

NGUVU ZETU PAMOJA



OUR POWER TOGETHER

A manual on management of self and others towards
Economic Empowerment.

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Notes to the Facilitator

This workshop process has an important philosophical and pedagogical framing that is worth knowing. Fundamental to this is the **Paolo Freire** concept that people (and adults in particular) come to educational processes with their own knowledge and experience, not as “empty vessels” that need to be filled by an expert. When this knowledge and experience is surfaced, participants feel confident in themselves and open to learning new things. This also allows a particular type of group-learning to emerge. Each exercise in this manual therefore starts by drawing out what people already know. The facilitator’s role is then to introduce, or simply offer, new information, an alternative point of view, a range of other options or more depth to the discussion.

Pedagogical and psychological approaches used in developing this curriculum

The following principles of adult learning are embedded in this curriculum:

- Adults are self-directed.
- They learn by doing.
- Build on what people already know from their own experiences.
- Theory should be relevant.
- Multisensory ways of learning are important.
- Adults learn well and self-efficacy is enhanced if they can practice new skills in a safe environment.
- Adults have an intrinsic desire for personal development.
- Involvement from participants is essential - sharing their own stories, experience, knowledge, and expertise as well as inviting feedback and consulting about pace and content.

The approach to learning is **Constructionist** rather than **Instructional**, which suggests that learning depends on what we already know: new ideas come as we change and adapt old ideas; and rather than the teaching of facts and figures, it involves the development of ideas.

Experiential Learning is learning through reflection and doing. This happens continuously in a workshop. People tell their experiences, reflect on what new insights they have gained and how they might do things differently, or not, in the future.

The **Person-Centred** approach is fundamental to this workshop – all exercises stem from the experiences of participants and all theory goes back to questions like “What does this mean for me?” and “What, if anything, will I do differently now that I know this?”

The **Open-Ended** approach is often employed – not all situations, case studies, role plays or questions have comprehensive answers provided. Complex problems are introduced and problem-solving skills are used to generate multiple solutions. Participants are invited to take away anything they deem useful from this process.

Relating Theory and Practice – bite size pieces of theory are dropped into sessions and participants are invited to debate the theory, say whether they think it applies to them, try it out in the workshop and in their daily lives. **Case Studies or Scenarios** are an important approach that enable the practical application of learning and draw out concepts that participants recognize and already know.

Learning Conversations are continuously engaged in as participants share and reflect on learning and new insight in pairs and in groups. Facilitators are expected to engage in **Modelling** the concepts taught in the workshop.

Additionally, the manual draws from various Psychology-based approaches and traditions. **Client-centred Therapy** developed by Carl Rogers, posited that human beings are the experts on their own lives, that they have a deep capacity to heal themselves given the right environment – when they are held in a relationship of “positive regard”. **Narrative Therapy**, an approach founded by Michael White, encourages the telling of stories, as we make meaning of our lives through language. White emphasizes the belief that individuals have major skills, gifts and talents that can be used to creatively solve problems they confront if these can be surfaced through stories and actively brought to bear in their lives.

Brief Solutions Focused Therapy suggests that if people can gain some insight into their own lives, they are able to change their trajectory and this can make all the difference. **Positive Psychology** grew in reaction to the deficit model in psychology – that everyone needed to be “fixed”, with a neutral aim of moving towards being free of illness. Positive Psychology is preventative and involves lifestyle approaches and actions that bring more happiness and meaning. In particular, research on what builds resiliency is drawn on to design exercises and teach skills that are relevant.

A Note on the Manual

The workshop also has an arc (or a building process) that layers knowledge and concepts as people are ready for them. This assists participants to better integrate what they are learning into their own lives.

The facilitator manual may be slightly different to other training manuals as it is designed to capture workshop process. This means that it anticipates some of the important ideas that will emerge from the group at a particular moment, and makes the linkages to the next concept, providing a more seamless facilitator process. Pieces of information are layered and linked, forming connecting pieces of a puzzle. For this reason, the manual includes a suggested script for the facilitator that gives an idea of how an exercise should be introduced or concluded. You as the facilitator always have the freedom to deliver this in your own words. You are not expected to learn this off-by-heart or to read the scripted parts of the manual aloud to the group. The manual is designed to capture a nuanced and quite sophisticated process that can be delivered successfully by a facilitator with relatively minimal training. We know that simply giving people new information doesn't necessarily change their behaviour. This particular approach is used because it enables participants to better integrate new information into their lives and, most importantly, they are more likely to do things differently. The impact of this approach is therefore greater than many typical training interventions.

A few practical things to know:

- Printing appears at the back of the manual.
- Text that is in blue in the manual is a note for the facilitator.

Programme

DAY 1	
Time	Session
08h30 – 10h00	Session 1: Welcome & Introductions
10h00 – 10h30	Break
10h30 – 12h00	Session 2: Personal Initiative - Setting Goals
12h00 - 13h00	Session 3: Personal Initiative - Deepening Knowledge
13h00 – 14h00	Lunch
14h00 – 15h00	Session 3: Personal Initiative - Deepening Knowledge continued
15h00 – 16h30	Session 4: Problem Solving
DAY 2	
Time	Session
08h30 – 10h00	Session 4: Problem Solving continued
10h00 – 10h30	Break
10h30 – 13h00	Session 5: Perseverance and Self-Control
13h00 – 14h00	Lunch
14h00 – 16h00	Session 6: Self-Control - Managing Money
DAY 3	
Time	Session
08h30 – 11h00	Session 7: Emotional Regulation
11h00 – 11h30	Break
11h30 – 13h00	Session 8: Interpersonal Relatedness
13h00 – 14h00	Lunch
14h00 – 16h00	Session 9: Interpersonal Relatedness - Finding a Job
DAY 4	
Time	Session
08h30 – 10h30	Session 10: Interpersonal Influence and Expression
10h30 – 11h00	Break
11h00 – 13h00	Session 11: Interpersonal Initiative: Thinking About Marketing
13h00 – 14h00	Lunch
14h00 – 16h00	Session 12: Collaboration and Negotiation
DAY 5	
Time	Session
08h30 – 09h30	Session 12: Collaboration and Negotiation continued
09h30 - 10h30	Session 13: Interpersonal Influence
10h30 – 11h00	Break
10h30 – 11h30	Session 13: Interpersonal Influence
11h30 – 13h00	Session 14: Finishing Off

Materials List

- Workbooks (1 per participant)

- Name tags
- Pens
- 1 ream A4 paper
- Coloured card or paper
- 1 block post-it notes
- Flipchart stand
- Flipchart paper
- Marker pens
- 3 packets oil pastels
- Masking tape
- Prestik
- Sweets for prizes
- Sweets/dried fruit for savouring

Session 1: Welcome and Introductions

Getting to Know Each Other

TIME: 1 hour 30 minutes

ACTIVITY	TIME	OBJECTIVES	MATERIALS
Check in & Welcome	10 min	To help all participants feel welcome	A4 paper for name tags
Welcome Circle	25 min	To introduce participants to one another and break the ice	
Programme	15 min	To understand what the workshop is about	Programme
Expectations	10 min	To share personal expectations of the workshop	Flipchart Post-it notes
Setting Group Guidelines	10 min	To set clear group guidelines	Flipchart
Getting to know each other	20 min	To deepen participants' knowledge of one another and to begin to cultivate eq skills	

Preparation

Read through the session the night before and make sure you understand the process of each activity and that you have the materials needed.

Prepare 3 flipcharts labelled

- Programme
- Expectations
- Group Guidelines

Prepare a flipchart with Getting to Know You Questions:

- What are some of the most important things in your life?
- Is there a particular challenge that you come to this workshop with?
- How would your best friend describe you?

Set the room up well in advance and be ready to welcome each participant as they arrive.

Prepare the room with chairs in a circle. There should be no tables in front of the participants. On each chair, place

- Workbook
- Pen
- Programme
- Piece of A4 paper



1. Check-In and Welcome

Time: 10 minutes

Say: *Good morning everyone. I would like to welcome you to the start of this workshop. Please feel relaxed and welcome in this space. This is your room for the week. We are going to spend the first part of this workshop getting to know each other.*

Introduce yourself and your co-facilitator. Give some interesting and fun information about each other.

2. Activity Welcome Circle

Time: 30 minutes

Step 1

Ask the participants to form a big circle.

Step 2

Invite them to step into the circle and say their first name (what they would like to be called in the group) loudly and clearly and to share a secret talent that they have! When each person steps into the circle the rest of the group should clap, stamp their feet, ululate, whistle, copy the move and say "Welcome Tuli!"

Step 3

Once everyone has been in the middle (including the facilitators) affirm the group for their lovely names and their secret talents.

Step 4



When they return to their seats, ask them to find the A4 page that was on their seat. Show them how to fold the page and ask them to write their name clearly with a marker (first name only). Demonstrate this with your own name. If they are not able to write, say they can ask a neighbor, or the facilitators will come around and help them. Also say that not every person in the room has had the opportunity of going to school and learning to write and those who can write need to help those who can't. Say that these labels will be used for a few days so that everyone can learn each other's names.

Distribute the pre-test and ensure that all participants fill it in and return it to you.

3. Programme

Time: 15 minutes

Step 1

Say: *You will see at your place you have a programme, a workbook, and a pen. We will be following the programme, but sometimes certain sessions will go a bit longer or be shorter. Don't worry about this. We, as your facilitators will make sure we will get to the end of course and cover everything you need to know.*

Share the details of the printed programme with participants and make sure to include all start and end times including teas and lunch. Ensure that each participant is available for the full four days of the workshop.

Step 2

Say: *During this week we will be covering skills that will allow us to do two things: manage ourselves and manage others. We call these two primary sets of skills: intrapersonal skills and interpersonal skills. Together, these are called social emotional skills and they can be hugely beneficial to us in our businesses and in our work lives.*

Intrapersonal skills will cover everything to do with ourselves:

- Emotional regulation
- Personal initiative
- Problem solving
- Perseverance and
- Self-control

The interpersonal skills will allow us to look at our interactions with others through:

- Interpersonal relatedness
- Expressiveness
- Interpersonal influence
- Collaboration and
- Negotiation

Say: *The core reason for us to develop these 10 skills is to **manage ourselves so that we can manage others.***

4. Expectations

Time: 10 minutes

Say: *In this time together, we will be sharing our experiences, supporting one another, learning some new things, talking and listening, singing and dancing, playing games, trying out new ideas and growing together.*

Distribute two post-it notes to each person. Write up these questions on the flipchart:

Why are you here?

What do you hope to gain from this?

Ask each person to come and paste their post-it note on the flipchart headed "expectations".

If anyone has an expectation that is unrealistic, gently explain that it will not be covered as part of the course but that they can speak to you afterwards. It is helpful if you can be a resource here and refer participants to someone who may be able to help them realise that particular expectation.

5. Discussion: Setting Group Guidelines

Time: 10 minutes

Say: *In every group of people that ever exists, there are always guidelines for how they will live or work together. Sometimes these are formal – like in schools where they have very clear formal rules. Some are more informal, or everyone just knows what they are. In a family, they are not written down, but everyone knows them.*

This workshop is not a classroom or a school. We facilitators are not teachers and so we don't need rules. We will not be punishing people. But it will help us to be clear with each other how we want to be in this room together for the next week if we develop some guidelines together. We will write them up on the flipchart and they will stay on the wall for the week.

Write: **Workshop Guidelines**

Discuss with the group what these guidelines should be. Check with the group if they agree with the individual's suggestions, particularly if they don't feel right to you. Remember that this is a negotiation with the participants.

The following issues should definitely be discussed:

- Time keeping (start and finish times, also keeping time during activities and lunch)
- How cell phones should be managed during the session (prefer off completely!)
- Respect for one another.
- Support to each other.
- No judgement (about behaviour or attitudes that are different to yours)
- Keeping the room tidy.
- Confidentiality (outside and inside the workshop) – no gossiping!
- Talk about literacy – that there are different levels in the group. This should not cause shame and embarrassment. Those who did not go to school, or did little schooling often were denied the possibility. EVERYONE should support each other.

6. Activity: Getting to Know You

Time: 20 minutes

Say: *We are now going to do a fun listening activity. Find yourself a partner.*

Once everyone has found a partner, invite them to greet them warmly! Explain that they will have a series of short sharing sessions that will help them practice their listening skills and get to know one another better.

Each person will answer three questions. Show these on the flipchart:

- What are some of the most important things in your life?
- Is there a particular challenge that you come to this workshop with?
- How would your best friend describe you?

Say: *The other should listen actively and not speak. When the facilitator says STOP! they should change over, and the other person should speak. Each person to have 2 minutes to share on each question.*

Time the discussions.

Group Processing Questions:

Ask:

- *How was that?*
- *What did you hear that you really liked?*
- *Was there anything that surprised you about the person you listened to?*

Note to the Facilitator: At the end of the workshop, you will take the participants through a 'gallery walk'. This means that you will need to keep as many flipcharts as possible up on the walls of the venue until the final day.

INTRAPERSONAL MANAGEMENT SKILLS

PERSONAL INITIATIVE

Developing long-term goals
Putting these goals into action
under one's own volition

Session 2: Personal Initiative

Stepping Stones Towards Our Goals

TIME: 1 hour 30 minutes

ACTIVITY	TIME	OBJECTIVES	MATERIALS
Introduction	15 min		
Visioning our hopes and dreams and setting goals	75 min	To identify hopes and dreams and set a GOLDEN GOAL and identifying steps towards achieving GOLDEN GOALS and potential challenges and obstacles	Workbooks Art material

Preparation

Draw a picture on a flipchart with a river and rocks forming stepping stones to cross it. Include some crocodiles in the way. Make it similar to this one:



1. Introduction

Time: 15 minutes

Say: *In this session, we are going to start exploring our dreams and our skills. I am going to start this session by asking you to share your best business skill.*

Examples of this could be:

- My strengths match the work that I do
- I am good at knowing how to be better than my competition
- I am good at knowing what the customer wants
- I am good at identifying a gap in the market
- I am a very hard worker
- I can sell anything because I am persuasive
- I have an eye for opportunity
- I am a systems thinker and know how to improve production

While you think about what your best business skill is, I am going to tell you about my best business skill (share one of your skills)

Invite each participant to write or draw this in their workbook.

Say: *Today we are going to be thinking about our future goals. We are also going to start figuring out what some of the steps might be towards those goals. We need to be ambitious for ourselves but we also need to be practical.*

Sometimes it is really hard to figure out what business goal we might want to have. Don't worry about that. We are going to go step-by-step towards getting a better understanding of this. We are going to do a visioning exercise, some drawing and writing about our goals and the challenges that we might face along the way.

2. Visioning our Hopes and Dreams and Setting Goals

Time: 75 minutes

Explain to participants they will be doing a visualization that will take them years into the future. They should listen to the questions and allow their imaginations to build a picture of the future in their heads.

They should find a comfortable and private space in the room for this exercise. When they are ready, ask them to close their eyes, or if they prefer, just to drop their gaze to the floor.

Read the following visualization to the group VERY slowly, pausing between questions:

Close your eyes or look down and become aware of your breathing. Take 3 deep long breaths in, to the count of 5...1...2...3...4...5. Hold your breath for 2 seconds 1...2.... And breath out to 3: 1...2...3... (repeat the breathing exercise 3 times)

Become aware of your feet and toes and the many places they take you as you live your life and do your work. Relax the muscles in your ankles... your calves and your thighs. Keep breathing and feel the air coming into your body in refreshing and healing waves.



Become aware of tension in your bum, your back and your shoulders. Gently move them around and relax. Now focus on your head and your eyes and your ears, wiggle them around.

Now, think about where you are in your life journey. Look back at the road behind you and see what has been achieved so far.

This course is about throwing your net wide as you can to see what possibilities you might have to start a business.

Stand on a small hill and stretch your vision to 5 years from now.

Pause between each question.

- *What do your dreams for the future look like?*
- *What is your dream business?*
- *What are you doing?*
- *Who is with you?*
- *What does your business look like?*
- *What are you hoping for?*
- *What will achievement look like and feel like and taste like for you in the future of this journey?*

Now, look at the road ahead towards that future. What does it look like? Are there obstacles to get around? What are they?

Is the pathway smooth or slippery, muddy or tarred?

(Pause)

What is the weather, the climate, in this environment - is it sunny and warm or cloudy or are their storms ahead?

(Pause)

Who is walking on that journey with you?

(Pause)

Now become aware of the noises inside the room and outside. Focus on your breath as it enters and leaves your body.

When you are ready, open your eyes and **STRETCH** each limb.

Step 1: Drawing a picture of the future

While the picture of your future is clear in your head, make a drawing in your work book. You are welcome to use all the art material that is available here.

Give participants 10 minutes to do this.

Step 2: Developing our Golden goal



Then ask them to turn the business vision they have into a big and exciting GOLDEN goal that inspires them in their workbooks. This should be no more than 5 – 7 words. They should be able to memorise it and write it somewhere where they can see it every day. At any time if anyone from this group asks about their golden goal they should immediately be able to say it! Give 10 minutes to work on this.

Ask everyone to read their golden goal to the group.

Step 3: Stepping-stones towards our Business Goals



Invite the group to look at the drawing in their workbooks

Explain that the sun on the right side represents our GOLDEN GOAL for the future of our business. They should write their golden goal into the sun.

Say: *In this picture we are standing on this side of the river, hoping to finally reach our business goal. In the river, there are some stepping stones that will take us there. In your workbook write down what some of those stepping stones are. Give them a few minutes for this.*

There are also some crocodiles in the river, ready to pounce and grab your leg and pull you into the river! What are the crocodiles in the river for you? What are the dangers in the world of your business? What are some of the challenges you might face? Write these in your workbooks. Give them a few minutes for this.

Step 4: Sharing with a “Critical Friend”

Invite participants to choose someone in the room to share their goals with. The listening partner should act as a “critical friend” – someone who listens well, is kind, but is ready to make some suggestions. They should:

- Ask good questions.
- Offer suggestions (but not advice!)
- Notice any gaps.

Give 15 minutes for this exercise.

In plenary ask:

- *How was the goal setting exercise for you?*
- *How did the sharing with a “critical friend” help you?*

Session 3: Personal Initiative

Deepening Ideas and Getting Feedback

TIME: 2 hours

ACTIVITY	TIME	OBJECTIVES	MATERIALS
Introduction	5 min	Understand what it means to take initiative	
Goods and Services	40 min	Understand the 4 main types of business	Post it notes Cards for 4 different types of business & definitions Sweets or chocolates for a winning team
Reflection Exercise: Developing my Business Idea	15 min	Develop our business ideas	Workbooks Flipchart with questions
Feedback from Critical Friends	60 min	Share it convincingly with a "critical friends" group Receive feedback from the group	Flipchart on Giving Feedback

Preparation:

Prepare coloured cards with the following TYPES OF BUSINESS and definitions on a separate card.

MERCHANDISING	Businesses that sell goods
MANUFACTURING	Businesses that make things themselves
SERVICES	Businesses that sell skills or expertise
HYBRIDS	A combination of the other 3 types of businesses

Prepare a Flipchart headed: **Giving Constructive Feedback**

- Start with the positives
- Be specific
- Make suggestions rather than give advice
- Ask specific questions
- Avoid being personal – Don't say things like "How can you think about designing fashionable clothing when you are so unfashionable!"
- Ask good probing questions if the person isn't clear. "Tell us more about how you are going to find a regular supplier of t-shirts?"

Prepare a Flipchart with these questions:

- Who is likely to buy your product or use your service?
- Who else is selling it?
- What makes it unique (one of a kind) in your area?
- Are there any things (goods or services) you could add to it that would make others want to buy it?
- Where should it be available for those who need to buy it?

1. Introduction

Say: *Now that we have begun exploring our dreams, we need to look at some of the ingredients we need to make those happen.*

Ask:

- *Do you know someone who started their own business?*
- *What personal qualities do you think made this possible for them?*

Say: *One important ingredient for being successful in life and in business is 'initiative'. This means that you do not wait for anybody to give you permission and that you are good at turning your ideas into reality! Who here thinks they are good at taking initiative? Put your hands up.*

Congratulations to all of you who raised your hands - this means that you have a big advantage in the world of business because business takes ACTION. But for those of you who did not raise your hands, do not worry because this skill is something that we can learn and get better at.

2. Goods and Services (40 minutes)

Step 1: An idea for a Business (5 minutes)

Say: *In our previous session we thought about some of the dreams we have for our futures and what our business might look like. In this session, we are going to start testing out the business ideas we have come up with in our Golden Goal vision.*

Step 2: Input – 4 types of Business (20 minutes)

Move the group to a place where you have a section of empty wall to post the ideas.

Say: *Firstly, it is useful to understand what kind of business we are interested in developing. There are 4 main kinds: (stick up each card on the wall as you talk about it)*

- *Some businesses sell goods – these are items or things – salt, rice, pencils, clothes. They buy these from other people at a discount and sell at a profit. We call these **MERCHANDISING** businesses.*



- *Other businesses make things themselves – clothes, shoes, food etc. We call these **MANUFACTURING** businesses.*



- Other businesses sell **SERVICES** – professional skills, advice, gardening, teaching, medical services, car washes etc.



- Some businesses are **HYBRID** – they combine ingredients to make something new and delivers food to customers. So restaurants (merchandizing) and



Step 3: Group Work Game (15 minutes)

Divide participants into small groups of 4 or 5. Explain that these groups are going to be your business advisory committee in this session. Their role is to allow you to explore your business idea from your Golden Goal more fully and to be your “critical friend”. This means being supportive but also questioning and noticing where there might be problems, not just being critical! In next sessions this group will start becoming your business team and you will be developing a business plan in more detail.

Game

Say: *Let’s play a quick game together to check that we have understood the 4 types of businesses. Show your group your business idea and decide whether it is MERCHANDISING, MANUFACTURING, A SERVICE or a HYBRID business. You have 2 minutes to give your group a name and 3 minutes to help each other figure out where your business fits. When you are finished, paste your businesses under the 4 labels on the wall.*

Ask the names of the groups and keep a score on the flipchart of who got their business description right. Go through the business ideas on the wall, one by one, and check if they seem to fit into the

right place. Give points for each correctly positioned business idea & make the exercise fun, competitive, as well as informative.

Congratulate the winning group. Distribute sweets or chocolate if you have available.



3. Reflection Exercise: Developing My Business Idea (15 minutes)

Say: *Now you are going to have about 15 minutes to think a little more about the business from your Golden Goal on your own. Use the questions on the flipchart to help you.*

- Who is likely to buy your product or use your service?
- Who else is selling it?
- What makes it unique (one of a kind) in your area?
- Are there any things (goods or services) you could add to it that would make others want to buy it?
- Where should it be available for those who need to buy it?

Participants should write up their answers in their workbook and be ready to share it with their group in a convincing way.

Time participants for 15 minutes.

4. Feedback from “Critical Friends” (60 minutes)

Step 1: Input (10 minutes)

Say: *Now you are going to persuasively share your business idea with the group, and they can ask you a few questions and give you feedback about how well thought through the idea is.*

Ask: *How do we persuade or convince others that we have a good idea? Capture participants ideas on the flipchart and add from below if necessary.*

A person who is trying to be convincing should:

- Be passionate about the idea
- Be knowledgeable about the concept
- Creatively sell the idea to us
- Be thorough in thinking it through



Say: *We all think we have good ideas, but perhaps we haven't thought through all the detail enough. The rest of the group is going to give constructive feedback about the business idea and how convincingly we have talked about it.*

Ask: *How do we give constructive feedback? (Show the prepared flipchart as you talk through these)*

- Start with the positives – what is good about the idea. “You are clearly passionate about this idea. I love the idea of making local fruit into jam for the hotels”

- Be specific – “Your price of eggs sounds like it might be high. Check out the prices at the market on Saturdays and also at your local grocery shop.”
- Make suggestions rather than give advice. “You may need to check if there are other car washes in that area.”
- Ask specific questions “Have you thought about how you will get this to people who need it without having transport of your own?”
- Avoid being personal – Don’t say things like “How can you think about designing fashionable clothing when you are so unfashionable!”
- Ask good probing questions if the person isn’t clear. “Tell us more about how you are going to find a regular supplier of t-shirts?”

Step 2: Group Work (35 minutes)

Each person in the group should be given 3 minutes to talk about their idea and receive 2 minutes of questions and constructive feedback from the rest of the group.



Say: *Remember, we do want to be encouraging, not negative and nasty! But the process also needs to be useful, so be as honest as you can be without being destructive.*

Step 3: Plenary Discussion (15 minutes)

Ask:

- *What was it like to share your business idea?*
- *Did any of the groups have someone they thought was very convincing in “selling” their idea to you? How were they convincing?*
- *What feedback was most useful to you?*

PROBLEM SOLVING

Approaching a problem by gathering information, generating a number of solutions and evaluating the

consequences of the solutions before acting

Session 4: Problem Solving

Using Problem Solving in Business

TIME: 3 hours

ACTIVITY	TIME	OBJECTIVES	MATERIALS
The Pangolin & the Honey Badger	15 min	To introduce the pangolin and the honey badger through story and video. Identifying what makes a honey badger such an incredible animal	Video
Solving Problems like a Honey Badger	75 min	To explore creative problem-solving techniques and use them to reflect on our own challenges	Pot, mug, toothbrush, scarf, bucket, dishtowel
Start-up Challenges	50 min	To Identify problems in business start-up scenarios, generate multiple possible solutions	Flipchart Questions Printed scenarios
Pathways to the Future	40 min	To use a problem-solving technique to lay out next steps towards own business goals	Flipchart drawing of river and rocks Notebooks

Preparation: Read through the session the night before and make sure you understand the process of each activity and that you have the materials needed.

Prepare a flipchart with these questions:

- What the problem is

- At least 3 possible suggestions for solving the problem

Be ready to revisit the flipchart with a river and rocks forming stepping-stones to cross it:



Scenarios

Note to the Facilitator: Below each of the scenarios is a suggestion of solutions.

Scenario 1: Abdul had noticed how delicious his Grandmother’s chickens are to eat because they run free. At the market they sell terrible chicken. It is imported and it is cheap but very fatty and does not taste good. This year there are more chickens than the family needs at home and Abdul decides that he and his cousin will set up a stand at the market on Saturday. On Friday they slaughter 15 chickens and work like crazy all day plucking them and getting them ready for market. They realise they do not have anything to pack them in and they have to run to all the neighbours to ask for clean grocery bags. Then there is no refrigeration space for them and they worry they will spoil overnight. They haul them in big grain sacks to the market in town (8kms away) and claim one of the tables in the meat section early in the morning. They put up a sign that says, “Fresh traditional chicken just like your Grandmother raised”. In the first 30 minutes they sell out. The older women who sell the imported chickens are furious and just as a customer holds out his money for the last chicken, the women swoop in and scoop up all the money they had earned, screaming at them about taking away their customers and beating them with sticks. Abdul and his cousin run away and walk home, with no money and no chickens. And now they will have to wait a couple of months for the younger chickens to be ready for slaughter.

PROBLEM: Great idea, but not enough planning before launching into selling chickens

SOLUTIONS:

- Develop a proper business and marketing plan beforehand

- Need to think about packaging and presentation of chickens, refrigeration, transport to the market
- Need to think about supply of chickens
- Need to understand competition better

Scenario 2: Neema made beautiful clothes for herself and her family. Everyone was saying that she should set herself up as a designer and sell clothes in a little clothes shop in the village. She approaches the shop owner with her designs and he says they are good and they will sell. She asks if he will buy them from her so she can buy more fabric. He says he only takes clothes on consignment so he will pay her when he has received money from his customers. They sell out in the first week and he asks her for more but refuses to give her any money for the last lot as he says the customers have only given down payments and will pay him at the end of the month. She cannot afford to buy fabric to make more clothes. It is clear that there is a demand.

PROBLEM: Understanding and negotiating payment upfront. Neema also might have needed more start-up capital

SOLUTIONS:

- Sit down and discuss situation with shop owner and see if she can appeal to him for a better payment deal
- Find another outlet with a fairer deal
- Identify and approach someone for a start-up loan to buy fabric.

Scenario 3: Samuel realises there is a big need in his small village for a local tuck shop that sells basic household things like salt and beans and maize and soap, and has a fridge for cold drinks and beer. There is an old, unused hut in his family compound, but it needs some work. He spends a month rebuilding walls with mud and repairing the roof with money he had saved. He buys some sugar and flour and maize in big sacks and measures them out with a scale and sells smaller bags to the women in the village. These are very popular towards the end of the month when supplies are low and people have little cash. He even sells cigarettes one at a time to people, and it is clear that the shop is needed. It is time for some big investments though. He needs a gas fridge most of all, and some capital to really stock up with a big delivery from town. Small deliveries from town cost too much and his profit is reduced. He needs a month's supply well in advance.

PROBLEM: Need for start-up capital for big items and to grow the business

SOLUTIONS:

- Approach someone in the family or another businessman/woman for a loan
- This business would be a good candidate for microfinance because it is already in existence and could prove financial sustainability.
- Continue as he is going until he has saved enough to buy the bigger items he needs.

Scenario 4: John has noticed that no shop close to his community sells airtime and data and he realises that it is a great business opportunity just waiting for someone. He sells his idea to his wealthy uncle who loans him \$300 to start up his business, with the promise of the loan being paid back after 2 months, with 15% interest. John buys airtime and data coupons from the popular local cell network and sets up his older brother to do the selling. John returns to the city to continue his college classes. Each day his brother sends him a report about what he has sold. He runs out of coupons before the end of the month. A week later, John returns to the village. His brother hands him \$100 and says that is the profit after he has taken his own "salary". John is horrified, but can do nothing. This is his older brother. His mother quietly tells him she thinks his older brother is paying off some gambling debts, so it is good that he uses some of John's money for that. John has another month to make \$200 + \$45 interest that he needs to pay back to his uncle.

PROBLEM: This is about finding someone you trust and being clear about how much they will earn from the job. We have to be careful with family – they can lead us into problem areas. John’s brother is using his situation as older brother to bully John into giving him more money than he deserves.

SOLUTIONS:

- Find someone reliable to help him
- Make the conditions very clear to them.
- Get them to deposit profits into a bank account every week.
- Otherwise John needs to come up with a different plan. Living far from where your business is makes it impossible to keep a close eye on how things are going.

Scenario 5: After working a couple of years in a hair salon in the business district in the city, Mary knew she wanted to open her own salon close to home. She received a reasonable salary, but so much of it was absorbed by very high transport costs every day. She was saving some money every month and had started to buy equipment slowly. Suddenly a little kiosk became available in her street. She and her mother worked hard to make it look nice and she resigned from her job. All the women in their community were so happy to have a chic salon close by so she introduced a booking system and customers were so happy they didn’t have to wait long hours. She was soon booked up for the first week. She was so excited. There was clearly a big demand for her work and no one seemed to worry about the prices. The first week came and went and Mary was astounded to discover that not a single woman in the area could actually afford her services. They all offered to pay half her fee and then settle the rest at the end of the month. At the end of the month, no one came to settle their debt. She was left with a long list of people who had not paid her in full and a big rent to pay. So now what could she do?

PROBLEM: The business model that worked in the city, may not work in the community.

SOLUTIONS:

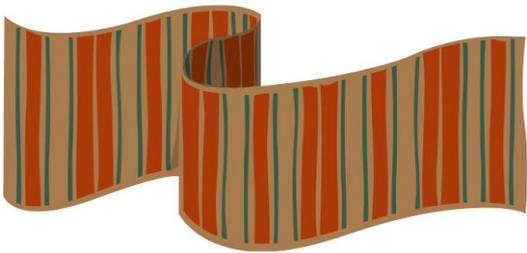
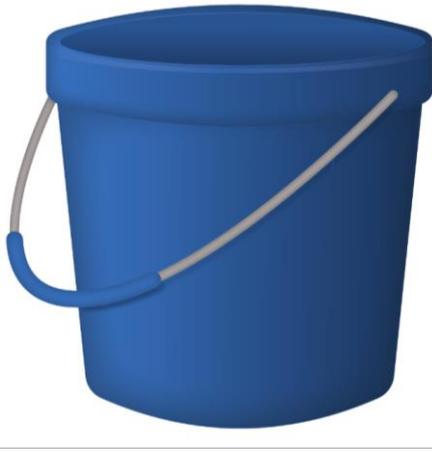
- Mary needs to charge prices local women can afford
- She should insist on their paying cash.
- She needs to really go back to her financial plan and figure out how to price her services and get payment to happen. Her rent may be too high for the area.

Note to the Facilitator:	Make sure you watch the following videos before the session: On Stoffel, the Honey Badger https://www.youtube.com/watch?v=kzUXS70ebQo Watch the following video so you can learn what mime / a charade is. You will need to demonstrate this to participants in Activity 5. https://www.youtube.com/watch?v=h2MvNPIBn2c
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For the creative problem-solving exercises at the end you will need the following items from home:

- a cooking pot
- a coffee mug
- a toothbrush
- a scarf or piece of cloth
- a bucket
- a dishtowel

If you don’t bring these in, you can refer to pictures of these items on the next page



1. The Pangolin and the Honey Badger

Time: 15 minutes

Say: *We all encounter challenges in our business: stepping stones that are too far apart, crocodiles that frighten us. This never changes, but what can change is what we choose to do about it. Today we are going to meet two very different African animals. The first one is the pangolin (show picture below). The pangolin is a small animal covered in hard, protective scales. The pangolin is solitary. It is a shy, sensitive and relatively harmless creature. If it feels threatened, it rolls into a tight ball. The Pangolin is very popular around the world as “medicine”. People illegally capture and kill pangolins. For this reason, the pangolin is threatened with extinction. It may completely die out if it isn’t protected.*



<https://www.unenvironment.org/news-and-stories/story/zimbabwe-pangolin-project-working-save-worlds-most-trafficked-animal>

Say: *Most of us feel like pangolins at times and it is okay to feel like and behave like a Pangolin some of the time. The trouble is that if we are like this all the time, if we curl ourselves into a ball when we are threatened, it is going to be quite hard to get over and under and around the obstacles that are coming our way in our work or business.*

For this reason, we want to introduce you to the honey badger. Honey badgers are one of the most fearless animals alive. They are relatively small but are known to even attack lions or buffalo if they feel threatened. They will eat anything available – including honey, bee larvae, fruit and flowers if they have to. This makes them very adaptable and flexible animals who can survive anywhere.

Honey badgers don’t give up – EVER! They are also adapted to be immune to some snake bites. They can get into (and out of) almost anything if they make their minds up.

They have a thick skin around their necks, and this protects them from many predators. The



skin is so loose around the neck that if grabbed by another animal there, the badger can twist around and attack the other animal.

Let's watch this video and meet Stoffel the badger:

<https://www.youtube.com/watch?v=c36UNSoJenI>

Ask:

- *What impressed you about Stoffel in this video?*
- *How many ways did Stoffel find to get out of his cage? Opened gates, used trees, rocks, mud balls, branches, a rake, a spade, a tire.*

2. Solving Problems like a Honey Badger

Time: 75 minutes

Say: *Now that we have seen the amazing Stoffels in action, it's time for us to think about how we can approach our problems in the same way Stoffels approached escaping from his pen.*

When we want to solve a problem, there are many steps we can take – let's do some of them together, now!

Step 1

Say: *The first thing we need to do is make sure that we clearly identify the problem. When we were looking at our goals, we also spent time identifying some of the crocodiles in the river; the challenges we may need to face and the problems we may need to solve on the way to realizing our dreams.*

In their notebooks, invite participants to choose one of the problems they identified and state it as clearly as possible. They should be specific and make it practical.

Say: *Now that you have clarified your problem, let's think about the different ways we can solve it. We must climb on top, look down at it, get under it and see it from all different angles!*

Ask: *How have you solved similar problems in the past? What steps have you taken?*

Step 2

When participants have shared, show them the following flipchart which outlines a thorough problem-solving technique:

- **Brainstorm** solutions
- List **advantages and disadvantages** of the different solutions
- **Choose** the best solution for me and my situation
- Think of **action steps** towards solving my problem

- Identify any **gaps in knowledge or skill** that I need to solve this problem
- Do **research**
- **Reach out** to others
- Take advantage of **opportunities**
- Get creative and **think outside the box** like Stoffels

Say: *In order to get our creative out of the box thinking juices flowing, we are going to do an activity that challenges our creativity and our ingenuity, just like Stoffels!*

Items you need for this exercise: A cooking pot, a coffee mug, a toothbrush, a scarf or piece of cloth, a bucket, a dishtowel.

Ask the participants to get into their same groups of 4 or 5 again. Lay out all the basic everyday items and things you have brought in the middle of the circle. Invite each group to choose one of these things.

Say: *In the circle in front of us are some everyday things from our homes. We are going to see how many different ways we can use these items.*

Invite participants to spend 10 minutes brainstorming as many ideas as they can think of for how they could use this item. Explain that when the groups report back, they should use their acting skills to **mime** all the different ways this thing can be used! Mime is when you act out something without speaking.

When the 10 minutes is up, give each group a couple of minutes to perform their mimes. While they are doing this, the other participants should be figuring out what the different uses are! Make this a fun exercise.

Ask: *How was it to get creative like this?*

Step 3

Say: *Now that we have unleashed our creativity, let us use it to solve some of the problems or challenges we are facing in reaching our goal.*

Invite participants to spend 15 minutes in their workbooks breaking down one of their 'crocodiles' using each of the steps outlined above.

Step 4

When the 15 minutes is up, divide participants into pairs and give each participant 5 minutes to explain their problem-solving process with their partner. Partners should listen attentively and make suggestions or add to the ideas.

3. Start-up Challenges (50 minutes)



Say: *Let us brainstorm some of the common problems people have in starting up a business.*

Here are a few that can be added if the group hasn't come up with them:

- Access to start-up capital
- Not enough knowledge of how to set up financial systems
- Not planning well enough.
- Competition from others
- Vulnerability to theft, crime, natural disaster
- Having regular and reliable suppliers
- Ability to carry debt for a time
- Customers can't pay cash
- Transport
- Difficulty of finding reliable staff
- Security of goods
- Trading rules and restrictions (for example, the sale of alcohol may need a license)

Step 1: Group Work

Say: *We are now going to look at how to solve some of the problems faced by people in the community when they have tried to start up new businesses. Each group will be given one different scenario and you have 5 minutes to discuss: (show the flipchart)*

- What the problem is
- At least 3 possible suggestions for solving the problem

Distribute the scenarios – one for each group. Give them 15 minutes to discuss.

Step 2: Discussion

Bring the groups back to plenary and ask each group to present (read) their scenario, identify the problem(s) and make suggestions for what the person could do to save their business.

Encourage people in the other groups to make their contributions as well.

4. Pathways to the Future

Time: 40 minutes

Say: *Now that we have practiced doing this together, we will do it for ourselves.*

Invite participants to revisit their golden goal pictures and to now focus on the crocodiles in the river that they identified in session 2.

Now, invite them to use the problem solving technique to look at each of their crocodiles. Doing this helps us to be prepared for challenges that may arise as we move towards meeting our goals.

PERSEVERANCE

Sustaining effort despite setbacks

SELF-CONTROL

Focusing one's attention

Staying on task

Breaking habits

Restraining impulses

Keeping good self-discipline

Session 5: Perseverance and Self-Control

Staying on Track

TIME: 2 hours 30 minutes

SKILLS:

Perseverance
Self-control

ACTIVITY	TIME	OBJECTIVES	MATERIALS
Mindsets for Success	45 min	To understand the difference between fixed mindsets and growth mindsets	Workbooks
The Power of the Word YET	35 min	Learning how to move from a fixed to a growth mindset.	Workbooks Flipchart
Self-control	70 min	Learning techniques for better self-control	Workbooks Flipchart

Preparation

Read through the session the night before and make sure you understand the process of each activity and that you have the materials needed.

Note to facilitator about Fixed and Growth Mindsets:

Carol Dweck (2006) did research with young people, and discovered that there are two basic “mindsets” (ways of thinking). The first is the fixed mindset which is built around the idea that people’s ability is fairly fixed and is unlikely to change. According to such a view, people are either intelligent, sporty, arty, good at Maths etc, or they aren’t. This mindset also labels people – they are good or bad, caring or selfish etc. It says that people’s abilities, or personal characteristics will not change. People like this don’t make too much of an effort because they think they should just be good at it, or they give up easily or won’t do it at all.

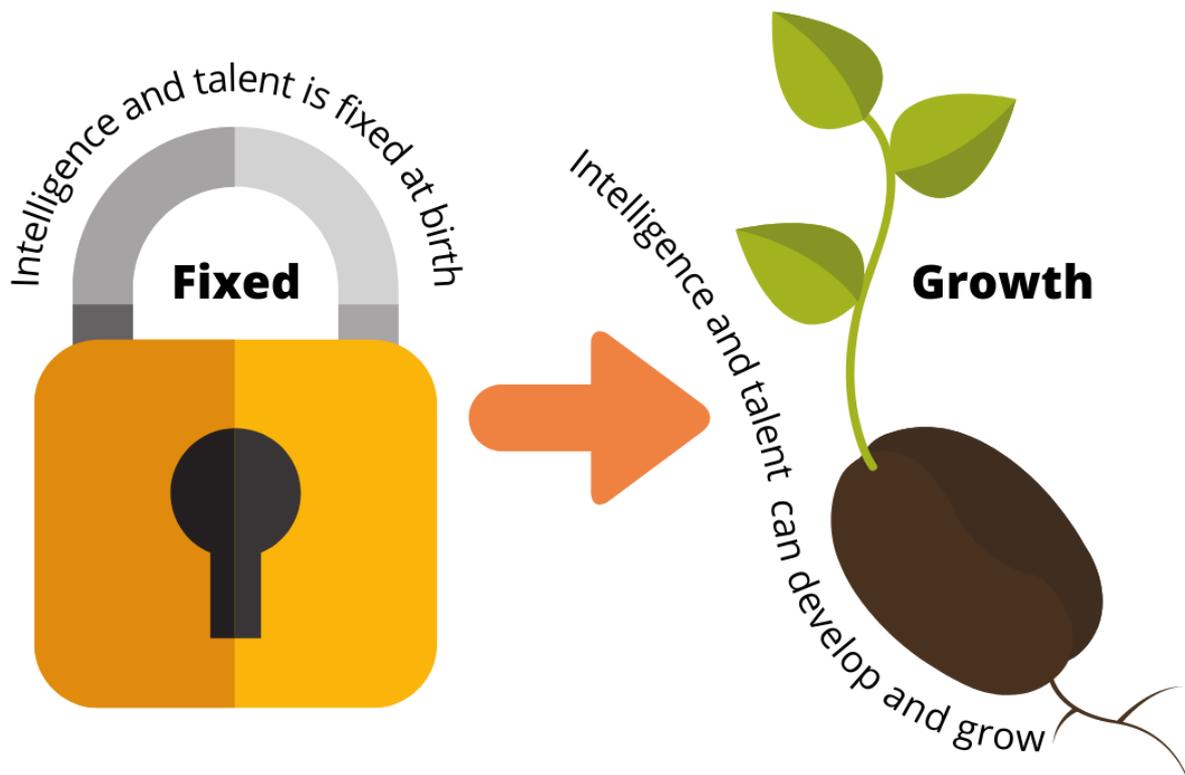
The growth mindset sees people as flexible and able to change and grow. All people have huge potential for growth and development. A person who has a growth mindset will look for ways to improve their mastery and skill over things.

1. Mindsets for Success

Time: 45 minutes

Say: *In this session, we are going to look at perseverance and self-control. This helps us to plan to never give up like Stoffels and think far into the future. Some of us might be naturally persistent but there are also some magical mindsets that can help us keep going when we feel like we want to give up.*

Take a moment to think back to a time at school or in your life and picture yourself in your WORST class or skill – the thing that you struggled the most with, that just felt like an uphill challenge!



Give participants a minute or two to get this clear in their minds and then invite each person to say out loud their worst subject or skill. You should start!

Once everyone has shared, invite participants to share WHY they feel they struggled so much with that particular subject or skill. Answers could include: *I had a bad teacher, everyone else was more advanced than me, my parents expected me to do well, etc.*

Ask: *What was the impact of thinking you were bad at this?*

I shut down mentally, I thought I would just fail anyway so why put in effort, I felt stupid, I believed I would never improve, I gave up

Say: *It is horrible when we feel like that, and it can be very demoralising, but I'm sure that all of us also had the places where we excelled! Now I would like you to think back to your absolute best subject or skill, or perhaps it was an out of school activity. Something that you enjoyed and that you found effortless.*

Again, invite each participant to share their best subject/skill.

Ask: *What was it about this subject/skill that made you feel so passionate?*

Say: *When we believe that we are bad at something and believe that we cannot get better, often, that is what will end up happening. We call this a fixed mindset. The mindset that tells us we will never improve, that there is no way to get better. But we all also have the things that we enjoy, that come effortlessly to us and where we enjoy being challenged, always reaching higher! When we approach something in this way, we say we have a growth mindset towards it.*

Invite participants to look once again at their golden goal. They should spend a few minutes identifying a part of the process that they have a growth mindset on: a challenge that they

relish or a stepping stone that makes them feel energised and excited.

Once they have done this, invite each participant to identify an area in their plan where they feel they may have more of a fixed mindset.

Explain that we will now look at an amazing tool that can help us to shift from a fixed mindset to a growth mindset.

2. The Power of the Word YET

Time: 35 minutes

Say: *I would like to share a small 3-letter word that can make a huge difference. That word is YET.*

When we think we cannot do something, we will often say it in absolute terms:

I am not good at maths...

My life is not happy...

I don't understand taxes...

My customer service experience is not enough...

I don't have the tools for success...

These phrases mean that the story ends here, that there is no future. But if we introduce those three magical letters, everything changes!

I am not good at maths...YET

My life is not happy...YET

I don't understand taxes...YET

My customer service experience is not enough... YET

I don't have the tools for success... YET

Suddenly, a future opens up and possibilities will begin to open up in front of us.

Invite participants to use the power of YET on the aspect of their plan where they have a fixed mindset.

Ask: *How does that feel?*

Explain to participants that we can also harness the emotions that we have around our growth mindset aspects of the plan and begin to think about how we can apply these to our fixed mindset aspect of the plan. How incredible to suddenly begin feeling all the positive emotions suddenly associated with something that would have formerly caused anxiety!

Say: *If we are open to learning and have a growth mindset, we can continue to develop ourselves our whole lives. When we know how to do something well, we make strong deep and wide neural pathways in our brain. When we are learning something new, or something that is hard for us, we need to practice it again and again so that our brain can learn the new pathway and make it deep and wide like a highway! Brains are amazing and can grow and learn new things all the time!*

3. Self-Control

Time: 70 minutes

Step 1: What is self-control?

Ask: *What do you think self-control is?*

Say: ***Self-control is the ability to regulate one's emotions, thoughts and behaviour when there are temptations and impulses.***

Step 1

Let's brainstorm together all the areas that are challenging for people when it comes to self-control? For example, some people struggle with food or alcohol and find it difficult to stop eating or drinking when they should. Write these up on the flipchart.

Here is a list you could draw on:

- Food
- Sugar/junk food
- Alcohol
- Drugs
- Gambling
- Social media
- Phones
- Online gaming
- Spending money
- Sex
- Pornography
- Being unfaithful in relationships
- Work
- Controlling our temper
- Ignoring distractions
- Time management

Step 2

Say: *Now, from this list, find the areas that apply to you. In what situations do you struggle to have self-control? Write these into your workbooks.*

Step 3

Say: *Decide which of these you would like to work on, and then we will form groups who are struggling with the same, or similar, issue.*

Go around the circle and quickly ask each person to share what they would like to work on. Then ask participants to organize themselves into groups around the same or similar issues.

Ask if there are people in the group who ARE very self-controlled and don't have any problems with these issues. They can also form a group of their own. Give 10 -15 minutes for this.

In their groups participants should discuss

- How this shows itself in their lives
- The impact this has on them and the others around them.
- Come up with ideas for solutions to the issue. They should write these into their workbooks.

Invite each group to report back on their findings. Below are a few suggestions of some ways of dealing with these issues for the facilitator to add to the conversation if it seems like it might help.

- Food – can remove the temptation from the house – this can apply to all the food, drink and drugs on this list, set limits for self and stick to these, ask a partner for support with this. Only buy what you need.
- Sugar/junk food – make other delicious, healthy foods.
- Alcohol – similar to food
- Drugs – most drugs can be dangerous to our health and can be very addictive, sometimes in small doses, so it is best to avoid them.
- Gambling – limiting time and money on this
- Social media – take a social media holiday every now and again by not checking it for a day on a weekend. Limit your time on these platforms to certain times of the day.
- Phones – take breaks from phones; have rules for yourself about when they will be on silent or off and away from you (like family meal times, when you are working, when you go to bed).
- Online gaming – limiting time for this.
- Spending money – set goals, arrange for money to automatically leave your account and go into inaccessible savings accounts, don't carry cash, set priorities and plan ahead.
- Having sex with different partners.
- Watching pornography all the time.
- People struggle with being unfaithful in relationships
- They battle to keep work in its proper place, particularly when they have their own businesses. As humans, we are capable of hard work, but we need to balance this with family time, down time, socializing etc. Identifying priorities and setting boundaries around this can help. Also remembering to build in recovery – micro moments (up to 15 minutes every 2 – 3 hours) mezzomoments (a day every week) and macro moments (a week off every 3 – 6 months). It is hard to do all this when we are balancing many things in our lives. Being intentional about breaks helps.
- Struggle to control their temper (we learnt strategies for this in emotional regulation – remember the jug and STOPP).
- Struggle to ignore distractions
- Struggle to do exercise regularly
- Struggle to feel motivated.

Note to Facilitator:	<p>Some of these areas can become addictions, and then professional help will be needed. It's better to start working on these if we notice we are feeling dependent on these things (particularly on substances like drugs and alcohol). If they are starting to have really negative impact on us, or our family, then it is a sign we need to do something quickly.</p> <p>Some of these areas can have a root cause, and it is helpful to understand what this is. Usually counselling or therapy is necessary.</p>
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Say: *Now it is useful to think about whether these issues we have identified could possibly impact on our future businesses. Perhaps we might end up spending all the money we earn instead of saving for bigger equipment. Perhaps our drinking impacts on our work the next day. Note this in your workbook. This is good motivation to start taking action on this issue immediately.*

Step 4

Invite participants to spend 15 minutes in their workbooks answering the following two questions:

- What are some of my issues that might negatively impact my work or business?
- What are some practical things I can do to deal with these issues to prevent them from impacting my future work or business?

4. Self-Control Solutions

Say: Now we will briefly spend some time looking at some of the ways we can support our self control:

Make a schedule

Prioritise

Find an accountability partner

Be kind to yourself

Understand where some of your bad habits come from

Ask: Which of these do you think will be the most helpful for you? Why?

Session 6: Self Control

Managing My Money

TIME: 2 hours

ACTIVITY	TIME	OBJECTIVES	MATERIALS
Budgeting with what I have	40 min	To think about budgeting with what we have towards managing our own money	Budget poster My budget flipchart One-page personal plan
Money talk	20 min	To become more familiar with the language of money and finance	Match The Word cards
Jennifer's business	20 min	To see an example of how a budget can be helpful to us in our business	Jennifer's poster Fatima's poster
Handling my business	40 min	To apply these skills to business	6 secret business cards One-page business budget

Preparation: Read through the session the night before and make sure you understand the process of each activity and that you have the materials needed.

Prepare the following flipchart:

A Budget is a plan showing our:

Income (the money I have or earn) minus
Costs (the money I need or spend)

Prepare the following flipchart:

My Budget

Expenses

Rent: TZS30,000.00

Toiletries: TZS2000.00

Food: TZS10,000.00

Total expense: TZS42,000.00

Income 1: TZS45,000.00

Income 2: TZS35,000.00

Print and cut out the money words and their definitions. Stick the definitions around the room.

BUDGET	INCOME	EXPENSE	PROFIT
An estimation of income and expenses over a specified period of time for an individual or a business.	Money that an individual or business receives, usually in exchange for providing a good or service.	The money that something costs you or that you need to spend in order to do or make something.	A benefit or gain, usually monetary. For example, the money a business has left after paying their expenses
LOSS	PRICE	INTEREST	INVESTMENT
Making less money than I spent and ending up losing profit and also investment.	The amount an individual or business charges for their goods or services.	The extra money charged for the privilege of borrowing money.	The purchase of goods that are not consumed today but are used in the future to create wealth.

Print and cut out the 6 secret business cards:

CAR WASH	PLANTAIN CHIPS	NATURAL HAIR PRODUCTS
SELLING MEAT	WEDDING PLANNER	BARBER SHOP

1. Budgeting with what I have (40 minutes)

Step 1

Say: *So far, we have spent our time looking at our dreams and goals for the future, how to overcome our challenges and how to maintain self-control. One important aspect of self-control in life and in business is managing our money. In this session, we are going to look at managing our money using some basic skills.*

Ask:

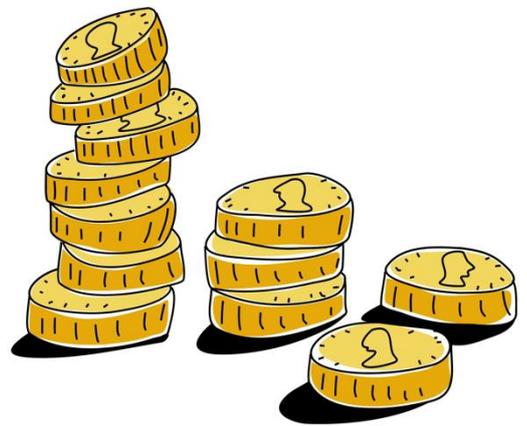
- *Why do you think it is important for us to know how to manage our money? Knowing how to manage our money gives us the opportunity to start moving towards financial freedom and choice.*
- *What do you feel is the link between self control and managing our money?*
- *What can the benefits be of using our self-control skills with our money?*

Step 2

Ask: *Can anyone tell me what a budget is?*

Invite some of the participants to share their ideas.
Thank the participants for their responses.

Say: *A budget is a plan we make for our money. It has two main parts: part one where we figure out how much money we need and part two, where we figure out how much money we have.*



Show the participants the following flipchart:

A Budget is a plan showing our:

**Income (the money I have or earn) minus
Costs (the money I need or spend)**

Step 3

Explain to the participants that you will do a budget together before everyone makes a budget for themselves.

Show participants the flipchart you prepared:

My Budget

Expenses

Rent: TZS30,000.00

Toiletries: TZS2000.00

Food: TZS10,000.00

Total expense: TZS42,000.00

Income 1: TZS45,000.00 Income 2: TZS35,000.00

Say: *You can see here that I have put 3 costs. Rent, toiletries, and food. Next to each expense I have put the amount that I spend each month. When I add all these together, I can see that my monthly costs are TZS42,000.00.*

Now, let us look at my income. Every month I earn TZS45,000.00. Wow – that means I can cover all my costs and even have some left over.

Let us see if I had a different income. Every month I earn TZS35,000.00. That means that I don't have enough income to cover my costs. When I don't have enough money to cover my costs, life is very stressful, but earning enough income is also difficult. That is why it is important for us to budget, that way, we can plan for the finance we want and start moving towards making that happen.

THE ONE-PAGE PERSONAL FINANCE PLAN



HOW MUCH DO YOU HAVE IN YOUR POCKET RIGHT NOW?

WHAT ARE YOUR MONTHLY INCOMES?

Income 1: Income 2: Income 3:

Source: _____

Amount: _____

Total Income: _____



WHAT ARE YOUR MAIN MONTHLY COSTS?

Costs: _____

Amount: _____

Total Cost: _____

WHAT DO YOU GET WHEN YOU SUBTRACT YOUR COSTS FROM YOUR INCOME?

Income (MINUS) Costs (EQUALS) Total Savings

_____ - _____ = _____



WHAT IS YOUR SAVING GOAL?

HOW MUCH WILL YOU NEED TO SAVE PER MONTH TO REACH THAT GOAL?

Step 4

Say: *Now, we will all do our own budgets. Try to make sure that you are separating your budget by home or family expenses and potential expenses for your future business.*

Hand out a one-page finance plan to each participant and give them 15 minutes to complete it.

Ask:

- *What was it like to do your budget?*
- *Did you manage to separate between family expenses and business expenses? What was that like?*
- *Are there any habits you have that might impact on your ability to budget effectively?*

- *What are some of the needs that may arise when your family and your business both need money?*
- *How do you think you can balance your family expenses with business expenses in the future?*

Say: *Some of you may have money left over when you compare your costs with your income. Some of us don't have enough income to cover all our costs.*

Ask:

- *What do you do when you can't cover all of your expenses?*
- *What do you do when you have money left over?*

Say: *One thing we can do with any extra money is to save it. Even saving TZS500.00 per month will build up over time. It's ok to start small!*

2. Money Talk (20 minutes)

Step 1

Say: *We have already learned some important money words like budget, costs, income, and savings. But there are so many words out there! We are going to learn just a few of them here before we look at how we can use these skills in business.*

Match the word

BUDGET	INCOME	EXPENSE	PROFIT
An estimation of income and expenses over a specified period of time for an individual or a business.	Money that an individual or business receives, usually in exchange for providing a good or service.	The money that something costs you or that you need to spend in order to do or make something.	A benefit or gain, usually monetary. For example, the money a business has left after paying their expenses
LOSS	PRICE	INTEREST	INVESTMENT
Making less money than I spent and ending up losing profit and also investment.	The amount an individual or business charges for their goods or services.	The extra money charged for the privilege of borrowing money.	The purchase of goods that are not consumed today but are used in the future to create wealth.

Step 2

Split the participants into 4 groups and show them the money word definitions you have stuck up around the room. Read each definition slowly and make sure the participants have a general understanding of all of them.

Step 3

Hand out the money words and invite each group to stick up their money word with the correct definition. They have 10 minutes to do this.

Step 4

When the 10 minutes is up, go through each word with the group, checking that all the words are in the right place. If any words are in the wrong place, ask the group to assist in saying where it should go.

3. Jennifer's Business (20 minutes)

Say: *Being able to manage our money with a budget is a really important skill. The exciting thing about this though, is that it is a skill that we can use in our private lives but also in other areas of our lives, like business! We are going to pay another visit to Jennifer as she learns how to use these skills for her business.*

Read the following story aloud to the group.

Jennifer's Struggles with Business

Jennifer has been selling her clothes at Fatima's father's shop for a month now. And she is really frustrated. She doesn't know what to do so she decides to talk with Fatima, who is good at maths and business!



Jennifer: Thanks for meeting me, Fatima, I have been so frustrated.

Fatima: Oh no, tell me what is wrong.

Jennifer: I was so happy when your father agreed to let me sell my clothes in his shop. But I haven't sold anything! I have all of my expenses and now I have no income. I don't know what to do.

Fatima spent a few minutes looking thoughtful. Suddenly, she looked up.

Fatima: Jennifer, how much are you selling your clothes for?

Jennifer told Fatima how much she charged for a dress and how much she charged for a skirt.

Fatima: And how much does it cost for you to make a dress or a skirt?

After Jennifer told Fatima how much it cost, Fatima laughed happily.

Fatima: I know what the problem is! Jennifer, you are charging too much for your skirts and dresses and people can't afford them.

Jennifer looked grumpy.

Jennifer: But why did you laugh? This is a bad problem!

Fatima: I laughed because I am happy, this is a really easy problem to fix.

Fatima showed Jennifer how to make a small budget for her business. It looked like this:

Business expenses:

Cost of material for a skirt: TZS5,000.00

Cost of material for a dress: TZS7,000.00

So 5 skirts cost TZS25,000.00 to make and 5 dresses cost TZS35,000.00. That is a total cost of TZS60,000.00.

To make this money back, Fatima advised Jennifer, she needed to add on a bit to each garment so that she could cover her expenses and also earn some income.

Fatima suggested that she adds TZS2000.00 to each garment.

After a month, Jennifer came back to Fatima.

Jennifer: Fatima! Your advice was sooo good! I have sold all my skirts and dresses and now I am struggling to keep up with demand! I even had money left over at the end of the month. An aunt of mine is selling here old sewing machine. If I save all my extra money for three months, I will have enough to buy it and then I can make dresses and skirts faster! Thanks to you, now I can even start to think about growing my business and making it bigger.

Fatima and Jennifer hugged and chatted excitedly. Fatima was so happy for her friend and could not wait to see her business grow.



Ask:

- *Jennifer's business was struggling, what steps did she take to make it better?*
Firstly, she recognized that there was a problem. She understood that she didn't have the skills to fix it and so she went to someone who she knew could help.
- *How did using a budget help Jennifer?*
Using a budget helped Jennifer to see how much it cost her to make a garment and knowing that helped her to know how much to charge.

Say: *At the end of the story, Jennifer mentioned that she wanted to buy an old sewing machine with her savings. It is important for us to think ahead like this and think about how we can invest our money wisely to grow our businesses and our income.*

4. Handling my Business (40 minutes)



Step 1

Divide participants into 6 groups. Explain that each group will be drawing up a business budget for a secret business. Fold the business ideas and place them in a bowl or a hat or a cup. Invite one person from each group to come to the front and choose a folded paper. When each group representative has a paper, invite them to head back to their groups to share their secret business!

Step 2

Share the following budget template with the participants and explain that they should create a budget for their secret business. They have 20 minutes to do this.

THE ONE-PAGE BUSINESS BUDGET PLAN



START-UP COSTS

How much do you need to start your business?

Amount: _____

How much money do you have now, to put towards your business?

Amount: _____

The money you need to start: _____

(MINUS): -

The money you already have: _____

(EQUALS): =

The extra amount you need to invest to start your business: _____



RUNNING COSTS



What are your monthly business expenses?

How much profit do you want to make each month?

How many products will you have to sell at what price, to make a profit?

INVESTING



What could make your business better? How much does it cost?

How much of your monthly profit can you put aside to save for this?

Step 3

When the 20 minutes is up, invite each group to reveal their secret business and present their budget to the bigger group. Participants should give the groups feedback on whether or not their budgets are realistic.

Emotional Regulation

Maintaining or changing one's own emotions by controlling one's thoughts and behavioural responses

Session 7: Emotional Regulation

Managing My Emotions

TIME: 2 hours 30 minutes

ACTIVITY	TIME	OBJECTIVES	MATERIALS
My Emotional Jug	10 min	To learn about our emotional jug and what can happen when this overflows	Flipchart with jug Markers
Fatima's Jug	30 min	To see an example of how Fatima manages her emotions using her jug	
My Jug: Containing my Emotions	20 min	To think about what we can do to contain our emotions in moments of stress	Workbook Art materials
STOPP!	10 min	To use the STOPP tool to pause and think about our emotions and our response	Flipchart and markers Workbook
3 Deep Breaths	10 min	To practice a calming mindfulness technique	
My Jug: Releasing my Emotions	20 min	To think about what we can do to regulate our emotions through emptying our jugs	Workbook
My Jug and Business	20 min	To think about how our strong emotions can negatively impact our business	Workbook
Introducing more Positive Emotions	30 min	To introduce actions that induce more positive emotions in one's life	Dried fruit or a sweet

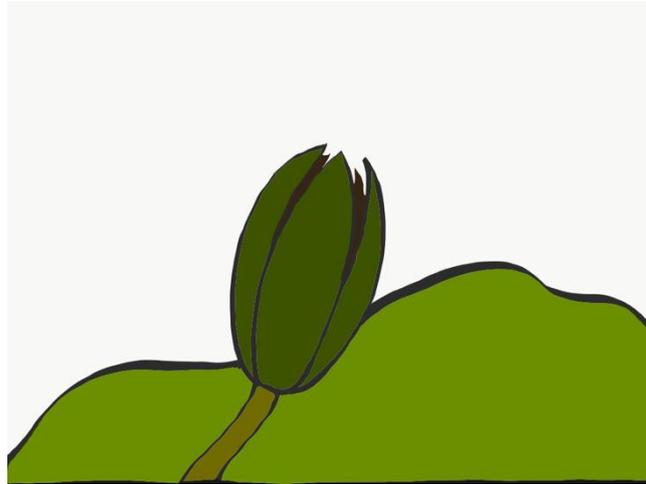
Preparation

Read through the session the night before and make sure you understand the process of each activity and that you have the materials needed.

Prepare a flipchart with an empty jug.



Prepare a flipchart with a downward spiral and a closed water lily



Prepare a flipchart with an upward spiral and an open water lily



Note to the Facilitator:

In this session we will be introducing participants to some of the tenets of positive psychology. Positive psychology is a relatively new branch of psychology that has redirected focus away from what is 'wrong' with us towards understanding how we can reach the upper limits of mental and emotional health, stability and happiness.

In this session, we learn from Barbara Fredrickson who is a professor in positive psychology. She teaches us about the broaden and build technique which looks at introducing positive emotions into our lives to increase our empathy, creativity and ability to connect with others.

In this session and the next one, we will be introducing some habits, activities, ways of thinking and being that will strengthen our resiliency and make us stronger and improve our well-being in order to cope better with life. We will also feel better – happier, more confident and more hopeful. There are activities in the sessions that

1. My Emotional Jug

Time: 10 minutes

Step 1

Say: *Another aspect of self-control is about containing and regulating our emotions. Having emotions is good but if we project our negative emotions towards others this can be very damaging.*

Reveal the picture you have already drawn of the outline of the jug.



Say: *One way of thinking about our emotions is that they store themselves in an emotional jug inside of ourselves. In a situation where we experience high-energy and low-energy negative emotions such as anger or fear and irritation, sadness, loneliness and depression, our emotions can start to build up inside us.*

Colour in the first part of the jug to show it filling up.



Step 2

Say: *If we do not do anything to empty our jug, it will keep filling up higher and higher with all that emotion.*

Colour in some more of the jug to show the emotion 'building up'.



Step 3

Say: *And once our jug is almost full, it is very difficult to have control over our emotions.*

Colour in the jug to the very top.



Step 4

Say: *If our jug is almost full any small thing can make it explode and our emotions will go all over the place! When our jug overflows it is very hard to control our emotions.*

Draw water exploding out of the jug!

Ask: *Why is it important to be able to contain our emotions and stay calm?*

Note to the Facilitator: We do not want to encourage participants to suppress their emotions. All emotions are good. It is important that we acknowledge our emotions but do not direct them towards anyone. Taking a break or using techniques to express our emotions in a healthy way is important.



2. Fatima's Jug (30 minutes)

Fatima's Jug

Say: *I would like to introduce all of you to Fatima. Fatima loves running but her father thinks she must behave like a proper Muslim girl. Fatima told us that she is frustrated and scared but*

also determined. Let us take a look at what is filling Fatima's jug and how she plans to empty it.

"Emotionally I was doing very well. I am good at school and I work hard at home. My family was



proud of me. But then my father found out that I have been running. Not just running, sprinting! It feels so good to move so fast – I feel like nothing can ever touch me. I even beat all the boys when we race and they get very jealous. My family is the only Muslim family in my community and that is very difficult – a lot of people make fun of me for wearing a hijab, but I love my hijab. The things that are filling my jug with emotion is definitely fear and frustration with my father, the bullying from the community and the jealousy of the boys when we race. And although it is the thing that gets me into trouble, the best way for me to empty my jug is to run. I always feel so free when I run. Sometimes I also talk with my brother, he really understands me and makes me feel good about myself. Listening to music is also really good!"

Ask:

- *How do you think we can empty our emotional jugs?*
- *What do you enjoy doing to empty your jug in a healthy way?*
- *What are some of the unhealthy ways people sometimes empty their jugs?*

Say: *It is very important that we empty our jugs so that we can safely manage our emotions. Running, laughing, crying, talking to a friend, or listening to music are all really good ways to do this.*

3. My Jug: Containing My Emotions

Time: 20 minutes

Step 1

Tell the participants they are now going to draw their own jug in their notebooks. Wait until all of them have gotten out their notebooks and then give them 5 minutes to draw the outline of a jug. They should **not** yet start colouring it in.

Step 2

Invite the participants to colour in their jug to where they think their emotions are right now. Is their jug nearly full or is it still empty? Perhaps it is somewhere in between? Give them 5 minutes to do this.

Step 3

Now invite participants to think about and name some of the negative emotions that are filling their jug.

Say: *There are two things we need to do when we are faced with negative emotions filling up our jug. The first is to contain our emotions in the jug, and the second is to make sure to empty emotions out of our jug before it spills over.*

Ask:

- *What are some things we can do to contain our emotions when we are upset?*
We can become aware of the strong feelings, we can take three deep breaths, we can take a walk or remove ourselves from the upsetting situation, etc.
- *Why is it important for us to be able to contain our emotions when it comes to business?*
Negative emotions can harm the way we approach our business, can limit our creativity and can impact the way we run our business as well as our client relationships.

Thank participants for their contributions and explain that we will now be looking at two techniques for containing our emotions in the moment.

4. STOPP!

Time: 10 minutes

Say: *A very useful way of helping us to deal with situations when our emotions are threatening to overwhelm us is to use the acronym STOPP.*

Show this to the participants on the flipchart.

Stop! and pause for a moment

Take a deep breath – notice your breathing in and out.

Observe

- Your thoughts
- Your feelings
- What are you reacting to?
- Sensations in your body?

Pull back – put in some perspective

- What's the bigger picture?
- Is there another way of looking at the situation?
- How important is this?

Practice what works – proceed

- What do I do now?

- What does this mean for me and for others?
- Does this fit with my values?

5. 3 deep breaths

Time: 10 minutes

Say: *One thing we can do when we feel stressed or tired is to breathe deeply.*

Ask the group to stand up, breathe in while raising their arms to the count of 4, and dropping their arms as they breathe out.

Explain that breathing deeply from our stomachs and not from our shoulders is very calming and can help us to contain our emotions and to stop the spiral of negative things.

We can do this at any time (without the arm movements!), and even in a public place, standing in a queue, when we are in bed or before we write a test or exam. It should become one of our daily habits.

Do: *Let's practice again!* (try 3 deep breaths without lifting the arms).



6. My Jug: Releasing My Emotions

Time: 20 minutes

Say: *Now that we have spent some time thinking and learning about how we can contain our emotions in the moment, let us spend some time thinking about how we can safely empty our jugs and regulate our emotions once the moment of conflict has passed.*

Ask:

- *How can we empty our jugs?*
We can do this by engaging in activities that we enjoy or that help us connect such as going for a run, listening to music, having a good cry, talking to a friend, etc.
- *Are there unhealthy ways people sometimes empty their jugs? What are these?*
- *What is the impact of using unhealthy things or avoidance to deal with our emotions?*

7. My Jug and Business

Time: 20 minutes

Step 1

Say: *Now that we have spent some time thinking about how to contain and release our emotions, let us spend some time thinking about what this means for us in a business setting.*

Step 2

Invite participants to think of a scenario in business that could or already has, filled their jug with negative emotions. When it is clear in their heads, they should write it in their workbook.

Step 3

Once they have done this, invite participants to unpack their negative emotion scenario using the following questions:

- *What steps can I take to contain or hold in these emotions in the moment?*
- *What steps can I take to release or empty these emotions later?*

Ask:

- *How was it to unpack your emotions around business in this way? In what situations do you think you might need to use these tools?*
Encourage participants to give specific examples here – for example frustration when a supplier is charging high prices. Worrying when there are delays to deliveries of supplies or our own produce.
- *Why is it important for us to think about how to contain our negative emotions and responses when it comes to our business? When we allow our jugs to spill over in business relationships this can look unprofessional on our part. It can also destroy our relationships. This is a first important step to influencing other people in our business. Later in this workshop we will be learning some more influencing skills.*



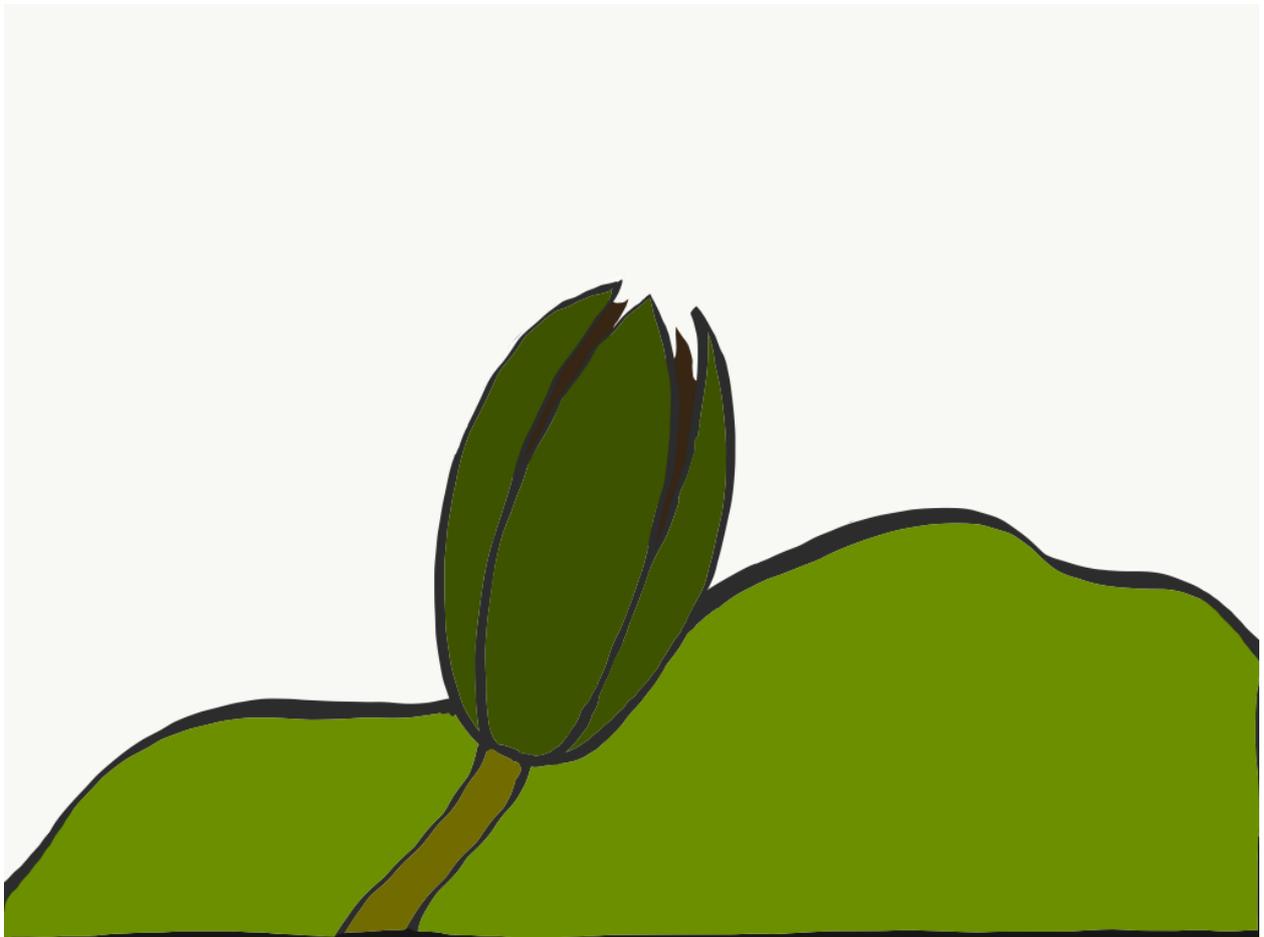
8. Introducing more Positive Emotions

Time: 30 minutes

Say: *When we experience a lot of frustration in our lives or in our business, our negative emotions seem to expand! One frustrating experience leads to another. This can make us spiral down emotionally (show flipchart of spiral).*



Negative emotions can make us close up, like a water lily without the sun. This limits our view, makes it harder for us to connect with others and can even impact our creativity or our ability to solve problems effectively.



One way of changing this is to consciously introduce more positive emotions into our lives. We are going to learn some simple ways of doing this.

We need to have many more positive emotions than negative in our lives to be happy. In fact, we need to have three positive emotions for every negative emotion that we experience. That is a lot!

Positive emotions do so much for us. They open us up like a flower! We become more open to

- *New experiences*
- *Learning new things*
- *Trying out new things*
- *Creative problem solving*
- *Getting to know new people.*



So, we need to increase the number of positive emotions in our lives and here are some of the things we can do.

a. Savouring



Say: *Now we are going to practice something called “savouring”. This means taking the time (slowing down) to really enjoy something, to notice what you love about it. It could be drinking a cold coca cola on a hot summer day, or the smell of a new baby or a tiny puppy, or enjoying the winter sun on my back, or a really good meal, or my first cup of tea in the morning.*

There are a few steps to doing this.

Show the flipchart:

- **Slow down**
- **Pay attention to what you are doing**
- **Use all your senses (sight, sound, taste, smell and touch)**
- **S-t-r-e-t-c-h out the experience.**
- **Think about how you are enjoying it.**

Let’s try it out!

Distribute the dried fruit or sweet so that each person has one.

Ask them to just hold this in their hand and look at it and appreciate its colour and shape.

They should slowly unwrap the sweet.

Say: *Now put it in your mouth and start to move it around. Taste it. Feel its shape and texture. VERY slowly eat it. You have 3 minutes to do this.*

After the exercise ask them to say what the experience was like.

The experience should be heightened by the slow and mindful eating of the fruit/sweet.

Remind them what was said earlier about slowing down ANY good experience we have to fully appreciate it in our lives. We can do this at any time.

Ask: *What things can you savour in your business?* These could be enjoying the warm sun on your back as you work in your fields, savouring your harvest as it piles up, seeing your bank account filling up once you have been paid etc.

b. Improving our Posture

Say: *Stop for a moment and pay attention to how you are sitting right now. Are you sitting very small and hunched up or in a closed way with your arms across your chest? Or are you sitting upright and confident? We call this our body language and it tells us a lot about each other – how we feel and what we are thinking.*



When you need positive emotions, one very quick way of generating them is to change your posture – the way you are sitting or standing and your body language.

Let's try it out! Everyone get up and let us all stand in a power pose! This means feet apart, hands proudly on your hips, chest out and chin up. Put a small smile on your face.

Notice how you feel! Just a simple smile can bring on a positive emotion.

Ask: *When do you think you might use positive body language in your business?* This is really important in a significant negotiation or when working with customers, or suppliers.

c. Connecting with Others



Say: *We experience positive emotions when we interact with others in a very real and connected way. Often, we are busy and thinking about other things and we don't have time to speak to and connect with, listen to and find time for our friends and family.*

Ask: *How do we give someone our full attention?*

Say: *In this session we have learnt one new way of stopping or changing some of our negative emotions when our jug starts to fill and three new ways of increasing our positive emotions every day.*

- *If we feel overwhelmed by negative emotions we should STOPP and breathe – remember 3 deep breaths!*
- *To increase positive emotions, we can savour the small things in life, create a positive posture (body language) and connect with another person by giving them our full attention.*

If we can increase our positive emotions every day, we will find that we are more content, more creative, more able to solve problems in our lives and we will start to spiral up instead of spiralling down. (show flipchart)



d. Laughter is the Best Medicine

Say: *Laughter is another really important way of ensuring we experience positive emotions. It makes us relax and releases tension. Let's finish this session by forming a circle and each person having a time in the middle showing us the funniest or silliest dance move they know. Let's whistle and drum and stamp and enjoy ourselves!*

INTERPERSONAL MANAGEMENT SKILLS

INTERPERSONAL RELATEDNESS

Taking actions intended to
build trust and benefit others

Initiating and maintaining
relationships

Being respectful, encouraging
and caring towards others

Session 8: Interpersonal Relatedness

Growing Relationships

TIME: 2 hours 30 minutes

SKILLS

Interpersonal Relatedness

ACTIVITY	TIME	OBJECTIVES	MATERIALS
Relationships: Who are we close to	20 min	To identify who we are close to and the reasons why we have formed close bonds with this person	Workbook Flipchart and markers

African Truths	35 min	To extract some important cultural truths about relationships from mostly African proverbs.	Proverbs cards Blank cards Prestik
Business Relationships	40 min	To identify all the people we might have a relationship with in business and apply the truths of the proverbs to these relationships. To learn the importance of having a network and how to initiate relationships.	Flipchart and markers
Trust Walk	25 min	To experience what it is like to have to trust someone	
Ingredients of Trust	30 min	To know the ABCD of building trust in relationships	Ingredients of trust cards

Preparation

Prepare relationship proverbs on A5 cards. You will need 8 blank cards available for them to write the meaning of the proverb.

If you want to go fast, go alone. If you want to go far, go together.	<i>African</i>
Ndege wa manyoya huruka pamoja. (Birds of a feather fly together.)	<i>Swahili</i>
If you choose to make a friendship with a pig, be prepared to live in the mud.	<i>African</i>
Haraka haraka haina baraka. (Fast forward is no blessing.)	<i>Swahili</i>
Always hold a true friend with both your hands.	<i>Yoruba</i>
Umoja ni nguvu, utengano ni udhaifu. (Unity is strength, separation is weakness.)	<i>Swahili</i>
Choose your fellow travellers before you start your journey.	<i>Nigeria</i>
Asiefunzwa na mamae hufunza na ulimwengu. (Whoever is not taught by the mother will be taught by the world.)	<i>Swahili</i>

Prepare ingredients of ABCD A5 cards:

Being Able	Being Believable	Being Connected	Being Dependable
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1. Relationships – who are we close to?

Time: 20 minutes

Step 1

Say: *In this session we are going to think about relationships – personal relationships as well as business relationships. Let's start by brainstorming all the different relationships we have in our lives. Capture these on the flipchart.*

- Extended family relationships – partners, children, parents, siblings, aunts and uncles and cousins
- Friendships
- Neighbours
- Community
- Business relationships
- Church relationships
- Competitors
- Collaborators

Step 2

Think for a moment about someone you are really close to from this list.

Ask:

- *What are some of the “ingredients” of your closest relationship that make it work?*
Capture all the ideas on the flipchart.
 - Shared interests
 - The same values
 - Able to talk honestly and openly, even when things are not going well for us.
 - There is trust
 - Known each other a long time.
 - Friend is honest/reliable/trustworthy/has integrity
 - Mutual respect
 - Non-judgmental
 - Love each other

2. African Truths

Time: 35 minutes

Say: *As humans, we were built to be connected to, and in relationship with others. There is a lot that can be learnt from our African proverbs about relationships. A proverb is a wise saying that people in a culture know and understand. One generation tells another generation.*

Ask: *What are some of the proverbs you can think of from your culture?*

Say: *I will divide you into groups and give you a proverb. Spend time working out together what the proverb means. You have 10 minutes for this.*

Step 1

- Divide participants into 5 groups and give them the proverbs card and blank cards to write what it means. Keep time.

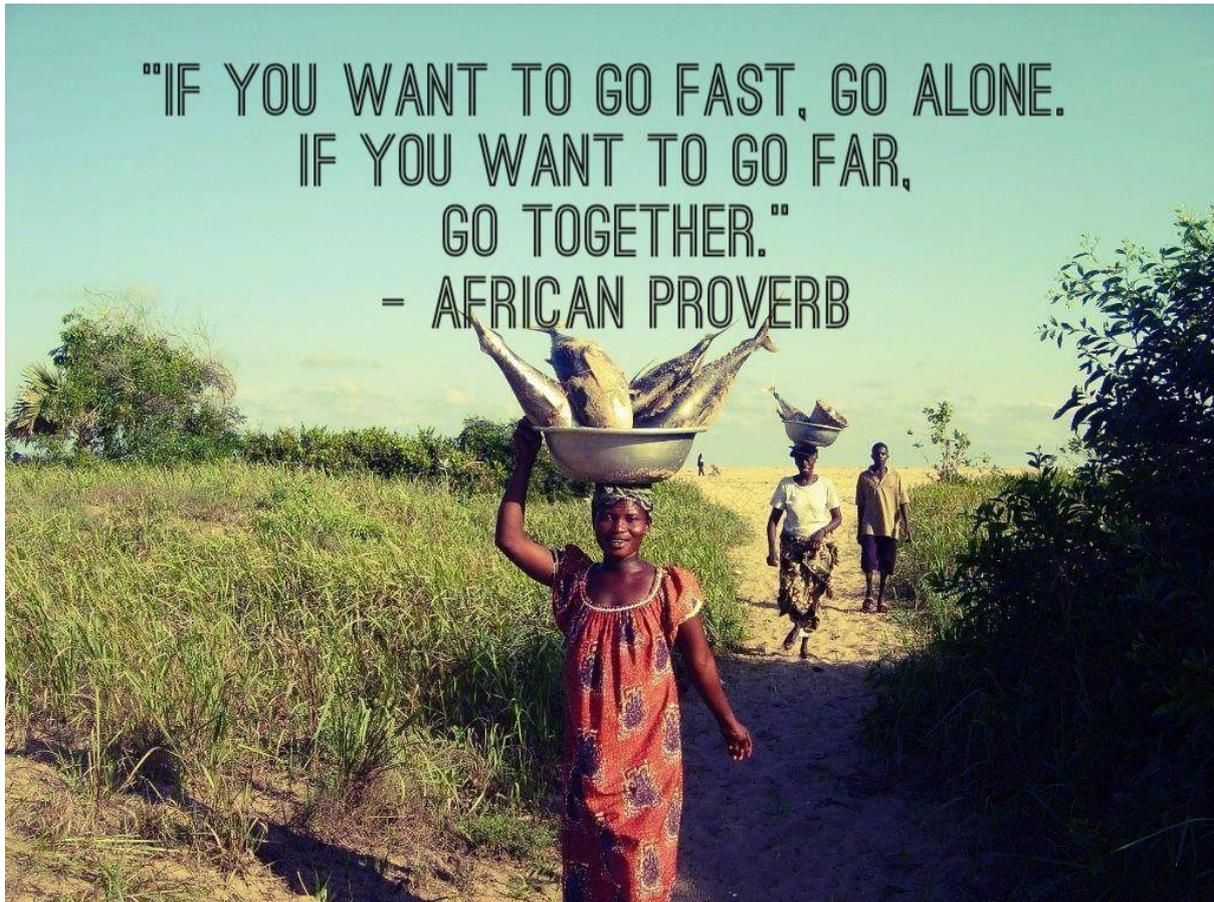
Step 2

- Ask a representative from each group to come up and stick the proverb up on the wall and read what it means. Clarify if there is any confusion based on the meanings below.

Say: *These ancient proverbs give us a wonderful sense of why we need to choose good relationships in business and in life.*

Group	Proverb	Meaning
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1	If you want to go fast, go alone. If you want to go far, go together. <i>African</i>	While it can be very efficient to do things on your own, if you want to do more, achieve greater things, you need to do it with others.
2	Ndege wa manyoya huruka pamoja. (Birds of a feather fly together.) <i>Swahili</i>	Men and women cannot survive alone. They need others for their happiness, success, and protection.
3	If you choose to make a friendship with a pig, be prepared to live in the mud. <i>African</i>	Be careful who you choose to be friends with. If you choose the wrong people they will take you down with them. You will find yourself behaving in ways that you are not proud of and others don't admire you for.
4	Haraka haraka haina baraka. (Fast forward is no blessing.) <i>Swahili</i>	Give what you have because those who are generous and kind will receive that generosity and kindness back from others.
5	Always hold a true friend with both your hands. <i>Yoruba</i>	It is difficult to find and keep true friends. When you find them, protect the friendship, and do everything you can to keep them.
6	moja ni nguvu, utenganoni udhaifu. (Unity is strength, separation is weakness.) <i>Swahili</i>	When we are alone, we are more vulnerable and can be broken, when we join with others we are stronger together.
7	Choose your fellow travellers before you start your journey. <i>Oshikwanyama</i>	If you want to do something, be careful who you choose to work with.
8	Asiefunzwa na mamae hufunza na ulimwengu. (Whoever is not taught by the mother will be taught by the world.) <i>Swahili</i>	It is easy for people to be friendly with us when things are going well but when things are not easy for us, our true friends are the ones who will still be there, checking on us, caring and supporting. We need to be sure we are good friends when others are going through a bad time too.



3. Business Relationships

Time: 40 minutes

Say: *Now let us consider the relationships we might have in our future businesses.*

Capture participant's ideas on the flipchart. Ensure these are included on the list:

- With a business partner
- With those we employ (staff)
- Those who support our business informally – perhaps family members, friends – might help with sales or marketing
- Our suppliers – those who supply us with equipment, stock, etc.
- Service providers – who provide transport, or specialist support and machinery
- People in financial institutions – where we bank, borrow money etc.
- Other business people – our network
- Customers
- Competitors
- Collaborators
- Experienced individuals (mentors/teachers/role models)
- Government agents (extension officers, field support staff, business facilitation and regulation agencies)

Say: *Although we call these our “professional relationships”, it is many of the same qualities that still apply to building good relationships with business partners, customers, and teams. Let’s take a look at the proverbs again and see which of these apply to business relationships.*

Note to the Facilitator:	All of the proverbs apply to business as well. Be careful who you choose to go into business with, if they don’t turn out to be good people, people will judge you based on your association with that person. Working with others makes us stronger together. Nurture the good business relationships you have. Be generous and others will return the favour.
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Say: *All of these relationships together form our NETWORK. We establish a network by making connections with people who can support us, provide knowledge and access, expertise, partnership and alliances etc. When we start out in business we have to actively develop our network by forming new relationships. Sometimes that can be challenging, particularly if we are shy or reserved and not used to reaching out to others.*

Let’s think about how we look for a potential partner to date! For some of us this is happening right now, for others, it might have been a long time ago since you last had to worry about how to approach a person to ask them if they would go on a date with you or be your girlfriend/boyfriend.

Ask: *Who can tell us how they might initiate or start a relationship?*
Ask a friend to introduce you, make an arrangement with your parents to talk to her parents, send the person a letter, talk to them, impress them with your skills, send a gift, flirt with them, give them compliments, assure them of your sincere or good intentions, help them out in a difficult situation, go to the places where they go.

Say: *In African culture it would be really important to show the family that your intentions are good. They would need to trust you before they would let you near their daughters!*

In many ways it is no different with building a network – you need to “woo” (attract or approach) the right people.

Ask: *How would you do this?*

- *Arranging an introduction from someone who already knows the person you want to get to know.*
- *You can approach the person through writing a letter, talking to them, sending a message.*
- *You can invite them to see/taste/experience your produce or to see you demonstrating something*
- *You could send them a gift – particularly some of your produce to try*
- *Think about what contacts you have that you could offer them*
- *You could go to the places where they are – where they hang out. Where are these?*
- *You can find out more about them and what they do well.*
- *You can compliment them. “I was hoping to buy my chicks from you because I hear from others that you are a reliable and trustworthy person to do business with”.*
- *Look for opportunities to do them a favour.*
- *Ask for some advice, but don’t take up too much time.*
- *Always remember to say thank you.*
- *Follow up.*

Personal Journal Work

Say: *In your workbooks write down who is already in your network.*

- *Now identify some of the people that you would like to, or need to, include in your network.*
- *Identify the person whose relationship you would most like to cultivate or develop.*
- *Decide which of these strategies we have talked about today could be used to network with that person.*

Give 10 minutes for this exercise.

Work in 3's

- Divide participants into groups of three and give them 10 mins to share their strategies for getting one more person into their network.
- Bring group back to plenary.
- Ask if one or two people would like to share their strategies with the group.

Say: *Once we have initiated a relationship with someone to be part of our network, the important thing is to continue to build that relationship through being reliable, trustworthy, accountable and authentic.*

Ask: *What are some other things you can use your network for?*

4. Activity: Trust walk

Time: 25 minutes

Say: *A big part of building healthy relationships at home and at work is about building trust.*

Ask: *What does trust mean to you?*

Do: Invite some of the participants to share their thoughts.
Thank the participants for their responses.

Say: *Now we are going to play a game that can help us explore trust a bit more.*

Step 1:

Divide the participants into pairs.

Step 2:

Say: *We are going to do something called a trust walk. One of you is going to close your eyes, and the other is going to guide you around the room. Spend a moment deciding who will close their eyes and who will lead.*

Step 3:

Give the participants a moment to decide who will have their eyes closed and who will lead. Invite the person who will be leading to stand behind their partner and put both of their hands on their partner's shoulders.

Step 4:

Invite the followers to close their eyes and the leaders to guide their partner gently and safely around the room, making sure not to bump into anybody. Give them a few minutes to do this.

Step 5:

After a few minutes have passed and the participants seem to be more comfortable with the activity, tell the leaders to stop and tell the followers they can open their eyes and then swap roles and do it again.

Step 6:

When the second round is complete, invite everyone to take their seats.

Ask:

- *What did it feel like to have your eyes closed and be led around the room?*
- *What was it like to try and lead someone around the room with their eyes closed?*
- *How do we develop trust with someone?*

Trust should be earned. It doesn't always come quickly for some people. In this exercise there was responsibility felt by those who were leading and some anxiety felt by those who were being led. Some of them relaxed once they realized they could trust the person who was leading them.

5. Ingredients of Trust

Time: 30 minutes

Say: *We had to trust the leaders to take us safely around the room. It is an important part of any relationship. We do not want to be with someone who would lead us into danger. It is not easy to decide who we can trust and we may have more trust with some people than others.*

Ask:

- *Who is someone you trust?*
- *Why do you trust them?*

Say: *Sometimes it is difficult to trust because of things that have happened to us in the past.*

Say: *Some of the important ingredients of a trust relationship in business or personally can be remembered as the ABCD's of trust: (show cards)*



Able – means you are good at your job and you have the necessary skills and abilities needed, as well as a track record to support this.

Believable – means that you need to show integrity and do the right thing in all aspects of your life.

Connected – means you are kind and sincere and show concerns for all those you work with and do business with.

Dependable means you are consistent and reliable at all times.

Say: *In your workbook answer the questions:*

- *Where are you strong in these four aspects?*
- *Where can you improve?*

*Say: You will not be able to build trust if your work is poor, and sometimes there is a question mark about your integrity or your honesty. If you do not treat the people around you with respect and care and you are not reliable in doing what you promise, it is impossible to build trust. **And the strange thing is that if you are just bad at ONE of these, trust can be broken.***

Ask: In your experience what are some of the things you can do if you have to work with someone who is difficult or not trustworthy?

Answers could include:

- *Keep it very professional with them*
- *Don't share personal or private or confidential information*
- *Set very specific deadlines and expectations (write these down if possible)*
- *Don't let little things slide when they do things that make you feel uncomfortable. Point these out to them immediately.*
- *Keep good records (which is why it is good to write things down) of unreliable behaviour or poor work.*
- *Make sure you don't react emotionally with that person – they can use this against you.*

Say: We have learnt some of the important ingredients of good relationships in this session, with trust at the centre of this, but also reminded ourselves that there are people we have to work with who are not trustworthy. Sometimes it is difficult to walk away from these. We have shared some ideas for how to protect ourselves against these people.

Session 9: Interpersonal Relatedness

Being Creative About Finding a Job

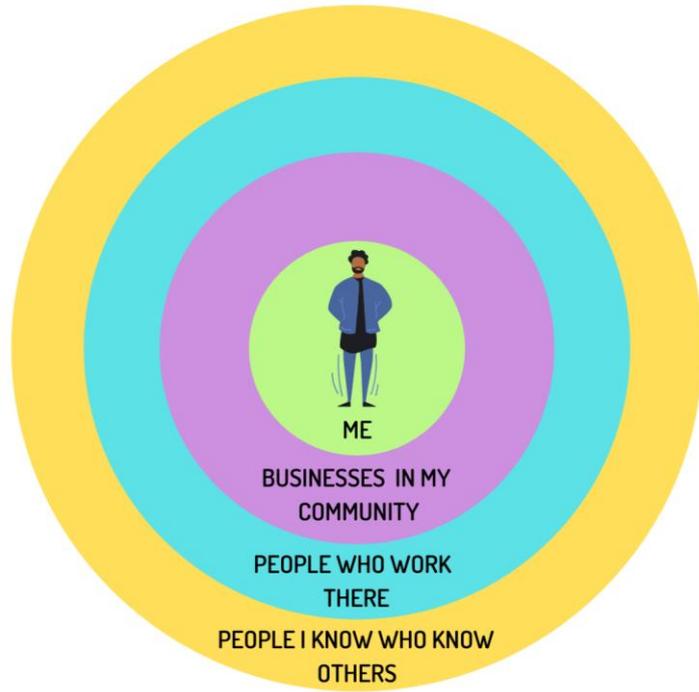
TIME: 2 hours

ACTIVITY	TIME	OBJECTIVES	MATERIALS
Brainstorm: Pathways to Employment	30 min	Consider the many options for how to secure a job	Flipchart and markers
Focusing on 3 Approaches	45 min	Understand the value of networking, volunteering and internships in finding a first job opportunity	Notebook Prepared flipcharts
Writing a Curriculum Vitae	30 min	Understand how to develop a Curriculum Vitae	CV Template
A Story of Guerilla Job Seeking	15 min	To see an example of some creative ways people have made themselves known to potential employers	

Preparation: Read through the session the night before and make sure you understand the process of each activity and that you have the materials needed.

Prepare 2 flipcharts with the following drawings:





THE ONE-PAGE CURRICULUM VITAE

Curriculum Vitae (CV) = a brief description of a person's education, qualifications & previous work to accompany a job application

NAME: _____

CONTACT DETAILS:

 _____

 _____



SKILLS SUMMARY _____

EDUCATION

DATE: _____ /COURSE _____

WORK EXPERIENCE

DATE: _____ /WORK _____

REFEREES Names & Contact Details

1. Brainstorm: Pathways to Employment (30 minutes)

Say: *Finding a job is very challenging, especially when it is your first job. When you start off you do not always have a lot of skills and experience or enough reliable references. This session is about generating as many ideas as we can for finding our first job.*

Say: *Let's start by brainstorming as many pathways as we can to finding a job and record these on the flipchart. Show the flipchart you have prepared ahead of the session.*



These could include:

- Adverts in the local press
- Taking on temporary work
- Approaching the manager of a business
- Dropping your Curriculum Vitae (CV) at a business
- Emailing your CV out to as many businesses you can think of
- Using an employment agency
- Talking to someone you know who works in a business that appeals to you.
- Volunteering (unpaid or small salary) with the hope of ultimately being employed
- Internships/learnerships with businesses where you could learn a skill
- Offering to fill in for a business who is short staffed because an employee is on maternity leave or is sick, or when the business has a particular need (for example they have a stand at the agricultural show and need people to man their stand).

Note to the Facilitator: It would be important for the group to generate their ideas based on what is common practice in the local context.

Say *You may want to find a job where you will learn some skills that will help you with a business that you hope to one day start.*

2. Focusing on 3 approaches (45 minutes)

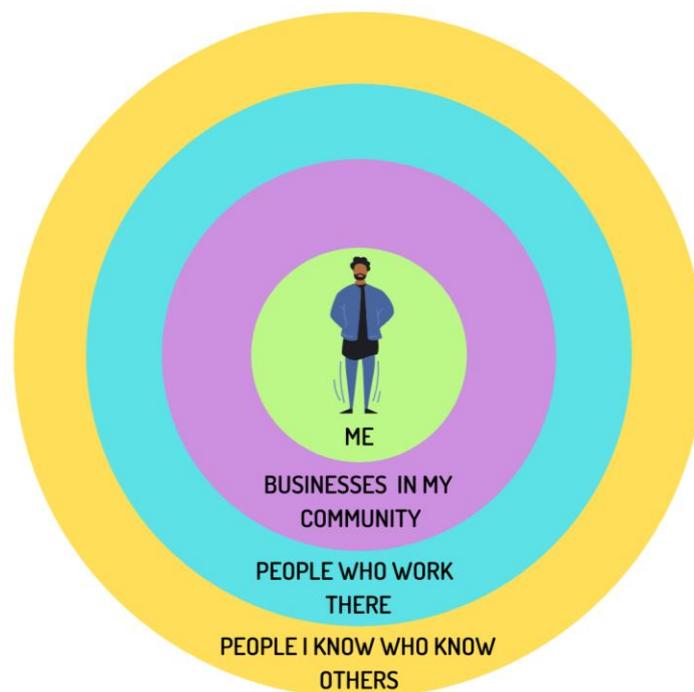
Say: *We are now going to focus on 3 different but very effective ways of getting your first job. The first way is through networking.*

Approach 1: Networking

Say: *Networking is an important thing that we do all the time in our lives but perhaps we have not thought about it as being networking! Networking is the action or process of interacting with others to exchange information and develop professional or social contacts. We can network to find others with common interests, to find guidance, to learn about new markets or growing our business, to help others by connecting them to our networks. We can use it to find collaborators or to help understand competitors.*

In this exercise we use our networks and the networks of people we know to get an introduction to the right person in a business or an organisation. We often hear people say "It's not WHAT you know, it's WHO you know that will bring success".

Let's do a quick exercise to find out who we know (show the flipchart you have prepared for this)



- *Draw yourself in the middle of a page in your journal.*
- *Draw three circles/rings around yourself.*
- *In the first ring write down some of the businesses or organisations or NGO's where you would like to work in your community.*
- *In the second ring, write down all the names of the people you know who have jobs in those organisations. Your friend works at the supermarket packing groceries or your aunt is an assistant teacher at a creche, both of which are places that you would like to work.*
- *In the third ring, write down all the people YOU know who know someone who works in that business or organisation. So this is about the contacts your close networks have. So your brother may know someone who works at the petrol garage as a petrol attendant. Your friend's older brother is in the army, and you would like to join the army. Your mother's friend works in an NGO that does cool work in your community.*

Say: *The next step in this process is to identify one person you would like to approach first in one of your circles.*

Ask: *How will you do this? Think about the persuasive talking we learnt about in an earlier session.*

Say: *Most importantly you want to ask the person to*

- *Let you know if there is a job going in their organisation/business.*
- *Introduce you to the right person in their organisation who does their recruitment/employment.*
- *You would also want to be sure that they know enough about you, your skills and experience that they could recommend you.*

Say: *On your circles drawing, identify the two people who you feel you could approach easily. Draw a ring around them and then put down a date that you will do this by. Decide whether you will call them, message them or approach them personally. Personal approaches are usually the best way to do this, but sometimes a gentler start like a message can lead to meeting up with them.*

Say: *Now, spend 10 minutes sharing this with someone sitting close to you. Each of you has 5 minutes to share.*

Finish off this approach by mentioning aspects of gender:

Say: *You may hesitate, but it is useful to approach both men and women when you are networking as this will open up a broader range of jobs, perhaps some of those usually considered suitable for men. Don't limit yourself to jobs that are usually considered "female" or "male" jobs. You might be surprised what will materialise if you have the courage to venture into that space!*

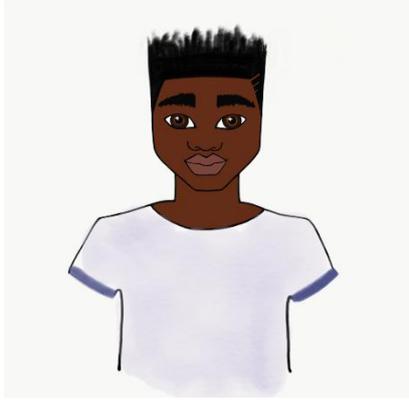
Approach 2: Volunteering

Say: *Because you have so little experience when you start looking for a job, it can be difficult to find a job because employers want experience. One of the ways you can get experience is through volunteering. Some organisations (particularly NGO's) will advertise for volunteers and often they will train volunteers in the skills they are looking for – community mobilization, caring, peer counselling etc. But sometimes you might have to see a need in an organisation and volunteer to meet that need. The job might be VERY low level, but at least you are on the "starting block" to being noticed for another job.*

Read the following example of a story from Liberty High where Michael identifies a need and offers to volunteer to fill that need.

Case Study: Liberty High

Michael has been desperate to get a job on weekends to give himself some pocket money. He noticed that the local supermarket's entrance is crowded and always dirty and dusty. He asked to speak to the manager and very politely said he would be prepared to clean up the entrance area on the weekend for a month as a volunteer. He showed up every day, on time, neatly dressed, with his own broom and a sack to collect all the garbage. On Saturday mornings he cleaned it three times before lunch because there were so many customers. Soon the customers started to compliment



him and the manager on how neat and clean the area outside the supermarket looked. The manager started to thank him and congratulate him on his hard work.

On the last weekend at the end of the month, Michael arrived at 7am to clean and the manager rushed to greet him and told him that his one and only shelf packer was sick. It was the end of the month and he was expecting double the number of customers to arrive so he anticipated a problem in replacing stock on the shelves as things sold out. He asked if Michael could rather help him do that and he would pay him. Michael learnt quickly and worked like a donkey all day carrying and loading food onto the shelves. He made sure he was always polite to customers who had questions and needed help. During his tea break, instead of hanging out at the back of supermarket with the other staff, he shot out and cleaned the entrance to the supermarket. At the end of the day the manager paid him generously and congratulated him on his hard work. He said, "Now I know who I can call on when I need an extra pair of hands. Please come back next Saturday". Michael's heart sang! His perseverance and hard work had paid off!

Ask: *Do any of you know others who have done volunteer work and then eventually got employed because of their work? Can you tell us about it?*

Approach 3: Internship/learnership

Say: *One of the other challenges when you start looking for a job is not having enough skills. A way to develop skills that doesn't cost you anything (like studying) is to sign up with a business that is prepared to teach you skills. While you learn they may ask you to also do some other simple work like cleaning or answering the phone. Sometimes they will pay you, but often they will not. The benefit you will get from your work will be to learn some new things.*

Let us brainstorm a list of ideas of businesses in your area that might do this:

- Shoe repair man or tailor
- Creches or pre-primary schools
- Hair salons and nail bars
- Garages and other services related to the car industry – tyres, spray painting etc.
- Plumbers
- Electricians
- Builders
- Graphics companies might take someone who is artistic
- Seamstresses
- Catering/food businesses

Say: *Identify one skill you might like to learn through an internship or learnership programme. Write it down in your notebook.*

We have covered three really important ways of using your network and gaining experience and skills when you start out in the job market. All of this can be done while you are still finishing high school, or once you have graduated. The more you can add to your CV, the better likely you are to land your first job.

3. Writing a Curriculum Vitae (30 minutes)

THE ONE-PAGE CURRICULUM VITAE

Curriculum Vitae (CV) = a brief description of a person's education, qualifications & previous work to accompany a job application

NAME: _____

CONTACT DETAILS:

📞 _____

✉️ _____

 SKILLS SUMMARY _____

EDUCATION

DATE: _____ / COURSE _____

WORK EXPERIENCE

DATE: _____ / WORK _____

REFEREES Names & Contact Details

Say: *One last useful skill you will benefit from is knowing how to write up a CV for yourself that you might take to a job interview or share with a friend to pass on to the Human Resources division of a big company.*

These are best if they are short, sharp and to the point. They are a summary of who you are, what education and experience you have, the details of people who could give you a reference, and how to contact you.

It is useful to think about what it is about you that is special, unique and would add value to the organisation so that you stand out from everyone else who is applying for a job. You can weave this into the description of yourself at the start of your CV.

- Read the short description Michael wrote about himself for the start of his CV:

Soon to graduate from high school, Michael is a talented sportsman who has had to work hard to develop his skills, persevere through a recent injury and develop mental stamina to compete at the provincial level. He is physically strong. With sound Maths results, Michael can be relied on to work with cash. His role as treasurer of his football club has given him experience of managing money and a bank account and has shown his reliability and integrity.

- Distribute One Page CV Templates. Go through the template, explaining what to write in each section. Ask everyone to spend 15 minutes working on their CV.
- Ask them to exchange their CV with the same partner to check it for them. They should look at whether all the information is there and that language is correct.

Say: *It is often a good idea to have your CV checked by someone who is really good at language. It is best not to hand over a CV full of spelling and grammar mistakes! Now you have a template that you can use to type up your own CV.*

Ask: *Where could you do this? Where could you have access to a computer, someone who would help you with the layout and where you could print a few copies?*

Say: *It is important to remember to continually update your CV as you gain more experience or your details change.*

4. A Story of Guerilla Job Seeking (15 minutes)

Say: *In the business district of New York City there stands an amazing bronze statue called The Fearless Girl. She is a reminder to businesses in America that they need to employ women and give them equal opportunities to be business leaders.*

Ask: *What do you notice about the way the fearless girl is standing (her posture)? Show the group this photo on your phone. She is standing very firmly on the ground, her hands on her hips and she is facing the bull.*



<https://www.theguardian.com/us-news/2018/nov/28/new-york-fearless-girl-charging-bull-wall-street>

Say: *Recently a girl in England called Jade Delaney was frustrated that for a year after her studies, she still didn't have a job. She had trained in advertising and wanted to work for a particular company called McCann. Then, she had a great idea. She got someone to help her paint herself gold and she stood, like the fearless girl, outside*

McCann's offices in Bristol. Within 10 minutes, the managing and creative director approached her and asked her what she wanted. She told him she was looking for a job. He gave her a job on the spot and she worked with them for a year until she found an even better job.

Ask: *Why do you think he wanted to employ her immediately?*

He realized she must be a very creative and talented and brave person that he knew he wanted to have her working for him.

Say: *Jade's creative idea, and her courage gives us inspiration about what we can do men to get people's attention! Remember we talked about guerilla marketing in the last session. This is an example of "guerilla job seeking"! Jade said that she had an accident years before and she injured her head. She faced that bravely then, and that gave her the courage to do this.*

Show the group the photo of Jade. You can find more about her story on this link:

<https://www.contagious.com/news-and-views/sell-your-self-advertising-promotion-stunt>



INTERPERSONAL INFLUENCE

Communicating and adapting
one's behaviour in a manner
that changes other's
perspectives

EXPRESSION

Communicating information and ideas in speaking so others will understand Openly sharing needs and wants

Session 10: Interpersonal Influencing and Expression

Positively Influencing Others

TIME: 2 hours

ACTIVITY	TIME	OBJECTIVES	MATERIALS
Introduction	30 min	Understand the importance of constructive communication and expression	
Presentation: I Statements	30 min	To become familiar with an influencing tool for constructive conflict resolution	Flipchart Markers
Doing it for Ourselves	60 min	Practice using the tool through business scenarios and role plays	Scenarios Paper Art materials

Preparation

Read through the session the night before and make sure you understand the process of each activity and that you have the materials needed.

Prepare the following poster:

"I" Statements
When you.....
I feel...
I understand that...
It would be helpful if...

"I" Statement Scenarios:

Scenario 1: A customer returns produce claiming it is not up to his standard but you can see that there is nothing wrong with it. The customer demands a refund. Develop an "I" Statement to communicate effectively with him.

Scenario 2: You would like to negotiate more help with childcare with your partner as you now have a job. Use "I" Statements to do this.

Scenario 3: In the last 3 months, your business has not been doing well but your partner is always wanting money from you, even though you do not have any. Develop an "I" Statement to tell him or her how this makes you feel.

Scenario 4: A fellow business owner is always asking to borrow money from you and never pays it back. Develop an "I" Statement to tell them how this makes you feel.

Scenario 5: Your family want you to use your business money to buy a fridge and a stove and are putting a lot of pressure on you to find a job. Develop an "I" Statement to tell them how this makes you feel.

1. Expression

Time: 30 minutes

Say: *In our last session, we looked at some of the skills we can use to relate with others. In this session, we will look at how to positively influence others through building trust, expressing ourselves clearly and openly and dealing with conflict in constructive ways.*

Let us first talk about the role of expression in influencing others by looking at some of the different ways to communicate how we feel.

Ask: *What are some of the ways people communicate their feelings?*

People shout or go very quiet, sometimes they might ignore you, some people become violent, cry, or tell their neighbour or a family member about it.

Say: *A lot of the time, people do not find it easy to communicate how they are feeling, but it is really important. If we do not clearly communicate how we feel, people are left to guess, and that can bring more problems.*

Ask: *Why do you think it is important for us to communicate clearly about how we are feeling?*

It is very hard for another person to know what we are thinking and feeling if we are not clear they could completely misunderstand us if I never say anything my jug will slowly fill to the top and one day I might just explode.



Say: *When we communicate with others, we also need to take steps to ensure that we have been heard. Part of this is being clear with what we are saying but the other part is being able to speak clearly and to check that we have been understood by the other person.*

We will now play a quick round of 'broken telephone'.

Explain to participants that you will whisper a message to the person next to you that they must pass on to the person next to them and so on. When the message reaches the last person, they must say the message out loud for the group to hear. Compare that message with the original message you shared!

Say: *It is quite easy for messages to get confused!*

Ask: *What can we do to ensure that we are heard and that our message is clear and understood?*

2. Presentation: "I" Statements

Time: 30 minutes

Say: *We already know that feelings are complicated. If we walk up to someone and start shouting at them, they will normally start shouting back.*



If we walk up to someone and talk to them in a calm and clear way, there will be a much higher chance that they will also be calm and clear. Isn't that amazing? We can control how other people respond to us, simply by controlling our own feelings! Sometimes it can be scary to tell someone how we are feeling, especially if we are feeling angry or frustrated with them. But there is a really simple way for us to learn how to do this in a safe way. Now we are going to learn this and practice this.

Step 1

Say: *Who do we tell? This tool is best when we use it to communicate our feelings to a person who has done something that has made us feel hurt or annoyed in some way.*

Step 2

Say: *We need to tell them what action they did that upset us. Perhaps your boyfriend or girlfriend has been out drinking every night with their friends.
How do we say it? Like this:*

When you...upsetting action...

Example: When you go out drinking every night...

Step 3

Say: *Now we need to tell them how their action made us feel.
How do we say it? Like this:*

It made me feel...emotion/feeling.

Example: When you go out drinking every night, it makes me feel worried and lonely.

Step 4

Say: *We need to see things from their point of view. If they see that we are trying to understand them, they will be less likely to respond in anger. Try and put yourself in their shoes...imagine what they might be thinking or feeling.*

How do we say it? Like this:

I understand that...what the person might be thinking or experiencing...

Example: When you go out drinking every night, it makes me feel worried and lonely. I understand that you are having fun with your friends after a long day at work...

Step 5

Say: *Our final step is to tell them how we would like things to be from now on. It is important to always have a helpful solution ready so that the person knows very clearly about how they can change the action that upset you.*

How do we say it? Like this:

It would be helpful if...solution/what you would prefer in the future...

Example: When you go out drinking every night, it makes me feel worried and lonely. I understand that you are having fun with your friends after a long day at work, but it would be helpful if you could let me know when you will be home, and maybe we can go on a date night once a week so that we can spend more time together.

Say: *This is something that you can use in all areas of your life: at home, at school, in your relationships and out in the community.*

3. Doing it for Ourselves

Time: 60 minutes

Step 1

Divide the participants into 5 groups. Give each group one of the scenarios below and ask them to develop an "I" Statement together that they will present as a role play! Each group has 15 minutes to do this.

Step 2

When the 15 minutes is done, invite each group to share their "I" Statements. Congratulate them on their hard work. When the group is done, you can share the examples below with them.

Scenario 1: A customer returns produce claiming it is not up to his standard but you can see that there is nothing wrong with it. The customer loudly demands a refund. Develop an "I" Statement to communicate effectively with him.

Example: When you ask for a refund without considering the impact this could have on my reputation, it makes me feel disrespected and pressured. I understand that you are not happy with the quality of the produce, but I would prefer if you would speak to me quietly and respectfully so that we can come to an agreement.

Scenario 2: You would like to negotiate more help with childcare with your partner as you now have a job. Use "I" Statements to do this.

Example: Now that I have a job, I am struggling with taking full responsibility for the children. I am feeling exhausted and I think both my work and my time with the children will suffer. I understand that you have a demanding job and are used to having me at home taking care of the children, but it would be helpful if we could discuss this and divide some of the responsibilities between us.

Scenario 3: In the last 3 months, your business has not been doing well but your partner is always wanting money from you, even though you do not have any. Develop an “I” Statement to tell him or her how this makes you feel.

Example: When you continuously ask me for money, I feel taken for granted. I understand that you are used to someone supporting you financially, but it would be helpful if we could sit down and talk about what we can and cannot afford together.

Scenario 4: A fellow business owner is always asking to borrow money from you and never pays it back. Develop an “I” Statement to tell them how this makes you feel.

Example: When you borrow money from me and never pay it back, I feel disrespected and taken advantage of. I understand that things are tough for you financially, but I would appreciate if you would not ask to borrow money from me in the future.

Scenario 5: Your family want you to use your business money to buy a car and are putting a lot of pressure on you to find a job. Develop an “I” Statement to tell them how this makes you feel.

Example: When you tell me that I must use my business money for other things, I feel scared for my future. I understand that we need money, but allowing me to run my business will help give me a better chance of supporting all of us for a long time.



Say: *It can be difficult to discuss certain topics with others - particularly things that involve traditional gender roles. For instance, asking a man to share domestic chores - to help with the children, or to prepare meals, might be a very unusual request in terms of cultural or family norms. Changing this might take time and many conversations. Don't be disappointed if you don't get a positive response the first time. Think about other people who you might also involve in the conversations too - a mother-in-law or father-in-law, a sister or a friend. Acknowledge that it is difficult. But it is also important to be persistent. These norms came about when men went out and worked, but now many mothers work and it is impossible to manage all of those responsibilities at home and hold down a full time job.*

As we draw our session to a close, I wish all of you the greatest success with using these “I” statements to positively influence others in your personal lives and in your businesses.

Session 11: Personal Initiative

Thinking About Marketing

TIME: 2 hours

OBJECTIVES:

In this session we want to:

ACTIVITY	TIME	OBJECTIVES	MATERIALS
Presentation & Discussion: What is marketing?	45 min	Understand what marketing is Know what market research involves Identify the 7 different elements in marketing	Prepared flipchart on market research Coloured cards with the 7 P's of Marketing
Developing your marketing thinking	75 min	Design a simple marketing plan Develop written/designed promotional material as well as a piece for radio or TV	Printed Marketing Plans Art materials Flipchart paper/A4 paper Phone or laptop to show flash mob example

Preparation: Read through the session the night before and make sure you understand the process of each activity and that you have the materials needed.

Prepare a flipchart entitled “Market Research”

- Finding out what people want/need
- Knowing what similar products are available and what the pricing is like on these
- Who might buy your product
- How they would like to receive it
- How best to give them information about its availability

Prepare coloured cards with the “7 P's”:

PRODUCT	PRICE	PROMOTION	PLACE
PRESENTATION	POSITIONING	PEOPLE	

Print out the Marketing Plan – enough for each group and for each individual to have their own copy

THE ONE-PAGE MARKETING PLAN

Marketing is the action of promoting and selling products and services, including market research and advertising

1. PRODUCT

All aspects of your product that is wanted & needed in the marketplace

4. PEOPLE



Know your customer and remember that people trust people! Employ the best you can!

2. PRICE



Should be realistic for the marketplace AND make profit

5. PLACE



Is where & how your product is sold

3. PROMOTION



Different ways of building awareness & selling your product (fliers, posters, ad's, direct selling)

6. PRESENTATION



Ensuring your product is presented in attractive & hygienic packaging

7. POSITIONING

Is about how your customers see and experience you

1. Presentation & Discussion: What is Marketing? (45 minutes)

Say: *We are now going to build our business plan a bit further by thinking about how can use interpersonal influencing to market the goods and/or services we might like to sell.*

Ask: *Can anyone tell us what marketing is? Let's write up your ideas on the flipchart.*

Once you have captured a few ideas, explain that marketing is **the action of promoting and selling products or services, including market research and advertising.**

Say: *It is really important that you do **market research** before you start a business. Some of this has been covered in the previous sessions and through the business plan. Market research can include: (show flipchart)*

- *Finding out what people want/need*
- *Knowing what similar products are available and what the pricing is like on these*
- *Who might buy your product*
- *How they would like to receive it*
- *How best to give them information about its availability*

Say: *Once this is done, it is useful to develop a brief plan for yourself using the "7 P's of Marketing". This is easy to remember AND helps you think of all the elements you need to consider.*

Use the coloured cards to do a presentation on what the 7 P's of marketing are. Engage your group as much as possible in thinking about what each of these means:

- **PRODUCT** - considering whether all aspects of your product or service is what is wanted and needed in the marketplace.
- **PRICES** – examining whether the price you plan to charge is appropriate for the realities of the market. This may include considering what others are charging for a similar product. Also, can you make a profit?
- **PROMOTION** – knowing how your potential customers would like to hear about the product. This is about ways of selling. These could include fliers, WhatsApp messages, posters, radio or newspaper adverts, direct approaches, open markets etc. It could include introductory special offers (buy-one-get-one-free and 50% off the first 10 orders etc.).
- **PEOPLE** – the customer is at the heart of every business. Knowing the needs and wants of your customers and building good customer relationships is a priority. Also remember that the quality of the people your customers interact with will keep them coming back. People trust people. It is important to choose the right people to help you in your business and to train them in how to interact with customers. They will ensure quality AND reputation and ultimately the success of your business!
- **PLACE** – is where your product is actually sold. Where is best for the customer to meet the salesperson? This can include direct selling (like in an open market), or door-to-door, or orders on the phone and delivery.



- **PRESENTATION** – *this is about the way your product or service looks. Is it appealing as well as clean and hygienic? Eco or biodegradable packaging is on trend because it can be safely thrown away afterwards and does not cause litter. For example, wrapping food in a banana leaf, which also saves money. In really poor communities often the jars and bags that things come in are valued containers. If you are selling a service, how does your hair salon look when people arrive? If you are offering cleaning, do you have the right hygienic clothes and equipment to do the work?*
- **POSTIONING** *is about how your customers see you. Do they think of “excellence” or “reliability” or “quality” when they think of you and your business? Keep thinking about how you can improve your positioning. Again, think of other products similar to yours and what they are known for, and how you want to be different. If the imported chicken at the market is known to be cheap, you might sell the chickens your grandmother is raising as “Traditional and healthy”.*



An important thing to think about is the role of women in your business. Women are often the purchasers of food, household items and clothing for families. Where do women gather? Women like to buy from other women. Have you included women in your business plan?

Distribute a marketing planning sheet to the group and go through the plan with them, linking it to the presentation you have given.

THE ONE-PAGE MARKETING PLAN	
Marketing is the action of promoting and selling products and services, including market research and advertising	
1. PRODUCT All aspects of your product that is wanted & needed in the marketplace	4. PEOPLE Know your customer and remember that people trust people! Employ the best you can!
2. PRICE Should be realistic for the marketplace AND make profit	5. PLACE Is where & how your product is sold
3. PROMOTION Different ways of building awareness & selling your product (fliers, posters, ad's, direct selling)	6. PRESENTATION Ensuring your product is presented in attractive & hygienic packaging
7. POSITIONING Is about how your customers see and experience you	

4. Developing Your Marketing Thinking in Your Group (75 minutes)

Step 1: Group Work (30 minutes)

Say: *In your groups you are now going to have 30 minutes to:*

- *Develop a marketing plan to add on to your business plan, using this template.*
- *Decide on two ways you will PROMOTE your business. Each group needs to present this to the group in one written/art medium – posters, fliers, WhatsApp message that you have drawn on flipcharts or paper using the art materials available. And the second medium should be for guerilla marketing, radio or a TV ad which you need to act out.*



Ask:

- *Does anyone know what guerilla marketing is? (as in guerilla fighters; not gorilla monkeys 😊) Guerilla marketing is doing unusual things in public places like flash mobs (dances) or creative art or mime to catch people's attention. This is good for building your brand, and if you friends will help you, it can be a low-cost way of advertising. Show the group this South African companies "flash mob" in Cape Town.
<http://eventsinc.co.za/artists/dancers/flashmob/>*
- *Once you have completed the plan it might be worth splitting the group for the talented artists and writers to do the written/art piece and the talented actors/singers/dancers to do the radio or TV ad. Each group will have 5 minutes to present their poster/flier AND do the radio or TV ad.*

The facilitators should time the groups and give reminders about how much time they have left.

Step 2: Presentations (40 minutes)

Once they are finished the exercise invite them to post their marketing plan, poster/fliers up next to their business plan.

Invite each group to briefly present their written marketing plan and promotional material and their radio/tv performance (5 minutes per group).

Step 3: Finishing off (5 minutes)

Congratulate all the groups on the work they have done in marketing their business.

Point out how many new things they have learnt in the last few sessions about identifying business ideas, communicating them persuasively to others and then about marketing and selling now in this session.

COLLABORATION

Considering different perspective, shared planning, establishing common ground

NEGOTIATION

Identifying own and other's interests to brainstorm mutually beneficial solutions and maximise own self interest

Session 12: Collaboration and Negotiation

Working with Others

TIME: 3 hours 10 minutes

ACTIVITY	TIME	OBJECTIVES	MATERIALS
Activity: How Groups Work Together	40 min	To create an experience that requires work as a team and extract important learning principles from this	
Collaboration in Business	30 min	To identify who is in their business team	Circles Flipchart Workbook
Negotiating with Others	40 min	To understand what the ingredients are of successful negotiation to achieve a Win-Win result	
Activity: Assertive Behaviour	20 min	Understand the difference between assertive and aggressive behaviour	
Getting to the heart of Assertiveness	20 min	To identify assertiveness in a real-life situation	
Putting this into Practice	40 min	To practice negotiation and assertiveness skills	

Preparation

Draw the following diagram on a flipchart:



1. How Groups Work Together

Time: 40 minutes

Note to the Facilitator:	This activity is experiential. This means that the group has an experience, and then they talk about what they learnt from the experience. Here the group is given the task of organizing the chairs in the room to spell out the letters IPA. Once this is done, each person should stand on a chair. If the chairs do not look stable enough, just ask them to sit on their chair once they have formed the letters. But if possible, get them to stand on the chairs as some people may have to help others up and more collaboration will happen. Although you will mention a leader you will not appoint a leader. While the group is attempting the task both facilitators should watch how the group organizes itself, who takes leadership, how roles are shared and how they manage to include everyone. Afterwards you will discuss how people worked together, whether some leaders emerged, who took on the important roles and responsibilities etc.
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Say: *In this session we are going to learn more about working with others through collaboration and negotiation. To start this session, I am going to give you a task to work with others to accomplish a goal, and see what we learn from this.*

*Organize the chairs in this room to spell out the letters **WOW** in a neat row together and then sit on them. A person should stand on a chair at the pinnacle of each letter. Ensure that the right people stand on chairs – not everyone is agile enough, or young enough or dressed for this. The leader should let the facilitator know when the group has finished the task. Everyone needs to be included in the task.*

If the task is taking too long you may need to stop it. Ensure that all participants are safe climbing on the chairs or just ask them to stop.

Discussion: How groups work

Discuss with the group how they went about the task. The following questions can help you to draw this out of the group but it may not be necessary to use all of them if you can feel the discussion is covering the different areas.

- *How did the group organize themselves? Who took leadership, and how did they do this?*
- *How were roles and responsibilities organized? How were decisions made about where to position the chairs?*
- *How was everyone included?*
- *How was success celebrated?*
- *How did the group manage frustration?*
- *How did the group manage safety with climbing on chairs? (if they did this)*
- *Was there a moment of conflict/disagreement at any time? How was it resolved?*
- *Ask gently whether there was anyone excluded...*



2. Collaboration in Business

Time: 30 minutes

Say: *In your businesses, collaboration is going to be very important. In fact, it may be necessary to build a team around you to help you make the business really successful.*

Ask: *What sort of people might you include in a business team? Think about your network that you identified in the earlier relationships session. It is possible that you will have an internal team doing the work, like another partner or staff, but also a bigger team who you need and are important for the success of the business.*

- Staff or family who help you plant, harvest, process or tend animals
- Suppliers that you rely on for various equipment and resources like seed and fertilizer or feed.
- Service providers – who provide you with transport, milling or other kinds of services
- Distributors who help you get your goods to the right markets.
- Financial institutions where you might get loans or save your profits etc.
- Mentors who provide guidance or advice



Step 1

Do: *Spend 5 minutes writing down a list of all the people who you will collaborate with in your business in your workbook.*

Then use the circles in your workbook to write your own name and also the names of the people who are in your close team in the middle.

These could be:

- a partner
- staff who work for you
- friends and family who help you plant, harvest, sell or tend animals or those who help you with domestic responsibilities or your other income generating activities
- suppliers that you rely on for various equipment and resources like feed, fertilizer and seed.
- Service providers who you rely on for transport, equipment, milling or other kinds of service
- Distributors who help you get your goods to the right market.
- Financial institutions where you might get loans or save your profits etc
- Competitors or colleagues who do the same work as you and you can compare notes or learn from each other, or become stronger by competing with them.

In the second circle write down all the other people you collaborate with who are important for the success of your business. Don't forget to include someone who might be a good mentor to you, who you admire and who has some experience to share.



Step 2

Pair participants up and invite them to share their business collaboration teams with the other person. Invite them to think about how all these collaborators will have to work together to ensure the success of their business. How can they ensure a more successful collaboration. Give 10 minutes for this.

Ask:

- How do you feel about your close team?
- Are there any new people on your list that you hadn't realized were part of your team before?

3. Negotiating with others

Time: 40 minutes

Say: A negotiation with someone is **a discussion that resolves an issue in a way that both parties find acceptable**. By negotiating, all involved parties try to avoid arguing but agree to reach some form of compromise. Negotiations usually require some "give and take" from both parties. In the end, if there is no advantage for us, we may need to walk away from a negotiation.

Ask:

- When was the last time you had to negotiate for something? What happened?
- What was the outcome?

Ask: What are some of the daily things we negotiate about in our families?

- Household tasks
- Who will take care of the children and when
- How we will spend our money
- The roles in the family

Say: We may also have had to negotiate a salary or an increase with a boss, a wedding date with our bride/bridegroom's family, a lease on some land. In business we negotiate prices and contracts and delivery dates and many other things.

Say: **Communicating clearly and building trust** are two very important skills in negotiations. If you don't trust the person you are negotiating with, it is hard to reach a compromise. It is important to do business with people we trust.

There are a few stages to successful negotiations (show prepared flipchart):

- Doing your **research and being prepared**. For example if you want to negotiate a salary, it is best that you know what others earn for the same job or in the same business. You need to establish for yourself what salary you are aiming for, but also what you are happy to accept if you can't achieve that (we call this your fallback position)
- Then you need to successfully communicate your perspective or **build your case**. It is important here to build trust.
- Then you enter a stage of **bargaining**. It is important to hear the perspective of the other person. You may have to move to your "fallback position". Your fallback position is the very last compromise you are prepared to make. You should keep this to yourself and not share this with the person you are negotiating with otherwise they will go to this place immediately. Remember that the first terms that the other person offers you in a negotiation is seldom the best they can do. Everyone is trying to keep as much of the profit margin for themselves as possible.
- Once you have agreed to a compromise that works for everyone, you can bring the negotiation to an end by **confirming the agreement** and working out how it will happen (by this time, in this way etc.).

- You would need to check that this actually happens.
- Sometimes you may need to **walk away from a negotiation** when it is not going to work for you at all. Knowing what that point is before you start the process is very important.

Say: When we successfully reach a compromise in a negotiation we call this a **“Win-Win”** negotiation – meaning we have managed to achieve a decision that works for everyone – both parties win. This is ideal, but sometimes we end up with a **“Win-Lose”** situation where one party loses in order for the other person to get their way or improve their situation. Generally the party who wins is really happy but the one who loses can be angry, sad, or resentful. In the worst-case situation, both parties can lose in a **“Lose-lose”** battle.

Say: I will read a few situations to you and you can identify what kind of result the negotiation has had.

- Prosper confronted his boss about a salary raise. His boss said he is a valuable staff member, but refused. Prosper resigned and was unemployed for the next 6 months. (Lose-Lose)
- Beauty asked her husband to look after the children while she went to the clinic. He complained that he had lots of work to do in the fields. She suggested he should take the children to the fields with him and have the older one take care of the younger one. He reluctantly agreed. When she came home from the clinic the kids were happily helping their father in the fields and he said it had been a good morning. The kids were very excited about the work they had done with their father. (Win-Win)
- Happy’s supplier of yoghurt for his frozen yoghurt stand put up his prices ridiculously high after Easter. The supplier complained that the farmers had put up their prices of milk because there is a shortage after a drought. Happy asked if he could pay for his next consignment at the end of the month. He had heard other suppliers were allowing this while small businesses absorbed the price hike and slowly introduced higher prices of their own. His supplier refused. Happy moved his business to another more supportive supplier. (Win-Lose)
- Mary wants to go out in the evening with friends. They hang out together in the village. Her father worries about her, and would like to say no, but she explains that she needs to see her friends and because she is studying now, this is the only time. Her older brother argues in her favour. He agrees she can go if she goes with her older brother and returns home by 10 pm. She happily agrees and her brother promises he will make sure she is delivered home on time. (Win-Win).

Say: Negotiation skills can be used to resolve any conflict - personal or work related. These can be used together with all the other skills you have learnt this week - problem solving, expressing yourself, empathy, building trust and knowing how the other person thinks and feels.

4. Activity: Assertive Behaviour

Time: 20 minutes

Say: In order to be successful at negotiating, we need to become assertive in our manner. In this activity we will be understanding more about what this means.

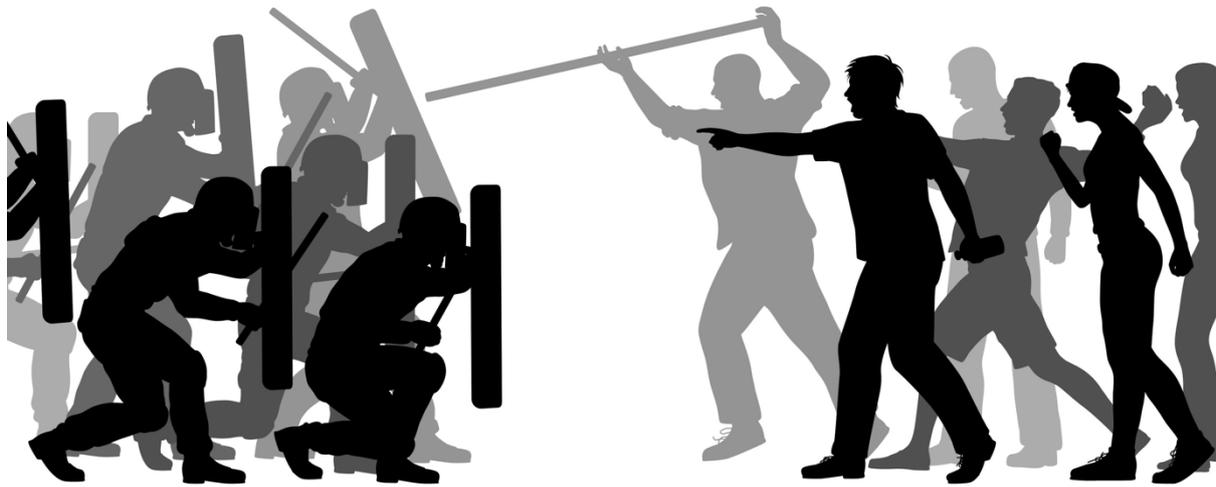
Step 1:

Divide the participants back into pairs. They should move and stand around the room facing each other.

Step 2:

Ask the participants on the right to think about an action that shows ATTACKING behaviour. The participants on the left should think about an action that shows AVOIDING behaviour. Give them an example of each. Attacking could be acting as though you will hit the other person. Avoiding could be turning away from the other person and shielding their head. They should perform this as a tableaux – a frozen still image of attacking and avoiding.

Give them a few minutes to quietly think about what they will do.

**Step 3:**

Explain that you will count 1,2 3...and they should stand in the pose that shows attacking or avoiding (they should not actually hurt someone!).

Step 4:

Move around the room and comment on some of the positions that the participants have got themselves into. See if the rest of the group can identify which one is attacking and which are avoiding.

Say: *Attacking behaviour, when someone shouts, blames, explodes or hits is the kind of behaviour we call AGGRESSIVE. This is unlikely to achieve a Win-win compromise.*

Avoiding behaviour is what we often call PASSIVE actions. Passive actions can be sulking, calling yourself a victim, feeling ill, trying to forget about the problem. Again, this can end badly in a Lose-lose or Win-lose situation.

Ask:

- *Which of these behaviours are better?*
- *Is there another way to act?*

Say: *There is a healthier way of responding to situations when we feel people are being aggressive, or we feel forced or ignored or we need to stand up for ourselves. We call this ASSERTIVE behaviour. This means delivering a message by honestly expressing our thoughts*

and feelings, being direct and clear without putting down the rights of others, showing mutual respect.

5. Getting to the heart of assertive behaviour

Time: 20 minutes

Step 1:

Read the following story and ask the participants to notice the behaviours of the three characters. Which one is aggressive, passive, and assertive?



Maria and Sarah are in business together. They raised goats for selling at the market. As their business has expanded they have needed more ground for grazing. They made a deal with a farmer neighbour to use his land. He is a rather lazy farmer who would rather receive rent than actually farm himself. Recently he has been trying to persuade them to increase rent. He says he has children to send to secondary school now and his costs have increased.

Recently Maria noticed there have been other animals in these pastures. She spoke to a young herdsman who told her that his boss was renting this land from the landowner. Maria was furious. The landowner was double renting his land to two people. She first attacked the young herdsman, accusing him of cheating her goats of their food. He stood by silently, looking at the ground. Then she raced up to the landowner's house and demanded from his wife that she speak to him immediately. She raised her voice and accused him of cheating them by renting the same land to other people. He shouted back at her that the rent she paid was not enough for him to meet his monthly expenses. She accused him of being lazy. He said he was not interested in doing business with women anymore and she must take her goats and leave.

When Sarah got back from the market, all the goats had been herded into the small plot of land around her house and they were eating her vegetables! After calming Maria down, she walked over to the neighbour and asked his wife politely if it was convenient for her to speak to the landlord at this time. He was still angry and accusing, but she gently reminded him of their agreement and their regular payments to him over two years. She said they would be happy to increase the rent in a

*couple of months and said she would draw up a formal contract with him, but that this would **exclude** him renting out his land to others. After much discussion, he finally agreed.*

Step 2:

Ask the group to identify which of the characters is passive, aggressive, and assertive.

(Maria and the landowner were both aggressive, the herdsman was passive and Sarah was assertive until she managed to resolve the issue in favourable ways. Sarah negotiated a win-win situation.)

Ask: *What were some of the clever arguments Sarah used in her interaction?*

She reminded the farmer of the agreement they had and how they had been very good paying tenants. She promised they would increase the rent soon and that she would draw up a formal contract for their agreement.

Ask: *What could Maria have done differently?*

Maria could have contained her angry emotions by using some deep breathing techniques. If she had waited until she took the walk home and discussed a strategy for this with Sarah, they could together have made a plan. The danger of Maria's reaction is that the farmer might have been so offended that he was no longer prepared to negotiate with them and they would lose their convenient and close grazing rights.

Step 3:

Say: *Let's be clear on what assertive behaviour looks like.*

Brainstorm assertive behaviour.

Some examples include:

Telling someone what you want in a way that does not seem rude or threatening to them.

Standing up for your rights without ignoring the rights of others.

Respecting yourself as well as others.

Stating clear consequences if the person does not respond

Listening and talking

Expressing positive and negative feelings.

Standing up for others.

Being confident but not too pushy

Saying I feel, using I statements, no whining or mocking; using body language that shows you will not be pushed over.

5. Putting this into practice

Time: 40 minutes

Say: *These skills - particularly negotiation and assertiveness - are extremely important in life. The only way to really check that we know how to do these is to practice them! We are going to do this through some role plays.*

Divide the group into 4 small groups (of about 6 people). Explain that they will be designing a role play to show the skills they have learnt. They need to:

- Decide on a scenario that needs negotiation. This should take 3 - 4 minutes (so very brief)
- Design a role play to show negotiation and assertiveness in action.
- Try to involve as many group members as possible in the role play.
- They have 10 minutes to plan this

- Two groups will focus on a situation in our personal lives at home.
- Two groups will focus on a situation at work or in a business.

Time the preparation time tightly. Give each group no longer than 5 minutes to do their role plays. Briefly discuss what skills you noticed, or other approaches they might have introduced.

Session 13: Interpersonal Influence

Developing and Communicating a Business Idea

TIME: 2 hours

ACTIVITY	TIME	OBJECTIVES	MATERIALS
Activity: Developing a Business Plan in Groups	40 minutes	Learn how to develop a business plan in a team. Identify skills needed and people who match these skills in our team	Business Plan Template for groups
Activity: Business Presentations for Start-up Cash	60 minutes	Do a persuasive presentation to a potential business funder	Plan for how groups will present and score on flipchart Flipchart with Scoring Measures Sweets
Activity: Discussion in Plenary	20 minutes	Sum up the concepts and establish likely business funders in the area.	

Preparation: Read through the session the night before and make sure you understand the process of each activity and that you have the materials needed.

Note to the Facilitator: This session is all about developing a business plan together with a team who have complimentary and differentiated skills. This plan is then presented to a potential funder of the start-up business.

Prepare a flipchart with details for scoring the presentations on:

- How convincing the plan is
- How financially sound the plan is
- How the skills of the team match what is needed in the plan.

Score out of 5

1 = very poor

3 = okay/average

5 is excellent:

Prepare a flipchart with the following:

- You need to establish credibility.

- It is useful to establish common ground.
- You should use any evidence you can to back up your approach.
- You should create a personal or emotional connection with the person
- You can ask them questions about their interests.
- Show that you have considered the viewpoints of others in your proposal.

THE ONE-PAGE BUSINESS PLAN



Answer each question with one or two short sentences

OVERVIEW

What will you sell?

Who will buy it?

How will your business idea help people?

KA-CHING



What costs will you have?

Where will you get the money to start the business?

How will you get paid?

How else will you make money from this project?

HUSTLING



How will customers learn about your business?

How can you encourage referrals?

SUCCESS



This project will be successful when it achieves these numbers:

Number of customers:

OR

Monthly Income (after costs)

OBSTACLES/CHALLENGES



Concern #1

Solution to concern #1

1. Developing a Business Plan in Groups (40 minutes)

Note to the Facilitator: The same “critical friends” groups should work together as established in the previous session.

Say: *In this session we are going to do a few things:*

- *We are going to develop a business plan in our groups.*
- *We are going to assess our skills in the group and the roles that are needed in this business to match skills to what is required.*
- *Then we are going to plan a presentation to someone who might give us start-up funding. Together, choose an idea that you heard during the course of the workshop that you think has a good chance of working.*



Say: *I am going to distribute a sheet to each group for developing a business plan for that idea. (Pass the sheets out – 1 for each group)*

THE ONE-PAGE BUSINESS PLAN

Answer each question with one or two short sentences

<p>OVERVIEW</p> <p>What will you sell? _____</p> <p>Who will buy it? _____</p> <p>How will your business idea help people? _____</p> <p>KA-CHING </p> <p>What costs will you have? _____</p> <p>Where will you get the money to start the business? _____</p> <p>How will you get paid? _____</p> <p>How else will you make money from this project? _____ _____</p>	<p>HUSTLING </p> <p>How will customers learn about your business? _____</p> <p>How can you encourage referrals? _____</p> <p>SUCCESS </p> <p>This project will be successful when it achieves these numbers: Number of customers: _____</p> <p>OR Monthly Income (after costs) _____</p> <p>OBSTACLES/CHALLENGES </p> <p>Concern #1 _____</p> <p>Solution to concern #1 _____ _____</p>
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It has a number of questions that ask you

- *What you will be selling*
- *The cost, payment and profits and the start-up money you will need (or not).*
- *How your customers will know about your goods or services*
- *What profits you hope to make*
- *What your biggest challenge will be.*

Say: *You have 30 minutes to work on this plan with your group. Find some space in the room where you can really think. You can write in Swahili because this plan is only for you.*

Say: *There is a step 2 to this task! Also, you need to imagine that this group is a team and will be working on this project together. Decide what roles and tasks will be needed and who will be best to take on that job in the team.*

Ask: *What are some of the common specialist roles and skills that you need in a business team?*

People with these skills could be useful:

- Someone who is good with finance or has access to finance
- Someone who has skills to make something
- Someone who has special skills that can be sold
- Someone who is good at selling or marketing
- Someone who can give overall business advice from their experience in another business
- Someone who has a bicycle/car for transport etc?

Say: *Decide in the team what roles you need for this particular business and who has these skills. Once you have completed this exercise you need to be ready to present.*

Say: *The third thing you are going to be doing is to plan a presentation to someone who you will approach for start-up money. You will need to be very persuasive so choose two of the people in your team with the best persuasive skills. They will have 3 minutes to present on your behalf. Think about who this funder is and what might interest them about your business.*

Say: *There are some important things to take into consideration when you are trying to get someone on your side - when you are working to persuade them (refer to flipchart).*

- *You need to establish credibility - most important is that you need to appear competent and thorough in having thought through your idea.*
- *It is useful to establish common ground. You need to know what aims the funder has and link your business plans with their aims and values/interests.*
- *You should use any evidence you can to back up your approach.*
- *You should create a personal or emotional connection with the person. How would this project personally be of interest to them?*
- *You can ask them questions about their interests.*
- *Show that you have considered the viewpoints of others in your proposal.*

Give the group 30 minutes to plan all of this. Two people should be ready to make a presentation to a possible start-up funder at the end of the planning session.

2. Business Presentations for start-up cash (60 minutes)

Note to the Facilitator: While the groups are planning, set up 3 chairs at the front of the room – one for the funder and the other two for the business representatives. Pair up two groups and develop a plan for which group will present first and which group will score another group. You will need to find out from each of the groups who will present. See example below.

If there are an odd number of groups (say 5 groups, for example), you may need to ask for volunteer scorers and funders for the fifth group from any of the other groups.

The Chief's Group

John (presenter)
Sophia (presenter)
David (scorer)
Lulu (scorer)

will present and score The Happy Winners



Zac (presenter)
Shida (presenter)
Fatima (scorer)
Ismael (scorer)

Hawa (funder)

Abdul (funder)



So, the order of things will be that The Chiefs will go first. The two presenters, (John and Sophia) will come up to the front. Abdul from the Happy Winners will be the funder up at the front. Fatima and Ismael will be scorers.

Once The Chiefs have presented, the teams will swap over and change roles. The Happy Winners will present to the Chiefs, Hawa will be funder and David and Lulu will be scorers.

This will be repeated for the other groups in the room.

The scorers will be scoring the plan out of 5 on 3 criteria.

- How convincing the plan is
- How financially sound the plan is
- How the skills of the team match what is needed in the plan.

Scoring: 1 = very poor, 3 = okay and 5 = excellent:

Once the groups are finished their preparation task, explain the process.

Then,

- Invite the first presenters and the funder to come to the front.
- Ask the presenters who the funder is.
- Check that the scorers of the other group are ready to score.
- Give them 3 minutes to present.
- Ask the presenters how they felt about their presentation.
- Give the scorers 3 minutes to give the team feedback and share their scores
- Ask the funder to say whether they think they would fund them and why/why not.
- Swap the groups around.
- Once the two groups have gone, move onto the next two groups etc.

Once the presentations are over and the scores are totalled, celebrate the group with the highest score and hand out chocolates to the group!

3. Discussion in Plenary (20 minutes)

In the bigger group, conduct a discussion about the experience.

Ask:

- *How was the experience of collaborating with people on a plan, establishing strengths and skills, and dividing responsibilities?*
- *What qualities did you notice in the presentation pairs that impressed you?*
- *Who might you approach for start-up funding in this community? There may be organisations like BRAC that offer microfinance, but usually this is to people with businesses that have an established track record. Wealthy family members might help. Local businessmen or women might agree to support you. Banks are the least likely to give a business loan to a start-up.*
- *What key people might you want to have on your business team?*
- *What have you learnt from this exercise?*

Say: *Having a business plan is really important if you want to approach a person or an institution for start-up funding. A simple plan like this, with a proper budget, would be a good start.*

Thank the groups for the effort they put into this activity and ask them to stick up their plans together on the wall. Admire them together. Say that you really hope to hear that some of these ideas actually happen after this workshop!

Session 14: Finishing Off

TIME: 1 hour

OBJECTIVES:

In this session we want to:

- Remind ourselves of what we have learnt in the workshop
- Identify the important concepts each person wishes to take away.
- Receive feedback.
- Say farewells.

SKILLS DEVELOPED:

- Expressiveness
- Interpersonal Relatedness

ELA Sessions:

New ELA Session

ACTIVITY	TIME	OBJECTIVES	MATERIALS
Activity: Gallery Walk	20 minutes		Refer to all the flipcharts on the wall representing the various topic areas covered
Activity: What are we learning?	20 minutes		2 x coloured cards for each participant, Prestik, poster “What are we learning?”
Activity: Feedback	10 minutes		Feedback forms
Activity: Acknowledging Others	10 minutes		

Preparation: Read through the session the night before and make sure you understand the process of each activity and that you have the materials needed.

Ensure that all flipcharts are up in some order of the topics in the workshop so that you can do a gallery walk with the group showing what had been covered.

Write a colourful A4 sign and stick it on an open wall:

What are we learning?

1. Gallery Walk (20 minutes)

Say: *Our workshop is now coming to an end. There is so much that has been shared and learnt in this group. Thank you for your participation and sharing so much of yourself. We are going to start by walking around the room and reminding ourselves of all the topics we have covered:*

We started by looking at some of the interpersonal skills and mindsets that we need to have before applying for jobs or starting a business. These include

- *Managing our emotions and how doing this can impact on other people's emotions.*
- *Building a flexible mindset and the power of "yet"*
- *Understanding groups and how to build trust.*
- *The importance of including people, even when they are different to us.*
- *How to ask for support when we need it, particularly from the adults around us.*
- *The importance of kindness towards others*
- *Developing our listening skills*
- *Assertiveness when we need it*
- *Managing our finances*

Then we went on to consider some of the specific entrepreneurial skills and job seeking skills we need:

- *Different types of businesses*
- *Sharing and evaluating business ideas*
- *Developing a Business Plan*
- *Developing a Marketing Plan*
- *Dealing with start-up business challenges*
- *Job seeking approaches in our community.*

It feels like we have covered a lot of territory this week!

2. What are we learning? (20 minutes)



Say: *I am going to give you a marker and two pieces of coloured card. Please sit for a few minutes and reflect on what your greatest learnings have been PERSONALLY on the one sheet and then what you will take away from this workshop in terms of business/job seeking skills. It may be something from the content you have learnt, but also from the experiences shared by others in this group. You are welcome to write 1 – 3 things on each card that you plan to implement at home.*

Give participants 5 minutes to do this and then ask them to come up and read it out and paste it under the “What are we learning?” poster on the wall.

3. Feedback (10 minutes)

Distribute the feedback form **(still to be developed)** and give the group time to complete it. Say that it can be anonymous or people can choose to write their names on it. Collect the forms afterwards.

4. Acknowledging Others (10 minutes)

Say: *Now look around the circle and see who the person is sitting on your right. For a moment, think about what this person has brought to the group – it might have been particular knowledge, a good sense of humour, a quiet gentleness, a male perspective etc. This should be shared in one line only – no long stories please!*



Start with the person on your right, and give them short, positive feedback. Allow each participant to do the same.

Thank participants for their willingness to engage with the workshop this week. Encourage them to stay in touch with each other and to support one another in this challenging task of getting launched into the world of business. Say that you hope some of the business ideas we have talked about in this workshop will actually happen for participants and that they should consider keeping their “critical friends” committee together to be a sounding board for their businesses and their progress.

