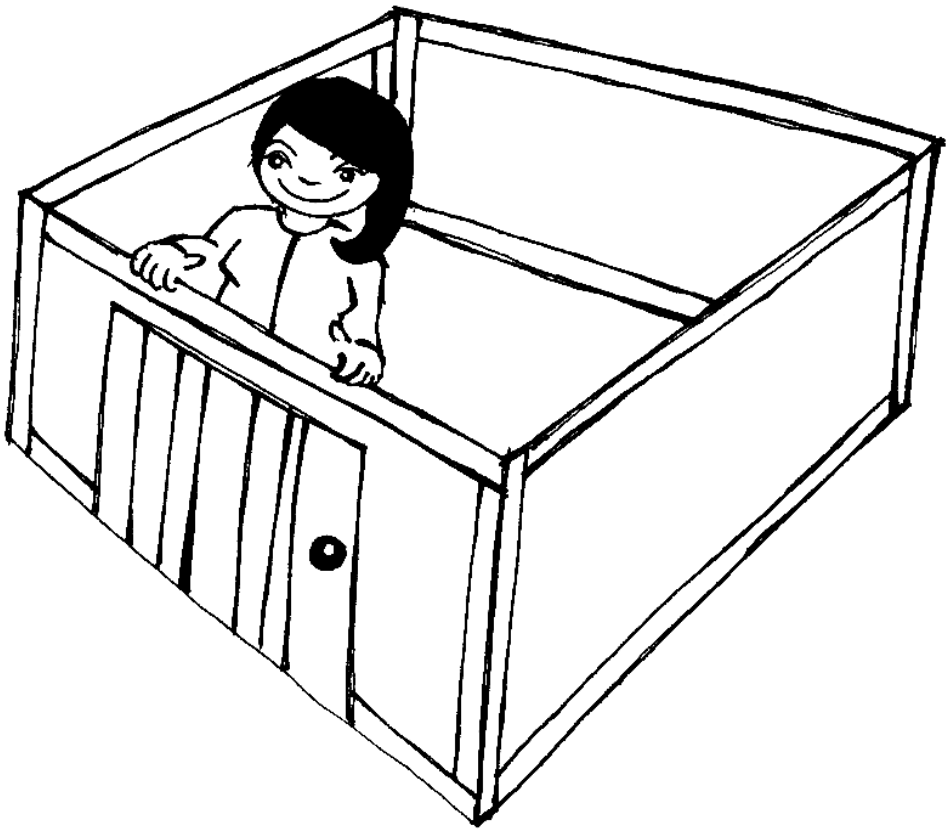
Module 4
People, Organization and Management



Module 4.1
Management of Self and Others

Key Content

People are the most important resource for any business or organization. People manage and organize according to different management styles and experiences. Many women are excellent business managers. However, their special skills and competencies as managers often remain under-utilized and the subject of organization and management has often been neglected in training programmes for women entrepreneurs with little educational background, assuming that they do not need managerial skills.

Objectives

Module 4.1 aims to increase the awareness and self-confidence of women entrepreneurs to act as managers and 'leaders' in enterprise and to make best use of the resources, skills and motivation of themselves and others in their business.

Exercises

24. Management of Self and Team Work
25. Management of an Individual, Family or Group Business
26. The Family Business: Sharing Work, Decision Making and Income
27. The Trust Walk (optional)

Exercise 24. Management of Self and Team Work

Objectives

- To help women entrepreneurs become self-confident in managing their enterprises
- To help participants make an informed choice about their leadership styles

Duration

90 minutes

Room Arrangement

- U-shape for plenary
- Small groups seated at tables or on the floor with space to work during step 2

Materials and Preparation

- Flipcharts and boards
- Used newspapers, flipcharts, cardboard boxes, magazines with illustrations, paper cups; match boxes, decorative materials available in the room; scissors; thread or string; masking tape or any other pasting material: one set of these materials for each group
- Prepare the Review Form for Tower Building Management on flipchart or board

Training Aids

- Training Aid 24.1: Management Styles
- Training Aid 24.2: Review Form for Tower Building Management

Related Sessions

- Module 1.2: The Life Cycle of People and Enterprises, Exercise 4
- Module 2.1: The Business Woman: She Can Do It, Exercise 5

Session Plan

Step 1 - 5 minutes

Women are often good managers. They do many things at the same time. Ask the participants to describe all the duties and tasks that they usually 'manage' during one day, from waking up in the morning to going to bed in the evening, including all household and productive activities. Note down all the examples of tasks they come up with on a flipchart.

Step 2 - 30 minutes

Divide the participants into small groups of 5 to 6 persons each. Explain that they will have the opportunity to test their own management and leadership skills in the group. Together, they are asked to build a paper tower with the materials provided. The quality of their towers will be judged according to three selection criteria:

- Height: The taller the tower the better
- Strength: The stronger the tower the better
- Creativity: How creative is the final product?

State that each group **has to nominate a manager**, who will be responsible for the work of the team. Give each group 5 minutes time to discuss their objectives and strategy. Then distribute the building materials and give the **START** sign. The time allocated for building the tower is 20 minutes.

Step 3 - 10 minutes

Ask all groups to stop when the time for the assignment is over. The training team does a first assessment and determines the strong and weak points of each of the towers based on the above selection criteria.

Ask the managers how they feel. Ask them about their management strategy.

- Did you assign tasks to different group members?
- Did you also work on the tower or did you prefer to supervise and check the overall progress?
- Did people do what you told them?
- Did people spontaneously do what needed to be done?
- Did you ensure that everybody was working?

Then ask the other participants how they feel.

- Are you satisfied with the paper tower of your group?
- How were tasks managed in the group while creating the tower?
- What helped or hindered the achievement of your goal?
- What can you say about the role of your team leader and group members during the process of building the tower? Were you satisfied with her management style and the team work? Why, or why not?

Fill in the comments using the review form (training aid 24.2) on board or flipchart to record the views of participants. This step is best done by a team of two trainers: one leads the discussion while the other fills in the form.

Invite all participants to select one (or more) “winning tower(s)”. Ask the participants to reflect whether the teamwork and leadership in the “winning group(s)” contributed to their success, or not.

Step 4 - 25 minutes

Emphasize the learning points that show the 'recipe for success' of management, for example: focusing on the delivery of tasks to reach a goal; acting as team-players; sharing of the overall work but division of tasks, using individual strengths;

contributing to the success of the whole team (no one-woman or one man show!); supervision of work flow; etc.

Sum up the discussions by going through the list of key management skills. As a manager you need to:

- take initiative
- pursue goals and a vision
- set a systematic plan to reach your goals
- be keen on achieving results to reach your goals
- be practical about things and get them done
- set your goals systematically
- take calculated risks: collect information and select the best alternative
- be able to grasp opportunities and be flexible
- involve others in accomplishing the task: cooperation, coordination, delegation, trust
- be honest and accountable
- create solidarity between different groups and interests in the business, the family, the community and the society
- other skills as listed by the participants.

Ask participants if they see any differences in the management characteristics and styles of women and men, using the list given above. Common gender stereotypes will come up such as: Men are good in leadership, goal setting and risk taking. Women are good in cooperation, relations, caring, accountability and honesty. Explain the following:

- These gender stereotypes are related to social values on what women and men should be good at in their society. Girls and boys are socialized, educated and brought up accordingly.
- Good management requires a combination of the above-mentioned 'masculine' and 'feminine' characteristics which all all-round managers should have.
- Often, therefore, men and women need capacity building in the skills they lack to become good managers.
- Ask participants to list for themselves their strong management skills and the areas that they would like to improve. Encourage participants to focus on the strengths to be used, and not so much on the weaknesses to be overcome.

Step 5 - 15 minutes

Introduce two different management styles which have been common in different types of enterprises over the years (training aid 24.1):

Management Styles

Traditional/hierarchical management style	Emphasis on reaching the goal – no matter what! Leaders tend to make hierarchical decisions and dictate work methods from 'above'.
People-centred management	Emphasis on motivating people,

style	teamwork and on involving the group in decision-making

Ask the participants what management style they are familiar with. What are the advantages and disadvantages of the two styles. Conclude that the people-centered management style has many advantages, i.e. staff motivation. But the traditional or hierarchical style may sometimes be needed to get things done.

Step 6 - 5 minutes

Conclude the session by emphasizing the following points:

- Good management is necessary to achieve one's goals in life.
- Good management of self and others is not only the task of leaders. It is a task for everybody. Good leaders need to have outstanding management skills.
- Responsibility by all group members and good leadership are all vital for successful team work and the achievement of goals.
- The question is not to adopt one right or wrong management style, but rather to become aware of and consider different management styles to suit your personality, and the individual business or group operation.

Management Styles

Traditional/hierarchical management style	Emphasis on reaching the goal – no matter what! Leaders tend to make hierarchical decisions and dictate work methods from 'above'.
People-centred management style	Emphasis on motivating people, teamwork and on involving the group in decision-making

Review Form for Tower Building Management

Groups	Satisfied with process and output?	Helping factors	Hindering factors	Management within the group: Role of leaders and members
1				
2				
3				
4				

Exercise 25. Management in an Individual, Family or Group Business

Objectives

- To help participants to reflect and decide on their roles as individual business owners or members of family or group businesses
- To improve the organization and management in their individual, family or group businesses

Duration

60 minutes

Room arrangement

U-shape

Materials and Preparation

- Flipcharts and cards in 4 colours, 1 to 3 of each colour for each participant
- Copy the Help & Hinder Action Planning Matrix on flipcharts, one for each working group

Training Aid

- Training Aid 25.1: Help & Hinder Action Planning Matrix

Related Sessions

- Module 2.1: The Business Woman: She Can Do It, Exercise 7
- Module 4.3: Action Planning for Your Business, Exercise 31. Business Planning for Women in Enterprise

Session Plan

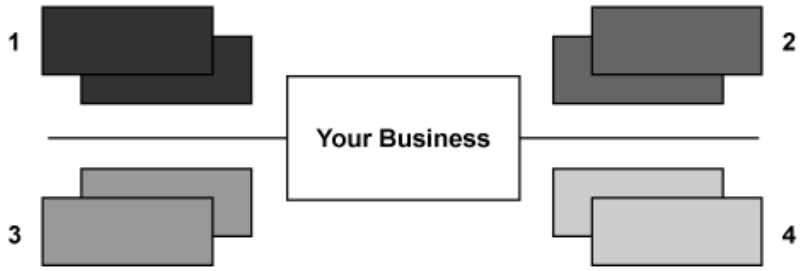
Step 1 - 10 minutes

Introduce the brainstorming exercise 'How to Manage Your Business', as a tool to check different needs and possibilities for managing a business. Draw the diagram on the board or flipchart, and distribute cards of 4 different colours to all participants.

Explain that the circle in the middle represents the (existing or new) business of each participant. Explain that each of the coloured squares stands for a different question:

1. (Yellow cards) : What are my main tasks in the business
2. (Blue cards) : What role does or could my family or my group play in operating my business?
3. (Red cards) : What are the advantages of working in an individual, family or group business?
4. (Green cards) : What are the disadvantages of working in an individual, family or group business?

Go through the four questions step-by-step, inviting participants to write their ideas and comments on the coloured cards. Collect them while discussing, and tape them on the respective flipchart or board as follows:



Discuss and summarize the ideas on the cards, identifying them as opportunities and challenges that every woman and man faces when reviewing her/his personal capacity to manage a business individually, or together with their family or group. Check whether there are similarities or differences between participants and draw out views on advantages and disadvantages of each type of business. Review the relations in the business: Who does what? Who takes decisions? How is the earned income divided? Is there a difference between the roles of men and women and young and older members in the business?

Step 2 - 30 minutes

Ask participants to choose the profile of their (existing or new) business: Is your business:

- an individual business, run and managed only or mainly by yourself?
- a family business, where you work with family members?
- a group business, where you work with group members, for example, other women or families in your village or neighbourhood?
- a combination of the above?

Introduce and explain the 'Help & Hinder Action Planning Matrix' (training aid 25.1). The matrix is a tool to enable participants to identify the people and inputs that they consider to be of help, and the people and inputs that may hinder them in implementing their business (idea). Divide the participants in 4 groups according to their business profile. Distribute flipcharts with the Help and Hinder Action Planning Matrix to each group and ask them to fill it in with their ideas, experiences and plans.

Once participants have noted down these elements, ask them to underline the most critical factors: both the helping ones (in one colour) and the hindering ones (in another colour). The same persons can appear as both a 'help' or a 'hinder' factor, for example, a powerful family member can be of enormous help but can also be a possible threat, if he or she does not approve of the idea.

Step 3 - 20 minutes

Discuss the outcome of the groupwork briefly in plenary. In conclusion, point out the similarities in 'help' and 'hinder' factors among the different types of businesses. Also discuss the differences between each type of business: What are the specific opportunities and challenges for each type. Ask participants to discuss how to engage and benefit from the support of the key 'helping' people and inputs required, and how to get around those that may 'hinder' them in their business.

As a guiding help for trainers, some of the most common help and hindering factors are:

Type of business	Helping Factors	Hindering Factors
Individual Business	I can control the business myself I can take quick decisions I have freedom to do what I want	I have difficulties in coping with all the work: organizing and managing and making products or delivering services at the same time
Family or group Business	I can trust my family/ business partners when we have to make difficult decisions There is strength in numbers More people can do more Everybody can contribute to the business	My family or business partners do not take me seriously because I am a woman Decisions take too long, and are often not accepted by all members of the business I can not take any decisions, because my family or business partners consider that I am too young

Help & Hinder Action Planning Matrix

Type of business: ……

Who?	With whom?	What?	When?	Helps (+)	Hinders (-)

Exercise 26. The Family Business: Sharing Work, Decision Making and Income

Objective

To understand the importance of deciding on how to divide and share work, decision making and income in a family business setting

Duration

90 minutes

Room Arrangement

- U-shape for plenary and space for small groups (step 1)
- One circle of chairs in the middle of the U-shape (step 2)

Handouts

- Training Aid 26.1: Case Study: The Business of Family Arai
- Training Aid 26.2: Answer Chart for Case Study: The Business of Family Arai
- Training Aid 26.3: Management of Family or Group Business: Inventory (optional step 4)

Preparation

Trainers or facilitators need to read the case study before the session. If participants are illiterate, assign one trainer or literate and experienced participant to each small group to go through the case study during the preparation of the role play.

Session Plan

Step 1 - 30 minutes

Introduce the Case Study: The Business of Family Arai (training aid 26.1). Tell the story once in plenary. Distribute it to all, if participants can read or provide group facilitators with a copy for use in the small groups. The role of the group facilitators is to read, **NOT** to guide or give instructions to the group.

Divide the participants into groups of at least 5 members each and ask them to prepare a role play to help the Family Arai. Players in the role play are the 3 family members who work in the family business: Noi, Sunee and Pong, and 2 respected business counsellors from an organization that has helped them before. Ask the groups to select one or more of the following questions to address in their role play.

- What are the duties and responsibilities of Noi, Sunee and Pong?
- What are the key skills and attitudes needed for each duty?
- How do they divide the work and who takes the decisions?
- What advice would you give the family to better manage their business in terms of workload and decision making?
- Noi has set aside 100 units per month from the business income for the family members labour costs (use local currency and amount). Who should receive what share of this income?

Step 2 - 40 minutes

Each group will act out their role play for 5 minutes maximum each.

Step 3 - 20 minutes

Discuss the questions in plenary, and draw out similarities and differences in the outcomes of the role plays. The training team can use the Answer Chart for the Case Study (training aid 26.2) to guide the discussion. Write the comments on a flipchart so that all participants can easily follow the discussion.

Conclude by pointing out:

- It is important in a family business to be clear on 'Who does what? Who decides what? and Who earns what?'
- In many societies, women do most of the work but are under-represented in decision-making. Often, they also earn less income than men who are doing the same or similar types of work
- Younger family members often face the problem that their parents or older family members want to decide what is good for the younger ones, even if the latter have a great deal of life and business experience
- If the division of work, decision making and income is very uneven or unjust in a family business there is bound to be trouble sooner or later
- It is up to every family to find a good balance in the sharing of work, decision making and income, and it is important to realise for everybody that different ages and experiences bring a variety of skills to the business.

Step 4 - 5 minutes (optional)

Homework. Hand-out a copy of the Management of Family or Group Business: Inventory (training aid 26.3). Participants are asked to fill in 'the inventory' to become more aware of how they manage their family or a group business. This can be done individually at the end of the training day.

Depending on the needs and interests of participants, some can share their Inventory in plenary on the next day, and/or trainers can provide them with advice on an individual basis as needed.

Case Study: The Business of Family Arai

1. Thirty years ago Noi and her husband Pai set up a small trading and repair shop in front of their house. Pai was the director of the business and did the repairs. Noi looked after the trading shop. They were both hard working, and used much of the profit to improve their business.

2. Over the years the village was getting more developed. Noi added more products to sell in the shop, such as home-made desserts and candies from fruits in her garden. As there was lots of demand for these products and many of the women in the village wanted to earn some income, she started to buy pastries from them and sold these in the shop. The repair workshop also did well. The people in the village started to use machines to work the land and bought bicycles, motor cycles and pick-up trucks. Many people needed to use Pai's services as they usually bought second-hand machines, cycles or cars which broke down often.

3. Noi and Pai were happy that their business was going so well. Over the years Pai became a bit ill-tempered and grumpy as his health started to fail. So sometimes they disagreed on the management of the shop. Noi was happy to leave all decisions on the repair shop to her husband but as she ran the trade shop and did all the buying and selling, she considered she was in the best position to decide what was good for this part of the business. However, in the old days everybody in the village believed that men are better leaders, and Pai always used this argument when they disagreed. Usually Noi gave in because she loved her husband, even if she did not always agree with him. Over the years, Pai started to trust more and more on his wife's sound judgement, even if he would never admit this in public.

4. As they had no children and they really needed help to run the business, they asked their young niece Sunee and her twin brother Pong to help. Sunee had finished secondary school and done computer and accounting courses. She was glad with the opportunity to help her uncle and aunt and use the skills, she had learned at school. Pong had been to a vocational training school. He had worked as a day labourer in the capital for a few years, but was happy to return to the village when his uncle and aunt asked him to help run the repair shop. Sunee and Pong worked part-time for 2 years, but Pai and Noi were really happy to have them around the house and the business was a lot of work, so they have been working full-time for the past three years.

5. One year ago, Pai died. This was a big shock to all of them. Since then, Noi has been responsible for the business planning and management of both the trade and the repair shop. Noi is also responsible for buying and selling within the village. She is the operations manager and responsible for product design and relations with the local producers.

6. Sunee likes the work in the business. She has started to buy silk products from the village women and these are sold in the shop. She also likes to travel and learn new things. She went to the capital where she visited a trade show. She has started to keep the business records on a computer to control the finances better, and now does all the accounting work. This is a lot of work even with a computer. In addition, she also started to contact new customers in the capital by e-mail and telephone. These new buyers are especially interested in the beautiful silk textiles, woven by the village women. Trade in these textiles is going very well as many village women like to earn money with weaving. Sunee is the marketing manager for all contacts outside the village. In the village they are quite proud of her and she is known as the 'smart girl'. The buying and selling of textiles is now clearly the most profitable part of their whole

business. She has tried to explain this to Noi and Pong but it seems that this is difficult for them to understand.

7. Pong is a good technician. He is known as the man with the 'golden hands', because he can always fix broken equipment, no matter how old and battered it is. Noi has recently bought new tools and renovated the repair workshop. Pong is quite happy with his work. He has a lot of work in the rainy season because this is the time that machines, cycles and vans break down. In the dry season the workload is not so heavy and this suits him as he likes to go out and have a good time with his friends. However, now that his uncle has died, he wants to have a bigger say in the business. Pong also finds that he does not earn enough, so he often keeps the cash earned from the repairs for himself. He wants to share equally in the amount that Noi sets aside for the labour cost for the 3 of them.

8. Lately, the Arai family has experienced some difficulties. Noi has run the business by herself for a long time, but now that the business has expanded so much, she relies more and more on the younger family members, especially Sunee. However, she still wants to have the final say in her business. This is not always easy. Pong would like to have more money and take more decisions in the business as the man in the family, but he is not yet so mature in her views. In her view, Sunee is the brains in their business. Sunee has indicated that the shop is doing very well, she has many new ideas and would like to expand but Noi prefers to save rather than spend. She thinks she should pay them more but how much to each, she does not know. She wonders whether she should give them more responsibility but is not very clear on how to do that.

9. Two counsellors from a business development organization, who are respected and trusted by all of them come by to discuss the situation with the whole family.

Role Play assignment

Select one or more questions to address in your 5 minute role play

- What are the duties of Noi, Sunee and Pong?
- What are the key skills and attitudes needed for each duty?
- How do they divide the work and who takes the decisions?
- What advice would you give the family to better manage their business in terms of workload and decisionmaking?
- Noi has set aside 100 units per month from the business income for the family members labour costs (use local currency and amount). Who should receive what share of this income?

Answer Chart for Case Study: The Business of Family Arai

Task	Duties & Responsibilities	Skills & Attitudes needed	Who does what? Who takes decisions?
Overall management	Business planning Operations manager for the repair shop, the trading, the product design, and public relations	Planning, organization and people skills Good technical skills	After Pai's death, Noi is charge of everything Pong is disappointed because he has no 'say' in the management and decision-making! Sunee thinks mainly of the future of the business, because she is growth-oriented and full of ideas
Record keeping	Keeping accounts, cash and shop inventory	Careful, tidy and honest	Sunee: financial records; and computer literacy skills
Marketing and sales promotion	Do market research; keep good relations with customers; attract new ones; set prices and propose measures for sales promotion; Know business costs	Dynamic and creative; enjoy meeting people; and good at communication and negotiation	Noi does all the selling and buying in the village Sunee promotes the textiles business line Pong deals with the customers in the repair shop
Production and service delivery	Organize production and product development. Ensure service quality.	Quality control on pastries Textile design and quality Up-to-date knowledge of automotive repair Hardworking; know the products well; creative and service-oriented	Pai: director of business, does the repair: Noi: trading, sound business mind Pong: the man with the 'golden hands' Sunee: the ‘smart’ girl
How to divide the labour costs: Who earns what		Honesty	Conflict: Pong and Noi do not understand what Sunee does. Pong wants more money and more say in the business. Sunee would like to improve and expand the business, but is not sure Noi will agree.

Management of Family or Group Business: Inventory

To operate smoothly and successfully, you will have to organize your business well. You must know what has to be done and be able to work with the right people to do the job.

Every worker in the business will influence business success or failure. Consider the selection of the persons you work with carefully. Assign them proper duties, show them how the business works, and let them see how you (plan to) manage the enterprise.

Who are important people in your business?

- The people in your business may be: .....
- You, the owner .....
- Your main partner (husband, wife, children, ...
  other partners in business or family) .....
- Women and men workers, producer groups .....
- Others (business partners) .....

You as the owner

In many small businesses, one person is the manager. In many family businesses, one person takes the lead, the wife, the husband, an older or younger male or female relative. The owner/manager performs the following tasks individually or jointly:

- Develops ideas, goals and action plans with clear results and outputs
- Organizes and motivates people to carry out the action plans
- Ensures that the plans are carried out so the business goals and outputs are achieved
- Takes decisions such as a new investment or a loan.

In planning the new business, think about your own business skills. Decide which management work you will do, and which tasks you will have neither the time nor the skills to do. Consider the type of manager you want to be, and identify the skills and experience required for that position.

You and your family or group members

You will never have the time or the skills to be able to do all of the work, so you will need help of your family and may need to employ other workers. The smallest enterprise may have only one or two part-time workers. Others have many full-time employees.

To find the workers needed, consider the following steps:

1. Who are the people in your business?

- You the owner(s) .....
- Employees .....
- Producers(local) .....
- Others .....

The Family Business: Sharing Work, Decision Making and Income

2. Do you as the owner, manager and director:

- Develop ideas, goals and action plans? .....
- Organize and motivate people to carry out action plans? .....
- Ensure that plans are carried out so the business goal is achieved? .....

3. Who has skills on what?

- Careful .....
- Tidy .....
- Organized .....
- Honest .....
- Dynamic .....
- Creative .....
- 'Easy' to deal with .....
- Clear communication .....
- Hard-working .....
- Service-oriented .....
- Negotiation .....

It is important to decide on clear duties for everybody in your group or family business. When you know who you need for what, write a **job description** for each of the positions. In reality, many family businesses never prepare job descriptions, but there are some ways in which they can improve their way of working together by agreeing and writing down their tasks in a very easy manner! A job description defines the jobs to be done in a particular part of the business. Writing job descriptions has several advantages:

- People know exactly what work they are expected to do.
- As business manager, you will be able to measure the work output.

Use job descriptions whenever you recruit staff for your business. It is important to employ staff with appropriate skills and who are motivated to work. You should interview all potential staff. Much information can be gained from the questions you ask in an interview:

- Where did you work before? .....
- What was your job? .....
- Why do you want to work in this business? .....
- What type of position are you seeking? .....
- What do you think are your strengths and weaknesses? .....
- How do you spend your spare time? .....
- What hobbies do you have? .....
- Do you like working with people? .....
- How do you react to unfriendly people? .....

Ask many questions as these provide information about the person being interviewed. Inform all of those interviewed about the outcome of their application.

Adapted from Start Your Business (SYB) Viet Nam.

Exercise 27. The Trust Walk (optional)

Objectives

- To generate trust and confidence within a group
- To share and receive feedback, and experience support for personal and business growth

Duration

30 minutes

Room Arrangement

A room large enough to move around freely. This exercise can also be done outside the training venue

Materials

10 to 20 pieces of cloth/shawls for blindfolding (one for each pair)

Note for the Training Team

This exercise will help to nurture the team spirit within the group during (and after) the training.

Session Plan

Step 1 - 15 minutes

Introduce the 'Trust Walk'. Participants will form pairs: one participant will start to guide the other who is blindfolded. While walking together, the guide will explain the environment to her partner. After 5 minutes, ask the couple to change roles and the guide becomes the blindfolded one to be guided by the other person.

Step 2 - 15 minutes

Ask the participants how they felt at the beginning of the walk, and later on as they adapted to the situation (being blind-folded, or being the one to see and explain). Ask them how they developed confidence in their guide, and how they experienced leadership and responsibility when guiding others.

Highlight the importance of establishing confidence, trust and leadership both as individuals and as business women. This is crucial for the time after the training, when participants will build on the learning points, start to (net)work together, and move towards (starting and) growing their own businesses.

Module 4.2
Business Support and Networking

Key Content

Business support and networking are crucial factors for the success of small-scale businesses. Women entrepreneurs still face greater constraints in their economic undertakings than men, although their contribution to the economy and to the well-being of their families is commonly acknowledged. Especially for women, the lack of time, mobility and affordability of support services can be countered by increasing their knowledge and access to business development services. If women organize themselves and get involved in networking activities, they will gain confidence and become empowered to start and manage a business on their own, with their family or as part of a group.

Objectives

Module 4.2 addresses the above-mentioned needs and constraints, aiming to encourage women entrepreneurs to organize and participate in networking with or without economic purpose, and with or without joint risk-taking. By showing how to build networks for doing business together, this module aims to make women realize the advantages of cooperation when there are common interests and joint goals, so that they are able to make their economic activities stronger.

Exercises

28. Business Networking
29. Institutions and Services for Women Entrepreneurs
30. Group Formation (optional)

Exercise 28. Business Networking

Objectives

To create understanding about networking and cooperation and the benefits of group formation to reach a common goal

Duration

90 minutes

Room Arrangement

U-shape

Training Aids

- Training Aid 28.1: Group Businesses and Business Networking
- Training Aid 28.2: Examples of Business Networks

Handouts

- Training Aid 28.3: Your Experience and Planning for Future Networking: Questions for Group Work
- Training Aid 28.4: Successes and Challenges in Working Together

Related Sessions

- Module 1, Basics on Gender and Entrepreneurship
- Module 4.3, Action Planning for your Business

Preparation

The training team should have updated information on existing business and other networks that exist in the country. Are these networks of men, women or of men and women? To what extent are these accessible to the women entrepreneurs that the GET Ahead training is aiming to reach?

Session Plan

Step 1 - 30 minutes

Introduce the idea of networking and group formation: cooperation on a common purpose between the right people at the right time and place. Remind the participants of the string ball network that they created together in exercise 10, or the web of relations they made in exercise 11 of module 2.2. If exercise 10 has not yet been done, do it now.

Ask participants to give brief examples about their experience with networking and working in or taking action as a group to improve their business. After 1 or 2 examples, discuss the following questions:

- Are these women's, men's or mixed networks or groups?
- Is it possible, easy or difficult for women entrepreneurs to join mixed groups?
- Are there any constraints for (starting) business women in joining or benefiting from certain networks or groups? If yes, what are the problems?
- What are the advantages and disadvantages in joining a network or group?

Explain that there are several conditions for establishing a successful relationship towards a joint economic or social gain (training aid 28.1). There needs to be:

- **A common interest and potential for a relationship,** such as working in the same locality or sector; knowing each other from before; having become friends during the training.

- **A shared joint goal,** for example, to earn money; to get access to information; the need for childcare; common transport needs.

- **A concrete reason or occasion,** for example, grasping an economic opportunity that cannot be met by one single person; providing goods or services for a large social event; or utilizing a new social and economic fund for local development initiatives.

People's intentions for joining a network or a group can be different from one person to another, as long as people agree to cooperate on some common goals. For one partner of the network joint marketing may be the most urgent need, while for another the key reason for joining a network may be to find a good business idea in the first place.

Networks can take different forms, ranging from informal social networks to more formal business networks based on membership, a cooperative agreement or partnership contract. Some professional networks focus on economic activities only while others have mainly a social function. For example, many women's business networks and associations do not undertake any joint economic activities but have a strong social and lobbying function. Give some examples of existing business networks such as local Chambers of Commerce and Industries, or other employers' organizations. Show and explain the examples of the business networks 'All around-the-House' and the 'Women's Handicraft Centre' (training aid 28.2).

Characteristics of networks are:

- Networks are **social arrangements** based on communication and exchanges between people to make things happen by doing them together. Their success depends on the members' commitment to joint exchange, action and learning.

- Networks are **forums for social exchange** which foster new relationships and allow people to share tasks in a defined way. Their success depends on direct interaction among members, allowing them to continuously reflect about their action and thinking, thus creating a 'networking culture' and feelings of shared ownership.

- Networks provide **open opportunities**, linking together separate initiatives of stakeholders to complement one another for mutual gain, or to enable the stakeholders to collectively mobilize and pool resources for a common end.

- Networks **strengthen capacities** of individual members by identifying needs and creating learning opportunities for their members.

- Networks **enable creativity** and risk taking by removing members from institutional limitations and creating a safety margin for risk taking. As such, networks provide space to think in new ways and to engage in activities outside the normal range of the individual activities of each stakeholder.

Step 2 - 45 minutes

Introduce the group work 'Your Experience and Planning for Future Networking'. Participants will review their experience with networking and share successes as well as risks that they have faced in networking and group cooperation in the past. They will list possible ideas to strengthen their network and cooperation in the future. Divide the participants into groups and distribute the questions for group work (training aid 28.3).

Step 3 - 15 minutes

Ask each group to briefly explain their findings and conclude as follows:

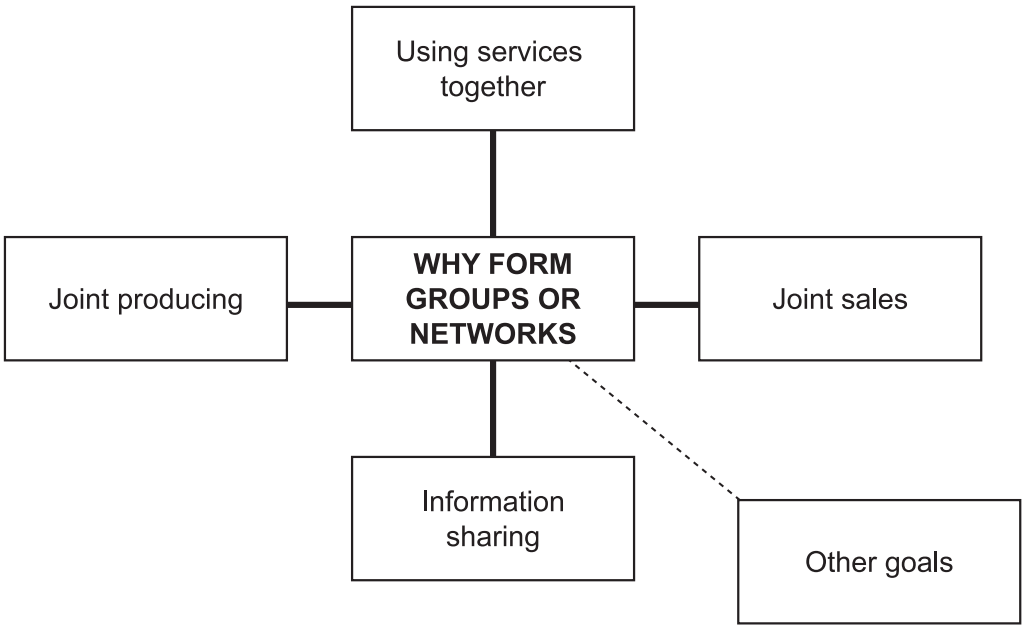
- If women mention that it is generally difficult for them to participate in business networks which are dominated by men, such as Chambers of Commerce, explain that these networks may be important for them, and they need to explore how they can participate and benefit from them.
- If there are no networks of women in business in place, discuss the interest and feasibility of setting up a **Women in Business Network** among the participants or among business women in the place where they live. Such a business women's network can also seek participation in larger business networks.

Wind up the discussion by summarizing the key points listed in the handout 'Successes and Risks in Working Together' (training aid 28.4) and distribute as appropriate.

Group Businesses and Business Networking

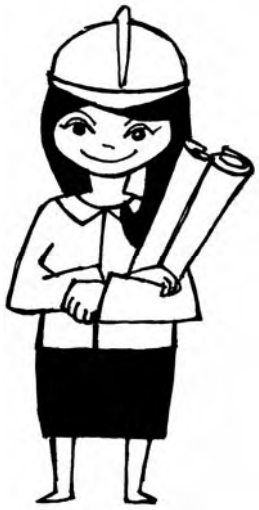
Conditions for Success:

- A Common Interest and Potential for a Relationship
- A Shared Joint Goal
- A Practical Reason or Occasion



Examples of Business Networks

Business Network: All-around-the-house



Aims of the Business Network: 'All-around-the-House': To offer several services under one umbrella.

Training Aid 28.2

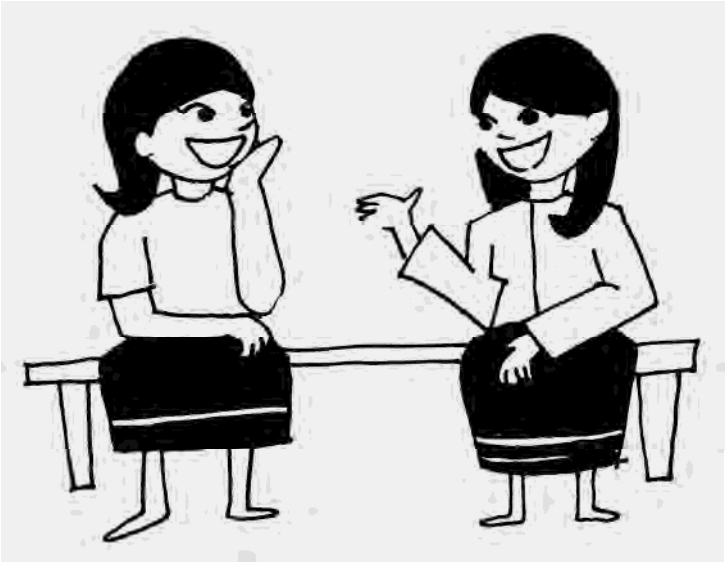
Aims of the Business Network: 'Women's Handicraft Centre'
To offer a market outlet for village women's groups.

Your Experience and Planning for Future Networking: Questions for Group Work

1. Review your experiences with networking and group cooperation. List successes and risks.

2. Planning for the future:

   - On which issues would you like to work together and why?
   - What are possible difficulties in working together?
   - What practical action(s) do you plan to take following this workshop?
     - For yourself?
     - In your individual, family or group business?



Successes and Risks in Working Together

Success criteria for making working together a positive experience:

- There is a sufficient number of people/organizations with a shared interest in working together who possess the necessary skills to do the work
- There is added value through doing things together, and doing things one would not have been able to accomplish individually
- Matching of adequate resources (technical, financial, human resources) that fit the capacity and interest of the members
- Strong coordination and good leadership to ensure cooperation within the network internally, while remaining flexible in terms of membership, alliances and partnerships as the needs and opportunities arise
- A balance between the development of individual interests and the group's agreement to cooperate
- A good self-regulating mechanism through which members who try to benefit more than they contribute will be encouraged to leave the network.

Risks of working together:

- Lack of coordination and commitment among members
- Insufficient capacity due to poor communication, weak institutional base, and limited human, infrastructural and financial resources
- Inadequate selection or vetting of members, often due to the open character of networks
- Loose control over the dynamics of networking
- External interventions in the operations, form and function of the network
- Labour intensive follow-up required to manage and sustain the network (who is the driving force?)
- Tendency to create a small 'exclusive' group within a wider network that tends to dominate resources and decisions.

Exercise 29. Institutions and Services for Women Entrepreneurs

Objectives:

- To create awareness and inform women entrepreneurs of the existence, roles and functions of support institutions and programmes
- To create opportunities to enable participants to expand their own business network

Duration

- 90 minutes, including break for the Business Panel Discussion
- 15 minutes for round-up in the next session

Room Arrangement

U-shape

Preparation of the Business Panel Discussion and Handouts

- Select and invite 4 to 5 representatives of relevant organizations to participate in a Panel Discussion on Business Support for Women Entrepreneurs.
  - Resource persons may include those who can share their experience and provide assistance in areas, such as business networking, business development services (BDS); financial services; marketing; access to raw materials, machinery or equipment; access to land and buildings; business registration and/or other legal aid.
  - Include representatives from member-based Business Associations and/or successful business women with a wide network
  - Include both women and men resource persons in the panel.
  - Make sure that the experience of the resource persons is relevant for your audience and that the difference in experience between the resource persons and the participants is not too big. Examples: Business owners or managers with large enterprises have different concerns from participants who plan to start a micro enterprise. A bank representative engaged in large scale lending may not have useful information or discourage starting business persons who need micro-finance services.

- Brief all panellists on the aims of the GET Ahead training and provide them with the profile of the participants. Ask each panellist to address the questions selected for the panel discussion both in the invitation letter and just before the workshop.

- Ask all panellists, especially those from organizations which provide business development and/or financial services, to present realistically what chances the women entrepreneurs have to access their services. There is no need to create unrealistic expectations during the workshop that cannot be met later.

- Prepare flipcharts and/or collect leaflets or brochures with information from the support organizations as handouts for participants, as appropriate.

- Arrange for time and space for informal, individual networking with the panellists after the panel discussion, so that the participants can make new contacts and try out their interaction and networking skills. This can be combined with refreshments during or at the end of the day.

Related Session

Module 1, Basics on Gender and Entrepreneurship

Session Plan

Step 1 - 60 minutes

Welcome the panel members. Introduce them and the main topics for discussion:

- What programmes and experiences do the organizations or business persons have in supporting and working with women and men entrepreneurs (What is their track record? What are successes and failures? Any differences between male and female clients?)
- What type of assistance and inputs do these organizations or associations offer to assist women in taking up individual or group-based economic activities?
- What criteria for participation (eligibility, conditions, procedures and requirements) do these organizations use? Any differences in treatment between female and male clients?
- What advice and feedback would the representatives give to the participants of this GET Ahead training, based on their experiences of interacting with women entrepreneurs?

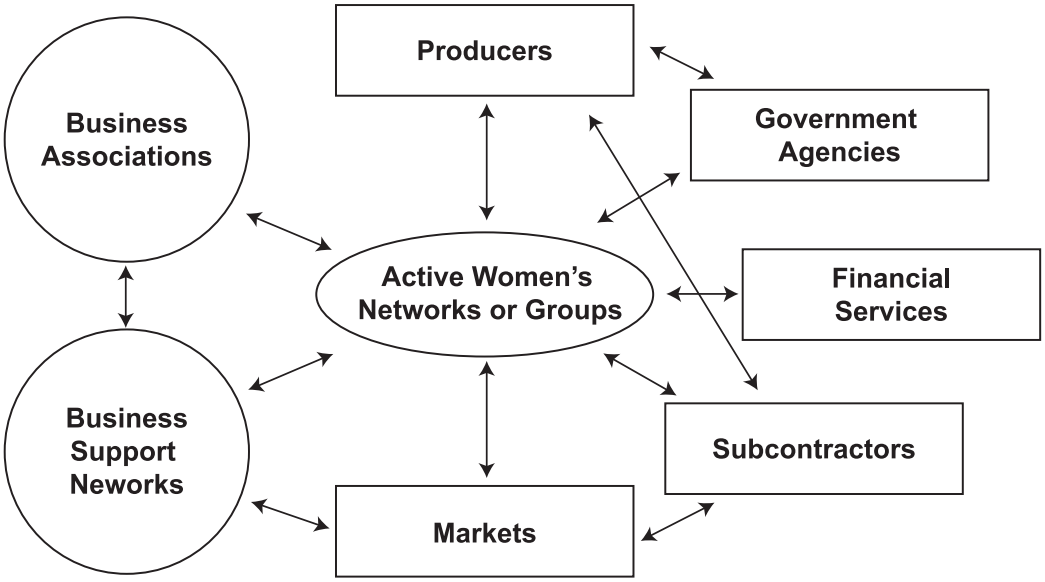
Ask each panellist to give a short presentation (maximum: 15-20 minutes per person), followed by a discussion. The training team needs to stay in the background. Do not intervene too much because the women entrepreneurs or their trainers should be encouraged to use this opportunity for direct interaction with the representatives of support agencies and networks. However, the training team does keep the time: If panellists start a lecture or stray from the main topics, remind them on the time available to them.

Step 2 - 30 minutes

Arrange for a break (special tea and snacks) that allows for informal networking between the panellists and the participants.

Step 3 - 15 minutes

As a round-up to this exercise, ask participants what they have learned during the Business Panel Discussion. Give an overview of possible networking partners and groups in the local context and the relations between them. For an example, see the following diagram.



Conclude the exercise by summarizing the main learning points:

- What services and programmes are most useful to the women entrepreneurs?
- Are these services and programmes accessible to them? If not, what needs to change?
- What did they learn about associations of business women and men? Would it be useful and possible to join such a network? Should they set up their own network?

Exercise 30. Group Formation

Objectives

- To make participants aware of the advantages and disadvantages of being part of a group
- To introduce steps for group formation

Duration

90 – 120 minutes

Room Arrangement

U-shape

Materials and Preparation

- Flipchart or boards
- Cards in 4 colours: 1 to 3 of each colour for each participant for use in step 1, and around 20 cards of 1 colour for each group for use in step 2
- Adapt the 'Mind Map on Motivation for Group Formation' to the needs and interest of the participants, and decide on the types of actors and groups to be included in this exercise. Prepare the mind map on a flipchart (step 1)
- Decide on the main points for brainstorming in the group work on Working Together: Deciding on Goals, Duties and Rules and put each point as heading on a flipchart (step 2)
- Adapt the Model Constitution Format (training aid 30.1) to suit the needs of participants in line with the local formats for group formation (association, savings and credit group, producers' group, cooperative).

Handout

- Training Aid 30.1: Example of a Model Constitution Format

Notes for the Training Team

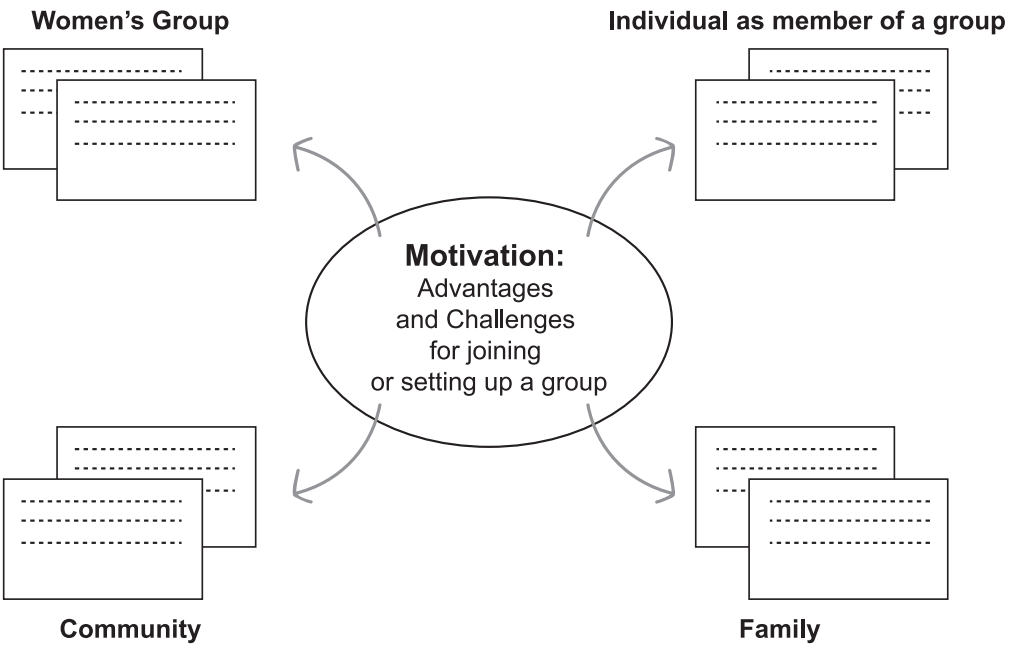
This exercise is relevant for participants who will start or continue to work in groups for economic purposes. Previous exercises in Modules 4.1 and 4.2 have dealt with the advantages and challenges of working in groups. Use the outcome of these exercises during step 1.

Session Plan

Step 1 - 30 minutes

Start the session with a brief discussion on participants' positive experiences with group formation. Recall the main outcomes of earlier exercises on the advantages and challenges of working in groups. Introduce the 'Mind Map on Motivation for Group Formation' as follows: Draw a circle on a flipchart and describe that this circle stands for 'You as a person'. This exercise aims to draw a mind map of all the ideas and thoughts of participants on their motivation for joining or not joining a group, and their ideas on the opportunities and challenges of joining a group.

Distribute cards of four different colours. Explain that one colour (for example yellow) stands for the individual as a member of a group and the other colours stand for the different types of groups that the participants usually belong to (their family or family business, their women's group, and/or their community. Ask participants to note their ideas on the cards and cluster them as follows:



Advantages can include:

- One is stronger in a family, village or other group
- One can rely on others to do part of the work
- A group is more than the sum of its individual parts
- Individuals look beyond their personal gain and contribute to the common interest of the group
- There is solidarity between stronger and weaker group members.

Challenges can include:

- No trust or solidarity in the group
- Stronger members take advantage of the weaker members
- Duties are not divided properly and this leads to conflicts.

If there are more advantages than disadvantages, or participants consider that the disadvantages can be overcome, there is sufficient motivation to further develop and strengthen group formation.

Step 2 - 45 minutes

Introduce the subject: Working Together: Deciding on Goals, Duties and Rules and explain the following. A necessary condition for the successful operation of any groups business is that all members are clear and agree on goals, duties and rules on the division of work and decision making, and the distribution of income.

Divide the participants in 3 or 4 smaller working groups, for example by location, by type of business or business idea or by the type of activity/ies that they want to pursue in a group. Ask them to brainstorm on important points for inclusion in a Draft Constitution according to their own interests and experiences. Distribute cards of one colour to each group (one group: yellow cards, second group: green cards, etc.) Explain the different headings, and give some examples that the groups may wish to address (the suggested headings are given below in bold with examples in the bullet points under each header). Ask the groups to brainstorm on rules and cluster these under the different headings.

The example headings given below help in brainstorming on the group's goals, duties and rules:

1. General information

- Name of the association, group or network
- Address
- Type of activity
- Objectives (e.g. joint income generation project; savings group; other purpose)

2. Conditions of membership

- Open to…(give criteria for who can become a member; maximum number of members)
- Joining fee of…(decide on the amount feasible for your situation, location)
- Contribution of share capital (if deemed appropriate)
- Joint working hours (per week/month)…(in case of income generation)
- Absences…(agree on a rule on absences, sick leave, etc.)
- Membership suspension/expulsion in case of not abiding by the rules
- Membership resignation

3. Committee

- Election of the management committee (such as the chairperson, vice chairperson, secretary, treasurer, committee members). Election can be by majority vote or other means, and takes place annually.
- Signatory authority of chairperson, secretary and other (for official agreements and contracts). Usually two members or an other system to prevent misuse of funds.

4. Meetings

- Annual general meeting (AGM)
- Minimum number or percentage of members for decision-making in the AGM
- Frequency of management committee meetings, and their task forces (1 per month, other…)

5. Recording Income and Earnings and Managing a Surplus

- Opening a bank account?
- Setting up a reserve fund?
- Distribution of surplus earnings among members (how and when, how often?)

6. Equipment

- Purchase arrangements
- Maintenance and repairs
- Safekeeping of the group's equipment

7. Loans and Liabilities

- Is it possible for the group members to access loans using a group guarantee?
- Is it advantageous for the group members to set up a savings and credit group or association?

8. Dissolution

- What to do with open obligations/repayments? Can any other group or person step in?
- What to do with the equipment? Can the group hand it over to another group?
- What to do with the money left over after debts have been paid? Is it possible to share the remaining cash among the members once all obligations have been met?

Step 3 - 45 minutes

Ask each group to briefly share the outcome of their brainstorming. State that in real life, all of these points have to be carefully scrutinized, discussed and agreed among all group members in each specific local context for successful and smooth operation of every group venture.

Conclude the session by summarizing the important points for group formation, emphasizing the binding character and the advantages or common interest in doing business as a group. Refer to the Business Action Planning tools that will allow for follow-up of this exercise (Module 4.3: Action Planning For Your Business), and to the importance of preparing a 'real' Constitution when starting joint business activities. Distribute the Model Constitution Format for Groups (training aid 30.1).

Model Constitution Format[1] for Groups

Name of Association/Group/Network:…….

Address: Physical address……...

…….Postal address……..

Type of Business Activity:…….

Objectives (e.g. joint income generation project; savings group; other purpose)

……..

1. Conditions of membership

1. Membership is open to……
2. The joining fee for each member is……..
3. Each member will contribute …..(amount) as share capital upon joining.
4. At any time, there will be no more than…members.
5. Working hours for each member are from …… to …..on every……of each week /month)
6. Each member can take ……days leave each month/year.
7. A member cannot take more than…..…days sick leave in one month/year without proof of illness.
8. Any member who is absent for a working day without leave or sick leave will pay a fine of … for that day.
9. A member can be suspended for not more than….days/week/months at the general meeting if the majority of members agree by vote that she is not keeping to the rules of the group.
10. A member can be expelled from the group if the majority of members agree by vote, at a (general) meeting, that she is not meeting the rules of the group.
11. If a member is expelled, she will receive…of the share capital she contributed.
12. A new member can join the group if the majority of members agree by vote, at a general meeting, to accept her application.
13. If a member resigns from the group, she will receive…of the share capital she contributed.

2. Committee

1. The group will have an elected management committee of: ……chairperson, vice chairperson, secretary, treasurer…… and……..committee members.
2. Members of the management committee will be elected if they receive a majority of members' votes at the Annual General Meeting.
3. Official agreements and contracts made by the group must be signed by the chairperson /secretary/treasurer/……..

[1] Source: Adapted from Rural Women in Micro-Enterprise Development.. A Training Manual and Programme for Extension Workers, ILO Geneva 1996

3. Meetings

1. The group will hold an Annual General Meeting (AGM) at least once a year.
2. There must be at least ….per cent of members present to make the decisions of their AGM binding (a quorum)
3. The chairperson must announce the date of the AGM at least ….days before the meeting.
4. The Management Committee will meet at least…each month.

4. Surplus

1. The group will put aside at least….per cent of surplus earnings every …..month(s) into a reserve fund in……. (savings bank, bank account, other……) Branch…….. Account No……..
2. The group will decide at the AGM how to share the surplus earnings of the last 12 months among the members.

5. Equipment

1. The management committee will be responsible for the maintenance, repairs and safekeeping of the group's equipment.
2. ……

6. Liability

1. Members are liable (responsible) for loans that they took as well as for loans that the group guaranteed for other members. The share capital of the group cannot be used for the repayment of loans taken by individual members
2. ……

7. Dissolution

1. If the group has outstanding debts, the group can only dissolve itself if it has repaid the debt in full.
2. If the group dissolves itself, it will sell its equipment to pay any debts. Any money left over after all debts have been paid will be ……..

Module 4.3
Action Planning For Your Business

Key Content

The action planning module draws on the conclusions and learning points from the previous modules and guides participants on managing risks and planning their individual, family or group enterprises. Evaluation exercises provide the trainers with feedback on the views of participants on the training contents and experiential learning process of the GET Ahead workshop.

Objectives

Women entrepreneurs become familiar with risk management and planning tools that enable them to look ahead and prepare their 'business future' in their individual, family or group enterprises. The evaluation exercises will enable participants to review what they have learned and enable trainers to assess the effectiveness of the workshop with a view to improve future workshops and provide follow-up to the participants in this workshop.

Module 4.3 Action Planning

Exercises

31. Business Planning for Women in Enterprise
32. Evaluation and Follow-up to GET Ahead for Women in Enterprise

Exercise 31. Business Planning for Women in Enterprise

Objectives

- To make participants aware of the importance of managing risks and planning their 'business future'
- To familiarize participants with basic business planning tools

Duration

90 - 180 minutes

Room Arrangement

U-shape

Materials and Preparation

- Flipcharts or boards
- Draw the 'Risk Review Chart' on transparency or flipchart (step 2)
- The training team needs to read the business planning tools in advance and adapt them to suit the needs of participants

Training Aids

- Training Aid 31.1: Risk Review Chart
- Training Aid 31.2: The Business Plan
- Training Aid 31.3: Back Home Action Plan (BHAP)
- Training Aid 31.4: Business Action Plan

Related Sessions

- Module 3: The Business Project
- Modules 4.1: Management of Self and Others and 4.2: Business Support and Networking

Notes for the Training Team

The first planning tool 'The Back Home Action Plan (BHAP)' enables participants to set goals and priorities, plan activities and manage opportunities and risks in their (new) business when they are back home. The second planning tool 'Business Action Plan' provides for the development of a more detailed business plan for their new or existing enterprise. These planning tools need to be adapted to the local context, and the level, needs and interests of the participants. Encourage modifications by the participants during the training, because this will increase the chance that they will actually use them later.

Many business and credit support institutions and programmes have their own planning tools and formats. Trainers should familiarize themselves with these beforehand and decide whether to use the tools of these organizations rather than the business planning tools provided in this package. It may be useful to train participants in utilizing and completing the information in the formats required by these institutions to facilitate access of participants to their services and products.

The preparation of the full BHAP and/or the Business Action Plan will take several hours. It is recommended to introduce one or both of these planning tools during the training for entrepreneurs. Ask participants to complete the main points before the end of the training. This will facilitate appropriate follow-up after the training. In training of trainers' workshops, the trainers need to become familiar with these business planning tools so that they can assist (starting) entrepreneurs in completing them and facilitate their access to organizations providing business development services, as needed. During the action planning session, it may be useful if the trained trainers prepare their own action plan on the future training and follow-up activities to the GET Ahead for Women in Enterprise workshop.

Ensure that both the participants and the training team each receive a copy of the action plans prepared by the participants **before** the end of the workshop for use after the workshop.

Session Plan

Step 1 - 5 minutes

Initiate a discussion on business planning. Planning is looking ahead, thinking of a goal to pursue, and the steps involved in reaching that goal. Stress the importance of planning and research before starting an income-generating project or a small business. For example, recall the Chicken Business of Ms Tem (Module 3.2, Exercise 14) and the need to do market research: Her expectation that there would be a high demand for chickens would have been more realistic if she would have done a study among customers in the market where they planned to sell their chickens. She and her village group would not have lost so much time and money in their business.

Step 2 - 25 minutes

Introduce the brainstorming exercise 'Risk Review'. Entrepreneurs need to be prepared to use opportunities and deal with emergencies when these occur. Prevention of possible problems and emergencies is always the best. If a problem occurs, deal with it. It is easier to solve a small problem than a large one, and small problems tend to become big if they are not addressed.

This exercise provides participants with a tool to assess potential risks and to make a difference between serious and less important ones. Participants will identify risks to which their business plan or existing enterprise might be especially vulnerable, for example: natural disasters, marketing problems, new competitors, or resistance from family members. For each risk, ask participants to think about questions, such as:

- What might go wrong? What difficulties might arise? How important or worrying are they?
- What might happen if you react? What might happen if you do not react?

Show the Risk Review Chart (training aid 31.1) on a flipchart and distribute it to participants. Ask participants to fill in the chart on the potential risks that might emerge in their new or existing businesses. They need to distinguish between major and minor problems, and indicate what the chances are that these risks occur (very likely or unlikely).

After 5 minutes, ask which participants have listed serious risks. Ask 2 to 3 of these participants to share their risks and discuss these in the group.

Optional: The same brainstorming can be done with a positive outlook by introducing questions such as:
- What could go well?
- What pleasant side effects might it have?
- What is the best thing that could happen?

Step 3 - 60-90 minutes

Discuss situations where business planning is needed. Some examples are:
- You are serious about starting or improving your business and you want to make a work plan for yourself, so that you can systematically check progress
- The bank needs a forecast on sales and cash flow before giving a loan
- The business partner or subcontractor needs to know the quantity of items that you are able to produce and deliver
- Different labour inputs and peak efforts occur in all businesses at certain times, and the off-season is likely to mean fewer workers and less income. So plan for off-season activities as much as you can.

Explain the main content of a Business Plan using training aid 31.2. Introduce the Back Home Action Plan (training aid 31.3) and/or the Business Action Plan (training aid 31.4) and the aims of these business planning tools (see Notes for the training Team). Briefly explain that the forms are meant to develop their business ideas, or to improve and upgrade existing businesses. Mention that these tools will be used in the follow-up sessions to the training.

Ask participants to complete the main points in their Plan. This can be done either individually or in a group, depending on the plans, needs and interests of the participants, and whether they plan to cooperate in the future. The training team needs to be available to help participants on an individual basis if necessary.

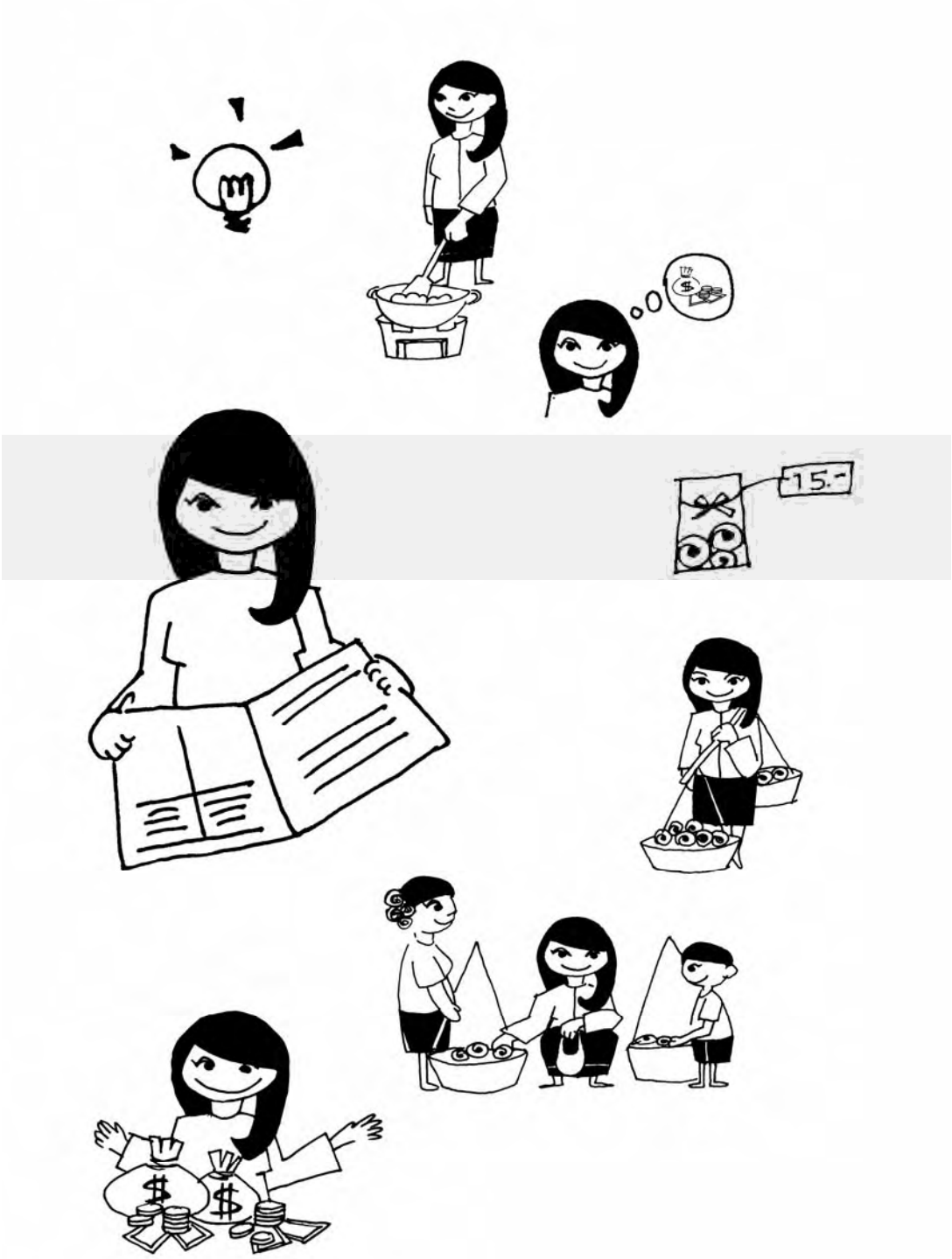
Round-up the exercise by asking 2 to 3 participants to share their future goals, priorities and activities which they will carry out when they are back home. Conclude the session as follows:

- Deal with a problem when it is still small. It is easier to solve a small problem than a large one, and small problems tend to become big if they are not addressed
- **Plan your Work - Work your Plan!** Planning in itself is not yet a recipe for success. You have to implement as much as you can rather than 'wait for a better time' to put your plan into practice.

Risk Review Chart

The Risk	How big is the problem? Minor Problem- 1 Major Problem- 2	How likely is it to occur? Unlikely -1 Most Likely - 2	Total Score	Seriousness of Problem If your total score is… 2 = Least serious 3 = Relatively serious 4 = Most serious
Example 1: Flood	2	2	4	Most Serious
Example 2: Resistance	1	1	2	Least serious

The Business Plan



Back Home Action Plan (BHAP)

Name of Individual/Family or Group Business:

……..

Date:

……..

What are your **Business Goals and Priorities** for the coming weeks up to 3 months in the future:

……..

……..

The business carries out the following **activities**:

Activity 1.

……..

Activity 2.

……..

For each activity, there may be opportunities (+) or difficulties (-)
Note all of them down activity per activity:

Activity 1 **opportunity (+)** **problem (-)**

……..

Activity 2 **opportunity (+)** **problem (-)**

……..

and so on…

To use the opportunities and to solve the problems, what has to be done about it? Note down your ideas and the resources you need to tackle the problem and go for the opportunity:

……..

Priorities: What action should be taken next to address the above, and by whom and when? List down the activities in the order of importance:

Who is responsible? **With whom else?** **When?**

Activity 1: ……

Activity 2: ……

BUSINESS ACTION PLAN

- Individual's Name or Group's Name (include names of members):

  ……

- My/Our Proposed Business is:

  ……

- Our business location is: ……..
- We have these skills: ……....
- We have to learn these skills: ……
- We have these assets (building, good location, equipment):

  ……

- We need these assets: ……

Market:

- I/we will sell to: ……
- Competitors: ……

  (who, where, why) ……...

- I/we will promote our products/services like this: ……

  ……..

Business Operation:

- Production Plan for one year (schedule and quantities):
  each day ……
  each week ……
  each month ……

- The total amount to be produced (service: service hours/days delivered) in one year is (attention: take into account seasonal ups and downs):
  ……
  ……

- The people who will work are (who, how many):

  ……

  ……

- I/we will divide the work like this:

  ……

- The people responsible for managing my/our business are (director, treasurer, sales manager, etc.) all the management positions and what they do):
  ……..……
  ……

Business Expenses:

- Start-Up expenses:

  ……
  ……
  ……
  ……
  ……
  ……
  ……
  Total ……..

  Operating expenses (for one year):

  ……
  ……
  ……
  ……
  ……
  ……
  ……
  Total ……..

Sales Income

- The price of the product/service is: ……..
- Estimated sales (quantity): per day …… per week……
- Estimated sales (quantity): per month …… per year……

Competitor's price per product (item)/service: ……..……

- Estimated sales (quantity): per day……per month……per year …….
- Estimated sales income for one year: ……...

Business Opportunities and Challenges

- The Business opportunities and benefits (positive factors) are:

  ……..

- The Business risks and challenges (negative factors) are:

  ……..

Exercise 32. Evaluation and Follow-up to GET Ahead for Women in Enterprise

Objectives

- To evaluate the workshop's outcome: Have we met our objectives and expectations?
- To agree on the follow-up to the training among the workshop organizers, trainers and participants

Duration

30 minutes

Room arrangement

U-Shape or circles

Materials and Preparation

- Flipcharts or Boards
- Example Evaluation Form (Training Aid 32.1): Review the example, adapt it as needed and distribute one copy to each participant

Related Session

Module 1: Introduction of Training Programme and Participants

Session Plan

Step 1 – 20 minutes

Recall the aims of the GET Ahead training workshop and the learning objectives of participants:

- To promote women's economic and social empowerment among low-income groups, and to understand the relevance of providing equal opportunities to men and women in enterprise development
- To understand the importance of having a business perspective in small-scale income earning and in businesses of low-income women and their families
- To increase the capacity of trainers to provide action-oriented, participatory training on basic business management skills and to give practical advice on business development to low-income women and their families.

Ask participants whether they feel that their expectations have been met and to what extent they have achieved their objectives.

Explain to participants that evaluations are useful to improve future GET Ahead Training and to plan appropriate follow-up activities. Both a written and verbal evaluation will be carried out:

Distribute the written evaluation form and give participants time to complete it. Collect the forms **before** the end of the workshop for analysis by the trainers and organizers after the workshop.

Do a round with participants: Each person will mention one strong point and one weak point about the training (for example, what they have discovered, what they liked and disliked, what they need further training on).

Step 2 - 10 minutes

Discuss follow-up action to the training and agree on the future steps and timetable. Thank all for their participation.

Example Evaluation Form for GET Ahead for Women in Enterprise

1. In general, how would you rate the GET Ahead workshop?

Excellent No use at all

2. Which three (3) topics or exercises were the most helpful or useful to you? Please explain:

……

……

3. Which topics or exercises were the least helpful or useful to you? Please explain

……

……

4. What additional topics would you like to include in this training?

……

……

5. Which training methods used in the programme would you like more of? (e.g. Lectures; documents; Slides; Games and role playing; Exercises; Group work).

……

6. Which training methods used in the programme (as mentioned above: no.5) would you like less of?

……

7. How would you like to modify/adapt the training for your target groups?

……

8. What suggestions do you have to improve the GET Ahead training for future courses?

……

9. Please comment on the overall organization of the training (e.g. accommodation; breaks for refreshment; translation/interpretation; secretarial & administrative support, etc.)

……

……

10. What did you appreciate, learn or gain most at this workshop?

……

……