Fibonacci

ENTERPRISE PORTFOLIO

PLANNING

As an F1 in Schools team there are three main groups we will market to: the **public**, to raise awareness of the challenge and increase our brand image, to **potential sponsors**, to convince them to sponsor us and to the **wonderful F1 in Schools Judges** to give the best impression of our team.

First we considered the psychographics of our two target audiences: the public and potential sponsors. This allows for a bolder creative direction to our marketing, tailored to our audience's interests.

Why market to the Public?

To increase Fibonacci brand visibility and F1 in Schools recognition which increases return on interest for us and for future teams.

Why market to Potential Sponsors?

If successful this gains partners for the team, and we gain skills and knowledge by working with industry companies.

SCOPE

▼ Figure 1   ▼ Figure 2   ▼ Figure 3   ▼ Figure 4

Where can we market?
-At School
-Social Media
-Website
-World Finals

Who can we market to?
-Students
-Relatives
-Companies
-Social Media followers

£520

Budget for Marketing?
-£200 for Uniform
-£100 on Marketing Materials
-£50 for Pit Display
-£20 Digital Media

When can we Market?
-After School
-On Weekends
-At ROI Events
-During School Assemblies

STRATEGY

Marketing Strategy:
1 Establish the Fibonacci Team Identity. What are our values? Who do we want to market to?
2 Research our target market. Who are we marketing to? How can we do this best?
3 Use research to set clear marketing goals.
4 Plan events to execute marketing + develop marketing materials to use at these events to achieve our marketing goals.
5 Review + monitor impact until goals are reached.

SUCCESS CRITERIA

✓ Create three key values we incorporate into our team identity.
✓ Print and complete a survey to gain market information.
✓ Have clearly defined goals which we use to tailor design development.
✓ Over 10 marketing items ready for use.
✓ Checklist goals until all complete.

TEAM IDENTITY 2

Fibonacci is a **unique team**, foccused on **innovation and excellence**. We are determined to become the first Scottish team to become World Champions in F1 in Schools.

We are committed to growing together in our journey through F1 in Schools to become the **best communicators, visionaries and friends** we could be.

In everything we do, we aim to present a **united and professional front**- with a **cheerful optimism and kindness** throughout.
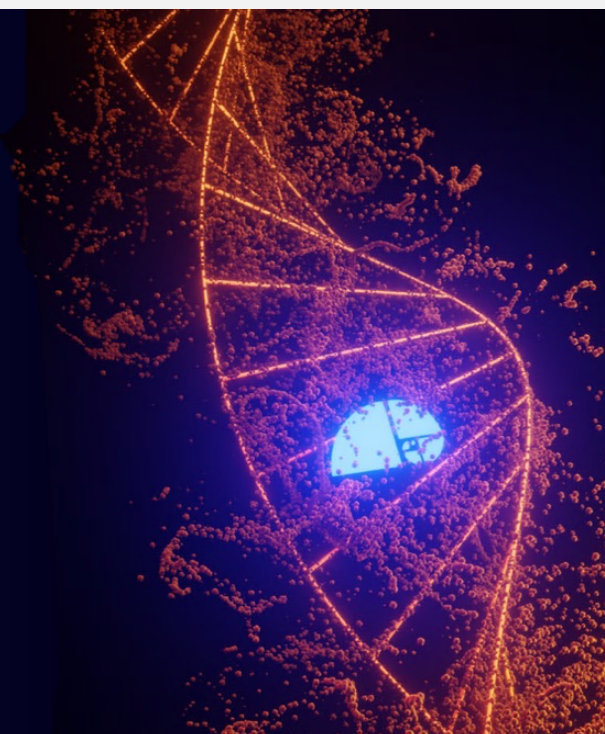
▲ Figure 5: Our DNA graphic

BRAND VALUES

Fibonacci is it's team. Our actions create the impression we share with the world as we implement our maketing strategy.

ORIGINAL

We're proud to bring new ideas and style to F1 in Schools, inspiring others to think differently along the way.

COLLABORATION

As a team between two schools we have a strong sense of union between our team and network of shareholders supporting us.
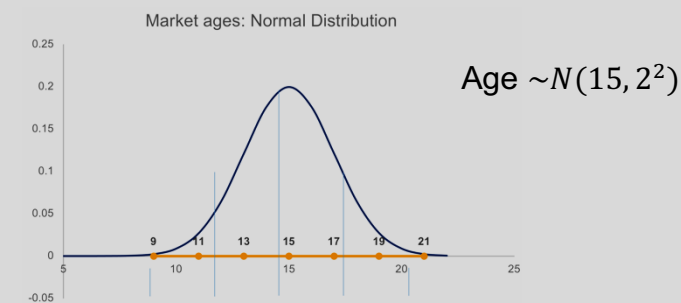
QUALITY

High standards are woven into the way we work. We are constantly finding ways to improve and grow to become the best.
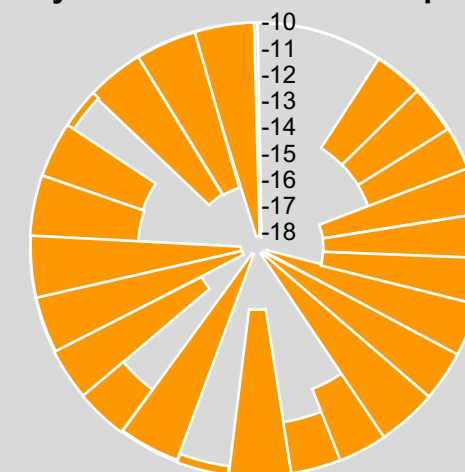
RESEARCH 1   ▼ Figure 6: Research results

Demographics of the public

Age range of our target market?

Market ages: Normal Distribution

$Age \sim N(15, 2^2)$

Assuming our sample is normally distributed and each person surveyed is an independent sample.

Do you know someone competing?

-10
-11
-12
-13
-14
-15
-16
-17
-18

91%
Of people are already aware of the competition.

The bars show the age of each respondent.

Gender?

46% Male
8% Other
46% Female

Would you go to an event?

Bakesale:
Yes 18
No 6
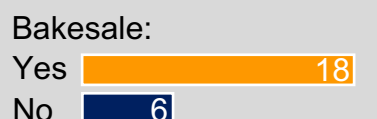
Sweets in a jar guess:
Yes 13
No 11

Merchandise cost expected?

59% 50p
8% £2
33% £1

Awareness of sponsors

Do you know of Tunnocks?

TUNNOCK'S MADE IN SCOTLAND SINCE 1890
Yes 21
No 3

Do you know of Arden Property?

arden
Yes 4
No 20

BRAND GUIDE   ▼ Figure 7: Brand guide

An important part of any brand is to be **consistent**. We created a short Brand Guide to share not just with our team to ensure consitency across deliverables we produce, but also **for Sponsors** and Affiliate Partners. This ensures the right vector graphics of our logos and brand colours will be used- aligning with our marketing goal of consistency.

The document is just an extra detail that's **considerate of our shareholders needs** and ensures a **strong brand image.**
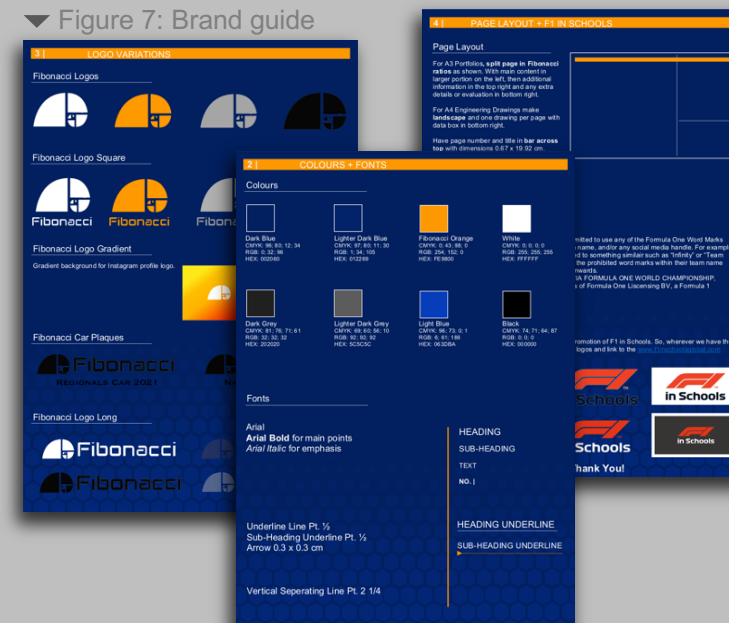
MARKETING GOALS 3

To aid the development of suitable marketing materials we set three clear goals. We used our goals to **quality check** each marketing item we developed with our sponsors.

This use of **planning and preparation** achieved satisfaction and professional results that **contribute effectively** to our teams and F1 in Schools image.

| SUITABLE	Made with a clear purpose that builds on team identity
EFFECTIVE	Brand incorporated showing sponsors + F1 in Schools
SUSTAINABLE	Enviromentally friendly, long lasting and considerate

MARKETING MATERIALS 4

U-MASK

In partnership with our oldest partner, U-Mask we developed the design of **personalised** Fibonacci U-Masks, selecting black and blue for the team.

These are the first biotech face masks in the World. They are used by professional Formula One teams including McLaren, Ferrari and Mercedes.

Our U-Masks fulfil each of our **marketing goals:**
- Sustainable, reusable masks limiting our impact on the enviroment
- Regularly used everyday from a year ago to present, with the clear purpose of safety
- Elegant and professional design effortlessly gaining attention and **promoting our brand and U-Mask**

▼ Figure 8: U-Mask design drafts

U

| U.MASK
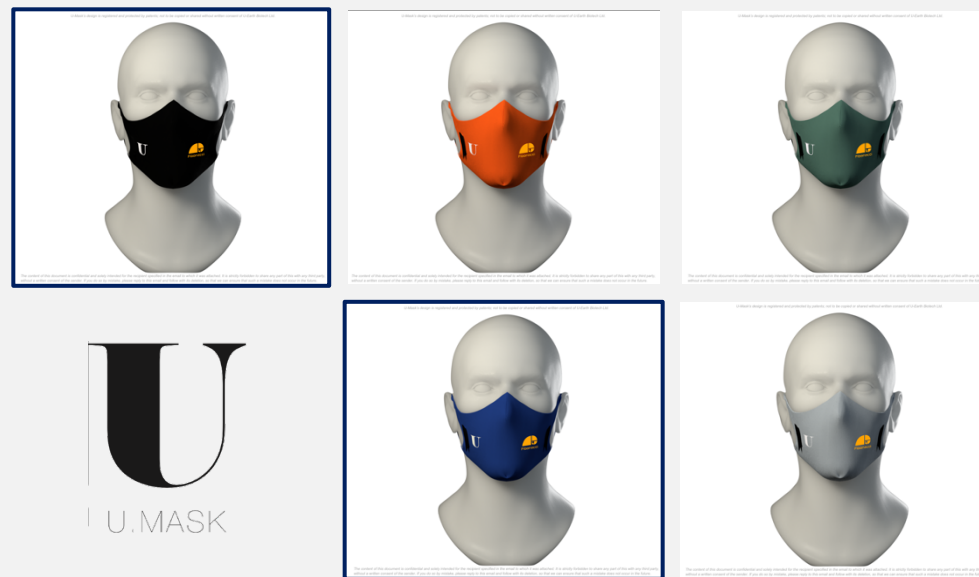
PIT DISPLAY

Success criteria:

☐ Parts less than 158cm dimensions
☐ 6 Objects Max
☐ Can be assembled in 15 mins
☐ 80% Recycled Parts
☐ Clear Fibonacci brand
☐ All Sponsors featured
☐ Interactive with passers by
☐ Key Fibonacci Ideas shown
☐ Our USP (Unique Selling Point) Clear
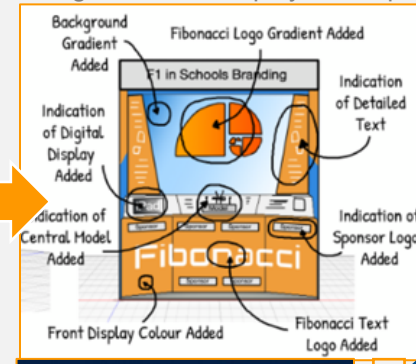☐ 100% Sponsor Happy design

Final design (Figure 9C)
-Made from reusable banners and centre cardboard stand.
-Surveys showcased on back wall.
-Layout of marketing materials in fibonacci ratio.

▼ Figure 9A: Initial pit display

To improve:
☐ -Develop manufacturing method that fulfils criteria.
☑ -Incorporate team identity better.
☑ -Have sustainability considerations.

▼ Figure 9B: Pit display developed

Background Gradient Added
Fibonacci Logo Gradient Added
F1 in Schools Branding
Indication of Detailed Text
Indication of Digital Display Added
Indication of Central Model Added
Indication of Sponsor Logos Added
Front Display Colour Added
Fibonacci Text Logo Added

To improve:
-Scale to 3m + add multimedia.
-Add all sponsor logos.

▲ Figure 9C: Final Pit Display

MARKETING MATERIALS

We developed suitable marketing materials which were cost effective and served a purpose that aided the team. We didn't buy and sell merchandise as our research (fig 6) shows there's **little demand** for them and they are not **enviromentally friendly.**

STICKERS

In developing stickers as a **suitable marketing material** we created three designs.
Tunnock's main ROI aim is association with our team while Arden's focus is also on their brand promotion as a Scottish Property Investment company so we included the Scottish Flag.
These stickers fulfilled our marketing goals as:
- Widely applicable to items giving them a purpose to show Fibonacci and our partners brands on marketing items
- Simple way to include F1 in Schools across social media posts and every day items.
- Sustainable so long as placed strategically as a permanent addition to waterbottles, display items and other high visibility items.

▼ Figure 10: Stickers

▲ Figure 11: Stickers on items.

DUFFEL BAG

For Silverstone we had a personalised team bag designed. This is practical for us carrying pit display items and parts to show the judges in interviews.
This is sustainable as we can use it for future competitions and events.

▲ Figure 12: Bag mockup

▲ Figure 13: Printed bag

PRINTED SURVEYS 5

Our research target market are the people we'll be selling merchandise to, encouraging to compete in F1 in Schools and the adults with the experiene to advise on gaining sponsorship.
For this reason we chose to research in person with printed surveys.
By briniging these to people in our target audience we engaged with people and raised awareness of our team and F1 in schools.

▲ Figure 14: Surveys

MARKETING OUR SPONSORS (4)

We focussed on utilising our research (page 1 and 4) to appeal to our target market as well as achieve **highly visible association** with our sponsors.
All marketing items with our sponsors logos must relate back to **education** as this is a **key priority for ROI**. We decided to focus on team wear and posters as these are easily made visible to **hundreds of other students** by wearing teamwear at school, events and in our free time and putting posters up around our community.

Poster sent to us from McLaren

One of our posters

▲ Figure 15

▲ Figure 16

TEAM UNIFORM

Success criteria:
- ☐ Has team colours
- ☐ Clear Fibonacci brand
- ☐ Names+ Roles front and back
- ☐ Scottish Flag featured
- ☐ F1 in Schools Logo
- ☐ All Sponsors on back
- ☐ Affiliate Sponsors clear

Marketing Goals Met:
-Suitable as for use at competition uniting team professionally
-Effective prominent branding and ROI
-Sustainably sourced materials and reusable shirts

XXX PERFORMANCE / SPORTSWEAR
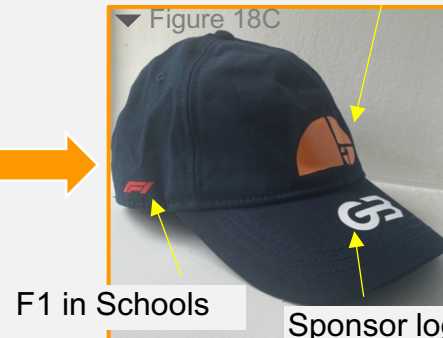
NAVY | WHITE

COMPETITION SHIRTS

▲ Figure 17A: Initial teamwear idea

▲ Figure 17B: First mockup

▲ Figure 17C: Fourth mockup + final design

Things to Develop:
-Name on front clearer
-Fibonacci Logo larger
-Add F1 Brand to back
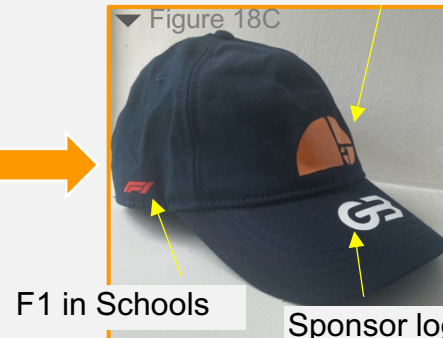-Make sponsors on back clear.

BASEBALL CAPS

▲ Figure 18A

To improve:
-Change colour as logos don't show on the orange.
-Add more logos as not enough impact with just fibonacci logo.

▲ Figure 18B

To improve:
-Keep colours and layout but include gold sponsor.
-Print instead of embroidering as not logos don't stand out.

Fibonacci Logo

▼ Figure 18C

F1 in Schools

Sponsor logo

TEAM JACKETS

▲ Figure 19A: Idea sketch

To improve:
-Larger logo on the front.
-Add our gold sponsor more visibly.

▲ Figure 19B

Design success:
-Clear, easy to print logos.
-Shareholders satisfied with visibility.
-Team identity clearly shown.

▼ Figure 19C: Final jackets

MARKETING MATERIALS- POSTERS

▲ Figure 20A

▲ Figure 20B

Purpose: Attract someone interested and knowledgeable in graphic design to add to our team.
Effective: Has our team and the F1 in Schools logo, increases familiarity around school.
Sustainable: We printed 20 of these using scrap paper and shared it digitally through our school bulletin- minimising the impact enviromentally.

▼ Figure 21A

▼ Figure 21B

▼ Figure 21C

▼ Figure 21D

Purpose: Gain donations at our 'Just Giving'
Effective: Clear F1 in Schools, Fibonacci and Scotland brand shown appropriately.
Sustainable: We shared these online and printed just 10 copies for prearranged deliberate billboards.

▲ Figure 22A

▲ Figure 22B

Purpose: Reach other Worlds teams and engage schools
Effective: bright orange shows team identity + logos
Sustainable: Shared digitally reducing paper use.

REVIEW + MONITORING (5)

SUITABLE
Success: All our marketing materials are suitable for showcasing our **team identity** and act as **creative activities** to **give ROI to partners**. Eg sharing event posters raises awareness of our sponsors and the competition.
To improve: At **project kick-off** we could establish the purpose behind each idea to tailor the development of marketing materials more efficiently.

EFFECTIVE
Success: Collectively our marketing materials have meant our team has become well known and recognised around our community. Our sponsors have given **positive feedback** on the future teams we're bringing to F1 in Schools.
To improve: Larger scale marketing could **increase effectiveness.** In the future we'd like to explore using paid advertisement spaces to reach more people.

SUSTAINABLE
Success: All marketing materials are **reusable** and long term items.
To Improve: Use **virtual design** to model marketing materials before manufacturing.

SPONSOR HIERARCHY

We offered **three tiers of Sponsorship** packages for companies to choose from. This ensured **well-structured** partnerships that gave **clear expectations** to our sponsors of what they will receive in return for their support.

There were alternate ways for partners to gain a sponsorship package than by financial buy in:
- in-kind sponsors received the silver package
- technical advice would receive the bronze package
- Select legacy partners gained gold package due to years of ongoing comprehensive team support

We found that for several partners, they would initially be bronze or silver sponsors but would later **invest further** in the team to become gold partners.

£1000   £500   £200

Silver Sponsors

Bronze Sponsors

Gold Sponsors

Affiliate Sponsors

▲ Figure 23: Sponsor Hierarchies

BENEFITS DETAILED ▶

We used a **clear hierarchy** of sponsor packages to form the basis of our ROI. This includes all our affiliation partner benefits. Based on their level of sponsorship of the team, sponsors will be more visibility associated with Fibonacci.

Our research (see page 4, figure 26) showed clearly that the vast majority of our shareholders are supporting our team for the **benefit of education.**

Our ROI packages fulfil the affiliation benefit to our shareholders, beyond this we have distinct educational benefits detailed as ROI to our sponsor's support.

EDUCATION ROI ▼

As the **educational impact** is an important factor to share with our sponsors we created this diagram, shared in our May monthly newsletter. Support from our sponsors builds our education in STEM as well as for students in the future through the additional **resources and opportunities** made available to us.
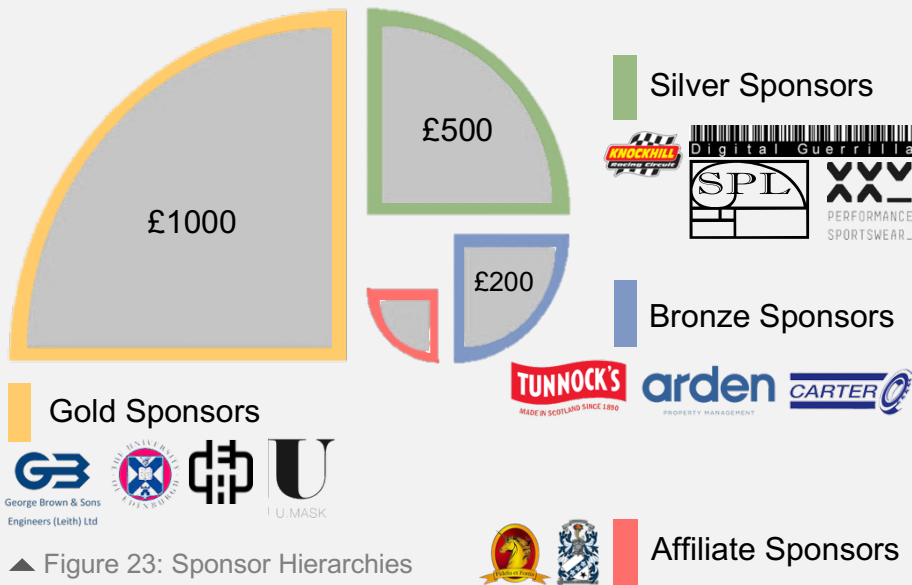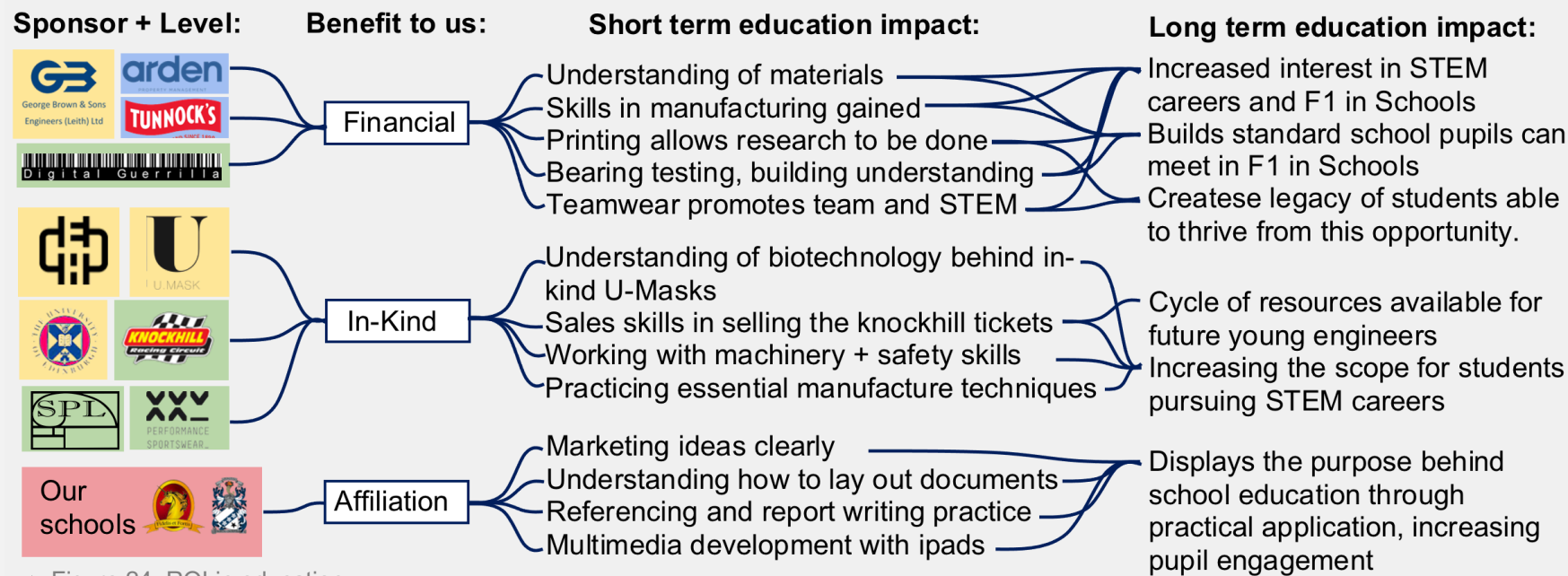
▼ Figure 24: ROI packages

PACKAGE INCLUDES	Bronze	Silver	Gold	Affiliation
Your Logo on back of competiton shirts	✓	✓	✓	
Announcement of partnership- Instagram	✓	✓	✓	✓
Your Logo on our Pit Display	✓	✓	✓	✓
Your Logo in our Folios	✓	✓	✓	✓
Your Logo on our website	✓	✓	✓	✓
Promotional video featuring your brand		✓	✓	
Fibonacci thankyou package		✓	✓	
Your Logo on F1inschools track		✓	✓	
Your Logo on front of competition shirts			✓	✓
Your Logo on our baseball caps			✓	
Your Logo on our competition jackets			✓	
Your logo on sponsorship proposal			✓	

RESEARCH JUSTIFYING BENEFITS

Survey Audience (Random):   9 Industry Involved   12 Relatives   6 Teachers

Best Method of Contacting?

0% Social Media

50% E-Mail

50% Word of Mouth

And 2 people wrote on the survey that phone was the best way to contact.

Do you open cold contact emails?

70% Do not open cold contact emails.

What should we open with?

'Sponsor us'   2
'F1 in Schools is…'   6 5 7
'We are…'   5 3 3

What would impress?

Enthusiasm   8
Being Professional   8 3 6
Partnership Proposal   2

Do you know of F1 in Schools?

75% Of respondents already knew about F1 in Schools.

What is the main benefit to sponsoring?

24% Affiliation

76% Education

How often should we update shareholders?

20% Weekly

80% Monthly

Method of sponsorship you would provide?

Advice   2 5 3
In-kind   2 2
Funds   3 1 6

▲ Figure 26: Sponsorship research survey results.

INCORPORATING RESEARCH

▼ Figure 27: Partnership proposal

We began with a short introduction as **35% of survey respondents** said this was the best thing to open with.
We followed with F1 in Schools information, foccusing on the standard of the competition and educational value. Then for 'incentives to partner' **education was prioritised over association** to increase appeal to potential sponsors.
We included two pages with technical details of the track and key regulations to appeal to **industry professionals.**

Sponsor + Level: **Benefit to us:**   **Short term education impact:**   **Long term education impact:**

Financial

Understanding of materials
Skills in manufacturing gained
Printing allows research to be done
Bearing testing, building understanding
Teamwear promotes team and STEM

Increased interest in STEM careers and F1 in Schools
Builds standard school pupils can meet in F1 in Schools
Createse legacy of students able to thrive from this opportunity.

In-Kind

Understanding of biotechnology behind in-kind U-Masks
Sales skills in selling the knockhill tickets
Working with machinery + safety skills
Practicing essential manufacture techniques

Cycle of resources available for future young engineers
Increasing the scope for students pursuing STEM careers

Affiliation

Marketing ideas clearly
Understanding how to lay out documents
Referencing and report writing practice
Multimedia development with ipads

Displays the purpose behind school education through practical application, increasing pupil engagement

Our schools

▲ Figure 24: ROI in education

MUTUALLY BENEFICIAL RELATIONSHIPS

We have similar numbers of bronze, silver and gold sponsors indicating a **well structured hierarchy** of partnerships. Our research (Page 4, figure 26) indicated we would have fewer in-kind sponsors, however with their return being on the same level as sponsors buying in financially with £500. We have achieved well distributed **tiers** of sponsors.
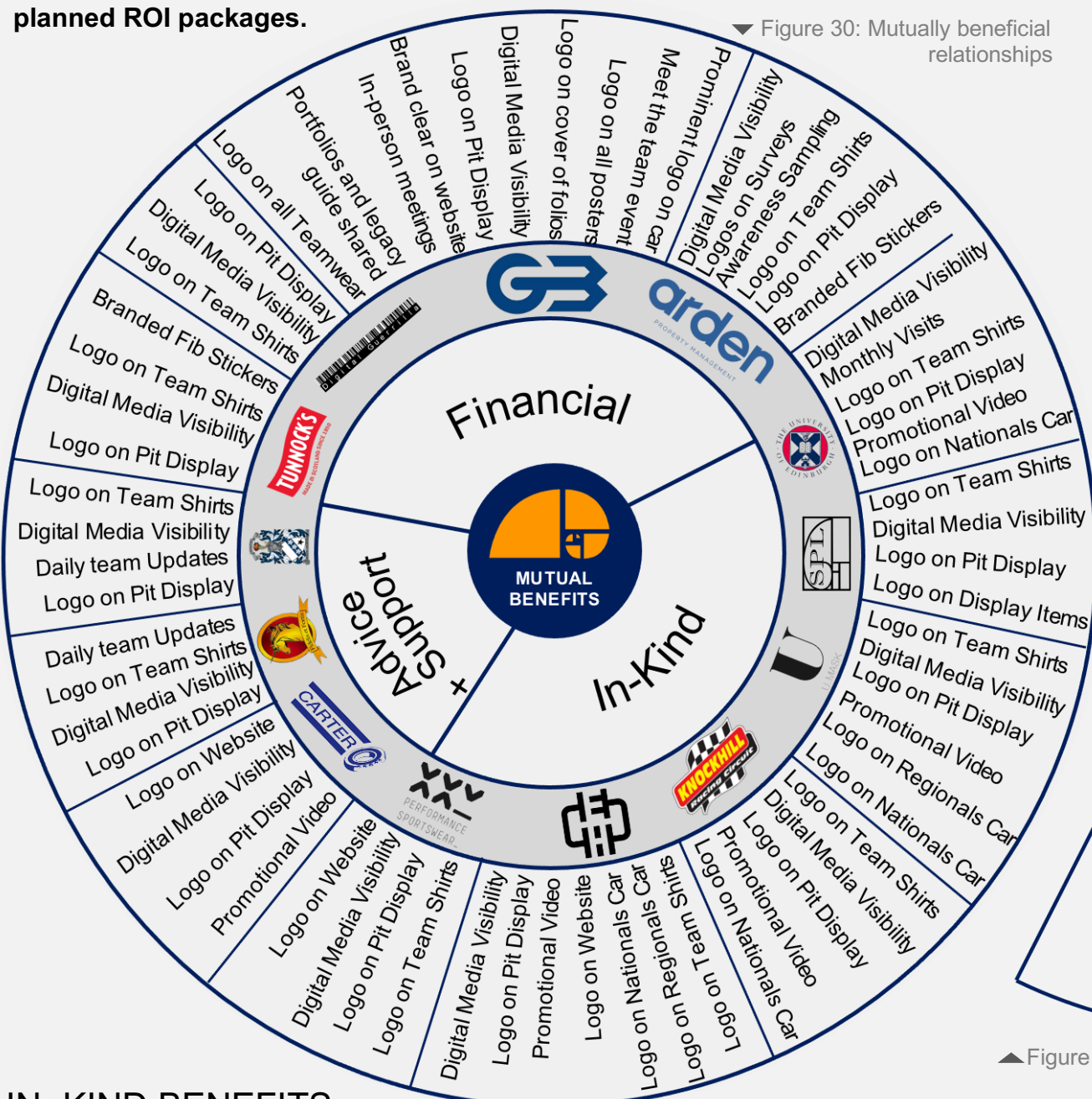
Bellow you see the end ROI each sponsor has received, in line with our **planned ROI packages.**

▼ Figure 28: Edinburgh Signage meeting

We frequently visit our partner 'Edinburgh Signage'. We benefit from this as they print our decals, jackets and pit display. In return, we **educate younger teams** on how Edinburgh Signage's printing processes work, improving the **future generation** of F1 in Schools teams and delivering on **education ROI.**
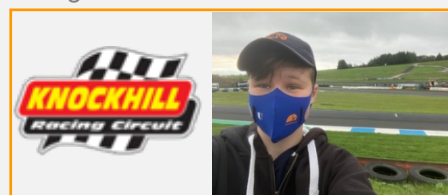
▼ Figure 29: Knockhill event

Team trips to Knockhill circuit build on our understanding of engineering as we share our designs and concepts behind them. Knockhill gain their ROI request of increasing **student involvement** in racing.
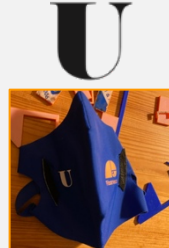
▼ Figure 30: Mutually beneficial relationships

Benefit to us

Sponsor

Benefit to them (ROI)

▲ Figure 31: Mutually beneficial relationships key
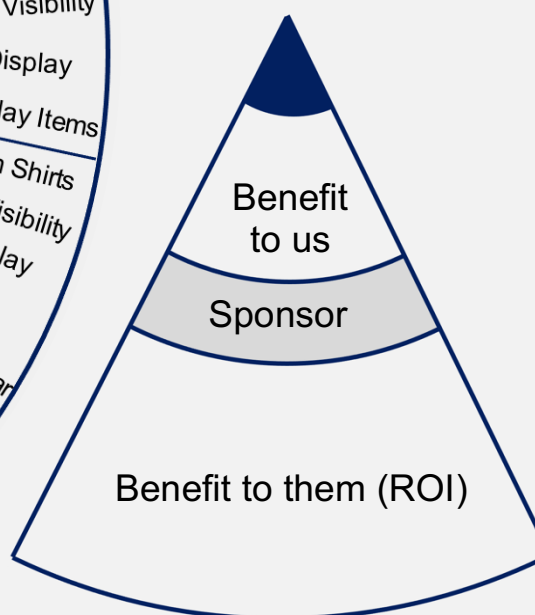
▼ Figure 32: Detailing in-kind team benefits

IN- KIND BENEFITS

Competition shirts
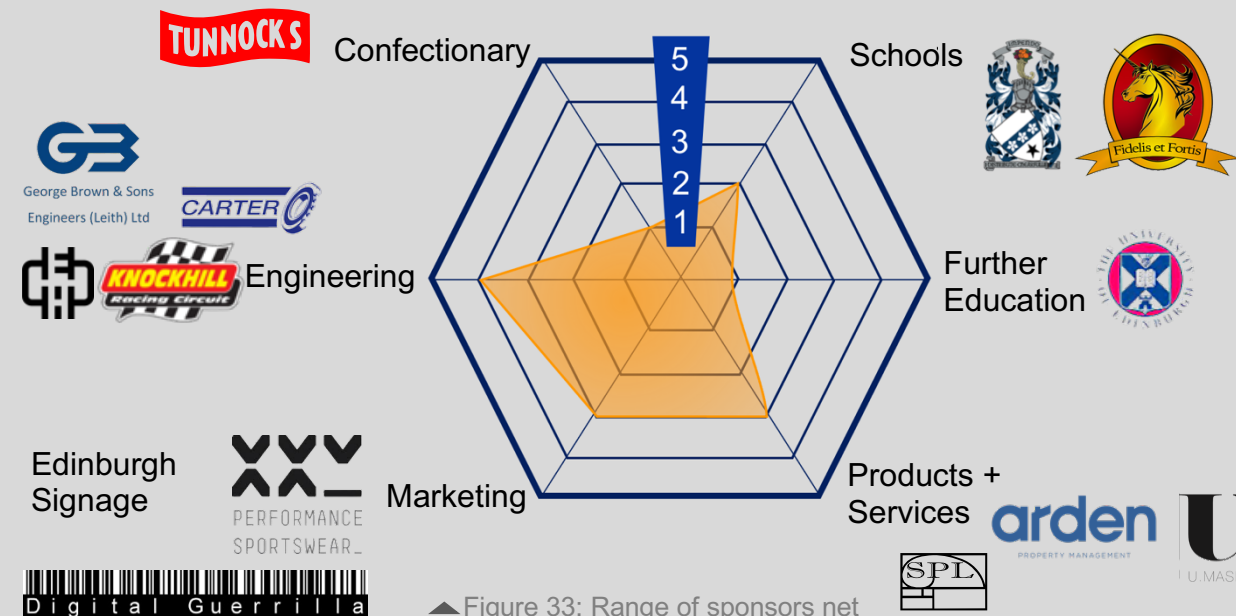
U-Masks

3D Printed parts
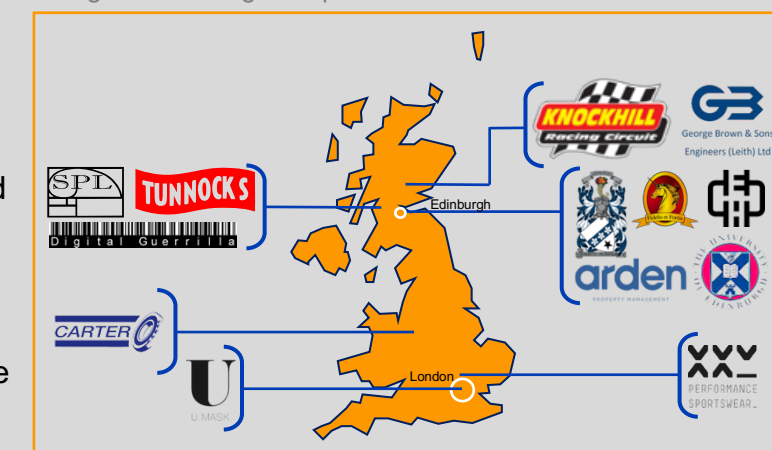
20x Family Tickets

Acrylic

Car Bearings

RANGE OF SPONSORS

A wide **range of sponsors** are behind the teams progress and success in F1 in Schools. No matter the team's needs, we have companies with expertise in the area to educate and build on our teams skills.

Confectionary   Schools

Engineering   Further Education

Edinburgh Signage   Marketing   Products + Services

▲ Figure 33: Range of sponsors net

▼ Figure 34: Range of sponsors across the UK

GEORGRAPHICAL RANGE OF SPONSORS

Our partners are all located within the United Kingdom. This makes sponsor **visits** and **delivering resources** easy and relatively **environmentally** friendly. We visit our local Scottish sponsors regularly, making use of their short **geographical range** from us.

Edinburgh

London

MUTUAL BENEFIT- AFFILIATION PARTNERS

Our affiliation partners **benefitted us** through contacts, supports and affiliate marketing.

Contacts to industry and higher education were shared with us, helping to gain new sponsors for the team. Support was given through **meetings with staff** and sharing updates of the team with the headmasters of our schools.

Affiliate marketing benefits us as well as being the main return for our affiliate partners (our schools). We promoted them through digital media, featuring their logos on our website and promotions as did they for us.

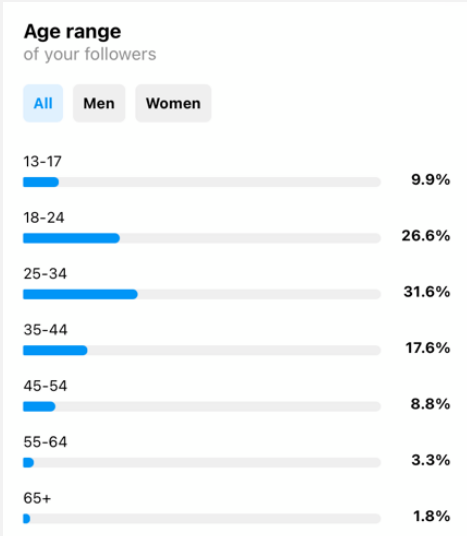▲ Figure 35: Photograph of Fibonacci with both schools together

DIGITAL STRATEGY

We constructed our strategy based on our previous **experience** in the competition. Our goals guide each post and platform use to achieve each one. By researching the platforms we use, we can be more efficient with each post- increasing visibility of our team, sponsors and F1 in Schools through digital media.

DIGITAL MEDIA GOALS [1]

"What can be measured gets better" is our general team philosophy. We identified the metrics we can measure and gained all the data we could about them. From our current metrics (as of 13th Jan at time of writing) we set goals of where we want to be on June 10th at the end of our World Finals journey.

AUDIENCE RESEARCH [2]

Age range of your followers	
All Men Women	
13-17	9.9%
18-24	26.6%
25-34	31.6%
35-44	17.6%
45-54	8.8%
55-64	3.3%
65+	1.8%

Majority of our audience are in their late 20's.

SURVEY POLLS

To **gather data** from our audience we used polls on our story. Here our audience can select which of two options they prefer. With this data we can tailor our content and **boost metrics** such as followers and likes. This data isn't representative of the population as it is a **self-select** sample. We used these poles to improve our content for existing followers and monitoring and controlling the effectiveness of our strategy.
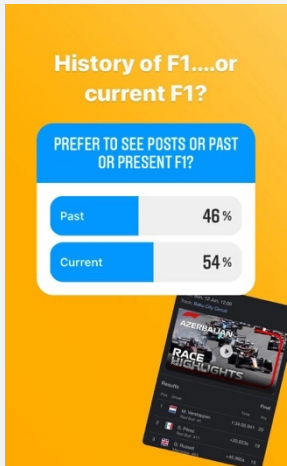
STRATEGY

1. **Set Goals** that build from our current digital media presence
2. **Research** our audience demographics and psychographics and use analytic data from accounts for platform research
3. **Proactively use** each platform to achieve digital media goals
4. **Monitor** and adapt platform use to improve metrics
5. **Evaluate** + review success in reaching goals with sponsors and shareholders

PROACTIVE	Actively engage with audience online every week.
CREATIVITY	Create original and exciting content to boost metrics.
ENGAGEMENT	Reach 200 Followers across every platform we use.

▼Figure 36: Instagram analytics from Fibonacci.scot on the 13th of January 2022

Top locations of your followers	
Towns/Cities **Countries**	
United Kingdom	38.7%
India	13.8%
Australia	9.2%
Brazil	5.9%
Mexico	4.1%

Next to the United Kingdom, we have a lot of viewers from India. This is likely due to past **creative activities** in collaboration with teams from India.

Top locations of your followers	
Towns/Cities Countries	
Edinburgh	11.9%
Delhi	6.9%
Dubai	3.2%
Cardiff	2.7%
London	2.7%

Edinburgh consists of a lot of our followers. We can use this research to inform that using digital media to **promote events** will be effective as viewers are local.

Most active times

Hours   Days

< Sundays >

114 99 94 107 136 154 162 142
12a 3a 6a 9a 12p 3p 6p 9p

This supports our research found in fig 38. By posting at peak viewing times, we can gain the most positive response from the content we create and boost the effectiveness of our digital media presence.

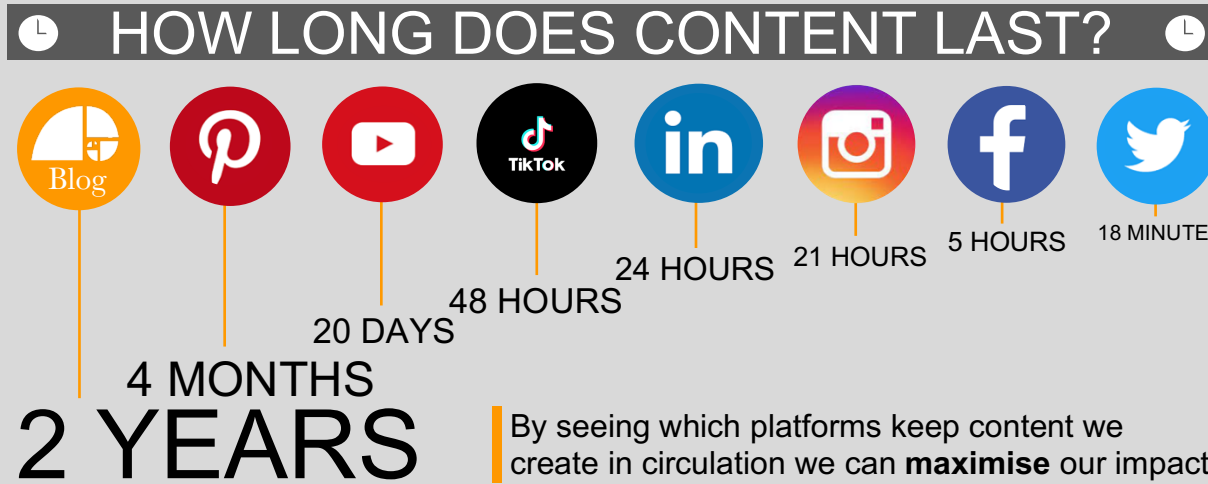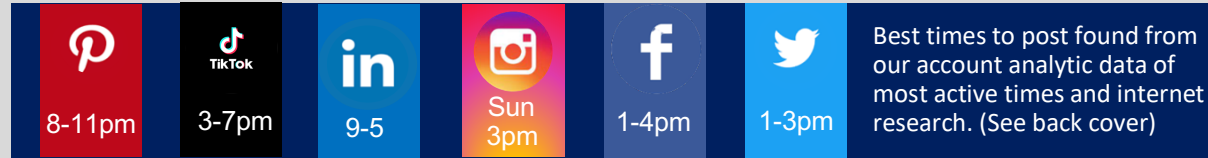▲Figure 37A: Current F1 appeals more than past

▲Figure 37B: Gold sponsors visible

▲Figure 37C: Our schools are clear

▲Figure 37C: Informational posts preferred

PLATFORM RESEARCH [2]

▼Figure 38: Content circulation times

🕐 HOW LONG DOES CONTENT LAST? 🕐

Blog   Pinterest   YouTube   TikTok   LinkedIn   Instagram   Facebook   Twitter

24 HOURS   21 HOURS   5 HOURS   18 MINUTES
48 HOURS
20 DAYS
4 MONTHS
2 YEARS

By seeing which platforms keep content we create in circulation we can **maximise** our impact.

▼Figure 39: Peak posting times

Pinterest	TikTok	in	Instagram	Facebook	Twitter	Best times to post found from our account analytic data of most active times and internet research. (See back cover)
8-11pm	3-7pm	9-5	Sun 3pm	1-4pm	1-3pm	

PLATFORM FOLLOWERS

Just looking at followers, we have a drastically **stronger presence** on Instagram than any other site. This is due to our "Fibonacci.Scot" account where we share our animations, utilising an **existing audience of animators.**

We can expand our numbers by being more **proactive** on Twitter, Facebook, YouTube and Pinterest.

By sharing creative content across all platforms, we might be able to boost **engagement** as well.
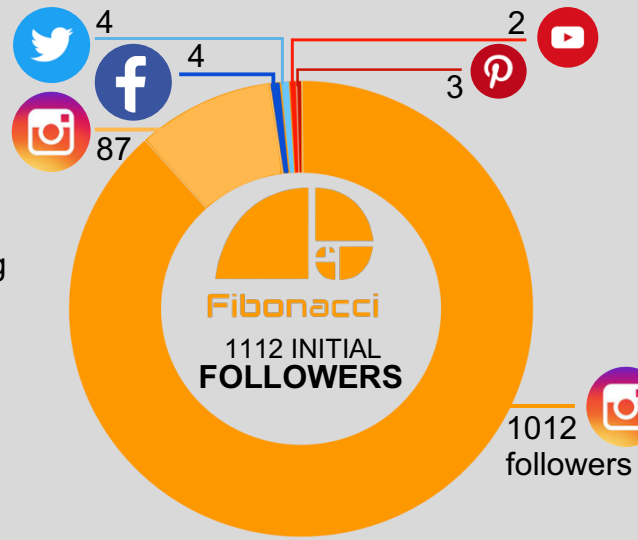
4 (Twitter)
4 (Facebook)
2 (YouTube)
3 (Pinterest)
87 (Instagram)

Fibonacci
1112 INITIAL **FOLLOWERS**

1012 followers

▲Figure 40: Total followers

SEARCH ENGINE RESEARCH

▼Figure 41

We researched the Google Search algorithm- focussing on Google as it's the most widely used. The Google algorithm uses a trademarked system called 'PageRank' to assign each page on the internet a **relevancy score**.

To improve the likelihood of our content appearing in relevant searches we included as many **keywords** related to the competition as possible.

As well as linking to all our **sponsors websites,** we made use of affiliate connections. This allowed fibonacciscot.com to gain a **higher relevancy score.**

http://fibonacciscot.com
Fibonacci

"F1 in Schools"   "Scotland"
Our Mission
"World Finals"

Fibonacci is the fast-rising F1 in Schools team that's made its way to finals through hard work, perseverance, and innovation. Participating in the biggest engineering competition in the world has its challenges, but our team continues to push the boundaries of what school students can achieve.
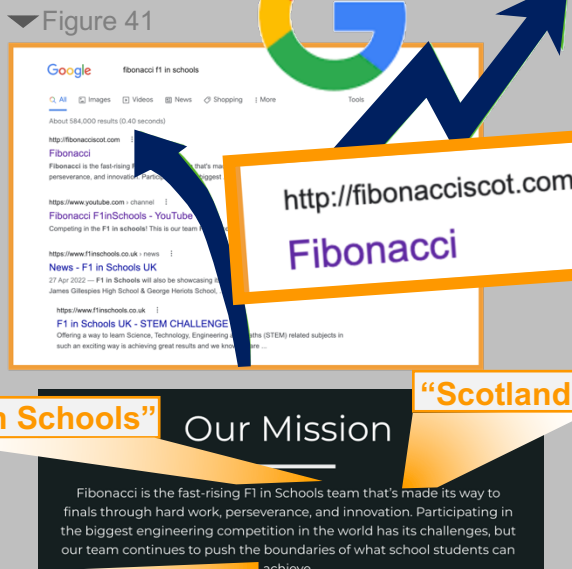
▲Figure 42: From our website

EXECUTION OF STRATEGY (3)

We aimed to make full use of all platforms available to us to maximise the success of carrying out our strategy. To give **purpose** behind the resources and time we put into our accounts we began with goals for each platform. This gave us a **measurable target** to work towards and ensured **proactive use** of our accounts to achieve our aims.

To achieve the final stage of our digital media strategy we emailed our shareholders and created a folder in our team Google Drive. This primarily benefitted sponsors whose key ROI was seeing their **investment educating future engineers**. (See fig 26, 'main benefit to sponsoring'.)

Step 5:
Share Success

Step 4:
Monitor + Adapt

Step 3:
Use Platforms

Step 2:
Research

Step 1:
Set Goals

Figure 43: Platform Logos

PROACTIVE

A proactive collaboration we formed was between **two technology wellness charities**. We made a video they now share at seminars about what F1 in Schools is. This proactively brings new students to the competition from around the world.

Figure 44: Collaboration video

AUDIENCE ENGAGEMENT

To boost engagement our metrics from Instagram showed **captions should involve questions** and short stories with polls to **increase interactions** with viewers.

To enter our May – June raffle our target market could choose a number on Instagram, or on one of our **research surveys** (see fig 14). This engaged our audience as they **invest more to the challenge.**
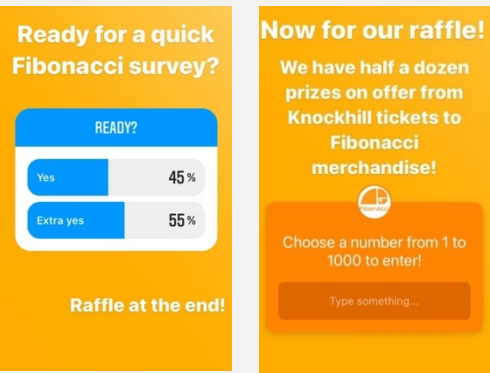

Ready for a quick Fibonacci survey?
READY?
Yes   45%
Extra yes   55%
Raffle at the end!

Now for our raffle!
We have half a dozen prizes on offer from Knockhill tickets to Fibonacci merchandise!
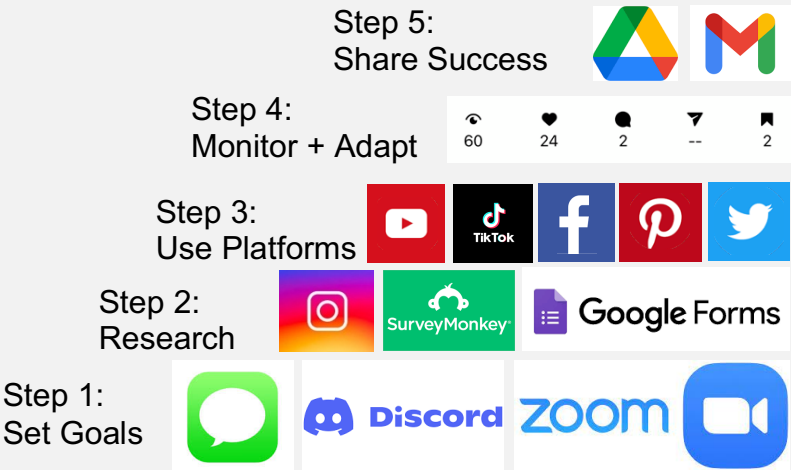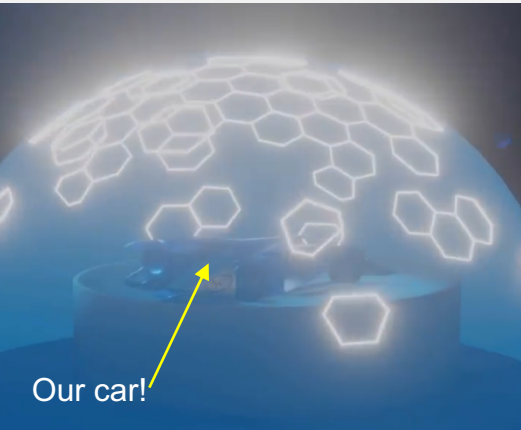Choose a number from 1 to 1000 to enter!
Type something...

Figure 45: Online polls

CREATIVITY

For increasing brand and **F1 in Schools awareness** we found the best way is with short videos and livestreams. Through creative ideas made in animations we increase engagement as they catch our target audience's attention.

Our car!

A frequent theme we used was incorporating new car prototypes into social media posts by animating **exciting scenes** that relate to our sponsors. The force field comes from our engineering sponsors, Digital Guerrilla and their cyber security business.
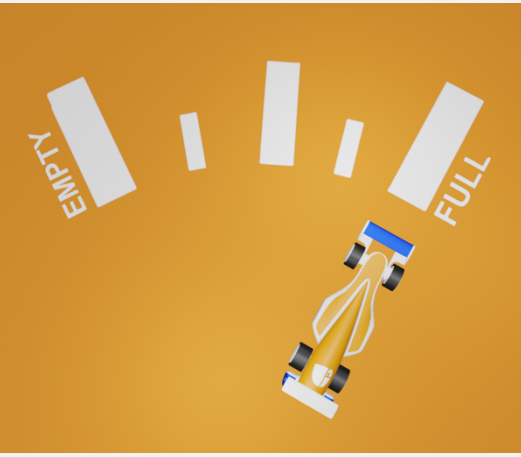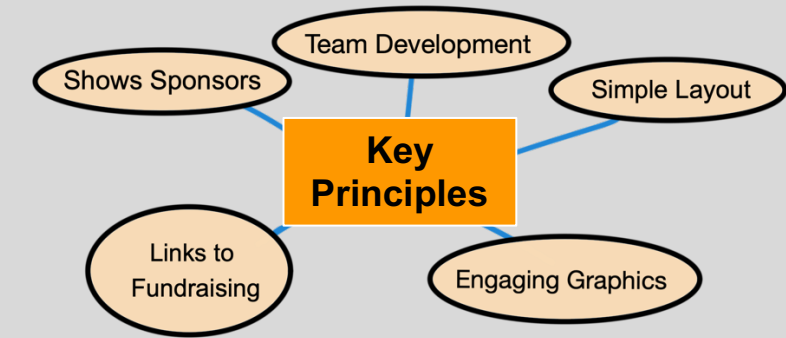

Figure 45: Online polls

FIBONACCISCOT.COM

Our website's main aims are for it to be:
-**Accessible**
-**Professional** (from research, fig 26)
-**Informative** (from poll research, fig 37C)
We ensured "Fibonacciscot.com" performed to this level by creating a **clear structure**, with dominant categories being our mission and team roles. Then continuing to the design phase with some **interfaces we created**. Then we added all the features that link our website to our sponsors, allow people to sign up to our website, donate to our 'Just Giving' and are the basis for **generating website traffic.**

AUDIENCE ENGAGEMENT

Shows Sponsors   Team Development   Simple Layout

Key Principles

Links to Fundraising   Engaging Graphics

We used each of our key principles to boost audience engagement and give a professional impression.
Team Development: *Our Mission*, *About Us*, and *Blog* sections
Simple Layout: Consistent use of classes and colours
Shows Sponsors: *Our Partners* section
Links to Fundraising: *How Can You Help* and *Race to Silverstone* sections
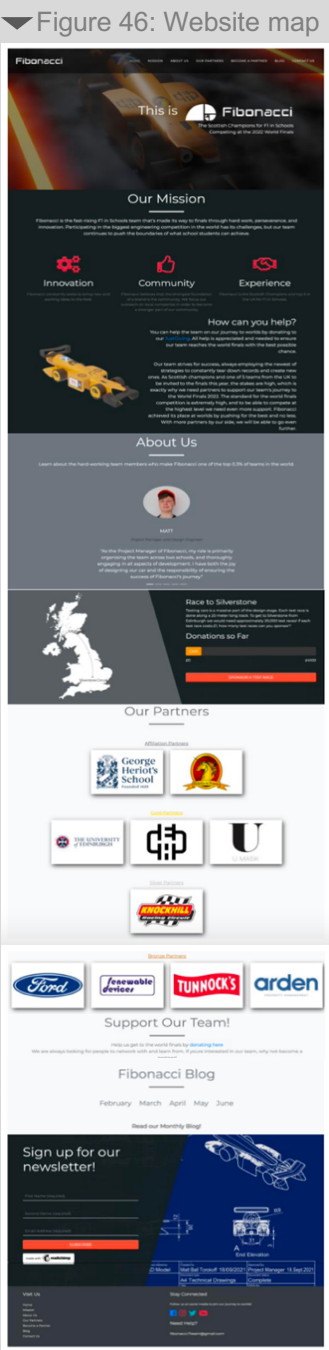**Engaging Graphics**: Use of renders, blueprints, and sponsor logos throughout

Figure 46: Website map

FIBONACCI BLOG + NEWSLETTER

After creating an initial plan to ensure the success of our digital strategy, we also had to keep a **running record** of exactly what we were doing on each platform. This way, we had documentation of all cases/tests that we had run previously and so could make most effective use of resources in future posts and engagement. For instance, after looking back on **previous posts** on our "Fibonacci.team" Instagram account and comparing it to our digital media strategy, we realised we could tap into another **F1-history related audience** that we hadn't captured already. As well as this we found most of our **followers were students** from around the world (see fig 36) also competing in F1 in Schools, so we began a blog, attracting more attention to our website.

"New Ideas"
"World Finals"
Fibonacci Blog
February   March   April   May   June
Read our Monthly Blog!
"Breaking Records"
"Welcoming New Companies"

Figure 47: Quotes from our blogs

OUR CONTENT

We split our content into four categories: **Team updates**, **Animations** featuring our car or new ideas, **Event notices** about raffles, quizzes etc and **Stories** featuring short snippets about our team.

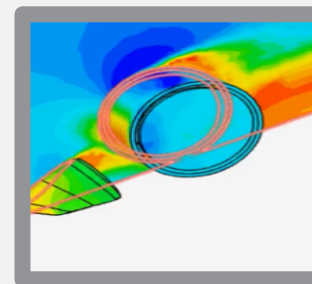Figure 48: Categories of content we create

Team Updates   Animations   Sponsor Visibility Posts   Story + Event Notices

MONITORING USE OF PLATFORMS (4)

We can see a number of things from our data that allow us to **improve**.

-Although blog posts circulate the internet for significantly longer than other digital media (from research) the blog attracts only a **niche audience of F1 in Schools competitors**.

-School platforms have a **massive reach** and **impact**, contributing to our main increase in team visibility, however timing is limited to when school is open and availability of their resources.

-Platforms such as TikTok, Twitter and Facebook receive fewer views, although we can post **more frequently** than on other platforms, **justifying their use**.

-It might be worth separating our two Instagram accounts (Fibonacci.Scot for Animations and Fibonacci.Team for team updates) as our animations account **reaches thousands** and a very different audience to our personal team account.
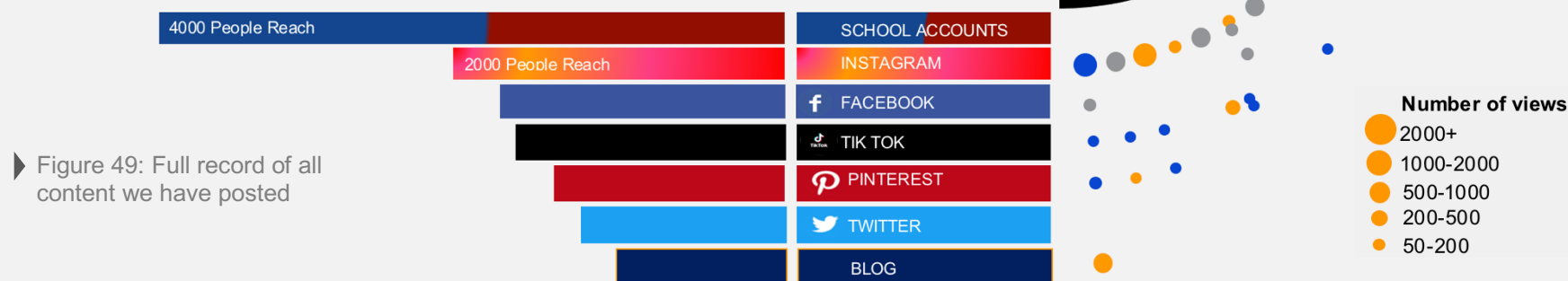

Figure 49: Full record of all content we have posted

4000 People Reach — SCHOOL ACCOUNTS
2000 People Reach — INSTAGRAM
f FACEBOOK
TIK TOK
PINTEREST
TWITTER
BLOG

@Fibonacci.scot
1ST JUL · 1ST JUN · 1ST MAY · 1ST APR · 1ST MAR · 1ST FEB

Number of views
● 2000+
● 1000-2000
● 500-1000
● 200-500
• 50-200

Figure 51: Reach of post

4 Followers   **13** Non-followers

You reached **+18.1%** more accounts that weren't following you compared to 31 May - 6 Jun.

Key Performance Indicators

We monitored our progress by using the analytics generated by Instagram and used this feedback system to improve our content across all platforms.

Our number of followers goes around ±1 followers each day. The spikes **coincide with our posts** showing a clear impact the content we share has on followers.
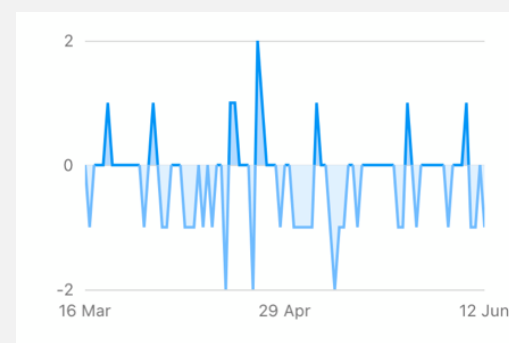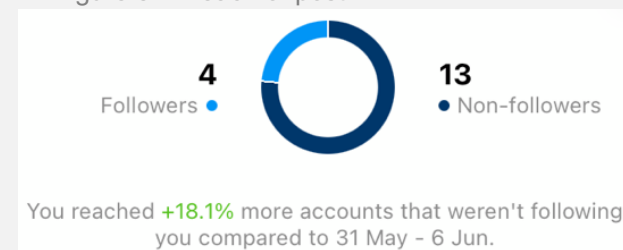

Figure 50: Follower variance

Each animation we post grows our performance indicators significantly as the majority of our **viewers don't follow us.**

ADAPTING TO IMPROVE (5)

We noticed our posts that did better than others had some **emotion attached** to them. For each of our posts we identified the emotions we wanted to use and included **key phrases in captions** to achieve this.

Impressions **140**
From Home   95
From profile   26
From hashtags   14
From other   5

Figure 52: No. Impressions from hashtags

Figure 53: Emotion wheel

CHANGES TO POSTS

Our **research had focussed** on times to post and how to effectively use each platform- not what makes **good content.**

Instead of marketing ourselves we focussed on our common interest- F1. This boosted followers and likes as we further fulfilled our **ROI of educating** other students.
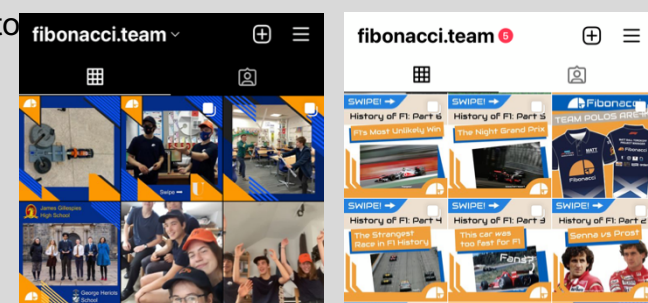
Figure 54: Instagram content changes

ANIMATION IMPROVEMENTS

Using the data of accounts reached (figure 55) we can see **a quarter of our views** come from people who are not already following us.
Aim:
-**Retain their attention**, boosting metrics.
-Leave a positive impression, so they visit our profile.
-Create **incentive** for them to follow us.
We achieved these aims by animating **creative ideas** such as space rockets and a robotic F1 in Schools assembly. This incorporates the competition and STEM while still being eye catching and interesting.

From figure 56 you can see we only have 3 seconds to convince a user to continue watching.
Consistent posting (see fig 49) gives users the confidence to follow us as they know there's more to come.

130 Accounts reached
96 Followers   **34** Non-followers

Figure 55: Accounts reached

Audience retention
Average percentage watched   **35%**
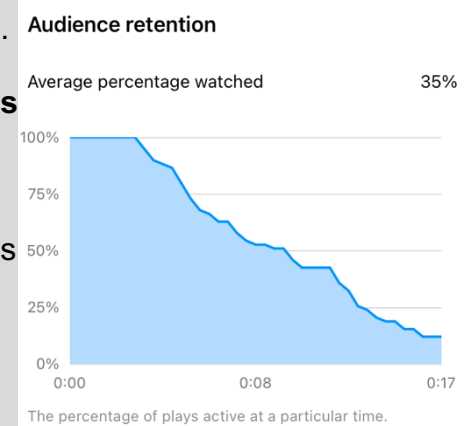
Figure 56
The percentage of plays active at a particular time.

SHARING STRATEGY SUCCESS (5)

We uploaded all our documents and monthly updates to a **google drive** shared with our sponsors. The data of our digital media posts (see fig 49) and the **successes of posting** and reach (see fig 58) are shown for them to see the impact of their support. Although in fig 57 we have a smaller reach, the **educational information** in team updates is much greater than in our animations, an important consideration when sharing results.

130 Accounts reached
96 Followers   **34** Non-followers

Figure 57: Accounts reached for team updates

800 Accounts reached
150 Followers   **650** Non-followers

Figure 58: Accounts reached from animations

Did you know we're Scotland World Finals team for 2022?

?
Yes to the Scottish   0%
Yes to the world finals   15%
Yes to both   85%
No to both   0%

Figure 59: Audience awareness of our team

SUSTAINABILITY STRATEGY

Sustainability is all about **progress**. We must actively improve our methodology for a more sustainable future. To achieve this, the team must find ways to **measure and monitor** our imapct economically, socially and enviromentally. Then we can **take action** to improve. Through setting goals we can focus on making progress to reach them and improve all aspects of sustainability as a team in F1 in Schools.

Strategy:
1. Measure factors as to how sustainable we are (at project Kickoff) and research methods to improve sustainability.
2. Set short term and longterm goals so we can improve these
3. Work to achieve these goals across Economic, Enviromental and Social Impacts.
4. Monitor progress to goals and alter methods appropriately
5. Share sustainable methods to future teams to improve the future of F1 in Schools.

SUSTAINABILITY METRICS **1**

A sustainability strategy is nothing without a rigid system to measure our real-world impact. To ensure that our strategy is effective, we focussed on targeting several metrics by which we could analyse the teams impact enviromentally, socially and economically.

▼ Figure 60: Metrics within each sustainability factor

Enviromental

Waste — How much do we throw away?

Location — What is the carbon footprint of our orders?

Social

Gender Balance — Are we proactively helping create equal opportunities for all?

Future Teams — How can we get more pupils involved and help them to achieve?

Economic

**Suppliers** — Who do we buy materials from? Are they sustainable enterprises?

Funds — How do we gain funds and spend sustainably?

GOALS **2**

Along with creating metrics to measure our current sustainability practices, we also created **tangible goals** to work towards. In this way we could accurately determine the success of our strategy.
Our priority over which goals to be tackling changes as we got closer to the competition.

Weekly Vs Final Goal Priority

— Weekly
— Final
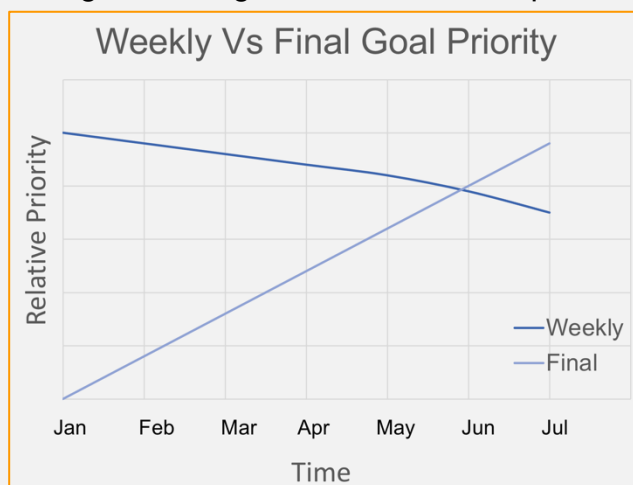
▲ Figure 61: Evolution of the priority of achieving goals

Every Week
Our everyday goals to reach improve our sustainability.

ENERGY USAGE	Reduce overuse of electronic devices + machinery
MATERIALS	Reduce single usen + efficiently reuse materials
SUPPLIERS	Prioritise supporting sustainable practices

By the World Finals
Our long term sustainability goals in F1 in Schools.

WASTE TARGET	To reuse 100% of resources + materials ordered
LOCATIONS	Reduce oversees purchases to 1 in every 10
SUPPORT	Have £200 left over funds to suport future teams.

ACTIONS- ECONOMIC **3**

In the F1 in Schools competition, each team acts effectively as a mini start-up company. Each has to manage their funding by generating a steady income through sponsors, grants, and merchandise, as well as spending that income wisely on materials, travel, and shipping.
Our main actions considering economic factors are:
- **Suppliers** where we focussed on partnering with responsible businesses.
- **Funds** where we budgeted cleverly to ensure we invest in quality products.
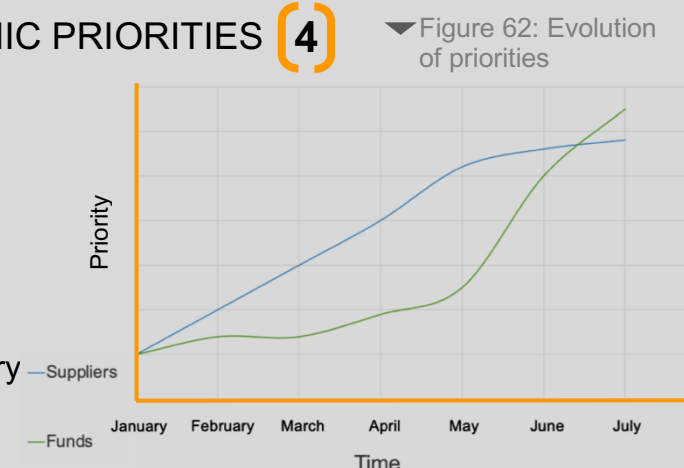
SUPPLIERS
We must consider in great detail who we purchase supplies from, as the team is responsible for, not just simply using sustainable materials, but also in investing our materials funds into sustainability-focussed businesses. For instance, purchasing softwoods for testing purposes from a company who haven't pledged to increase their replanting infrastructure, or use renewable energy sources would not be an effective use of funds in terms of investing in a green future.

FUNDS
Often, sustainable materials, such as wood, are more expensive than their crude oil-based counterparts. To ensure we have the ability to invest in sustainable practices, we need to be smart in our use of materials funds. Although we have to be prepared to make sacrifices when the team's chances are at stake, we ensure that our spending plan prioritises sustainable sources over general expenses.

DEVELOPMENT OF ECONOMIC PRIORITIES **4**

▼ Figure 62: Evolution of priorities

Over time our economic priorities changed. For the most part, the suppliers we sourced materials from has been our main focus as by sourcing sustainably we create a **positive impact** to the economy. As we came closer to the submission deadline, our available funds were stretched, and so became our primary concern to ensure **economic sustainability of our team.**

— Suppliers
— Funds

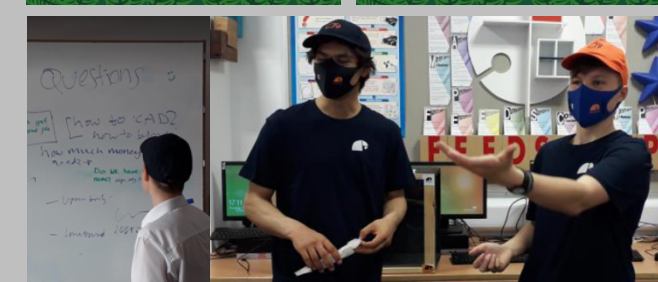January February March April May June July
Time

SHARING OUR SUSTAINABILITY

▼ Figure 63

We're the **first team** to become Scottish Champions from James Gillespie's as well as the first team competing from George Heriots. This gives us the privilege of **paving a sustainable** future of F1 in Schools in two Scottish schools.

We created a series of Social Media posts to **publicise our sustainability goals.** This post did away with the Fibonacci brand colours in favour of a green leafy theme to set it apart from other posts. This ensured that our team mission of sustainability was made **as productive and constructive** as possible.

How Is Team Fibonacci Sustainable?

SWIPE! ➡

Sustainability is at the very heart of our team mission.

Swipe to see how our weekly and final goals help to reduce our impact!

ACTIONS- ENVIROMENTAL (3)

Environmental sustainability is the most **quantifiable** type of sustainability, and we focussed heavily on it by splitting our strategy into two metrics.

-**Waste,** where we must limit our direct wastage of materials, especially plastics, to prevent useable supplies from being **thrown away** which is damaging to the environment and inefficient for the team.

- **Location,** where are supplies being delivered from? Any materials shipped from overseas will have a much greater **carbon footprint** than those from local Scottish companies.

PRINTED SURVEYS

We created printed survey to increase our **outreach** and research our market. To combat the sustainable impact from ink and paper used we innovatively arranged the print on the back to form part of a collage. Now each survey is efficiently collected back 100% reducing waste and form A0 posters for our schools.
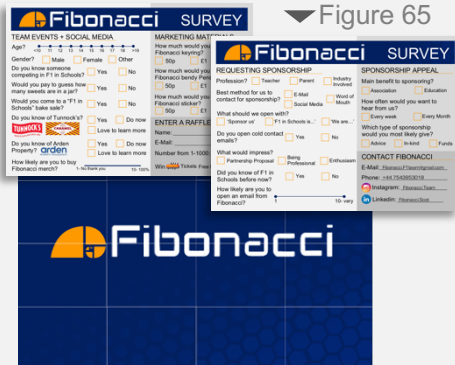
▼ Figure 65

WASTE MATERIALS

We collected waste plastic from **machining** as packing material for posting our car. This significantly reduced our **environmental impact** as we reused + recycled waste.

SHIPPING- LOCATION (4)

Overall, we have ordered 28 items over the course of the competition. To meet our target of 1 in 10 items being shipped from abroad, we had to drastically improve our attention to local Scottish suppliers. This helped to reduce our carbon footprint.

We achieved our long-term goal when we made our final team payment (Entry Fee) to UK based F1 in Schools, completing a streak of 11 local orders.

◯ Ordered off Amazon

Ordered in: | February | March | April | May | June |

PIT DISPLAY

▼ Figure 64

Pit display items:
-5x banners   ◯ Reusable
-Tabletop stand   ♻
-ipads   ◯
-surveys   ♻ Recycled
-post its   ♻
-exploded car model ◯
-Car parts + test models ◯ ♻

▼ Figure 66: 3D Printed support structure waste

▼ Figure 67: Waste plastic from Centre Lathe manufacturing

▼ Figure 68: Waste plastic used as packing material
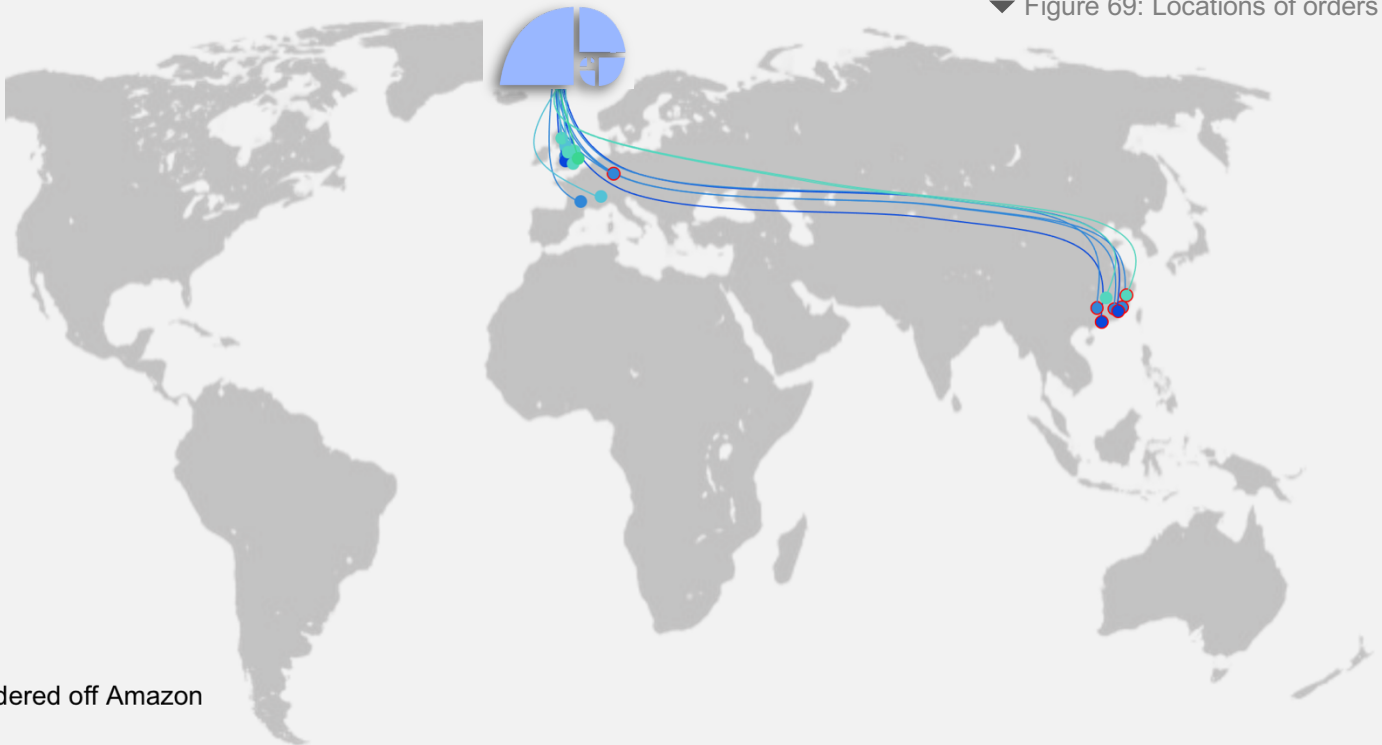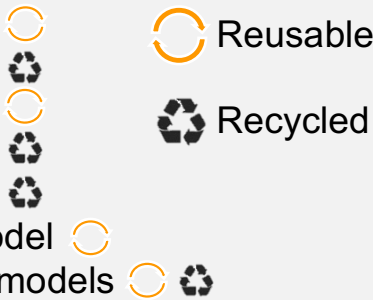
All our orders

▼ Figure 69: Locations of orders

ACTIONS- SOCIAL (3)

Social sustainability is the least quantifiable form of sustainability, so to ensure our success we split our strategy into two metrics:
- **Future teams.** An incredibly important social sustainability factor is bringing new students in so F1 in Schools will grow each year.
- **Gender balance.** To achieve a world with equal opportunities for all its important we make the effort to raise female engagement in STEM and F1 in Schools is a great way to do that.

Future Teams

There are 3 things we identified that we need to achieve in order to have a positive social impact in building a sustainable future for F1 in Schools:
 1. Raise awareness. Younger students need to know what F1 in Schools is.
 2. Talk to teachers + school staff so they know how to register teams and support them to compete.
 3. Provide the help to get started and all the things you can only learn from experience.

▼ Figure 70: Legacy guide

We completed no.1 by giving a presentation to all new engineering science classes and to the 11-year-olds just joining the school as then we target all pupils not just those already interested in STEM.
 For no.2 and no.3 we created a legacy guide. For the last year we have gone to schools in person and spoken to select teachers and pupils. While this initially is socially beneficial, it isn't sustainable long term. We created a legacy guide with all the information we had been sharing verbally.
 This has been shared to half a dozen Scottish schools already and hundreds of pupils, creating the social sustainability needed to continue the momentum of F1 in Schools.

GENDER BALANCE

We have proactively engaged with younger pupils to bring female pupils to STEM. The most direct way we can measure the success of this is through social media audience.
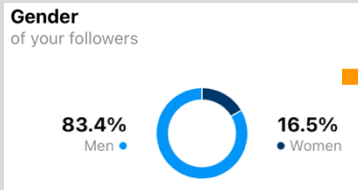
Gender of your followers
83.4% Men ● ● Women 16.5%

Gender of your followers
64.8% Men ● ● Women 35.1%
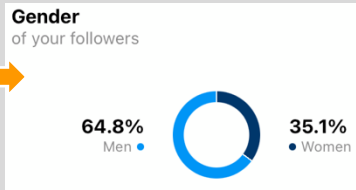
▲ Figure 71: 16th March   ▲ Figure 72: 12th June

SUSTAINABILITY STRATEGY EVALUATION

SUCCESSES:

-Our three goals for sustainability by the world finals have been successfully reached.
-By sharing our legacy guide, we have encouraged **4 new teams** to be formed for this year's season in F1 in Schools with a **dozen girls competing too.**
-With future teams now competing all our materials are being **reused.**
-Our purchasing became **more responsible** and environmentally friendly with almost all items being from small businesses and locally sourced.
-Through effective **funds management** our economic goal of leaving money for future teams has been fulfilled with £326 left to support the next generation.

TO IMPROVE:

-We could have set **more ambitious** sustainability goals. With the experience we now have after achieving the ones we had set, we're sure we could go even further.
-**Leading Women in STEM activities** and get togethers could improve our social sustainability of gender balance as it would be more directly impacting women.

FIBONACCI

DATA REFERENCES

Figure:	Source:
6	Property of U-Mask Biotechnologies Mock up designs for Fibonacci
17B	Property of XXV Sportswear
17C	Mock up designs for Fibonacci
36	Instagram account 'insights' data
50	"
51	"
53	"
55	"
56	"
57	"
58	"
71	"
72	"
38	Sprocketwebsites.com/Blog/how-long-does-content-last-and-how-frequently-should-you-post
39	Reddit.com/r/coolguides/comments/dk7wtv/worst_times_to_post_on_social_media/

aramco

F1 in Schools

SILVERSTONE UK | 2022

WORLD FINALS

Fibonacci

Did you notice our folio layout follows the fibonacci sequence?