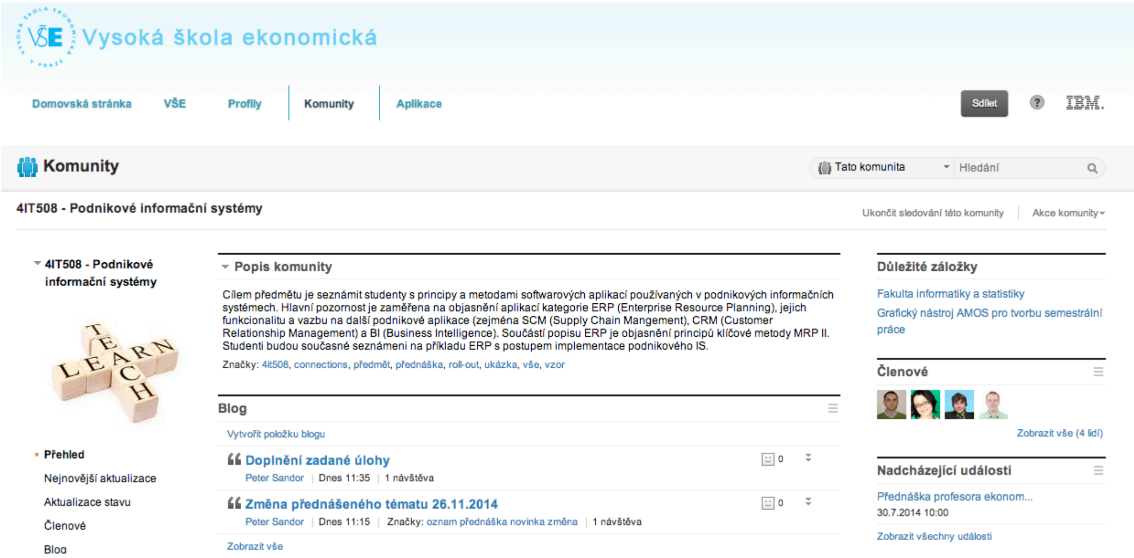
Bookmarks – storage of useful web-based content

Blogs – place for lecturers to communicate news, deadlines and recent changes to lectures´ schedules

Pools – possibility to quickly gather feedback from students and lecturers

As visible on Figure 6, the solution is fully customisable to the corporate colours of the university with links to the current university systems.

Figure 6: Pilot university social network at University of Economics



Source: author

For more screenshots of the product see Appendix 1.

11.3 Competitive advantage

Hungry GECKO solution is platform independent, fully integrated, **designed directly for educational purposes** with its own **mobile application**. It consists of single interface with the possibility of customization to corporate culture of the university.

Data are owned by universities, stored either in **cloud** or on university servers. Compared to competitors, our solution has one common interface and **superior functionality**. Key advantage lies in the **partnership with IBM** and the business model where licenses for **external users are provided for free**.

Moreover, 2+ years R&D place Hungry GECKO **ahead of its competitors** and give sufficient time period for differentiating products' development. So far as we know nobody has tried to fully integrate and customize a professional internal social network into the educational process in **Czech or Slovak market**.

11.4 Added value for customer

By utilizing the open communication that the university social network promotes, most of the problems are solved within the network itself without the need of lecturer´s contribution. This principle can be seen in public social networks, however in smaller numbers due to the limitations of public social networks. It significantly **decreases the number of emails** that lecturers receive and number of students requesting consultations. Lecturers can focus on their lectures and do not have to answer duplicate emails. Students can get to the needed information faster and from any place with Internet connection.

Questions and problems of the students are solved by peers and not by the lecturer. This **reduces load time of lecturers,** who play only the role of an observer. Most of the problems and questions are the same in every term. With questions answered and problems solved students have the flexibility of finding all the answers in the university social network very quickly.

The biggest added value for students according to the research is the ability to **store, manage and collaborate on documents online**. The solution provides all the necessities for online teamwork and collaboration that students need.

Information is transferred through semesters, and therefore creates the **knowledge base of the university subjects**. All the needed information is in one place, which is easily accessible and quickly searchable.

The university social network works as a **great communication channel** with many options. From commenting files, through forums and blogs, up to the personal messages or messages to the whole communities.

Moreover, all the **information are securely stored and managed by the university**. Access is granted only to the students and lecturers. However, approved external users might access the network without the need of payment for the licenses.

11.5 Team management

The founders' team met under the supervision of IBM in its competence centre. It has proved itself to be viable during number of projects. The team consists of people with unique technological and business knowledge, which creates the ideal combination for Hungry GECKO.

Two founders that plan to dedicate 100% of their time to the Hungry GECKO, founded the company. However, three more people that Hungry GECKO cooperates with, were provided minor shares of the company.

Dominik Slahar – owner of 42% of the company

As an IT specialist, Dominik is primarily responsible for product development from the technical point of view. He is the main programmer of the company and the technical backbone of the whole business.

Peter Sandor – owner of 42% of the company

Peter is primarily responsible for sales and overall management of the company. He also provides trainings and consultations to the customers.

Other people that are involved in the company:

Tomas Feige – 8%

Kristyna Valdova – 4%

Ondrej Suchanek – 4%

People that Hungry GECKO cooperates with:

Filip Pavlicek - IBM SW product manager, Avnet Technology Solutions

Peter Biskup – Alliance manager IBM ecosystem development, IBM CZ

11.6 Goals of the company and owners

Goal of the owners is to break-even the amount of money invested within the first 6 months of the company´s existence.

Moreover, company should bring value of at least 24 000 euro to its founders cumulatively, within the first two years of the company existence.

From the 4th year, company´s revenues should count for at least 350 000 euro yearly.

In 3-5 years, Hungry GECKO aims to become an expert unit in the field of adoption of social networks with leading position in the university collaboration networks. Furthermore, Hungry GECKO aims to expand to other areas with new products (research centres, small businesses...).

12 Marketing plan

12.1 Market analysis

Firstly, it is important to mention that the university social network is a new product on the market, therefore the market in the Czech Republic is relatively undeveloped and uninformed. Research shows that more than 70% of all lecturers that responded the questionnaire were not able to identify any internal social network and awareness of the deans was also very low.

In the Czech Republic there are 72 high schools and universities. According to the Ministry of Education, there is 26 public universities and high schools in the Czech Republic with approximately 320 000 students and 38 000 lecturers. Those 26 public universities have 148 faculties altogether and it is expected that this number will not rise. For the purpose of the market-sizing, a faculty as a unit of measurement is considered.

Table 1: Market sizing year 1 (in # of faculties)

Year	1	
Project type	Pilot project	Full roll-out
Overall public university market potential	148	148
Adjustment for faculties that are not suitable (30%)	104	104
Addressable market (10%)	10	10
Addressable market (EUR)	150000	1200000
Expected share of addressable market	1%	0%
Expected # of faculties using the system	1	0
Expected revenues (EUR)	15000	0

Source: author

From Table 1 we can see the sizing of the market for the first year. Overall, the sizing for all 5 years is available in Appendix 7.

Overall, the number of chosen faculties is firstly adjusted by approximately 30%. Those are the faculties that are either too small or use of the university social network would not be suitable. Out of this number approximately 10% is the addressable market that Hungry GECKO is able to cover. This is based on the experience from the research, where 10% of all cold emails were converted to meetings with deans. Out of this number Hungry GECKO expects to gain 1% share in pilot projects for the first year, which represents 1 faculty. As all the faculties are considered to be non-divisible, the numbers in Table 1 are rounded.

It can be assumed that overall yearly opportunity that Hungry GECKO would be able to address is **1 350 000 euro.**

12.2 Porter analysis of the market

Figure 7: Porter's five forces analysis

Source: author

12.2.1 Threat of new market entrants

- Relatively low capital requirements
- Partnerships needed
- Business partnership with IBM
- Technical knowledge and certification
- High technical requirements
- Niche market for existing business partner
- Not accessible information and unique know how
- Current low industry profitability

Even though capital requirements for new companies are low, relatively high market entry barriers exist for new companies. Primarily the barriers are based on the unique knowledge, lack of information available and relationships with partners. This applies also for already existing business partners of IBM that have already build relationships with distributors. However, lack the knowledge and experience of the adoption of the social network in university environment prevents them from easily entering the market. Although some of the IBM business partners might have superior technical knowledge of network implementation, this competence proves to be less and less important in the eyes of customers. Based on the analysis, the threat of new market entrants might be considered **very low** in the short run. In the long run market barriers will get higher and higher due to the accumulated knowledge and competencies.

12.2.2 Threat of substitute products

- High switching costs of customers
- Some availability of close substitutes
- Superior functionality of Hungry GECKO solution
- No direct customization for universities
- Inability of substitutes to provide complementary services
- Fragmented functionality of substitute products
- Different business model and strategy of competitors

Hungry GECKO solution is very unique, however the threat of substitutes should not be underestimated. Even though it might not seem like that, this might represent the most serious force of this analysis. The most dangerous are indirect substitutes that focus only on one of the parts of the Hungry GECKO solution. Even though Hungry GECKO provides with no doubts a superior aggregated solution, synergies created by the solution might be mitigated by already used substitutes by universities. Therefore, this threat should be considered to be **medium**.

12.2.3 Bargaining power of customers

- Low buyer information availability
- Uniqueness of the product
- Differential advantage
- Low fixed costs of the company
- Limited number of customers
- Product is not a necessity for universities

The limited number of customers on the Czech market moves a power towards the hands of customers. On the other hand the uniqueness of the product and its differential advantage compared to its competitors move it slightly back to the hands of Hungry GECKO. Decisive factor, however, is the character of the product that universities do not consider to be a necessity. Due to this fact bargaining power of customers is considered to be **high.**

12.2.4 Power of suppliers

- Prescribed rules, processes and prices by IBM
- Low suppliers switching costs
- Low impact of inputs on differentiation
- Presence of substitute inputs
- Unique knowledge of the company
- Already built relationships

The main point in supplier's analysis is probably the need to follow all the rules that IBM as a provider of the licenses dictates. It might seem that this moves the power to the suppliers hands, however it might not necessary be true. IBM is quite flexible and provides more than enough place to manoeuvre. Moreover, with relatively low switching costs to find a new license provider e.g. Microsoft, the power of suppliers is considered to be **medium.**

12.2.5 Industry rivalry

- Relatively few possible competitors
- Low exit barriers
- Sustainable competitive advantage through innovation and research
- Powerful competitive advantage
- Hungry GECKO creates the market
- Focus on niche market

Relatively low number of competitors together with low exit barriers, undeveloped and new market, create **low** industry rivalry. It might be expected that industry rivalry will change in the future, however as the market is relatively small it is improbable that more players will focus on the same niche market.

12.3 Analysis of the competitors

Most of the competitors of Hungry GECKO are big global players that more or less work on the same business model where its business partners resell the licenses. The closest possible competitors that can provide internal social network are Microsoft and Google. However, detailed customization and knowledge of the university adoption processes would be needed. This is a unique knowledge that has to be accumulated with close cooperation with universities. From this point of view, Hungry GECKO does not considers its solution to be easily copied by its competitors. Moreover, the social network that Hungry GECKO uses as the base for the solution was voted for the best enterprise social network for 5 consecutive years.

Next follows the list of competitors that would be closest to the functionality, usage and the added value to the solution of Hungry GECKO.

12.3.1 Ututi.com & Primat.cz

Ututi and Primat are two products based on a very similar principle, however built on different business models as Hungry GECKO. They are public social networks made for universities where students can group, interact and share their knowledge. Their main disadvantage is that most of their functions can be easily substituted by Facebook or other broadly used social networks. Even though they provides inferior functionality, they have good market coverage especially in Lithuania, Poland and theCzech Republic. Moreover, these are unofficial social networks that do not cooperate with the universities and mostly work as storage of study materials for students. One of the main advantages, however, is that they are free for students. Their business model is based on paid advertisement or fees from lecturers.

12.3.2 Google apps

Google apps are the set of applications that were grouped together to create a reasonable bundle for student’s requirements. Even though they can provide similar functionality as Hungry GECKO, the environment is fragmented among the number of applications. Moreover, this is not a proper university private social network. It also includes external public environment, and communities are only possible to create in public Google+. This system would be hard to integrate with other university IT system, however it may serve as a very cheap alternative.

12.3.3 Microsoft Office 365

Microsoft Office 365 is a quasi-social network. Its functionality might serve all the needs that universities have, however in order to provide full university social network, it has to be integrated with Yammer, which brings the social aspect to the simple document management system. The biggest advantage is that the whole bundle also includes Microsoft Office (Word, Excel, PowerPoint) that is widely used among students and lectures. Microsoft is able to provide full product that is comparable with Hungry GECKO, however it would consist of at least two previously mentioned applications. Even though these applications are well integrated, the whole environment would be unnecessarily fragmented. Microsoft is the only competitor that is able to provide comparable services and functionality to the universities.

12.4 Customer analysis

Considering complexity of the product, it is necessary to research two main groups of users. Students and lecturers represent those two groups. The main aim was to identify the need for the product.

12.4.1 Students

Research shows that even though students are relatively satisfied with their university system (76%), they lack number of important features that their university system cannot provide. 42% would appreciate place for online team work, 37% place for sharing documents or 33% for mobile application. All this functionality can be easily covered by Hungry GECKO solution. Moreover, 83% of researched students would appreciate to have a single environment that would combine all the mentioned functionality. It might be concluded that students lack such a system and according to the research, 87% of them would use it. All the results of the research are available in Appendix 4.

12.4.2 Lecturers

Lecturers have mainly identified the problem of their university system to be a small capacity for data storage, discontinuity through more semesters and non-uniformity of strategy of the faculties. Even though it seems that lecturers that have answered the questionnaire are quite open towards new technology, the biggest barrier for university social network is the inflexibility of the processes and aversion of other colleagues towards new technology. Lecturers seem to be uninformed about university social networks, 60% of them would expect increased awareness of the students, 48% decreased number of emails from students and 43% one common platform for every subject. From all the researched lecturers, only 36% would not consider university social network to be introduced at their university as a mean of innovative learning. All the results of the research are available in Appendix 5.

12.4.3 Deans

Research shows that the overall interest of the deans in the university social network is very low. However, 2 out of 3 deans that answered to the cold mail were interested in the solution after the meeting and introduced the author to other relevant people of the faculty that are unofficially responsible for the IT technology. Moreover, most of the interviewed deans were aware of the need for collaboration tools for students, but only one of them was actively searching for the solution. Considering the price of the pilot project, this would be possible to execute within the faculty. However, the full roll out would have to be approved and financed by the university.

12.5 Marketing and sales strategy

The type of the university does not limit marketing and sales strategy. Therefore, there is no need to target specifically technical or any other type of universities. However, in the first phase, most of the efforts will be turned towards the public universities. Those universities have a variety of possible financing methods that would be suitable for acquiring such a system. One of the ways might come from EU subsidy programs that Hungry GECKO is more than willing to help with. The next steps will be to focus on private universities and further on other educational institutions.

As it is common in B2B market, the main strategy will be based on direct marketing and personal selling. Hungry GECKO aims to focus not only on heads of universities, but also on heads of the Faculties and individual lecturers.

12.5.1 Product

Product that has been already described earlier, consists not only from the software, but also from the services around it. The key part of the product is the adoption of the whole system. Based on the experiences and knowledge, it is possible to significantly accelerate acceptance of the network by students and lecturers. The whole process of implementation and adoption takes at least 3 months, depending on the cooperation of customer. List of all the product parts is available in Appendix 2.

12.5.2 Price

Pricing strategy of Hungry GECKO is based on the expectation that universities will firstly test the whole system in a pilot project with the limited number of users. This is also recommended according to the university social network adoption strategy. Pilot project should have approximately 100-200 users.

In this case, the whole package would be priced at 150 euro per license including all the implementation and adoption services as listed in Appendix 2.

In case of full roll out, the price will depend on the amount of users and the success of negotiations.

Hungry GECKO in this case works on the project basis, where the price consists of two parts. Price for licenses is calculated from the IBM license price + 40% margin. Other implementation and adoption is calculated on the fixed-time fixed-price basis where 1 man-day (8 working hours) is priced for 400 euro. This man-day pricing is approximately 20-25% lower than pricing of business partners of IBM already acting in the Czech market. Approximate overall prices for model projects are shown in Table 2.

Table 2: Pricing according to project type

Project type	
Pilot project (100 users)	15 000 euro
Full roll out (1000 users)	120 000 euro

Source: author

12.5.3 Place & Promotion

Due to the nature of the product, distribution channels are quite limited. Personal assistance and implementation is needed in most of the cases. Even though product itself can be digitally transferred, all other services should be provided in person.

Direct distribution is in this case the most suitable form.

This is connected also to promotion. In order to target the right people **cold mailing** was chosen. During the research phase, the same method has been tested with more than 10% success. It is quite easy to find functioning email addresses and telephone numbers of the right people from the universities. Targeted will be deans of the universities together with people responsible for development of information technology at universities. Cold email should be followed by a personal meeting at the university and a short presentation of the product that should create active business leads.

According to the research one of the main points is general lack of awareness and information about university social networks among lecturers. Secondary goal of the promotion strategy will therefore be education of the market. This consists of number of workshops and participation in conferences, in order to promote internal social networks to lecturers, students, but also to general public.

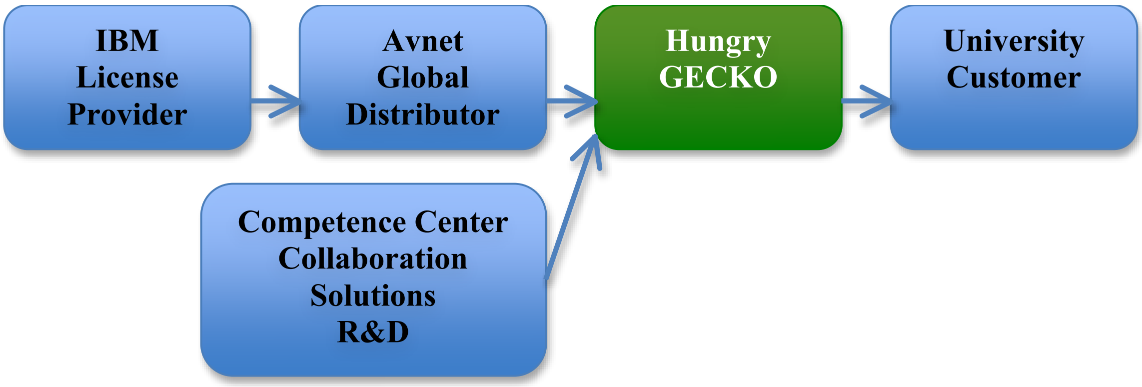
13 Operations plan

13.1 Operations model and procedures

Operations model of Hungry GECKO is due to the nature of the business quite simple. It is similar to already tested operations models of IBM business partners. Moreover, as the main product is based on the IBM technology, Hungry GECKO needs to adhere all the IBM rules in order to obtain licenses for the system.

As seen in Figure 8, operations model consists of five main entities that enter the operations cycle.

Figure 8: Operations model of Hungry GECKO



Source: author

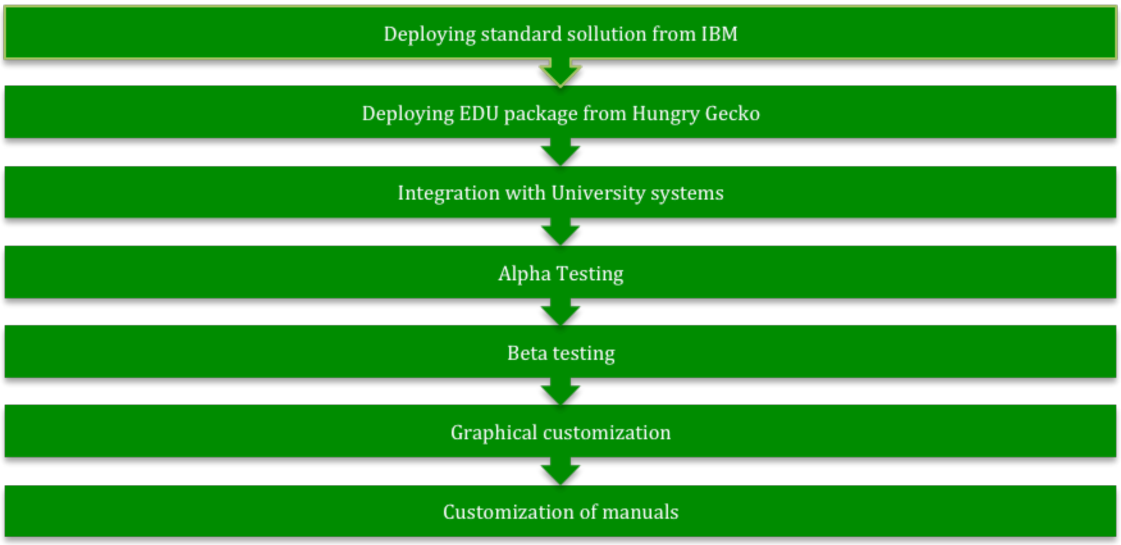
In this model, IBM sells licenses of their internal social network through distributors to its business partners (Hungry GECKO) that are entitled to resell them to final customers. This is a standard procedure of IBM that cannot be changed.

Moreover, Hungry GECKO plans to further collaborate with Competence Centre Collaboration Solutions, from which it was created. By this, Hungry GECKO would be able to outsource some of its R&D and focus primarily on sales.

Hungry GECKO then implements the solution to the customer. This implementation consists of both setting the IT system and deploying the unique solution for universities. This last step is not necessary difficult. It requires only copying already prepared and standardized files to the university servers. It can be done on premise or remotely if provided with remote access to the servers.

Figure 9 represents a basic procedure of overall solution implementation. This represents internal processes of Hungry GECKO. Even though those steps are highly standardized, most of the universities require an individual approach. Due to this fact, implementation of individual solutions might vary.

Figure 9: Operational diagram of solution implementation



Source: author

13.2 Facilities and equipment

Hungry GECKO tries to approach the start up phase of the business with the lean approach in mind. Due to this fact, all the equipment and facilities are acquired with low cost in the first place.

Due to the nature of the business, product is completed on customer's servers. That is why the only necessity for Hungry GECKO are computers that are provided by the owners of the business.

Most important equipment, however, are servers and licenses of the internal social network for testing and R&D. This issue was tackled by IBM, which provided Hungry GECKO with corresponding equipment and software for the time. Moreover, as an IBM business partner, we have gained access to the internal social network, where we can test our solutions. Even though this environment has limitations, it provides Hungry GECKO with an inexpensive alternative.

In the future, we aim to acquire all those necessary equipment and software as a cloud service from IBM, which is very cost efficient for the business and will serve its purpose.

13.3 Product and service development plan

Product itself has undergone 2 years of intensive development, testing and pilot project in real environment of the University of Economics in Prague. Due to this fact, it is ready to be introduced to the market, without any further delays.

Future development of the product will depend on the feedback from the market. Hungry GECKO, however, has already plans to expand the product for number of use-cases.

- Firstly, Hungry GECKO will focus on distance students of the universities to provide them with a communication platform that would fit their type of studies.
- Secondly, Hungry GECKO sees the opportunity to enlarge the system for a module intended for researchers and research teams.
- Third step in product development should be focusing on module that will allow universities to administer scientific conferences.
- Lastly, Hungry GECKO will develop stand-alone applications for back up and migration of the whole university social network.

Most of the previously mentioned steps have already been developed. Some of them have even been tested on the pre-commercial basis. All of them shall be ready for the market within the end of 2015.

14 Financial plan

Based on the previously stated marketing and sales strategy financial plan for the following five fiscal years was build. For Hungry GECKO, the first fiscal year started on 1.1.2015. This plan is constructed in three different scenarios: optimistic, realistic and pessimistic. Those scenarios differ mostly in the amount of the sales made. Moreover, sales prediction is based on the expectation that universities will firstly undergo a pilot project of 100 users on a yearly basis, after which the pilot project will be turned into a full rollout. For a full roll out it is considered a project of at least 1000 and more users. In the following Table 3, there are provided all the sales predictions for the next 5 years. All the values are in euro.

Table 3: Sales predictions in three scenarios (EUR)

Year		1	2	3	4	5
Pessimistic	# Licenses sold	100	100	1100	1100	1100
	Pilot	15000	15000	15000	15000	15000
	Full roll out	0	0	120000	120000	120000
	Sum	15000	15000	135000	135000	135000
Realistic	# Licenses sold	100	200	1300	1300	2300
	Pilot	15000	30000	45000	45000	45000
	Full roll out	0	0	120000	120000	240000
	Sum	15000	30000	165000	165000	285000
Optimistic	# Licenses sold	200	1400	2600	3800	5000
	Pilot	30000	60000	90000	120000	150000
	Full roll out	0	120000	240000	360000	480000
	Sum	30000	180000	330000	480000	630000

Source: Author

Pessimistic scenario shows sales where only one pilot project is realized every year. Realistic scenario represents prediction where the number of projects rises by one every year up to 3 full rollouts and 2 pilot projects yearly. The last optimistic scenario shows predictions, where sales rise every year by one. This last scenario is, however, on the border of possible execution. Enlargement of the team would be needed. This need, however, can be covered by the people that are co-owners of the business.

14.1 Cost structure

In order to plot a pro-forma income statement, it is needed to portray possible costs. In the Table 4 calculated costs for all scenarios divided into fixed and variable cost can be found.

Table 4: Fixed and variable costs (EUR)

Year		1	2	3	4	5
Pessimistic	Fixed	1000	54000	54000	54000	54000
	Variable	7000	7000	77000	77000	77000
	Sum	8000	61000	131000	131000	131000
Realistic	Fixed	1000	54000	64000	64000	64000
	Variable	7000	14000	91000	91000	161000
	Sum	8000	68000	155000	155000	225000
Optimistic	Fixed	1000	54000	64000	64000	64000
	Variable	14000	98000	182000	266000	350000
	Sum	15000	152000	246000	330000	414000

Source: author

Fixed costs consist mainly of salaries, rent and other. Founders do not require any salaries in the first year of the business. Therefore, salaries are counted only from the second year. As the founders are indifferent to capital gains or salaries, they have decided to receive 2200 euro monthly together as a salary. Moreover, it is not necessary for the business to pay for the office building, while it can easily be done from home. Therefore, the rent for the office building is only added to realistic and optimistic models from the third year.

Variable costs are directly linked to the number of licenses. Even though it might be expected to acquire even lower prices from the suppliers after some time, the whole cost table counts with approximately 70 euro per license for all scenarios. This creates a possible small buffer for all the scenarios.

Table 5 shows a possible structure of the expenses. It can be seen that licenses represent the highest costs for the businesses. This is due to the relatively low cost approach of the founders to finance business and licenses to be the primary source for the company.

Table 5: Cost structure (EUR)

Year		1	2	3	4	5
Pessimistic	Licenses	87.5%	11.5%	58.8%	58.8%	58.8%
	Salaries	0.0%	86.9%	40.5%	40.5%	40.5%
	Rent	0.0%	0.0%	0.0%	0.0%	0.0%
	Other	12.5%	1.6%	0.8%	0.8%	0.8%
Realistic	Licenses	87.5%	20.6%	58.7%	58.7%	71.6%
	Salaries	0.0%	77.9%	34.2%	34.2%	23.6%
	Rent	0.0%	0.0%	6.5%	6.5%	4.4%
	Other	12.5%	1.5%	0.6%	0.6%	0.4%
Optimistic	Licenses	93.3%	64.5%	74.0%	80.6%	84.5%
	Salaries	0.0%	34.9%	21.5%	16.1%	12.8%
	Rent	0.0%	0.0%	4.1%	3.0%	2.4%
	Other	6.7%	0.7%	0.4%	0.3%	0.2%

Source: author

14.2 Pro-forma income statement

Based on the previous data, pro-forma income statement is created (Table 6). It is necessary to mention that income statement is created for realistic, and therefore most likely scenario. Moreover, no amortization, depreciation and interest payments are considered, as the business will not have any non-current assets. From this point of view, EBT equals EBITDA.

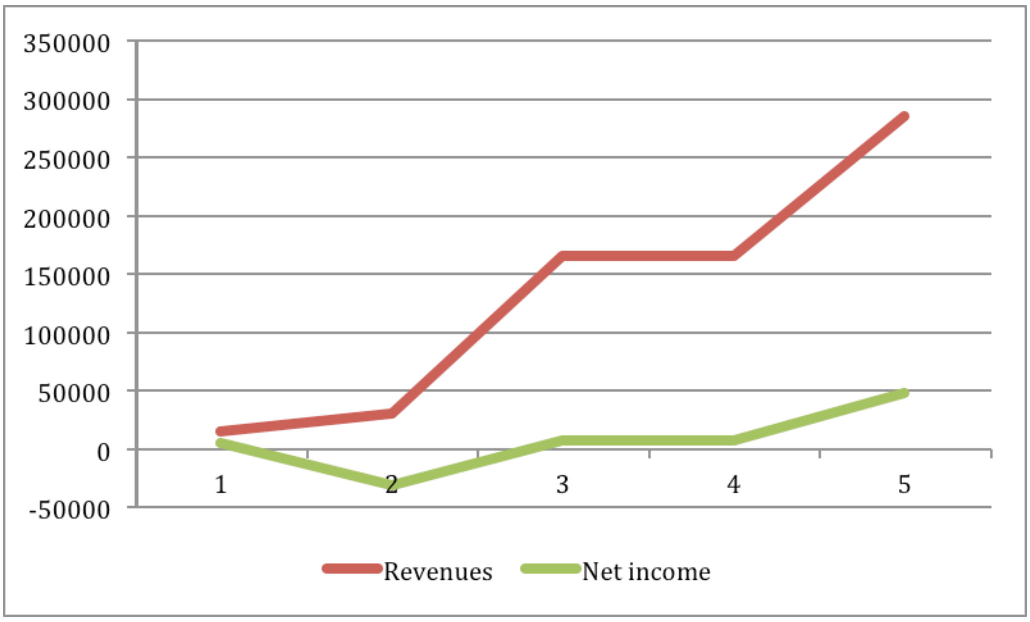
Table 6: Pro-forma income statement of realistic scenario

Year	1	2	3	4	5
Revenues	15000	30000	165000	165000	285000
COGS	7000	14000	91000	91000	161000
Gross profit	8000	16000	74000	74000	124000
Gross margin	53%	53%	45%	45%	44%
Fixed costs	1000	54000	64000	64000	64000
EBT	7000	-38000	10000	10000	60000
Income tax (19%)	1330	0	1900	1900	11400
Net income	5670	-38000	8100	8100	48600

Source: author

Revenues are expected to rise relatively steadily (Figure 10) with the increasing number of projects that are executed yearly. Inclusion of the salaries in the second year, however, heavily distorts the net income and sends it to the red numbers. It should be noted that the company would be profitable only in case a full roll out is executed.

Figure 10: Revenues and net income of realistic scenario



Source: author

The portrayed financial analysis shows that the business is on the border of viability and in order to be profitable, it needs to execute a full roll out. Even though pilot projects have relatively high margin, they would not be able to cover the salaries of the founders, nor compensate for the business risk

14.3 Pro forma Cash-flow statement

According to the pro forma cash-flow statement, Hungry GECKO will require an investment in order to have sufficient cash flow for its operations. This is visible also from the Table 7. It can be seen that the net cash flow change in the second year is negative. This is caused by the introduction of salaries. In this case, Hungry GECKO would not be able to pay founders salaries and they would have to search for alternative source of incomes that may jeopardize the time spend in the company.

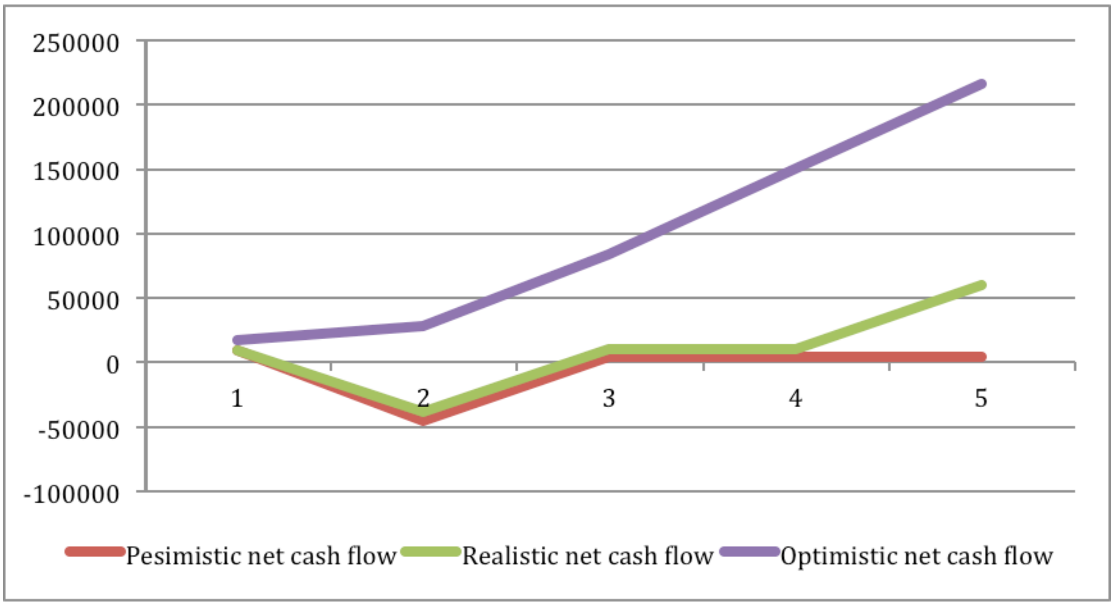
Table 7: Pro-forma cash flow statement of realistic scenario

Year	1	2	3	4	5
Opening Balance	0	9000	-29000	-19000	-9000
Operating cash-flow					
Cash received from customers	15000	30000	165000	165000	285000
Cash paid to suppliers	7000	14000	91000	91000	161000
Paid operating expenses	1000	54000	64000	64000	64000
Net operating cash-flow	7000	-38000	10000	10000	60000
Investing cash-flow					
Net investing cash-flow	0	0	0	0	0
Financing cash-flow					
Shares issued	2000	0	0	0	0
Net financing cash-flow	2000	0	0	0	0
Net cash-flow change	9000	-38000	10000	10000	60000
Closing balance	9000	-29000	-19000	-9000	51000

Source: author

From the analysis (Figure 11) of all the three already mentioned scenarios of cash flow, it is visible that only in case of the most optimistic one, business is able to finance itself. This is, however, at the expense of not paying any salaries in the first year as the founders have agreed. All the other scenarios would need an investment in the second year or a decision that salaries would not be paid, which is contra-productive.

Figure 11: Net cash flow in three scenarios



Source: author

14.4 Pro forma balance sheet

Hungry GECKO does not plan to own any fixed assets and the only current asset that will change is cash. Moreover, all the invoices are paid within one moth, and therefore not creating any current liabilities. Hungry GECKO does not plan to acquire any loans or borrowings. Based on that, it is not necessary to create full balance sheet, while most of the items would be zero.

The only part left from the balance sheet that will change is the equity (Table 8). This table shows development of equity for realistic scenario with the assumption that all the earnings are kept in the company. The value of the total equity is heavily influenced by the net income of the company.

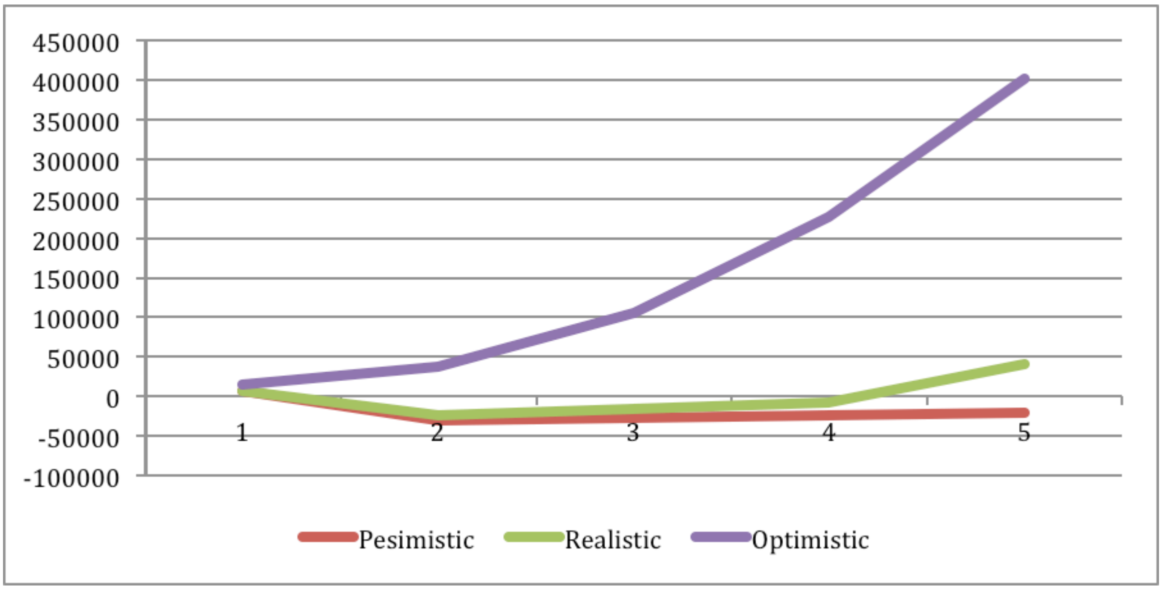
Table 8: Equity in case of realistic scenario

Year	1	2	3	4	5
Stock	2000	2000	2000	2000	2000
Retained earnings	0	5670	-25110	-17010	-8910
Current earnings	5670	-30780	8100	8100	48600
Total equity	7670	-23110	-15010	-6910	41690

Source: author

From the Figure 12 we can see the changes in equity in all three scenarios.

Figure 12: Three scenarios of change in equity



Source: author

Financial analysis shows that Hungry GECKO is heavily depended on the amount of sales executed. Moreover, even if founders would be able to secure sales, limited number of customers would be quickly exhausted. Based on the realistic approach, most of the owners´ goals would not be met. Therefore, from the long term perspective, founders should consider the viability of this business opportunity.

15 Main preconditions of business success and risk of business plan

15.1 SWOT analysis

For the purposes of internal and external analysis of the company, SWOT analysis was chosen. Even though from the portrayed analysis it can be seen that the business plan has some weaknesses and threats, they can be easily minimized by the use of strengths or opportunities that outweigh the negatives. Moreover, as the founders get more experienced throughout the time, most of the weaknesses and threats can be removed.

15.1.1 Strengths

As the opportunity rises from 2 years of research, this business plan is based on the number of strengths that were already elaborated in previous chapters. Product itself is relatively **new and unique**. Moreover, it is primarily customized for the use in educational institutions and directly **made for universities**. As the university social network market represents a niche market, there is only very **limited number of competitors.** Companies that would be willing to enter the market would have to cope with **entry barriers** that are not easy to overcome. They start with the **unique knowledge** of coding and adoption. Moreover, already **built relationships** with the global distributor and IBM provide Hungry GECKO with needed support. Lastly, the business plan provides already **proven concept** of the product that has undergone a pilot project in a real university environment. Moreover, the whole business model is relatively easy and capital-saving, which is reflected in the **low fixed costs**.

15.1.2 Weaknesses

Among weaknesses of this business plan it might be considered a relatively **long sales process** caused by the corporate structures of the universities. Moreover, success of the implementation depends on the **cooperation with universities** that is not always appropriate. Furthermore, Hungry GECKO is a relatively **young company,** therefore there is a possibility that this will jeopardize its credibility. In this market, **contacts** play a huge role and Hungry GECKO does not have any in the relevant positions of universities. Business itself is heavily **dependent on the founders** and their know-how. Moreover, **founders are relatively inexperienced,** when it comes to the entrepreneurship on a B2B basis. This is linked also to low number of **sales channels** and **limited marketing**.

15.1.3 Opportunities

Main opportunities rise primarily from the **enlargement of the system** and development of new modules. Research centers together with private universities might represent an easy to execute opportunity in the future. Furthermore, huge opportunity is represented by possibility to acquire the **European union subsidies** to finance the implementation of the university network.

15.1.4 Threats

Main threat of the business plan is that founders will not be able to **realize the sales**. This might be theoretically caused by inability to reach the right people or a disinterest of those people. This was partly confirmed also during the research phase, where most of the deans expressed no interest it the university social network. Moreover, due to the **inflexibility of the university** procedures, it might be hard to correctly implement the system or persuade older lecturers to use it. Furthermore, there exists a slight possibility that other already established business partners will focus on the same niche. However, this is very unlikely.

15.2 Risk analysis

The biggest risk of this business plan is that the reality will deviate from the scenarios described in the business plan. This should, however, be considered as an entrepreneurial risk that should be accepted under the condition that the business plan is properly designed. Moreover, some of the major risks were identified through the SWOT analysis, where weaknesses represent internal and threats represent external risks of this business plan. Table 9 represents the list of all the identified risks together with the possible actions.

The Table 10 represents the risks matrix of this business plan, where the numbers inside represent risks from the Table 9.

Table 9: List of identified risks

#	Risk	Suggestibility	Action
1	Lower sales than expected	Suggestible	Reduce probability
2	Slow administration process of universities	Uncontrollable	Reduce impact
3	Inflexibility of university processes	Uncontrollable	Reduce impact
4	Limited sales channels and marketing	Suggestible	Reduce probability
5	Niche market	Uncontrollable	Reduce impact
6	Low acceptance from lecturers	Suggestible	Reduce probability
7	Low acceptance from students	Suggestible	Reduce probability
8	Inexperience of the founders	Suggestible	Reduce probability
9	Inability to reach right people	Suggestible	Reduce probability
10	Supplier changes its technology	Uncontrollable	Reduce impact
11	Dependency on founders	Suggestible	Reduce probability
12	Competitor entering market	Uncontrollable	Reduce impact

Source: author

Table 10: Risks Matrix

Probability	Low	Medium	High
High	2	3	1,8
Medium	4,6		9
Low	5, 7	10	11,12

Severity

Source: author

From the above matrix it is visible that risks in the red zone should be taken care of. The white zone should be monitored and the green should represent the acceptable risk. Table 11 shows the list of the risks that should be taken care of due to their severity and probability.

Table 11: Main risks of the business plan

#	Risk	Suggestibility	Action
1	Lower sales than expected	Suggestible	Reduce probability
3	Inflexibility of university processes	Uncontrollable	Reduce impact
8	Inexperience of the founders	Suggestible	Reduce probability
9	Inability to reach right people	Suggestible	Reduce probability

Source: author

Lower sales than expected is a key risk of the business plan. If the sales would not be executed as expected in the business plan, owners of the business might loose their invested money and declare bankruptcy. Moreover, this business plan is highly dependent on the amount of sales that consists of relatively big projects. Any deviation from the business plan would have a huge impact on rentability of the company. This risk is partly controllable and can be mitigated by a correctly chosen sales strategy.

Inflexibility of the university processes represents the risk that Hungry GECKO does not control and can only reduce its impact. In order to properly adopt and implement the university social network, high degree of university cooperation is needed. Moreover, the use of university social network represents a change in behavior of the people and introduction of new or change of the old standardized procedures. This risk can be, however, easily mitigated by a precise change management and correct adoption process of the university social network. As Hungry GECKO considers the adoption process as well as a change management to be its key knowledge and expertise, the impact of this risk should be easily mitigated.

Inexperience of the founders in the entrepreneurial activities is another main risk of this business plan. Even though both founders have studied business school, the reality of the entrepreneurial life is many times different from the learnt one. Hungry GECKO, aware of this risk, has already undergone necessary steps to mitigate this risk. Both founders have acquired mentors that help Hungry GECKO and its founders to unleash its full potential. Moreover, very exceptional relationship with the distributor and its key account manager for IBM software helps Hungry GECKO to overcome most of the difficulties of inexperienced entrepreneurs.

Inability to reach right people as a risk was identified during the research phase of this business plan. Even though most of the time deans have the power to authorize the start of the university social network project, many times they unofficially delegate this competence to their subordinates. As this is an unofficial delegation, it cannot be found in any information sources. Those people have a significant power and many times it might represent the way to start the sales process at universities. From the experiences however, most of the deans would directly provide a contact and organize a meeting with those people. Therefore, Hungry GECKO should be aware of this phenomenon when addressing deans in order to initiate sales.

Conclusion

Business plan should not only be considered as a simple document, but rather as a whole process that leads to the enlightenment of the entrepreneur. All the analyses together with number of different plans and tables should create the information foundation for an entrepreneur in good but also in bad times of the company's life. I believe, I have managed to portray such a business plan of a young company Hungry GECKO that focuses on the usage of internal social networks in the university environment.

The theoretical part deals with the business plan from the formal point of view. It portrays the usage, different forms and the advised structure of a business plan. Moreover, many parts contain recommendations of how to address business plan that is intended for western or eastern investors. In some cases, the difference is quite significant. Furthermore, the theoretical part addresses the usage of IT technology in education and also provides first hand experiences with implementation and adoption of social networks. I believe that the whole theoretical part might be very helpful for any entrepreneur who decides to write a business plan and might serve as an easy-to-use step-by-step guide through the whole business plan creation process.

The goal of this thesis is: To map the educational environment and trends relevant for the implementation of internal social networks at Czech universities. Based on these findings to deliver viable business plan for launching internal social networks at Czech public universities. In order to fulfill this goal, interviews were conducted and questionnaires created that provide information about the current state of the market. From the research among students, as perspective users, the outcomes are not surprising. 98% of students use public social network to communicate with other students. Moreover, around 90% use such a network to work on the school projects. This, together with other findings, show that social networks might play a huge role in the university education. Furthermore, more than 80% would appreciate to have a single system that would join all the used communication channels to one. This is what a university social network can provide with ease.

Research among lecturers showed that a lot of the problems arise from the current use of IT technology due to its limitations. Inferior functionality together with low storage options or inability to cooperate online are only the tip of the huge iceberg. Moreover, the awareness of the lecturers and also deans about the university social network is rather low. Hungry GECKO, however, can benefit from this low awareness and start to educate market itself.

The practical part represents a business plan of Hungry GECKO. Most of the analyses are based on the market research and experiences with previous adoption of internal social networks. The whole business plan is then quantified in the financial plan. From there it is visible that the market in a current form is relatively limited and it might be concluded that it will be exhausted till the end of the century. This, however, does not limit Hungry GECKO as a first mover to establish its presence in the market. It is a viable option to base the business operations on this niche market only if Hungry GECKO will be able to secure sales especially full roll outs of the university social network.

Even though I believe this business plan fulfills its aim and was created with the highest precision, it cannot predict the future. By the time this thesis is being written, Hungry GECKO has executed two small university projects. However, it has decided to turn its focus towards more profitable and technical field of programming backup systems for internal social networks. This opportunity has risen unexpectedly and could not be anticipated. This only proves that every entrepreneur should rather know when to turn the ship and when to stick to the papers. Focus on universities is now postponed to the sidelines.

"GECKO is dead, long live the GECKO"

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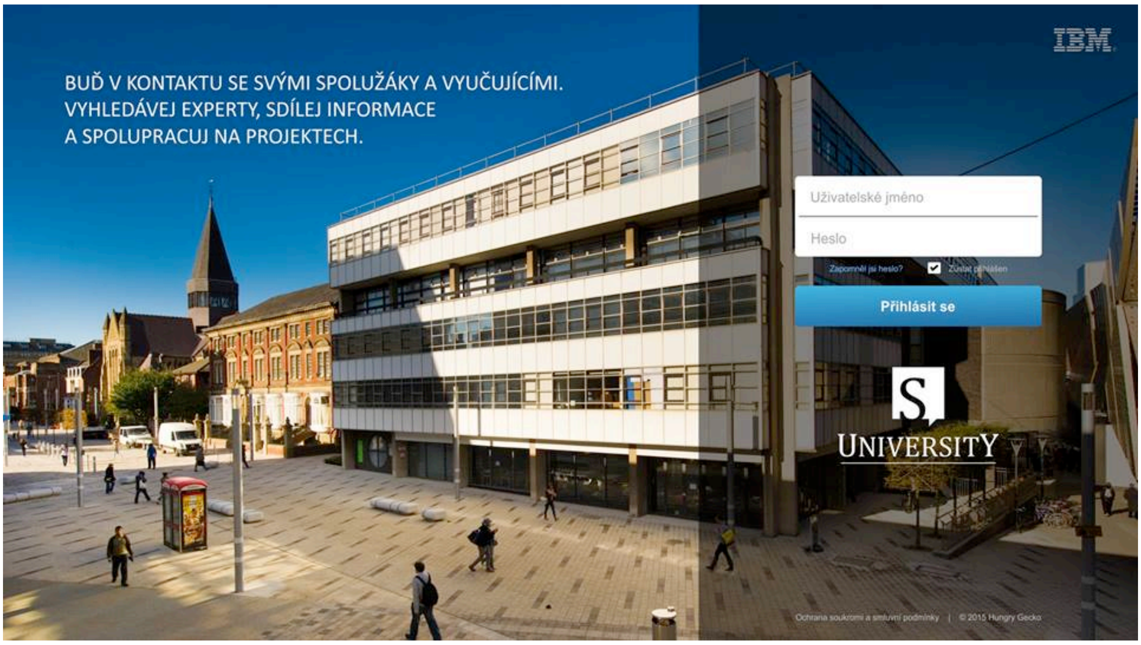
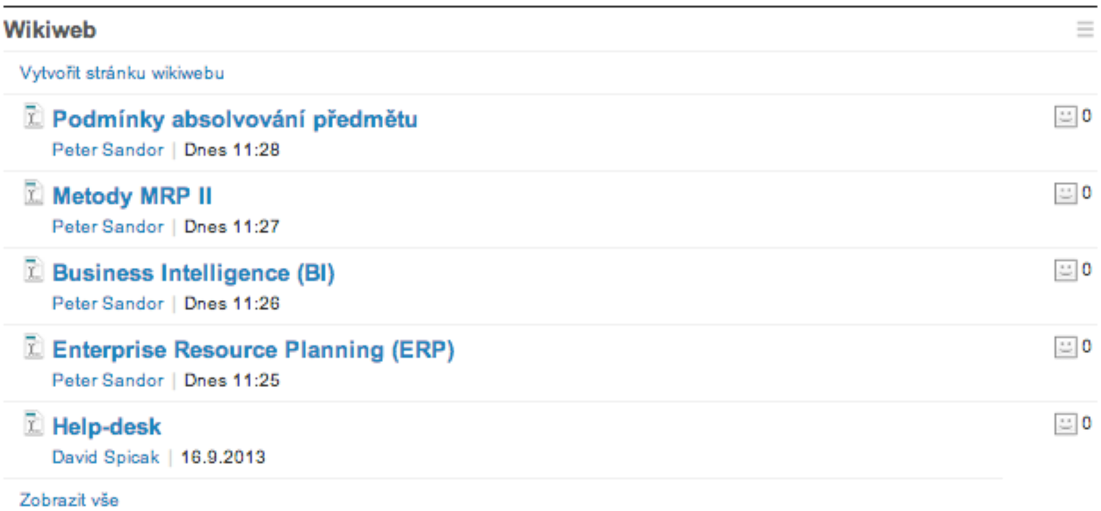
Appendix

Appendix 1: Product screenshots

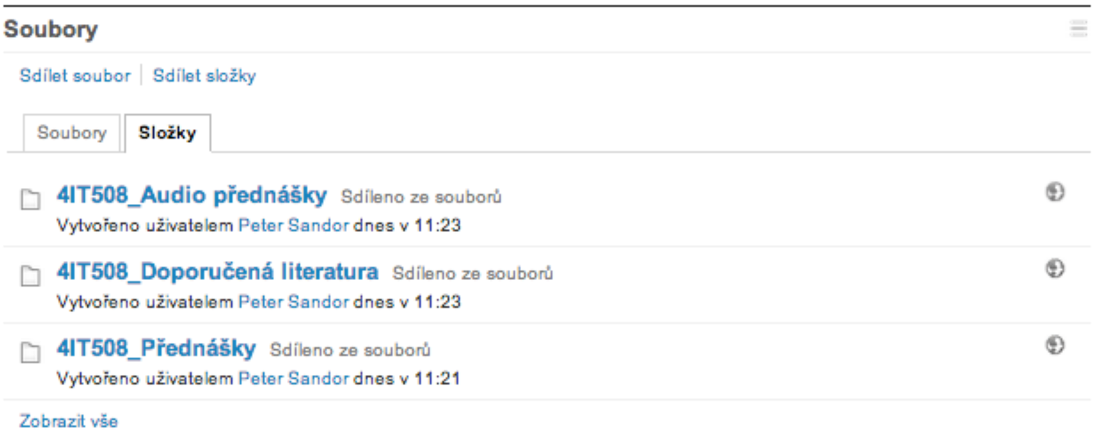
University social network log-in



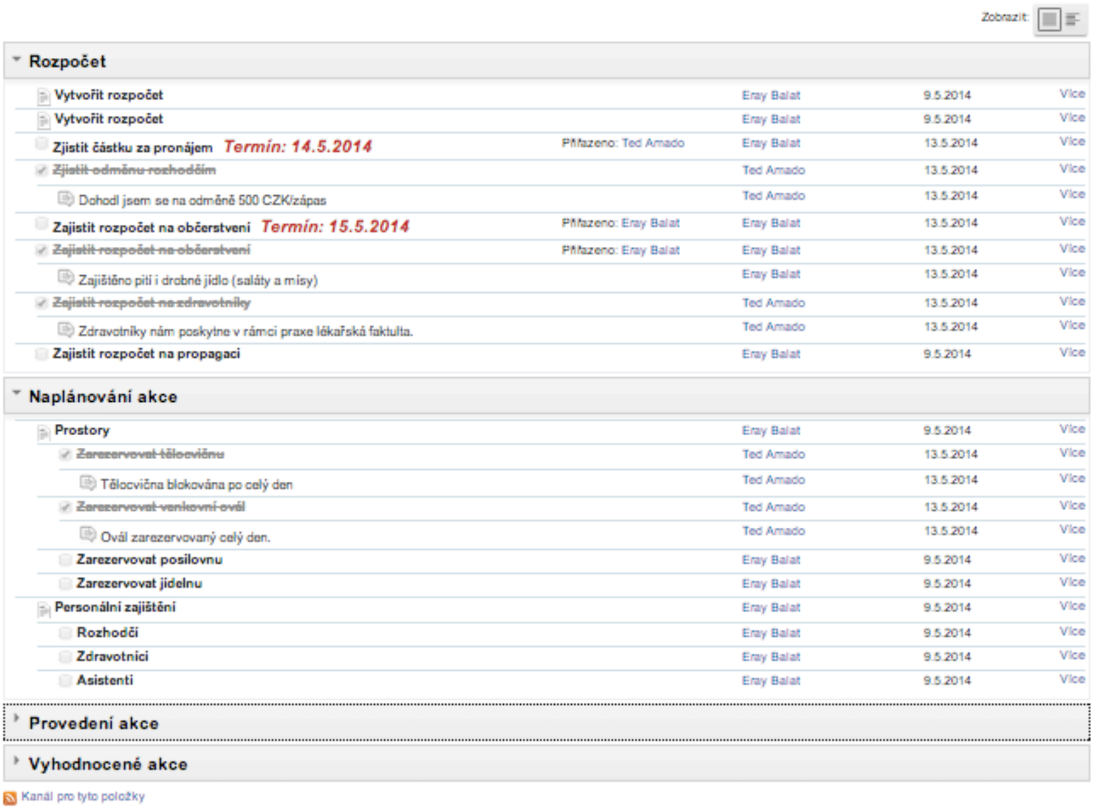
Usage of Wiki



Usage of Files



Usage of Activities for planning sport activities



Source: author

Appendix 2: Composition of the product

Software implementation
Integration of Educational package
Integration with university systems
Graphical customization
Mobile application
Desktop application
Training of technical administrators
Introductory workshop with lecturers
Creation of subjects demo communities
Creation of university community
Creation of communities for subjects
Training for students
Training for lecturers
User manuals for students
User manuals for lecturers
First-aid manual for lecturers
First-aid manual for students
Analysis of university social network usage after 3 months
Active support for 1 month
Passive support for 3 months

Source: author

Appendix 3: Pre-research questions

1. How long do you use the system?
2. If there will be possibility will you in the future?
3. What is the biggest added value of the system for you?
4. What do you like about the system and why?
5. What are the places for improvement you see?
6. What is the feedback from students?
7. Do they use the system? Do they like it?
8. What functionality do you use the most, what modules do you use the most?

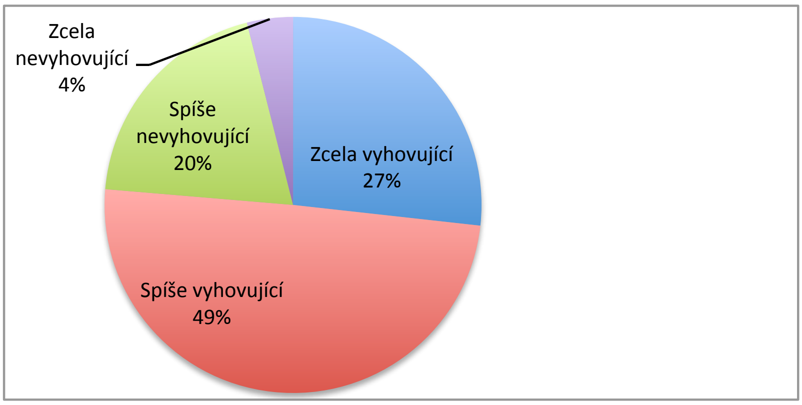
9. **What functionality students use the most, what modules?**

Source: author

Appendix 4: Questionnaire for students

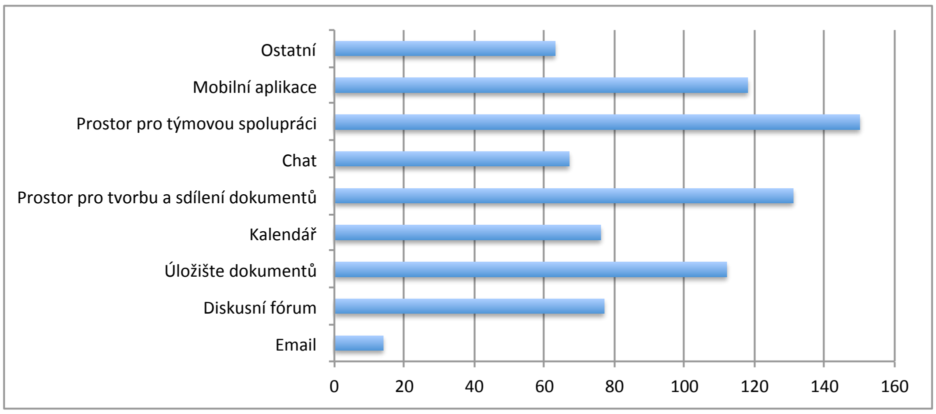
Počet odpovědí: 355

Považujete Váš univerzitní informační systém za vyhovující pro Vaše studijní potřeby?



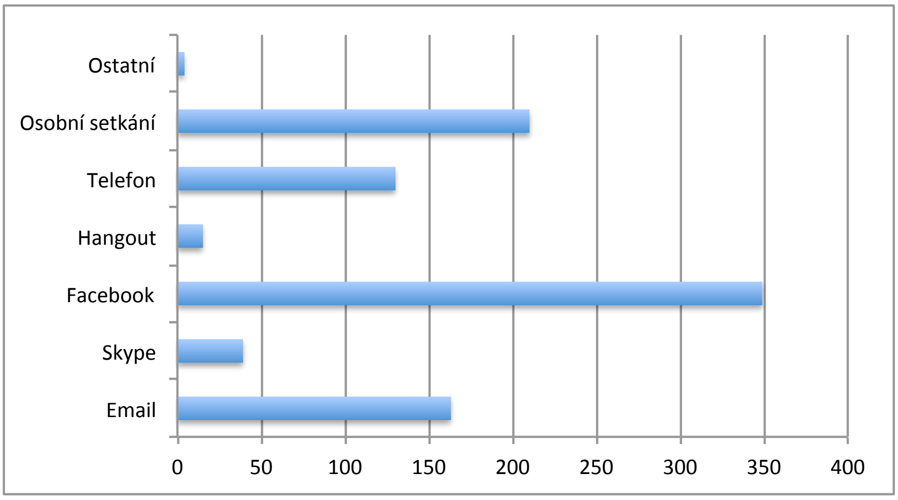
Zcela vyhovující	**95**	26.80%
Spíše vyhovující	**176**	49.60%
Spíše nevyhovující	**70**	19.70%
Zcela nevyhovující	**14**	3.90%

Jaká funkcionalita Vám v univerzitním informačním systému chybí?



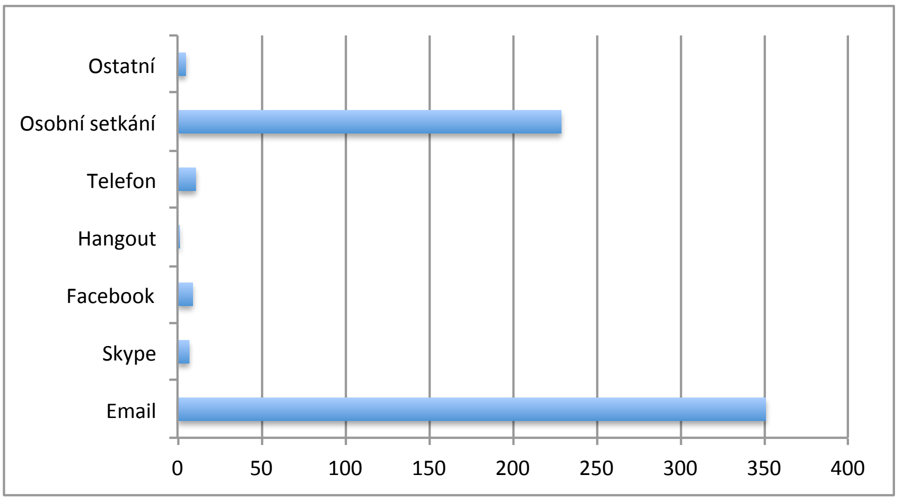
Email	**14**	3.90%	Nic
Diskusní fórum	**77**	21.70%	Stránky predmetov
Úložište dokumentů	**112**	31.50%	user interface
Kalendář	**76**	21.40%	jeden system pre vsetko
Prostor pro tvorbu a sdílení dokumentů	**131**	36.90%	data pohromade
Chat	**67**	18.90%	rozvrh
Prostor pro týmovou spolupráci	**150**	42.30%	synchro s mobilom
Mobilní aplikace	**118**	33.20%	info od vyučujúcich na jednom mieste
Ostatní	**63**	17.70%	zjednotenie systemov

Jaké způsoby komunikace nejčastěji používáte pro komunikaci se svými spolužáky?



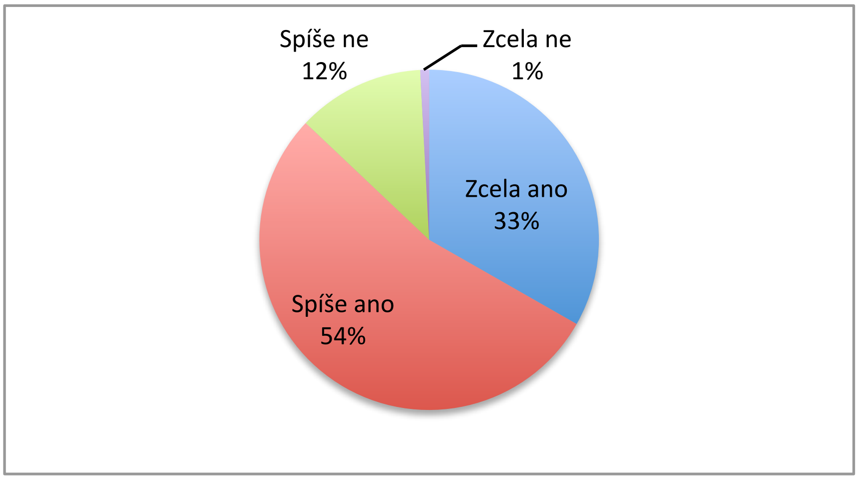
Email	**163**	45.90%	Whats up
Skype	**39**	11%	Google drive
Facebook	**349**	98.30%	Všeborec
Hangout	**15**	4.20%	Git
Telefon	**130**	36.60%	
Osobní setkání	**210**	59.20%	
Ostatní	**4**	1.10%	

Jake způsoby komunikace nejčastěji používáte pro komunikaci s vyučujícími?



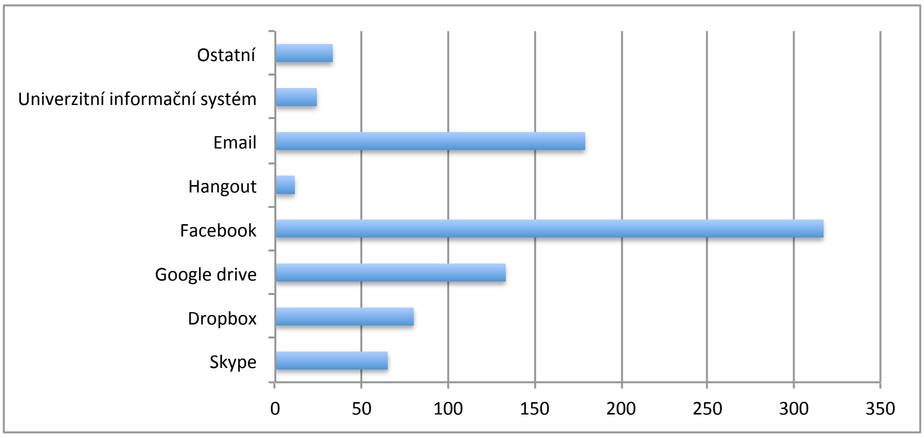
Email	**351**	98.90%	ELF
Skype	**7**	2%	Diskusie v IS
Facebook	**9**	2.50%	Twitter
Hangout	**1**	0.30%	Moodle
Telefon	**11**	3.10%	Sociální prostredí v rámci predmetu
Osobní setkání	**229**	64.50%	
Ostatní	**5**	1.40%	

Považujete tyto nástroje komunikace za dostatečné?



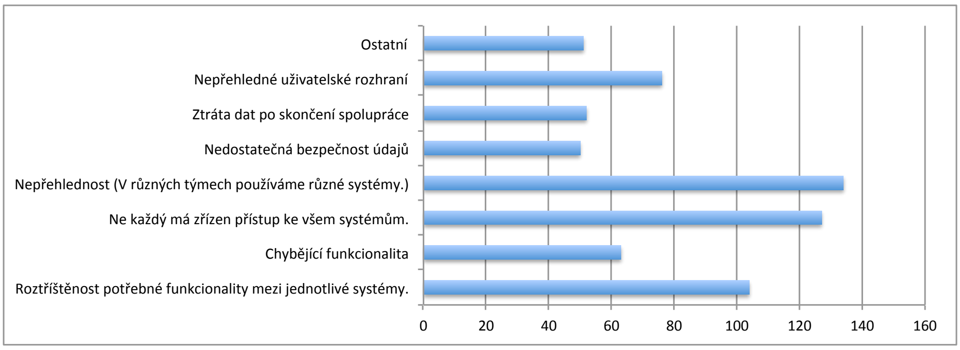
Zcela ano	**118**	33.20%
Spíše ano	**191**	53.80%
Spíše ne	**43**	12.10%
Zcela ne	**3**	0.80%

Jaké nástroje používáte pro spolupráci se spolužáky na školních projektech?



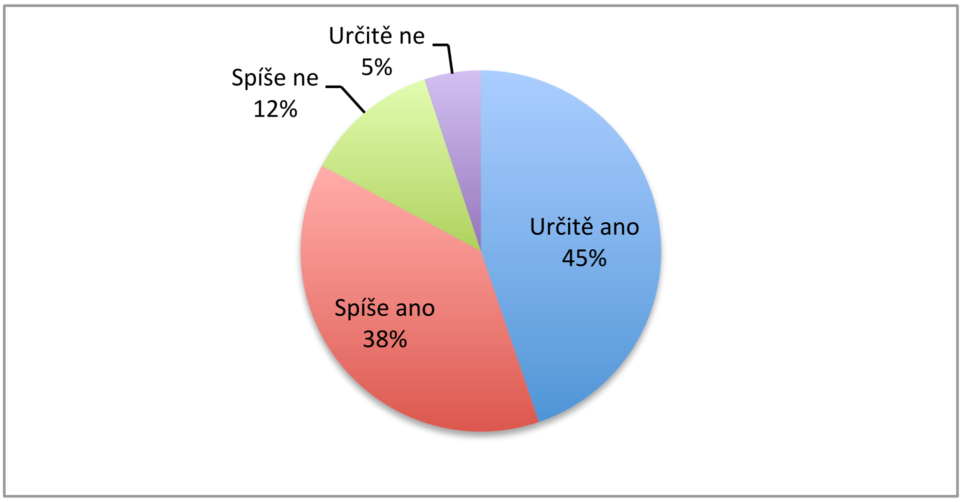
Skype	**65**	18.30%	Github,Slack	Mega	Bitbucket
Dropbox	**80**	22.50%	Fit-wiki.cz	Papír	Redmine
Google drive	**133**	37.50%	Git	Yammer	Trello
Facebook	**317**	89.30%	Gitlab	Whatsapp	Git
Hangout	**11**	3.10%	Git	Github	
Email	**179**	50.40%	Onedrive	Team foundation server	
Univerzitní informační systém	**24**	6.80%	SVN/Git	One drive	

Vnímáte nějaké nedostatky Vámi používaných systémů na spolupráci na školních projektech, které Vám způsobují problémy?



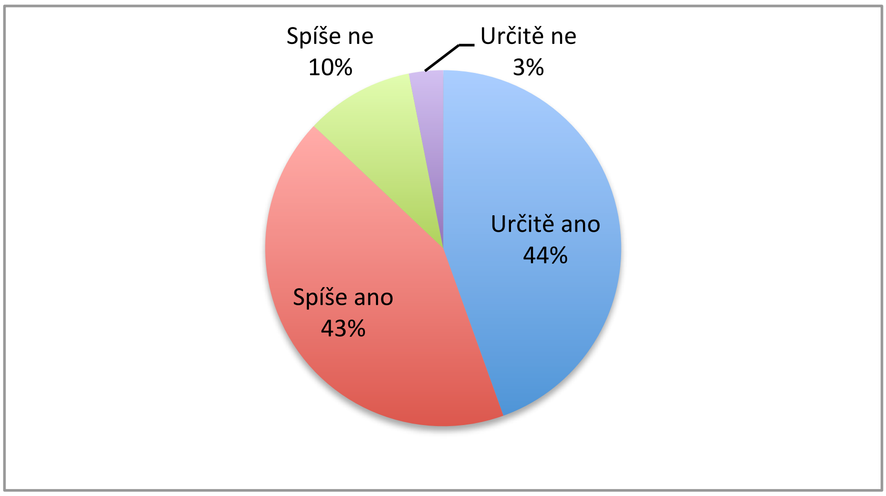
Roztříštěnost potřebné funkcionality mezi jednotlivé systémy.	**104**	29.30%	omezena kapacita uložište
Chybějící funkcionalita	**63**	17.70%	nedostupnost vpn
Ne každý má zřízen přístup ke všem systémům.	**127**	35.80%	Anglicka verzia
Nepřehlednost (V různých týmech používáme různé systémy.)	**134**	37.70%	nic
Nedostatečná bezpečnost údajů	**50**	14.10%	rozhodene fomatovanie medzi verziami
Ztráta dat po skončení spolupráce	**52**	14.60%	
Nepřehledné uživatelské rozhraní	**76**	21.40%	
Ostatní	**51**	14.40%	

Ocenili byste univerzitní informační systém, který by spojoval Vámi používané způsoby spolupráce a komunikace do jednotného prostředí?



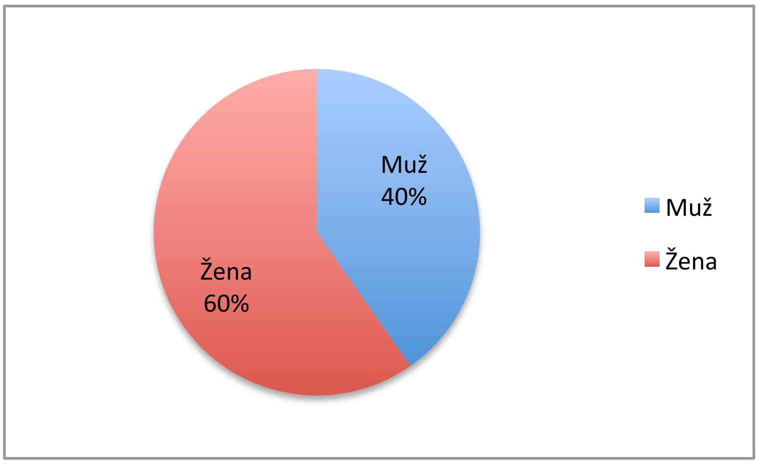
Určitě ano	**159**	44.80%
Spíše ano	**135**	38%
Spíše ne	**43**	12.10%
Určitě ne	**18**	5.10%

Používali byste informační systém, který by Vám umožnil efektivněji spolupracovat na projektech a navzájem spolu komunikovat?



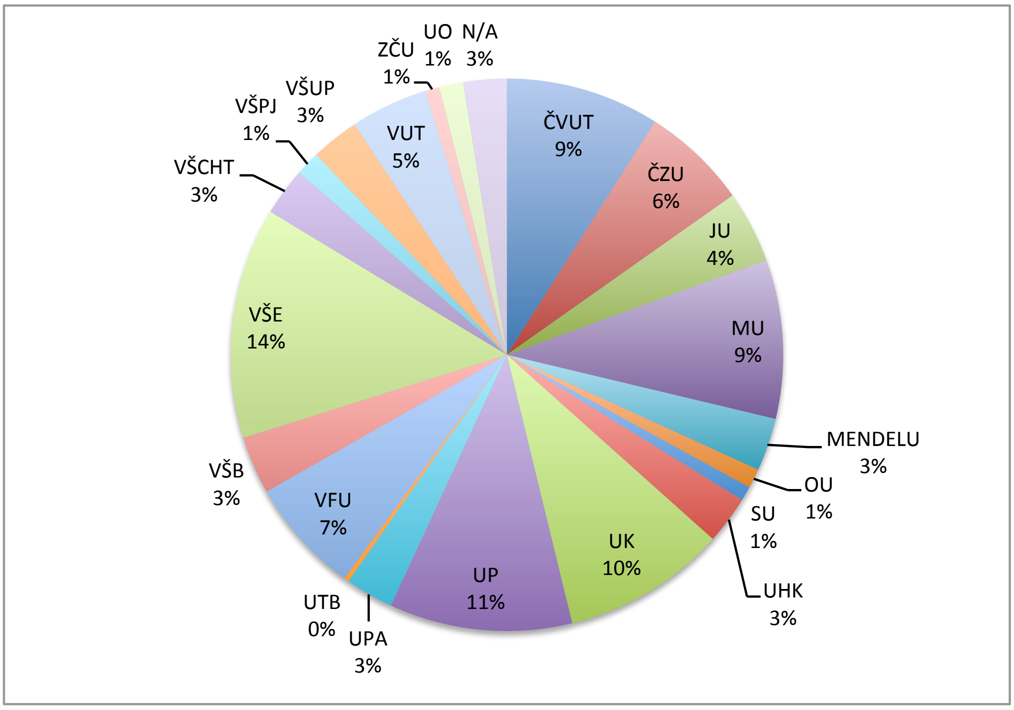
Určitě ano	**158**	44.50%
Spíše ano	**151**	42.50%
Spíše ne	**35**	9.90%
Určitě ne	**11**	3.10%

Pohlaví



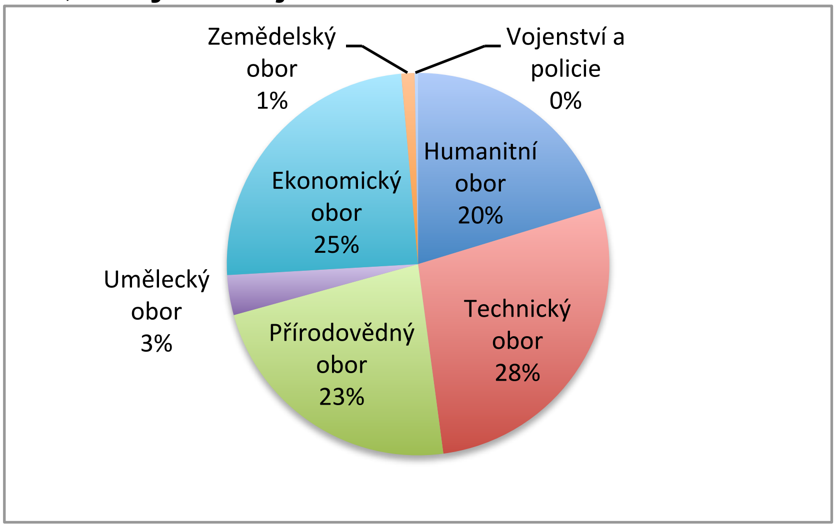
Muž	**143**	40.30%
Žena	**212**	59.70%

Na jaké univerzitě studujete?



ČVUT	**32**	9.01%
ČZU	**22**	6.20%
JU	**15**	4.23%
MU	**33**	9.30%
MENDELU	**11**	3.10%
OU	**4**	1.13%
SU	**3**	0.85%
UHK	**10**	2.82%
UK	**34**	9.58%
UP	**38**	10.70%
UPA	**10**	2.82%
UTB	**1**	0.28%
VFU	**24**	6.76%
VŠB	**12**	3.38%
VŠE	**48**	13.52%
VŠCHT	**10**	2.82%
VŠPJ	**5**	1.41%
VŠUP	**10**	2.82%
VUT	**16**	4.51%
ZČU	**3**	0.85%
UO	**5**	1.41%
N/A	**9**	2.54%

Obor, který studujete



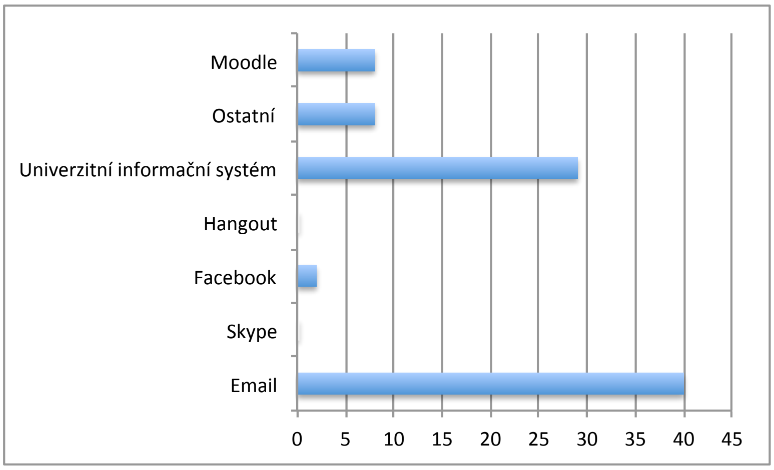
Humanitní obor	**72**	20.30%
Technický obor	**98**	27.60%
Přírodovědný obor	**81**	22.80%
Umělecký obor	**12**	3.40%
Ekonomický obor	**87**	24.50%
Zemědelský obor	**4**	1.10%
Vojenství a policie	**1**	0.30%

Appendix 5: Questionnaire for lecturers

Počet odpovědí: 42

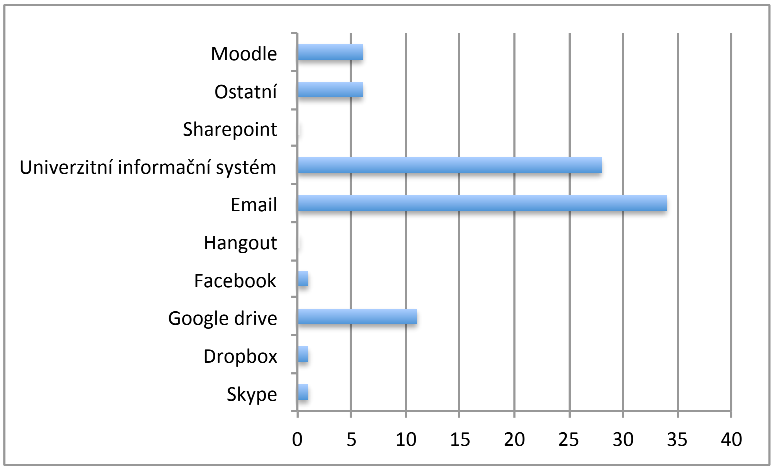
Souhrn

Jaké nástroje nejčastěji používáte ke komunikaci se studenty?



Email	**40**	95.24%	
Skype	**0**	0.00%	
Facebook	**2**	4.76%	
Hangout	**0**	0.00%	doodle
Univerzitní infi	**29**	69.05%	
Ostatní	**8**	19.05%	fakultni diskusní forum, mailing list, sve webove stranky
Moodle	**8**	19.05%	

Jaké IT nástroje používáte ke spolupráci a výměně zkušeností mezi studenty?



Skype	**1**	2.38%
Dropbox	**1**	2.38%
Google drive	**11**	26.19%
Facebook	**1**	2.38%
Hangout	**0**	0.00%
Email	**34**	80.95%
Univerzitní inf	**28**	66.67%
Sharepoint	**0**	0.00%
Ostatní	**6**	14.29%
Moodle	**6**	14.29%

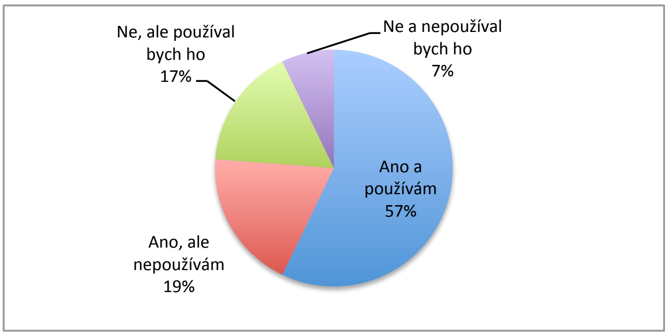
webove stránky
Wiki spaces

git + interne nastroje

Jaká je největší nevýhoda jednotlivých nástrojů, které v současné době používáte?

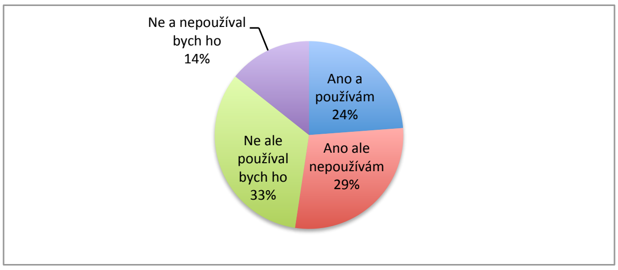
Problém v případě nutnosti sdílení informací
Studenti je moc nevyužívají
Není, jsem s nimi spokojen.
Každý má jistá omezení, nicméně vždyposlouží dané potřebě (s ohledem na účel je třeba nástroj volit).
jednoduchost
není dostatečně interaktivní
poruchy sítě
...
Technické problémy systému - výpadky
-
rychlé sdílení dat
jsou neosobní
stále něco hledám
jednou zpravou mohu oslovit celou skupinu
roztříštěnost kanálů
nepřehlednost
občas někdo něco smaže
nesjednocenost, nepropojenost, malé úložiště pro velké objemy dat.
je jich příliš mnoho
Není možnost okamžité odpovědi
UIS-ne dostatečná provázanost a tím potřeba "ručně" vytvářet různé přehledy, informace k nimž v UIS jsou obsaženy
možná jistá roztříštěnost a nutnost více účtů
Nepociťuji žádné nevýhody.
Žádná
UIS - studenti nemají vždy platné e-mailové adresy, není zpětná kontrola, zdy zprávu obdrželi
Roztříštěnost, různé účty a přístupy, chybí plošná podpora a strategie fakulty/univerzity
nevidím nevýhody
Jednoduchost, rychlost
V případě telefonu rychlost. V případě emailu dostupnost, studenti většinou do týdne reagují... :) mohu posílat přílohy
Především u emailu, je to přístup studentů k němu
Časová náročnost
neprohlednost
Mne plne dostačuje UIS
nepoužívám je
plně vyhovují potřebám
nevím o žádné
nutnost "ruční" administrace; náročnost na čas
nestabilita univerzitní sítě
nekdo nema ucet na googlu
datovy limit
Používám pro komunikaci jen mail a nevýhodu v něm neshledávám.

Máte jako vyučující k dispozici nějaké IT nástroje pro spolupráci mezi studenty?



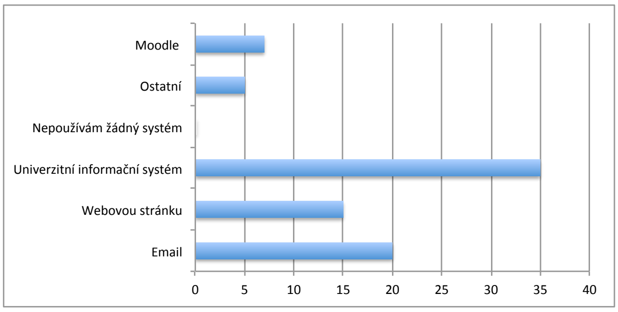
Ano a používám	**24**	57.14%
Ano, ale nepoužívám	**8**	19.05%
Ne, ale používal bych ho	**7**	16.67%
Ne a nepoužíval bych ho	**3**	7.14%

Máte jako vyučující k dispozici přístup k nástrojům, kde mohou studenti diskutovat své akademické problémy?



Ano a používám	**10**	24%
Ano ale nepoužívám	**12**	29%
Ne ale používal bych ho	**14**	33%
Ne a nepoužíval bych ho	**6**	14%

Jaký systém v současné době používáte ke zveřejňování studijních materiálů a informací pro studenty a další subjekty?



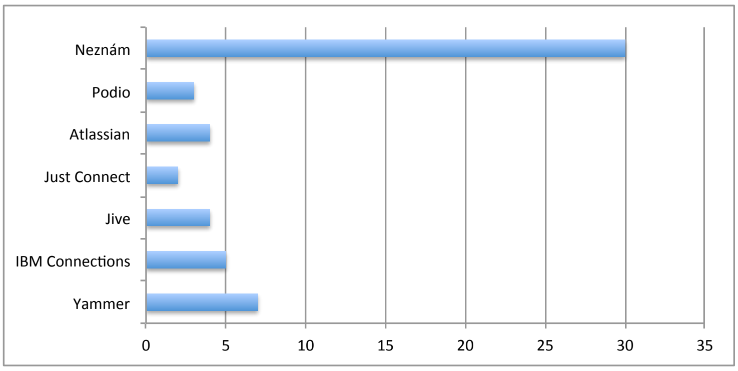
Email	**20**	47.62%
Webovou stránku	**15**	35.71%
Univerzitní informační systém	**35**	83.33%
Nepoužívám žádný systém	**0**	0.00%
Ostatní	**5**	11.90%
Moodle	**7**	16.67%

sociální síť	2X
e-learning	
moodle	7X
USB	

Jaká je největší nevýhoda systému, který v současné době používáte k zveřejňování studijních materiálů?

malý prostor pro data, zastaralost
přednášky - možnost tema rovnou diskutovat
Nemá funkce sociálních sítí (diskuse, snadná aktualizace)
Každý má jistá omezení, nicméně vždyposlouží dané potřebě (s ohledem na účel je třeba nástroj volit).
Nepřehlednost, a tudíž většina studentů IT systém nevyužívá a proto není třeba ho používat ani jako vyučující, neboť impact je minimální.
jednoduchost
pro potřeby výuky plně vyhovuje
existence více systémů
...
-
zpětná vazba chybí
spatne UX ISISu
ne dostatečná provázanost údajů a tím potřeba sestavovat některé přehledy ručně, ačkoli údaje pro ně jsou v UIS obsaženy
Krkolomná správa
Že studenti na to buď dlabou, nebo mají paralelní utajený systém
Nelze sdílet, méně vhodné pro zajištění zpětné vazby
Moodle máme pouze na katedře, takže musíme studenty sami nejprve registrovat
složitý
Omezená kapacita na objem vložených souborů
nestabilita sítě
není
nevidím nevýhody
ne každý student "zvládne se přihlásit do systému"
UIS nemá kontinuitu přes více semestrů
nevím
nemá
Jsem spokojen
Zložitosť, ale nie je to nič neprekonatelné
Nevím o žádné.
Vše je OK
Nevím
nevím o žádné
nutnost "ruční" administrace; náročnost na čas
Omezená kapacita souborů
nevím, kdy čekat odpověď
Nízká flexibilita a nízká procesní rychlost
kopírování
Potřeba aktualizace
Niektorí študenti nie sú zvyknutí používať infromačný systém.

Poznáte některé z následujících interních sociálních sítí, které jsou k dispozici pro organizace?

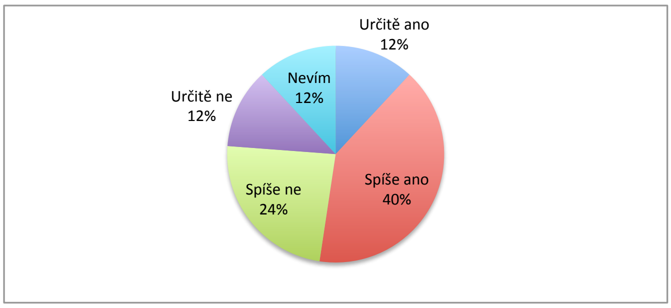


Yammer	**7**	16.67%
IBM Connections	**5**	11.90%
Jive	**4**	9.52%
Just Connect	**2**	4.76%
Atlassian	**4**	9.52%
Podio	**3**	7.14%
Neznám	**30**	71.43%

Mohli byste jmenovat některé potenciální výhody, které by zavedení interní sociální sítě mohlo mít?

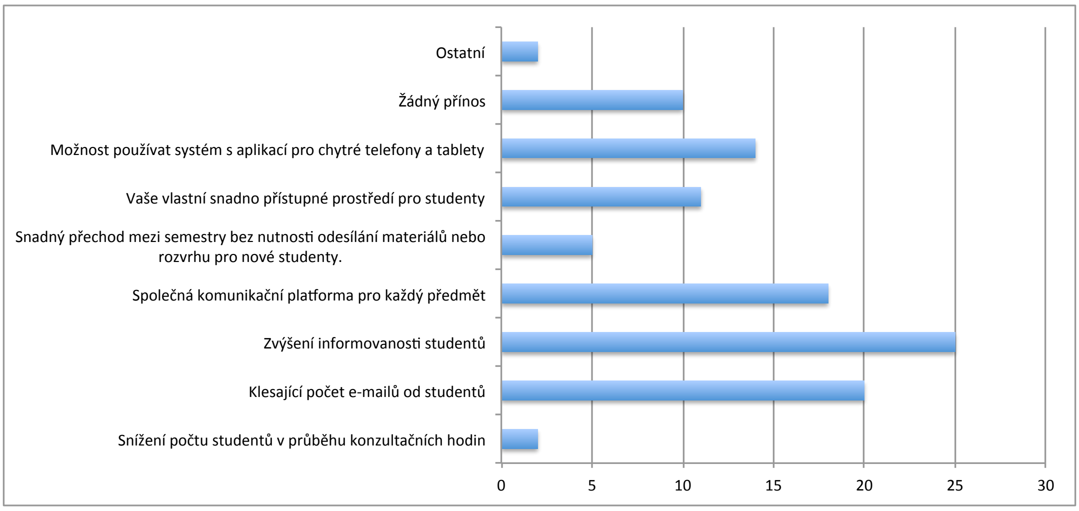
v teto oblasti se moc nevyznam
nemám zkušenost
sjednocení v rámci oficiálního kanálu
dokumenty na jedno místě
...
rychlost a flexibilita komunikace
-
Zrychlení komunikace
Autonomie
nemyslím, že jsou potřeba další komunikační kanály
rozvoj digitální gramotnosti, využívání prvků z osobního života pro odborný rozvoj
rychlejší komunikace se studenty
nevim
sdílení
nepoužívám
ne
Neviem či by to malo výhody, nakoľko oficiálnych kanálov je dostatok a svojmu účelu slúžia. Len ich používanie je komplikovanejšie viz. UIS.
x
dohledatelnost údajů, větší informovatnost
automatizace procesů?
osobně se bez tohoto obejdu
Možnost další spolupráce
Zlepšení komunikace mezi studenty a vyučujícími
diskuze
Transparentnost informací, otevřenost, větší efektivita při komunikaci, méně práce - odpovídání na emaily každému jednomu studentovi...
nevím
Sjednocení nástrojů a kontinuitu
Spíše nevýhody - studeni nejsou schopni verbálně komunikovat, očekávají vše předložené a nejsou ochotni sami informace vyhledávat
žádné
netuším
Nevím
Sociální sítě jsou podle mého názoru značně přeceňované, ve většině organizací je výhodnější zkombinovat různé nezávisle vyvíjené nástroje
zrychlení výměny informací, výměna informací na dálku
nemohl
diskuse
Nevím o výhodách, snad lepčí komunikace?
vše co fb, mimo fb
Zrychlení komunikace, ale používání by muselo být komplexní
Možnost diskuze problematických oblastí, efektivnější řešení např. zadaných úkolů, možná větší zájem studentů a jejich větší aktivita

Uvažovali byste o zavedení univerzitní interní sociální síti jako o prostředku inovativního učení?



Určitě ano	**5**	11.90%
Spíše ano	**17**	40.48%
Spíše ne	**10**	23.81%
Určitě ne	**5**	11.90%
Nevím	**5**	11.90%

Co byste očekávali, že pro Vás bude největší přínos ze zavedení univerzitní interní sociální sítě?



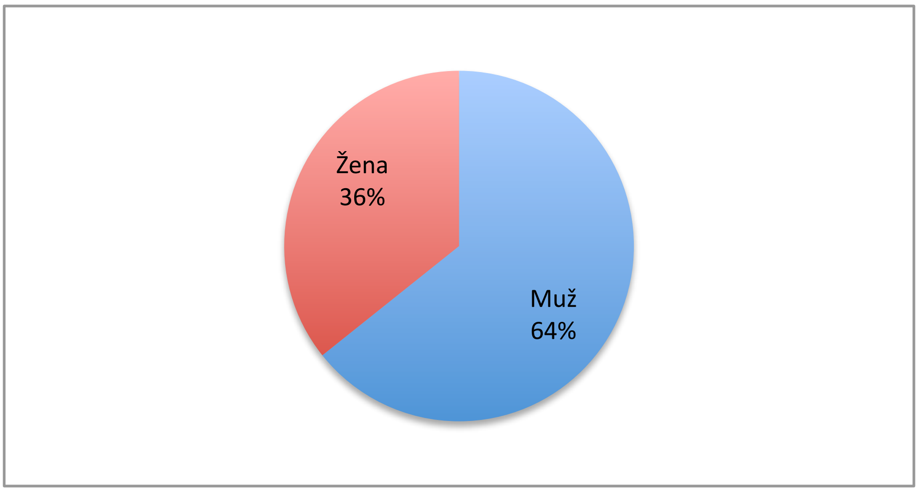
Snížení počtu studentů v průbě	**2**	4.76%
Klesající počet e-mailů od stude	**20**	47.62%
Zvýšení informovanosti student	**25**	59.52%
Společná komunikační platform	**18**	42.86%
Snadný přechod mezi semestry	**5**	11.90%
Vaše vlastní snadno přístupné p	**11**	26.19%
Možnost používat systém s apli	**14**	33.33%
Žádný přínos	**10**	23.81%
Ostatní	**2**	4.76%

Snadný prechod mezi semestry

Co vnímáte jako největší překážky v efektivním využití interní sociální sítě v univerzitním prostředí?

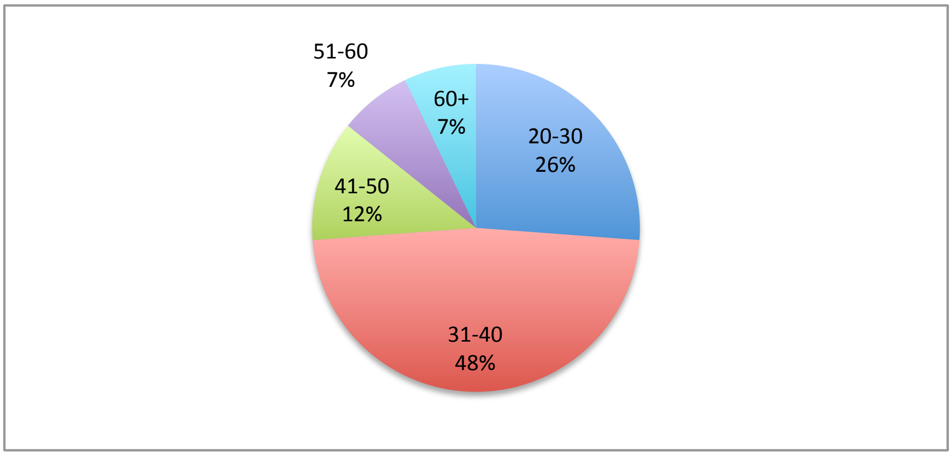
nezájem studentů
zaběhlý systém, neinovatní přístup starších kolegů
odvádí od přirozené interakce
v teto oblasti se moc nevyznam
byrokracie při zavádění, nutnost učit se ovládat
přístup k internetu
nevidím překážky
...
další systém v celé paletě již existujících
mimořádné pracovní vytížení vyučujících
Nedokážu říci
velký poče tstudentů, které učím + změnu každý semestr
systematické připojení k síti, neosobní přístup
konzervativnost učitelů
Neochota spolupracovníků změnit pracovní postupy
Tuto komunikaci nepreferuji , preferuji osobní kontakt se studenty
Ne vždy každý ochotně přijímá nové metody
finance
Heterogenita kolektivu, která znemožňuje zavádění nových aplikací
Netuším
Finanční prostředky fakulty
nevědomost o její existenci
Nutnost změn, resp. přizpůsobení náplně vzdělávacích kurzů novým nástrojům, resp. jejich možnostem pro efektivní použití
Nechuť pedagogů je používat
nemám dostatečné zkušenosti
strnulost nastavených procesů
nevím
jeho neoficiálnosť, a roztrieštenosť (niekto by používal len email, niekto by sa o nejakej ďalšej sieti ani nedozvedel a z toho by mohli plynúť problémy
Není potřeba :)
existence jiných podobných nástrojů - např. společnosti Google
Již fungující studentské portály a FB skupiny; absence plošné univerzitní strategie (plošné využití jedné platformy napříč předměty)
zbytečnost, více než duplicita
Chybí kontakt vyučujícího se studentem, přicházíme tak o společné emoce, o individuální přístup, a společné brainstormingy.
malá přívětivost,věcnost
neochota zacit pouzivat novy system
Ochotu studentů
neochota učit se nové věci
další síť, systémů fungujících paralelně je obrosvské množství, každý používá něco jiného
--
???

Pohlaví



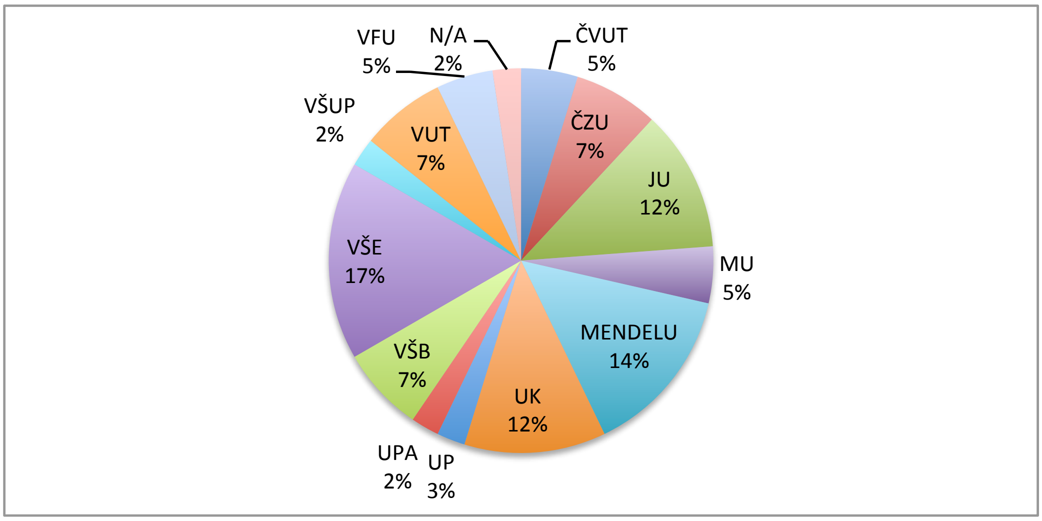
Muž	**27**	64.29%
Žena	**15**	35.71%

Váš věk



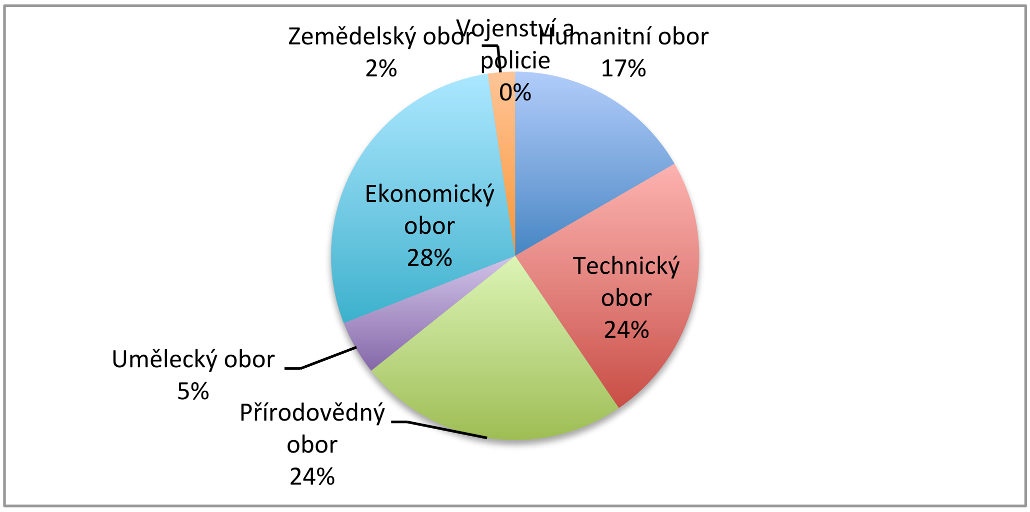
20-30	**11**	26.19%
31-40	**20**	47.62%
41-50	**5**	11.90%
51-60	**3**	7.14%
60+	**3**	7.14%

Na jaké univerzite vyučujete?



ČVUT	**2**	4.76%
ČZU	**3**	7.14%
JU	**5**	11.90%
MU	**2**	4.76%
MENDELU	**6**	14.29%
UK	**5**	11.90%
UP	**1**	2.38%
UPA	**1**	2.38%
VŠB	**3**	7.14%
VŠE	**7**	16.67%
VŠUP	**1**	2.38%
VUT	**3**	7.14%
VFU	**2**	4.76%
N/A	**1**	2.38%

Obor, ve kterém vyučujete.



Humanitní obor	**7**	16.67%
Technický obor	**10**	23.81%
Přírodovědný obor	**10**	23.81%
Umělecký obor	**2**	4.76%
Ekonomický obor	**12**	28.57%
Zemědelský obor	**1**	2.38%
Vojenství a policie	**0**	0.00%

Appendix 6: Script of interviews with financial authorities

1. Short presentation of the product
2. What IT systems do you currently use in the educational process?
3. Do you have mobile application for your IT systems?
4. What system do you use to communicate with the students?
5. What is the biggest disadvantage with the system you currently use?
6. Do you have any IT solution for collaboration among students?
7. Do you have any platform where students can discuss their academic problems?
8. How academic researchers share their work among the research teams?
9. Do you have any platform for collaboration among researchers?
10. Would you consider implementing university private social network as a tool to your lectures as a mean of innovative learning? Now, in 5 years?
11. What would be your budget constrain?
12. Do you see any other constrains?

Source: author

Appendix 7: Market sizing year 1-5 (in # of faculties)

Year	1	
Project type	Pilot project	Full roll-out
Overall public university market potential	148	148
Adjustmet for faculties that are suitable (70%)	104	104
Adressable market (10%)	10	10
Adressable market (EUR)	150000	1200000
Expected share of adressable market	1%	0%
Expected # of faculties using the system	1	0
Expected revenues (EUR)	15000	0
Year	2	
Project type	Pilot project	Full roll-out
Overall public university market potential	147	148
Adjustmet for faculties that are suitable (70%)	103	104
Adressable market (10%)	10	10
Adressable market (EUR)	150000	1200000
Expected share of adressable market	2%	0%
Expected # of faculties using the system	2	0
Expected revenues (EUR)	30000	0
Year	3	
Project type	Pilot project	Full roll-out
Overall public university market potential	145	148
Adjustmet for faculties that are suitable (70%)	102	104
Adressable market (10%)	10	10
Adressable market (EUR)	150000	1200000
Expected share of adressable market	3%	1%
Expected # of faculties using the system	3	1
Expected revenues (EUR)	45000	120000
Year	4	
Project type	Pilot project	Full roll-out
Overall public university market potential	142	147
Adjustmet for faculties that are suitable (70%)	99	103
Adressable market (10%)	10	10
Adressable market (EUR)	150000	1200000
Expected share of adressable market	3%	1%
Expected # of faculties using the system	3	1
Expected revenues (EUR)	45000	120000
Year	5	
Project type	Pilot project	Full roll-out
Overall public university market potential	139	146
Adjustmet for faculties that are suitable (70%)	97	102
Adressable market (10%)	10	10
Adressable market (EUR)	150000	1200000
Expected share of adressable market	3%	2%
Expected # of faculties using the system	3	2
Expected revenues (EUR)	45000	240000

Source: author