

MODULE 3

HOW TO MANAGE A SUCCESSFUL BUSINESS

OBJECTIVE OF THE MODULE:

At the end of this module the learners will:

1. Demonstrate marketing skills.
2. Demonstrate customer management skills.
3. Understand how to keep records.
4. Demonstrate time management skills.
5. Identify where to find resources for their businesses.
6. Understand how to create a safe and healthy working environment
7. Know how to manage the rules and regulations of business in their communities.

IN THIS MODULE:

UNIT 3.1 SIMULATION 3

Activity 3.1.1	Facilitator's practical preparations	30 min
Activity 3.1.2	Explain the running of the simulation	30 min
Activity 3.1.3	Play the simulation	150 min
Activity 3.1.4	Discussions	60 min

UNIT 3.2 UNDERSTANDING HOW TO MARKET YOUR BUSINESS

Activity 3.2.1	How can I market my products or services and why should I do it?	120 min
Activity 3.2.2	How should I manage my customers and why should I do it?	60 min
Activity 3.2.3	How can I improve my sale-skills and why should I do it?	60 min

UNIT 3.3 UNDERSTANDING HOW TO MANAGE MONEY

Activity 3.3.1	How can I keep record of my money and why should I do it?	120 min
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UNIT 3.4 UNDERSTANDING HOW TO MANAGE TIME

Activity 3.4.1	How can I manage my time and why should I do it?	60 min
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UNIT 3.5 UNDERSTANDING HOW TO MANAGE THE WORK PLACE

Activity 3.5.1	How can I implement health and safety measures and good practices in my workplace and why should I do it?	60 min
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UNIT 3.6 UNDERSTANDING RULES AND REGULATIONS OF BUSINESS

Activity 3.6.1	How can I deal with rules and regulations of business and why should I do it?	60 min
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UNIT 3.1

SIMULATION 3



MATERIALS:
the manual
the simulation materials
flip chart
markers

ACTIVITY 3.1.1

FACILITATOR'S PRACTICAL PREPARATIONS



NOTE

The practical preparation is the same as simulation two, except for the introduction of the credit shop.

NOTE

Buy shop cards can be replaced by real items to tempt learners to spend more money on food and other items.

SEE ANNEX 2

NOTE

Some of the surprise cards are without text, so you can add your own context specific relevant ideas. Make sure to prepare this before the simulation starts.

STEP 1:

Facilitator: Do not start the simulation until you are fully prepared and have understood the running of the simulation. Make sure you have all the material for the simulation available:

- One large game board with movable YEP logo (for attaching on the wall) - A3 size
- Smaller game boards with record keeping circle design (one for each group) - A4 size
- Poster: local market (for attaching on the wall) - A3 size
- Poster: buy shop with buy shop cards (for attaching on the wall) - A3 size
- Poster: sell shop (for attaching on the wall) - A3 size
- Poster: local market expert poster (for attaching on the wall) - A3 size
- Poster: credit shop (for attaching on the wall) - A3 size
- YEP money (currency denominations: 1, 5, 10, 20, 50, 100)
- Record keeping template for facilitator - A4 size
- Record keeping template for learners - A4 size
- White and orange raw materials (minimum 200 pieces) - A6 size
- Surprise cards
- Two money boxes for each team, one for business expenses and one for personal expenses - A4 size
- Blu-Tack, tape (preferably two-sided) or other material to attach posters on the wall.
- Markers, pens, flip chart.

NOTE

The facilitator will run the simulation which includes two different shops and a market expert office. Consider asking a colleague to assist you.

NOTE

You can make the shops more context specific by writing local names on pieces of white paper and stick them on the different shop posters.

NOTE

It is important to provide a creative learning environment in the classroom. A good attitude, playfulness and open-mindedness are all attributes of a positive classroom environment. To make mistakes are part of a good learning process.

STEP 2:

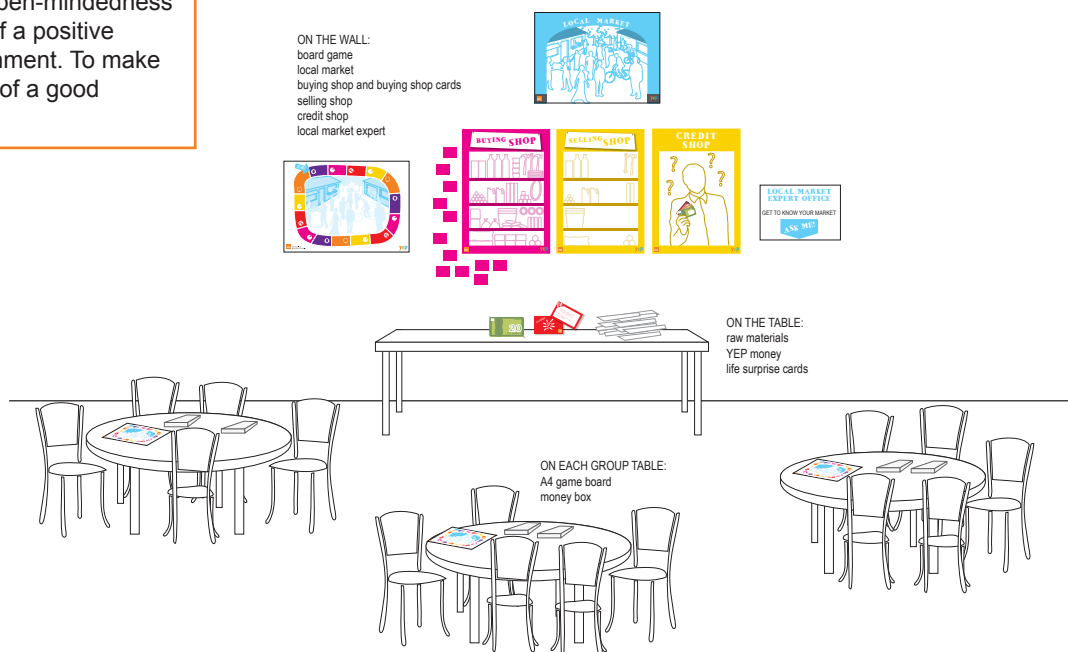
Facilitator: Create the community where the business simulation takes place by attaching the following posters on the wall or somewhere all the learners can easily see it. The material needed in this step is listed in **ANNEX 2** and includes:

1. Large board game
2. Local market poster
3. Buy-shop poster
4. Buy-shop cards
5. Sell-shop poster
6. Local market expert office poster
7. Credit shop poster

STEP 3:

Facilitator: Prepare the materials you need to run the simulation by:

1. Print and cut out the YEP money. If it is difficult to print the money, make sure you prepare an alternative by for example using scrap paper.
2. Cut out the money boxes, fold them and stick them together following the directions printed on paper.
3. Prepare the surprise cards.



NOTE

Adapt the set-up of the class room to your context. It is most important that all learners can see the posters and you as the facilitator.

STEP 4:

Facilitator: Arrange between three and five tables into a half-circle/ semi-circle in front of you. The number of tables depends on the number of YEP learners participating in the simulation. Each team should consist of 4-5 learners around one table. There should be a minimum of three teams and a maximum of five teams. Arrange chairs so all can see the front wall.

STEP 5:

Facilitator: Hand out the material to each team: markers and pens, small game board, 200 in YEP money, two money boxes (one for business expenses and one for personal expenses), and one record keeping template for each learner.

STEP 6:

Facilitator: Make sure that the person in charge of the shops record all transactions during the simulation to make sure all transactions and calculations are done correctly (**record template** in **ANNEX 2**). Make sure you understand how to use template before you start the simulation.



THE FIRST STEP IN EACH CYCLE IS THE PLANNING STEP:

Facilitator: Tell the learners, “You should use this step to plan for both this cycle and the next ones. Make sure that you plan how you want to spend your money, both for business and for your personal life. During the planning step you should plan the kind of products or services you want to develop in your business according to what you have learned in modules one and two.”

NOTE

If you have decided to write local names on the buying shop and selling shop posters, make sure to also refer to these names.



THE SECOND STEP IN EACH CYCLE IS THE BUYING STEP:

Facilitator: Tell the learners, “In this step the buying shop in the local market is open for business. At this shop you can buy raw materials, business tools, food, drinks, clothes, and other necessary equipment.”

You can continue to ask the local market expert in the buying shop about the market so that you get knowledge of what the market wants to buy.



RULE

Each Unit of white raw material costs 40 YEP money, the price of orange raw material is negotiable but slightly higher. The buying shop only accepts cash.



THE THIRD STEP IN EACH CYCLE IS THE PRODUCTION STEP:

Facilitator: Tell the learners, “During this step all business teams need to manufacture the raw material into finished products for sale. You may manufacture your product by drawing, folding or adding any creative ideas to the raw material. It is important that the materials are produced in a high quality through careful drawing.”

RULE

Each Unit of raw material can only be turned into one product. Even if you rip it into pieces or add other creative solutions, it will only be considered as one finished product.



THE FOURTH STEP IN THE CYCLE IS THE SELLING STEP:

Facilitator: Tell the learners, “During this step you can sell your products to the selling shop in the local market.”

RULE

The selling shop pays 80 YEP money for each product, but this is open to negotiation according to the quality and to the response to the market demand.



THE FIFTH AND LAST STEP IN THE CYCLE IS THE REFLECTION STEP:

Facilitator: Tell the learners, “During this step you will have time to reflect on your actions, and the actions of the other groups to learn from each other and see how your business can improve. In this step each team will report on the profit made during the business cycle by counting the money in the money boxes.”

IN ADDITION:

You can at any step in the cycle return unused raw material to the raw material shop for a refund, but then you will only get half of the selling price (20 YEP money for each piece).



All teams rent space for their businesses. The rent is 50 YEP money and will be collected as the last selling step in the simulation.

**BANKRUPTCY:**

If one team bankrupts, teams should be creative and come up with a solution such as borrowing money from the other team or perhaps making a deal with one of the shops. If teams are not able to manage this situation on their own, then they can take a loan consisting of a maximum of two pieces of white raw material.

Remember to always keep good records of all actions taken during the simulation. Use the new record keeping template actively, and supplement with notes on the board game if necessary.

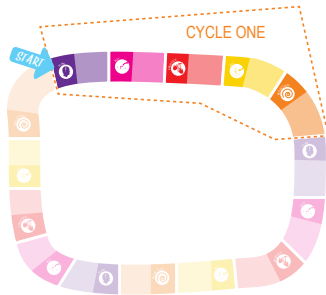
STEP 8:

Facilitator: Ask if the learners have any questions.

Q: Do you have any questions? Are you ready to play the simulation?

ACTIVITY 3.1.3

PLAY THE SIMULATION



CYCLE ONE

STEP 1:

Facilitator: Tell the learners, “We start the simulation at the first planning step in the first business cycle. At this step you should plan how you want to spend your money, both for your business and personal expenses. Make sure to always keep the money safe in the money boxes. In this simulation your business type is the same as your vocational skill. Use this step to plan what kind of products you would like to develop, and determine a suitable name for your business.”



STEP 2:

Facilitator: Tell the learners, “During this simulation you are allowed to perform the different business activities based on your preferred timing. For example, perhaps you want to start the manufacturing as soon as you have bought the raw material and assessed the market. Please keep in mind that the market is only open for buying on the buying step and selling on the selling step.”

STEP 3:

Facilitator: Tell the learners, “During this simulation the YEP cooperatives or business teams are encouraged to do business with each other. You are encouraged to make good deals with the other teams to help their business grow.”

STEP 4:

Facilitator: Encourage the YEP cooperatives to market their business. Tell the learners, “You should start advertising your business to make it more attractive for the local market and so that other teams will go into partnership with you. Think of different ways to best present your business.”

STEP 5:

Facilitator: Tell the learners, “Make sure to discuss the different tasks in your teams (i.e., record-keeping, manufacturing, selling, buying, advertising, etc.) and try to divide the tasks between your team members according to their skills and interests. This will help you manage all the tasks within the limited time given.”

STEP 6:

Facilitator: Tell the learners, “Orange Development Cooperation (ODC), a newly established local initiative, has noticed your businesses and is impressed by your performance. They want to support you and have offered to provide each business team with a loan of 200 YEP money. The interest is 50 YEP money and you will need to repay the loan on the last selling day of this simulation. In total you will have to repay 250 YEP money to ODC if you accept the offer. The loan is only available in the first planning step of this simulation.”

NOTE

Adapt the simulation to your context by applying extra business rules and regulations applicable in your context, either by new surprise cards or by making up a new rule.

NOTE

Walk around in the classroom and make sure all teams have understood what they should do and ask each team if they have any questions. You should also encourage all learners to participate and ensure that the teams are working well.

NOTE

Adapt the interest rate to your context.

NOTE

Remember to use the business names when you call the groups later in the simulation.

NOTE

Always indicate at each step how much time the learners will get and tell learners when they have one minute left.

RULE

The orange raw material are of high quality and learners can negotiate on the price. It is especially important that these products are made of high quality, and creative solutions should be rewarded.

STEP 7:

Facilitator: Tell the learners that they have 15 minutes to plan. A signal will indicate that time is over.

STEP 8:

Facilitator: Ask YEP business teams to present their business name.

STEP 9:

Facilitator: (move the YEP logo sticker to the next step). Tell the learners, "Now is the buying step, and the buying shop is open for business. Remember you can start manufacturing as soon as you have bought the raw material. The high quality orange raw material is still for sale."



STEP 10:

Facilitator: Stick the **local market expert poster** on the buying shop. Explain to the learners, "The local market expert is also still in town to answer your questions about the market. You will find the local market expert in the buying shop."

NOTE

You as the facilitator decide on the needs of the market which products are selling and which are not. Only give out market information if learners ask for it. Do not spend too much time on market assessments in this simulation as it is not a key learning point.

STEP 11:

Tell the learners, "Now is the production step. Each business team needs to manufacture their raw material by drawing, folding or adding a creative idea on each piece of raw material, so it looks like a final product."



RULE

SURPRISE CARDS:

The surprise cards are a representation of the unexpected and unforeseen realities that happen in life and business. As the facilitator you have two options when you hand out these types of cards:

- 1) Let the learners choose themselves which card they want (all cards written text pointing away from them) or;
- 2) You can "target" a team handing them a specific card that will teach them a specific lesson. This is especially relevant if you notice that one team is not performing accordingly.

As you will see there are different types of surprise cards for different learning points. You as the facilitator need to think about what type of surprise card the teams can 'handle'. In simulation three it is suggested that surprise cards are given based on team performance. For example, cards on time management would be given to teams who are not managing time well. Or alternatively, teams might be rewarded that demonstrate good marketing with a relevant surprise card.

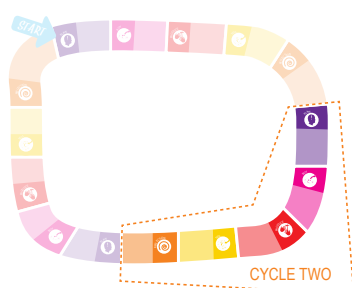




Continue to refuse to buy products from business teams who failed to ask the local market expert on the market needs at the buying step. Remember also to pay attention to the quality and originality of the products manufactured from orange raw material, to determine how you will reward performance.



CREDIT SHOP
Risk management is introduced to the local community through a Credit Shop. The shop offers learners to sell their products for 120 YEP money each (independent of color of raw material), and they are not so concerned about the quality of the product (they never refuse any products). However there is a catch as learners will have to sell on credit, and they will receive their pay the next planning day. Learners should not be aware of the risk factor until the planning day. See planning day for further explanation of the Credit Shop. Make sure NOT to write receipts from the credit shop, if learners ask, tell them you cannot read and write or come up with another excuse.



NOTE

Learners should learn that credit must be used with caution. Selling on credit always brings with it greater risks than selling for cash, and they can never be sure when to get the money, hence they should only sell on credit what they can write off.

STEP 12:

Facilitator: Hand out a **surprise card** to each team and ask each team to read their surprise card aloud so that all the learners can learn from the different scenarios taking place. Make sure that all teams fulfill what is written on their surprise card immediately.

STEP 13:

Facilitator: (move the YEP logo sticker to the next step). Tell the learners, "Now is the selling step. Sell your products at the selling shop in the local market."



STEP 14:

Facilitator: Introduce **Credit shop**. Tell the learners, "There is a new shop in the community called Credit Shop. They transport all products to the export market and are therefore able to pay you 120 YEP money for each product. However, they are short on cash so you will receive your payment in the following planning step."

STEP 15:

Facilitator: (move the YEP logo sticker to the next step). Tell the learners, "We have reached the reflection step which is at the end of the first business cycle. Teams will need to count the money in their personal and business money boxes and compare with the records they have kept."



STEP 16:

Ask each business team to say the amount present in the two money boxes. Write the name of each YEP cooperative or business group on a flip chart, and the amounts underneath it. Subtract the business start-up capital (200 YEP money) from the amount in the business money box to find the profit for each team. Ask teams if the money in the money boxes reflects the amounts on their records. Compare the profits among teams and discuss the results.

CYCLE TWO

STEP 17:

Facilitator: (move the YEP logo sticker to the next step, the planning step in the second business cycle). Tell the learners, "Plan how you want to spend your money for the next cycle and the rest of the business simulation. Remember to take into account both business and personal expenses."



STEP 18:

Facilitator: Tell the learners, "The credit shop is open for the teams who sold their products on credit during the last selling step. Come and claim your money!"



CREDIT SHOP

On the planning day, you as the facilitator place four small sheets of paper under four different cups with the following text written on them:

Paper note 1	All your products have been sold to the export market. You get all the income from your sales today!
Paper note 2	All your products have been sold to the export market. You get all the income from your sales today!
Paper note 3	A gang of robbers attacked the truck exporting your products. You get no sale income.
Paper note 4	There was a car accident. You get half of your sale income today!

One learner from each team chooses one cup for their team (one team at a time, the risk factor should always be the same).

NOTE

Continue to encourage business teams to advertise their businesses and make deals with each other. Reward teams who perform well.

NOTE

Credit shop: follow same rules as last selling and planning step.

STEP 19:

Facilitator: (move the YEP logo sticker to the next step).

Tell the learners, "Now is the buying step, and the buying shop is open for business. You can start manufacturing your products as soon as you have bought the raw material. The orange high quality raw material is still for sale and the local market expert is still in town if you have any questions about the market."



STEP 20:

Facilitator: (move the YEP logo sticker to the next step). Tell the learners, "Now is the production step. Each business team needs to manufacture their raw material and reach final production."



STEP 21:

Facilitator: Hand out a **surprise card** to each team and ask each team to read their surprise aloud so that all the learners can learn from the different scenarios taking place. Make sure that all teams fulfill what is written on their surprise card immediately.

STEP 22:

Facilitator: (move the YEP logo sticker to the next step). Tell the learners, "Now is the selling step. Sell your products at the local market."



STEP 23:

Facilitator: Tell the learners, "**Credit shop** is still in town and they wish to buy each of your products for 120 YEP money, and transport them to the export market. They are short on cash so you will receive your payment in the following planning step."

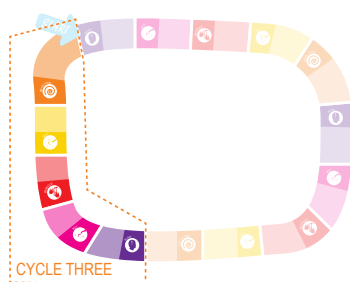
STEP 24:

Facilitator: (move the YEP logo sticker to the next step). Tell the learners, "We have reached the reflection step at the end of the second business cycle. Teams are asked to count the money in their personal and business money boxes and compare with the records they have kept."



STEP 25:

Facilitator: Ask each business team to say the amount present in the two money boxes and write it underneath the results from the first cycle on the flip chart. Subtract the business start-up capital (200 YEP money) from the amount in the business money box to find the profit for the two cycles. Subtract the amount in the business money box from the result from cycle one to find the profit for cycle two. Ask teams if the money in the money boxes reflects the amounts on their records. Compare the profits among teams and discuss the results.



CYCLE THREE:

STEP 26:

Facilitator: (move the YEP logo sticker to the next step, the last planning step in the simulation). Tell the learners, "Plan how you want to spend your money for the last cycle in this simulation."



STEP 27:

Facilitator: Tell the learners, "The credit shop is open for teams who sold their products on the last credit selling step. Come and claim your money!"

STEP 28:

Facilitator: (move the YEP logo sticker to the next step). Tell the learners, "Now is the buying step, and the buying shop is open for business. You can start manufacturing your products as soon as you have bought the raw material. The orange high quality raw material is still for sale and the local market expert is still in town if you have any questions about the market. Make sure to market your own business!"



STEP 29:

Facilitator: (move the YEP logo sticker to the next step). Tell the learners, "Now is the production step. Each business team needs to manufacture their raw material to final production."



STEP 30:

Facilitator: Hand out a **surprise card** and ask each team to read their surprise card aloud so that everyone can learn from the different scenarios taking place. Make sure that all teams fulfill what is written on their surprise card immediately.

STEP 31:

Facilitator: (move the YEP logo sticker to the next step). Tell the learners, "Now is the selling step. Sell your products at the local market."



STEP 32:

Facilitator: Tell the learners, "News on the radio says that the Credit Shop business owner was forced to leave the community yesterday after several reports of bad business behaviour. The credit shop owner has promised never to return again."

STEP 33:

Facilitator: Collect the 50 YEP money from the teams for rent.

STEP 34:

Facilitator: Tell the learners, "It is time to repay the loan to ODC." Learners pay 250 YEP money during this step.

STEP 35:



Pay 50 YEP money for rent.

Facilitator: (move the YEP logo sticker to the next step). Tell the learners, "We have reached the last reflection step." Ask teams to count the money in the money boxes and make the necessary calculations in their records. Compare the money present in the money boxes with the amounts recorded.



STEP 36:

Facilitator: Ask each business team to say the amount present in the two money boxes and write it underneath the results from the first cycle on the flip chart. Subtract the business start-up capital (200 YEP money) from the amount in the business money box to find the profit for the three cycles. Subtract the amount in the business money box from the result from cycle two to find the profit for cycle three. Ask teams if the money in the money boxes reflects the amounts on their records. Compare the profits among teams and discuss the results.

STEP 37:

Facilitator: Ask the teams about the use of the new record keeping templates:

Q: How did it go to keep records during this simulation?

Q: Is the amount of money you have in your money boxes the same you have recorded?

Q: If there is a difference, why do you think there is a difference? What was difficult to record?

NOTE

See more questions on record keeping under Activity 3.1.4 below.

ACTIVITY 3.1.4

DISCUSSIONS



STEP 1:

Ask each team to discuss their performance amongst themselves, give them guiding questions:

Q: What went well? Which good decisions did you make? Why?

Q: What was difficult? Did you make any decisions that you would change?

Q: Were you surprised by the consequences of your decisions?

Q: What would you do differently in the next simulation? And how?

Ask teams to share their viewpoints and learning in the larger group and find common learning points. These overall questions can also be posed in relation to the questions below.

NOTE

Always make sure to follow-up on unclear issues and discuss answers that can be interpreted as incorrect.

STEP 2:

Q: What else did you learn during this simulation?

Use the most relevant examples for further discussion (shown below), unless other relevant learning points were reflected upon during the simulation or brought up by the learners. You should keep a focus on record keeping and the YEP business team can best record their actions.

BE ABLE TO KEEP RECORD OF YOUR MONEY:

Q: Why is it important to have this skill?

Q: What are the elements of good record keeping?

Q: Could the record you used during this simulation be a good tool for your own YEP businesses?

Q: Any changes you would like to make to it? How can your records improve?

EXAMPLES:

- To be able to track critical information about your business.
- Define what information you need to keep track of.
- Have a clear system to capture the information.
- Make sure all team members understand and know how to use the system.
- Use the information to make decisions about the business.

BE ABLE TO MANAGE RISK:

Q: Why is this skill important?

Q: How do you best manage risk?

Q: How did you manage the new risk factors, the Credit Shop, during this simulation?

Q: Any suggestions for how you better can manage risk?

EXAMPLES:

- Define the risk the business can manage and balance it with potential rewards.
- Define and discuss what risks your team is willing to take.
- Assess and discuss the necessity of taking the risk.
- When selling on credit remember only to sell what you can write off.
- Always calculate with the worst case scenario and make sure your business can handle it!

BE ABLE TO MANAGE A BUSINESS LOAN

- Q:** Why and when can it be useful to take a business loan?
- Q:** What do you need to be aware of before you take a business loan?
- Q:** Did the business loan help you to develop your business? How?

EXAMPLES:

- Regularly set aside a small percent of your business' profit to repay the loan.
- Make sure that when you take a business loan that you do so from reliable sources.
- Always be aware of scams and fraudulent behaviour; before taking out the business loan make sure that you will be able to re-pay it.
- Before taking out a business loan make sure that you understand both how much you will have to pay and when.

BE ABLE TO MANAGE TIME WISELY BETWEEN DIFFERENT BUSINESS ACTIVITIES

- Q:** Why is it important to manage time wisely?
- Q:** How do you best manage time in a team?
- Q:** How did you manage time and allocate tasks in your team during this simulation?

EXAMPLES:

- Time management will help your business to be efficient and keep deadlines.
- Time management will not only make your business more organized but customers will also be able to trust your reliable service.
- Regularly make a plan for what to do, who will do it, how to do it and by when.

UNIT 3.2

UNDERSTANDING HOW TO MARKET YOUR BUSINESS

ACTIVITY 3.2.1

HOW CAN I MARKET MY PRODUCTS OR SERVICES AND WHY SHOULD I DO IT?



LEARNING POINTS:

At the end of this activity the learners will:

1. Understand the relationships between product, price, place and promotion in marketing.
2. Demonstrate business promotion skills.

MATERIALS:

flip chart paper
markers of different colours

METHOD:

brainstorm
group work
picture gallery

STEP 1:

Facilitator: Introduce Activity 3.2.1 by reading the title of the activity and the learning points.

STEP 2:

Facilitator: Brainstorm. Ask the learners to identify the reasons why certain products or services sell better than others.

Q: Why do you think customers choose one product or service over another?

For example:

"Quality, price, brand, colour, design, a convenient location, and advertising (radio, TV, newspaper, et cetera)."

STEP 3:

Facilitator: Ask the learners to think about simulation three. Discuss with the YEP cooperative teams about identifying the strategies used to promote their products.

Q: When you sold your products or services to the local market, how did you promote your products or services?

For example:

"I presented my products and services in a professional manner, I offered a reasonable price, I used colorful packaging, and I described the qualities of my products."

STEP 4:

Facilitator: Ask the learners to identify the role of marketing in business. Encourage discussion among the teams and try to highlight real life examples.

Q: In your opinion, is marketing important for your business? Why?

For example:

"The purpose of marketing is to provide what your customers want and increase your sales and profit for your business."


"Marketing is about promoting and selling products or services. Marketing is based on good market research and advertising."

LEARNING POINTS!

Elements that are part of marketing:

- 1. PRICE:** you should set prices that customers are willing and able to pay and prices that are profitable for your business. The market survey provided this information.
- 2. PRODUCT OR SERVICE:** your business should provide products and services that respond to the market demand and that are innovative. The market survey helped you identify your local market demand and also your local market gap. The products and services that you think would respond to the market demand but that are not available in your local market respond to your local market gap.
- 3. PLACE:** the location of your business is important to target and reach your customers. Mapping your business helped you identify your target customers.
- 4. PROMOTION:** promoting your products and services is a way to attract customers and increase your sales.

STEP 5:

Facilitator:  **Group work.** Distribute different colour markers and a flip chart paper. Ask each team to design a marketing campaign for their YEP cooperative or business. Each team should:

1. Identify a catchy name that is easy to remember.
2. Draw the products or services provided in the YEP cooperative highlighting their qualities.
3. Specify the prices of your products and services.
4. Specify the location of your business and eventual transport facilities.
5. Write an advertisement script and song.
6. Each team will be given two minutes to present their products or services.

STEP 6:

Facilitator: Gallery walk. Ask each team to post the flip chart paper on the wall and promote the products or services to the other teams.

STEP 7:

Facilitator: Ask the learners to select the best marketing campaign:

Q: Which do you think was the best marketing campaign? Why?

Discuss with the learners and highlight relevant answers.

STEP 8:

Facilitator: There are different ways to promote your business and attract customers to buy your products and services. Use the following points to explain the different promotion strategies:

LEARNING POINTS!**1. SIGNS**

Use clever words, bright colours, pictures and clear writing. Do not put too much information on your signs. It is difficult to read a sign with a lot of information. Put signs where people can see them, for example on a window, door, wall, roof, delivery bicycle or car.

NOTE

Be careful, your sales must be high enough to pay for the advertising costs. Advertising which does not increase your sales is a waste of money and time.

2. BOARDS, POSTERS AND HANDOUTS

Use boards, posters and handouts to tell customers about special offers, discounts and new products. You can use paper, chalk and a chalkboard.

3. BUSINESS CARDS, PRICE LISTS, SPECIAL LETTERS AND PHOTOS

Use business cards to tell people who you are, the name of your business and what you sell. Use a price list to tell people about all the products you sell and how much they cost. Write special letters to promote your business to people you think will be interested in buying your products or services. Keep a small book of photos to show customers products you can make but do not have in stock.

4. NEWSPAPER, RADIO, TELEVISION AND INTERNET

Advertising in the local newspaper is sometimes good but it is usually quite expensive. Advertising on the Internet is useful if your customers use the Internet but it is expensive to set up a website. Advertising on the radio can be useful in some places where there are many people who do not read and write. Advertising on television is very expensive and is mainly used by large businesses.

5. YOUR OWN NETWORK

Ask your family and friends to promote your business through word of mouth.

STEP 9:

Facilitator: Recap the learning points in Activity 3.2.1.

Q: What did you learn?

Q: Do you have any questions?

ACTIVITY 3.2.2

HOW SHOULD I MANAGE MY CUSTOMERS AND WHY SHOULD I DO IT?



LEARNING POINTS:

At the end of this activity the learners will:

1. Demonstrate good customer-care skills.

MATERIALS:
none

METHOD:
role-play

STEP 1:

Facilitator: Introduce Activity 3.2.2 by reading the title of the activity and the learning points.

STEP 2:

Facilitator: **Role-play.** Ask four learners to volunteer for the role-play. Read and explain the roles below to each volunteer and explain them to the learners. The role-play should last about 10 minutes.

Owner of the Delicious Food Restaurant	You are the owner of a small catering business. A customer enters your restaurant but you ignore him/her because you are busy talking with a friend. When customer 1 asks you about the special of the day you indicate to read the board, while listening to your friend. The radio is playing loud music.
Friend	The business owner is your best friend and you are discussing a family problem with her/him.
Customer 1	You are very hungry and would like to have a quiet meal. The special of the day seems inviting, but you would like to know if the meat is served with rice or millet. The business owner is busy talking with his/her friend and does not pay attention to you. You do not want to wait for long and are irritated by the bad manners of the business owner. You tell customer 2, who is in the queue behind you, about the bad customer service.
Customer 2	You are in the queue waiting to be served but the business owner is busy talking with his/her friend and she/he does not pay attention to you. You ask customer 1 what is happening.

STEP 3:

Facilitator: Reflections on the role-play. Ask the learners to comment on the role-play and discuss:

Q: How do you think the business owner behaved?

For example:

"The business owner was unfriendly and did not pay attention to customers, the business owner did not promote her/his products, and the customers did not feel respected nor welcome."

STEP 4:

Facilitator: Ask the learners to describe how the business owner should have behaved:

Q: How do you think the business owner should have behaved?

For example:

“The business owner should have greeted the customers, listened to their requests and asked her/his friend to return at a different time.”

STEP 5:

Facilitator: Ask the learners to identify the reasons why good customer care is important for business:

Q: Why do you think good customer care is important for your business?

For example:

“The customers will return for more business, they will speak well of the business and they will refer other customers to the business.”

STEP 6:

Facilitator: Ask the volunteers to repeat the role-play following the suggestions of the class.

STEP 7:

Facilitator: Recap the learning points of Activity 3.2.2.

Q: What did you learn?

Q: Do you have any questions?

ACTIVITY 3.2.3

HOW CAN I IMPROVE MY SALE-SKILLS
AND WHY SHOULD I DO IT?

LEARNING POINTS:

At the end of this activity the learners will:

1. Demonstrate good sales skills.


MATERIALS:
none

METHOD:
role-play

STEP 1:

Facilitator: Introduce Activity 3.2.3 by reading the title of the activity and the learning points.

STEP 2:

Facilitator:  **Role-play.** Ask four learners to volunteer for the role-play. Read the roles below to each volunteer and explain them to the learners. The role-play should last about 10 minutes.

Owner of the Stitching Fast tailoring business	You are the owner of the Stitching Fast tailoring business. You want to increase your sale.
Friend	You need to talk to the business owner who is your best friend.
Customer 1	You are looking for a jacket with red buttons. The new jacket is for your wedding and you need the jacket made in no more than 10 days.
Customer 2	You are in the queue waiting to be served.

STEP 3:

Facilitator: Reflections on the role-play. Ask the learners to comment on the role-play and discuss.

Q: Did the owner increase her/his sales? How?

For example:

"The business owner asked the friend to come back later."

"The business owner politely greeted her/his customers."

"The business owner invited customer two to sit down and gave her/him the book with prices and information."

"The business owner advised customer one on a product and attended to customer two as soon as possible."

LEARNING POINTS!

A good salesperson is someone who:

1. Understands and responds to the needs of customers.
2. Knows how to treat customers.
3. Knows the products and services provided by the business very well.

NOTE

Treat your customers the way you like to be treated when you are a customer.

STEP 4:

Facilitator: There are many suggestions that can help you improve your sale skills but the most important attitude of a good salesperson is to see things through the customer's eyes. Discuss with the teams how they can improve their sales skills and use the learning points to explain the different strategies.

LEARNING POINTS!

A successful salesperson:

1. Greets the customers and use polite manners when addressing them.
2. Greets new customers and if she/he is already attending another customer, tells them that they will be attended as soon as possible.
3. Is friendly and makes customers feel welcome.
4. Does not talk too much, listens carefully and asks questions to find out the customer's needs.
5. Is trustworthy and reliable.
6. Is patient and allow the customers to make up their mind.
7. Thanks the customers for coming to the business.

STEP 5:

Facilitator: Recap the learning points of Activity 3.2.3.

Q: What did you learn?

Q: Do you have any questions?

UNIT 3.3

UNDERSTANDING HOW TO MANAGE MONEY

ACTIVITY 3.3.1

HOW CAN I KEEP RECORD OF MY MONEY AND WHY SHOULD I DO IT?



LEARNING POINTS:

At the end of this activity the learners will:

1. Know how and why record books are used.
2. Understand the importance of keeping separate records of personal and business expenses.

MATERIALS:
flip chart sheets
colourful markers
adhesive tape

METHOD:
brainstorm
group work

NOTE

This is a very important lesson learned from the NRC YEP programme. Friends and family demands play an important role in how personal expenses are managed. See Activity 1.4.1 on 'how to deal with family and friends demands'.

STEP 1:

Facilitator: Introduce Activity 3.3.1 by reading the title of the activity and the learning points.

STEP 2:

Facilitator: **Brainstorm**. Write on the top of the flip chart 'keeping records of my money'. Ask the learners to think about the simulations and ask them to give some examples.

Q: Can you give some examples of record keeping of money during the simulations?

For example:

"Personal and business expense records and the board game."

STEP 3:

Facilitator: Ask the learners to identify why it is important to keep separate records of personal and business expenses in a business.

Q: Why do you think it is important to keep separate records of personal and business expenses in your business?

For example:

"Keeping separate records between business and personal expenses helps to prevent business failure."

"Separate record keeping represents a transparent and fair approach that benefits all YEP cooperative members."

LEARNING POINTS!

It is important that business resources are not used for personal use because this will contribute to the collapse of the business. Business cash and business resources (raw materials, products, tools et cetera) should NEVER be used for personal purposes. In the very exceptional case that a personal loan is needed, this should be registered under Salary Advance under CASH-OUT in the record book and later deducted from the weekly salary of the YEP member.

NOTE

Record keeping should be adapted to the specific needs of the YEP cooperative in your context.

STEP 4:

Facilitator: Ask the learners to give some examples of how to keep record of money in a business.

Q: Can you give some examples of how you can keep a record of money in your business?

For example:

"I can keep a record of my money by using a record book."

LEARNING POINTS!

RECORD BOOK: A book where you write down all the money that came into the business and all the money that goes out of the business, including goods sold on credit.

NOTE

Generally you can purchase record books in your local stationary shop but they may be too complicated and may not reflect the needs of small businesses. YEP cooperatives can develop their own books. The most important thing is that once the record books are developed, they are used regularly!

STEP 5:

Facilitator: Ask the learners to identify the reasons why records of money must be kept in a business.

Q: Why do you think you should keep a record of money in your business?

For example:

"Keeping a record of money helps to track the cash flow in my business, it helps in the planning of business activities and investments and assists me in monitoring the performance of my business."

STEP 6:


Facilitator: Ask learners to identify what information they need to include in a record book.

Q: What information is necessary to record in a record book?

For example:

"Information to include in my record book includes the date of transaction, transaction details, the amount of cash in and out, credit information, and a signature of the person responsible for the transaction."

STEP 7:

Facilitator:  **Group work.** Distribute one flip chart sheet of paper and markers of different colours to each team and ask each YEP cooperative or business team to develop their own version of a RECORD BOOK. You can find a sample below.

SAMPLE RECORD BOOK

DATE	DETAILS	CASH IN	CASH OUT	CREDIT	SIGNATURE
03.07.2013	Straight perm	\$20			Benazir
04.07.2013	Mr Obama's credit	\$2		\$1 still remaining to be paid	Wangari
04.07.2013	Shave and wash	\$4			Salvador
04.07.2013	Manicure and pedicure	\$6			Wangari
05.07.2013	Salary advance to Nelson		\$5		Wangari
05.07.2013	Bought soap and lotion		\$15		Julius
06.07.2013	Bridal decoration	\$10			Benazir
07.07.2013	Bought shampoo (3 liters)		\$10		Julius
07.07.2013	Colour	\$23			Nelson
08.07.2013	Wash and blow dry	\$8			Nelson
08.07.2013	Braids with own extensions	\$10			Salvador
08.07.2013		CASH IN	CASH OUT		PROFIT
TOTAL:	Weekly business record	\$83	\$25		\$58
10.07.2013					
11.07.2013					

NOTE

Register only the cash-in. Only count cash-in in the total.

NOTE

Do not count the \$5 in the total, but deduct \$5 from Nelson's weekly salary.

NOTE

Consider to repeat the record keeping exercise in the literacy/ numeracy classes.

LEARNING POINTS!

You calculate your weekly profit by subtracting the cash out from the cash in.

CASH IN

-

CASH OUT

=

PROFIT

\$83

-

\$25

=

\$58

NOTE

Record keeping must be regular to be effective. All business partners should be able to fill in the records and understand them.

NOTE

Depending on the level of your learners, consider drawing a sample of a salary book on the flip chart paper.

STEP 8:

Facilitator: Walk around the classroom and support the teams experiencing difficulty. Show the learners the sample of a record book to help them in the drawings.

STEP 9:

Facilitator: **Gallery walk.** Post the records developed on the wall and ask the learners to comment. Select the best sample and discuss how to reproduce it for record keeping in the YEP cooperative.

Q: How will you ensure that the records are used regularly?

STEP 10:

Facilitator: Ask the learners to identify the possible strategies that should be put in place in case the YEP cooperative does not make a profit. Discuss with the teams.

Q: What should the YEP cooperative do in the case it does not make a profit?

For example:

"If after a month the YEP cooperative needs to be closed down due to profit losses the tools and assets should be sold."

"If a member wants to continue the YEP cooperative on her/his own then they will need to discuss how to buy or pay back the other members of the cooperative for the tools and assets."

STEP 11:

Facilitator: Recap the learning points of Activity 3.3.1.

Q: What did you learn?

Q: Do you have any questions?

UNIT 3.4

UNDERSTANDING HOW TO MANAGE TIME

ACTIVITY 3.4.1

HOW CAN I MANAGE MY TIME AND WHY SHOULD I DO IT?



LEARNING POINTS:

At the end of this activity the learners will:

1. Perform efficient time management skills.

MATERIALS:

flip chart sheets
colourful markers

METHOD:

brainstorm
role play

STEP 1:

Facilitator: Introduce Activity 3.4.1 by reading the title of the activity and the learning points.

STEP 2:

Facilitator: **Brainstorm**. Ask the learners to think about simulation three and identify when keeping time was important.

Q: Can you give some examples of when keeping time was important during simulation three?

For example:

“Efficient time keeping was important during the production step. Shopping early for the raw materials allowed for more time to manufacture the products.”

STEP 3:

Facilitator: Ask the learners to identify which strategies they put in place to manage time efficiently during simulation three.

Q: Which strategies did you put in place to manage time during simulation three?

For example:

“Different roles were delegated to different members of the team. Some focused on production, selling, buying and others on record keeping.”

LEARNING POINTS!

1. Planning ahead of time is the most efficient strategy for keeping time.
2. Delegation of roles and teamwork help improve efficiency and save time.
3. Clear communication among the members of the team helps to save time. It is important to communicate difficulties instead of keeping the problem to yourself because the team can help to identify quick solutions. Ask for help when you are in difficulty otherwise you will delay finding solutions.

STEP 4:

Facilitator: Ask the learners to identify why it is important to manage time in business. Discuss and bring examples from simulation three.

Q: Why do you think it is important to manage time in your business?

For example:


"Time represents money and time management reduces stress and improves performance."

"Time management helps to deliver products and services on time and keeps customers satisfied."

LEARNING POINTS!

Delivering your products and services on time is important to keep customers satisfied and keep them coming back for more business.

STEP 5:

Facilitator:  **Role-play.** Ask for ten volunteers. Invite the volunteers to the front of the class and give them instructions to act out a busy day at the 'Perfect Hair Salon':

INTRODUCTION: *It is the day before a very important celebration in your community. People are happy and are preparing for the important celebrations. It is the busiest time of the year for the Perfect Hair Salon. It is 9 a.m. in the morning and five customers arrived at the same time.*

NOTE

Adapt the role-play to your context. You can add additional complications to the role-play such as having to provide hot water rinses or not having enough shampoo ordered.

Hairdresser 1	She/he is experienced and fast
Hairdresser 2	She/he is specialized in shaving
Hairdresser 3	She/he is better at record keeping and slow in hairdressing
Hairdresser 4	She/he is very good at communicating with customers and good at hair cuts
Hairdresser 5	She/he is good at organizing and knows much about the latest fashion in hairdressing
Customer 1	Needs a long service
Customer 2	Needs a short service
Customer 3	Needs to catch a bus later and needs a medium time service
Customer 4	Needs a medium time service and has plenty of time
Customer 5	Needs a long service and is in a hurry

STEP 6:

Facilitator: Ask the volunteers to organize their salon. The role-play should last around 10 minutes.

STEP 7:

Facilitator: Discuss with the learners how the busy day at the Perfect Hair Salon was managed:

Q: How was the busy day at the 'Perfect Hair Salon' managed?

Q: Were all customers satisfied?

Discuss with the group and highlight the good practices.

LEARNING POINTS!

1. An efficient business owner knows all the various steps needed in the manufacturing of products and delivery of services and can estimate the time needed to complete them.
2. Good estimation of time helps to give realistic expectations to customers.
3. Knowing your business and the different skills of the YEP members will help in distributing tasks and save time when needed while keeping customers happy.

STEP 8:

Facilitator: Recap the learning points of Activity 3.4.1.

Q: What did you learn?

Q: Do you have any questions?

UNIT 3.5

UNDERSTANDING HOW TO MANAGE THE WORK PLACE

ACTIVITY 3.5.1

HOW CAN I IMPLEMENT HEALTH AND SAFETY MEASURES AND GOOD PRACTICES IN MY WORKPLACE AND WHY SHOULD I DO IT?



LEARNING POINTS:

At the end of this activity the learners will:

1. Understand how to create a safe and healthy working environment.

MATERIALS:

flip chart sheets
colourful markers
adhesive tape

METHOD:

brainstorm
group work
case study
gallery walk

NOTE

If the learners haven't identified a workplace, they can imagine what it will look like.

STEP 1:

Facilitator: Introduce Activity 3.5.1 by reading the title of the activity and the learning points.

STEP 2:

Facilitator: **Brainstorm**. Write the word 'workplace' on the flip chart and ask the learners to explain it by giving examples of workplaces.


Q: What is a 'workplace'?

Q: What is important to think about when you set-up your workplace?

For example:

"A workplace is where goods and services are produced or sold. In a bakery, the workplace is the kitchen and also the shop where the bread, buns and cakes are sold."

STEP 3:

Facilitator:  **Group work**. Distribute one flip chart paper and different colour markers to each team. Ask each team to draw the workplace of their YEP cooperative or business. They should specify where the materials are stored, where the different tools/machinery are placed and mark the workplace of each YEP member. Allow a maximum of 15 minutes.

STEP 4:

Facilitator: **Gallery walk**. Ask the learners to post their drawings on the wall. Invite the learners to walk around the classroom and comment on the pictures.

Q: Do you think that the layout of the workplace is safe? Why?

LEARNING POINTS!

There are three specific areas that need specific attention in your workplace:

- 1. Lighting and ventilation of the workplace.** For example, high precision work, like in the case of a tailor, requires appropriate lighting. Windows should be kept clean and proper lighting provided.

For example fluorescent lighting increases brightness. Ventilation is specifically important for businesses using chemicals or machines producing dust, like in the case of a hairdresser or a carpenter workshop.

2. Material handling and storage. Storing materials in a tidy system helps to prevent accidents and it saves time when looking for materials. Raw materials, semi-finished goods and completed products should be kept in separate areas. Some raw materials and products should not be exposed to bad weather. They should be stored indoors. Items that are not frequently used should be removed from the work area. Appropriate protective equipment should be used, such as gloves and eye protectors, when working with machinery.

3. Control of hazardous substances. Substances like solvents, paint and glue must be kept in covered containers. Labels with their contents should be clearly drawn on the container. Warning pictures that indicate danger should be placed on all containers that contain toxic substances. Keep containers out of the reach of children.

STEP 5:

Facilitator:  **Case study.** Read the Comfort Carpentry case-study.

Mrs. Pria, Mrs. Merkel and Mrs. Ghandi are the proud owners of the 'Comfort Carpentry' business. They recently graduated from the YEP programme and managed to set-up their business in their local town. The workplace is situated in the back yard of Mrs. Pria house, where Mrs. Merkel and Mrs. Ghandi built a roofed workshop using the scrap materials from the carpentry shop and corrugated iron sheets.

The workplace is ventilated and bright. Mrs. Ghandi asked two of her YEP colleagues from the masonry vocational skill to pave a corner of the workshop with concrete, where they placed the machinery and where they connected the electric power. It is very important that electric connections are kept safe, far from possible water spills that could cause an electric circuit and start a fire. What a disaster it would be! The whole workshop would burn down, as they store most of their highly inflammable raw materials in the workshop. In fact Mrs. Merkel is in charge of sweeping the floor of the workshop every evening to keep the workshop tidy and clean and to prevent the sawdust from blowing near the electric wires. Mrs. Ghandi also regularly ask one of the YEP graduates to come and check on the electric system for good maintenance. After all, the machinery is an important tool for their business.

Mrs. Merkel makes sure that the chemical substances, like the glue and the solvents used in the workshop, are kept in a safe place. It would be terrible if Mrs. Pria's children touched them, they could be easily intoxicated. The dangerous substances are kept in the store together with the tools. The key of the door is kept in a safe place out of the reach of children and possible thieves.

Mrs. Ghandi, Mrs. Pria and Mrs. Merkel enjoy working together and they decided to wear the same working uniform, stitched by their YEP colleagues, with the name of their business clearly marked. It is a good strategy to protect themselves from dirt and to market their business at the same time. They really look smart and professional in their working uniform and it makes them proud of their business.

STEP 6:

Facilitator: Ask the learners to identify the health and safety measures and the good practices implemented in the 'Comfort Carpentry' business.

Q: Which health and safety measures and good practices are implemented in the Comfort Carpentry business?

For example:

"Paving the floor, where electric appliances are placed, with concrete is a good safety measure (since concrete is nonflammable)."

"Keeping toxic substances in a secure location is an example of a safety measure and represents good practice."

STEP 7:

Facilitator: Ask the learners to identify the 'health and safety measures' and 'good practices' that must be implemented in their YEP cooperative and state the reasons why.

Q: Which health and safety measures and good practices must be implemented in your business? Why?

Discuss with the teams.

STEP 8:

Facilitator: Recap the learning points of Activity 3.5.1.

Q: What did you learn?

Q: Do you have any questions?

UNIT 3.6

UNDERSTANDING HOW TO MANAGE RULES AND REGULATIONS OF BUSINESS

ACTIVITY 3.6.1

HOW CAN I DEAL WITH RULES AND REGULATIONS OF BUSINESS AND WHY SHOULD I DO IT?



LEARNING POINTS:

At the end of this activity the learners will:

1. Know how to manage rules and regulations of business in their communities.

MATERIALS:
none

METHOD:
brainstorm
role play
guest speaker

STEP 1:

Facilitator: Introduce Activity 3.6.1 by reading the title of the activity and the learning points.

STEP 2:

Facilitator: **Brainstorm**. Ask the learners to identify which rules and regulations apply in the context of their business.

Q: Which rules and regulations apply in the context of your business?

For example:

"The requirements for registering a business, laws that govern business, taxations, professional codes of conduct."

NOTE

In many contexts it is very likely that militia groups control 'business'. It is important to be aware of the dangers of setting-up and running a new business in controlled areas.

STEP 3:

Facilitator: A successful business owner has to be respected in her/his community to be able to do good business. This issue is connected with the ethics and moral conduct of business. At times it may be very difficult to keep away from corruption and illegal procedures. Ask the learners if they can give some examples.

Q: Can you give some examples of business owners who did not comply with the rules and regulations of business in your community?

Discuss with the learners and try to determine lessons learned.

STEP 4:

Facilitator: Ask the learners to identify why it is important to know the rules and regulations of business in their community:

Q: Why do you think it is important to know the rules and regulations of business in your community?


NOTE

The aim of the role-play is to identify possible challenges coming from 'rules and regulations' in the community and how to face them.

For example:

"Understanding rules and regulations helps to comply with the proper requirements, provides for the safety of your business and can avoid problems that might lead to its closure, may provide tax relief to a young business owner, and allows for acceptance and recognition from other businesses and the community."

STEP 5:

Facilitator:  **Role-play.** Ask for three volunteers to play the following roles:

INTRODUCTION: We are in a busy commercial city, where business is thriving. Raju wants to set up his own business and seeks advice from Rama and his grandfather Mr. Bid.

Raju	Wants to set-up his own construction business.
Rama	Rama is Raju's friend. He is a lawyer and has experience in business. He advises Raju.
Mr. Bid	Mr. Bid is Raju's grandfather and has been in business for many years. He has witnessed many changes in his community and he knows how to deal with corruption.

STEP 6:

Facilitator: Ask the learners to discuss the role-play and agree or disagree with the advice provided by Rama and Mr. Bid.

Q: Do you agree or disagree with the advice given to Raju by Rama and Mr. Bid? Why?

LEARNING POINTS!

1. Ask many people for advice.
2. Share worries and doubts with family and friends, they can help you and give you advice on how not to make mistakes.
3. The ethics of your business have an impact on your community.

STEP 7:

Facilitator: If there is the possibility, invite a businessperson from the local community to discuss how a new business is started, the challenges of local rules and regulations and where to seek advice. This will help the learners to have first hand information and also to network for their future business.

STEP 8:

Facilitator: Recap the learning points of Activity 3.6.1.

Q: What did you learn?

Q: Do you have any questions?

GUEST SPEAKER VISIT

STEP 1:

Facilitator: Identify a suitable guest speaker from your local community and contact her/him. Provide the guest speaker with a brief introduction to the NRC YEP programme and background information on the business training. If needed, you can ask the NRC team to provide you with the necessary papers and information.

STEP 2:

Facilitator: Visit the guest speaker prior to her/his visit to the YEP centre and agree on the key messages and examples that can be shared with the learners.

STEP 3:

Facilitator: Discuss the duration of the visit, the number of learners and possible materials that can be shared with the learners. Discuss cultural sensitivities.

STEP 4:

Facilitator: Prepare the learners for the guest speaker visit. Develop some questions that the learners can ask the guest speaker.

STEP 5:

Facilitator: Arrange transport and refreshments.

STEP 6:

Facilitator: Write with the learners a thank you letter to the guest speaker.

STEP 7:

Facilitator: Write with the learners a short follow-up story for the YEP centre newsletter highlighting the lessons learned.

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BUSINESS TRAINING MANUAL

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