

DISCOVER YOUR BUSINESS

TOPIC

5

Colophon

February 2022

The programme 'Career development: how to guide youth to vocational training and (self-) employment?' can be freely used, as long as the source is mentioned.

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Based on: Career development workshops, delivered during Zanzi Job Fairs in 2015 and 2016.

VSO-ICS Introduction on employability and career development skills in 2015 and workshops delivered by International Citizen Service (ICS) volunteers. Trainee guide, Entrepreneurship Education and Training EET, Enhancing Entrepreneurial Competencies, Module 1 and 2, VETA, 2004-2008.

Programme development for Career Guidance in vocational training by CINOP, The Netherlands. www.cinop.nl

Loopbaan magazijn (Career stockroom), developed by Claudine Hogenboom, Career Guidance project for vocational training, the Netherlands. <http://www.expertisepuntlob.nl/>

Het lespakket netwerken (Curriculum Networking), developed by La Red B.V., the Netherlands. <http://www.lared.nl/>

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Published by: VSO Tanzania, PO Box 6297, Dar es Salaam Tanzania

Location: Plot 997 Msasani, off Chole Road, Dar es Salaam Tanzania

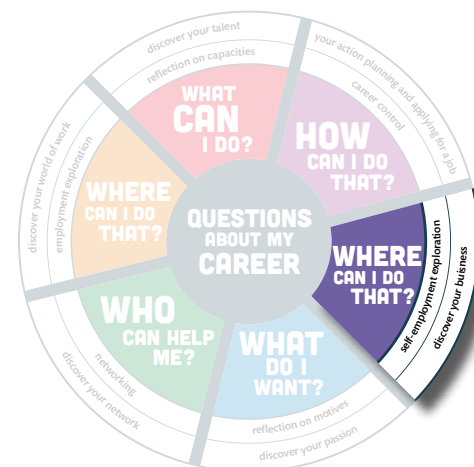
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CAREER DEVELOPMENT HOW TO GUIDE YOUTH TO VOCATIONAL TRAINING AND (SELF) EMPLOYMENT?

TOPIC 5 DISCOVER YOUR BUSINESS





CONTENT

This booklet 'Discover your Business' contains the materials for the 5th topic of the programme on Career Development. First you find a general introduction on the programme and how to develop the training. This is followed by a specific overview of the exercises in topic 5, separately instructions for each exercise and the worksheets.

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The titles of all six booklets of the programme Career Development: how to guide youth to vocational training and (self) employment? are:

- 1 Discover your Talent
- 2 Discover your Passion
- 3 Discover your World of Work
- 4 Discover your Network
- 5 Discover your Business
- 6 Your Action planning and Applying for a job

PowerPoint presentations and worksheets can be downloaded from www.vso.nl/cbet and www.vsointernational.org/cbet

VNA project and the 'My World of Work' programme

The Vijana na Ajira (VNA), Youth and Employment project is one of the projects of VSO (Volunteer Services Oversea) in cooperation with the RGZ (Revolutionary Government of Zanzibar). The project was carried out from 2014 - 2017. One of the components of the VNA project is the 'My World of Work' programme (MWOw programme).

The MWOw programme wants to improve the social and economic position of young adults in Zanzibar by developing the various competences they need for employment, self-employment or entrepreneurship. For that purpose, stronger links between the private sector and vocational training are crucial. The Vocational Training Authority (VTA), NACTE (the National Council for Technical Education), all Vocational Training Centres and Institutes on Zanzibar are involved as partners in this MWOw programme. They have a major responsibility in equipping youth with the necessary skills to enter the labour market.

The MWOw programme has produced a toolkit with two key subjects: Competence Based Education and Training and Career Development. You can find the entire toolkit on the internet: www.vso.nl/cbet and www.vsointernational.org/cbet

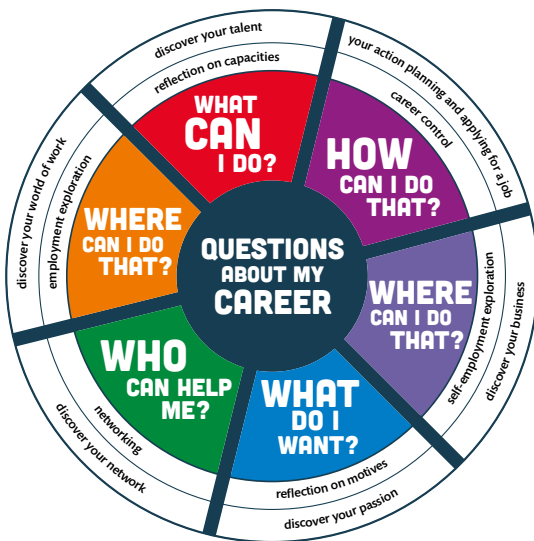
Career Development

The programme 'Career Development: how to guide youth to vocational training and (self-) employment?' includes a wide choice of structured classroom exercises that help students, jobseekers and job creators to get more exposed to the work environment. By making assignments both in the classroom and outside in the field, youth get up-to-date information about the world of work, they practice the various skills they need for their career development and they share experiences with each other. Sessions will be designed and delivered by VTC's, Technical Institutes, Secondary Schools and other Governmental and Non-Governmental Organisations, always with a contribution of local business people. Employers and human resource managers can be of help by facilitating fieldtrips, by being a guest trainer in classes or by providing industrial training.

The programme Career Development: how to guide youth to vocational training and (self-)employment?

The Career Development programme enables teachers of secondary schools, trainers of vocational training institutions, companies, NGO's, the Ministry of Labour, Employment, Elderly, Youth, Women and Children and the Ministry of Education and Vocational Training to select exercises that fit the needs and the level of their groups of youth.

The programme is not intended for youth to work on it independently, without any guidance. Of course, participants get assignments or certain tasks to work on individually, but in general, it is a programme that calls for interaction, cooperation in groups and reflection. It can't be followed without guidance. Participants need to have a notebook, a kind of portfolio in which they can write down all their findings and progress. Teachers and trainers need to be well prepared, and it is recommended that they reflect on their own career development first. In this way teachers and trainers are also a role model in steering their own career with all the ups and downs.



Six career competences and a career compass

The programme 'Career Development: how to guide youth to vocational training and (self-) employment?' has been designed around six competences that are important when you want to develop your career:

- 1 Discover your Talent: reflection on capacities, reviewing your own competences with respect to your career;
- 2 Discover your Passion: reflection on motives, reviewing your own wishes and values with respect to your career;
- 3 Discover your World of Work: employment exploration, orientation on your personal values and competences compared to what is required in professional work situations;
- 4 Discover your Business: self-employment exploration, orientation on your aspirations and competences to start a business or to develop a career as an entrepreneur;
- 5 Discover your Network: networking, making and maintaining contacts that are relevant for your career;
- 6 Your Action planning and Applying for a job: career control, career-related planning and self-navigation of your learning and work processes.

Each career competence is connected to a corresponding career question and the total of six competences are represented as a career compass or steering wheel. You need to steer your career steps all the time to find the right direction. In the detailed description of each of the six career competences, you can find more explanation about the competences you need to practice to develop a career.



How to use the programme on Career Development?

Each career competence can be trained by practising several exercises. The exercises differ in content and in method as well. This is fine, as there is more than one way to learn a career competence.

At the beginning of each new topic you will find an overview of all the exercises that belongs to that specific topic. In that overview you always find: the title of the exercise, the goal and a summary of the activating method that will be used in this exercise. In this way you can have just a quick look at all the exercises and this will help you to make a selection that suits you and your group. The best selection is the one that is in line with the career development questions that students/jobseekers and job creators have.

After having scanned the overview, you can zoom into the exercises you have selected. All of them have the same structure. In this way you can easily see how to prepare and deliver an exercise in a proper way.

By making your own selection, teachers and trainers can design a tailor-made programme. You select those exercises that fit the curriculum, the timetable of the course and the level of the students/jobseekers and job creators. The choice you make also depends on the questions that students/jobseekers and job creators have about their career.

Teachers and trainers may also choose those exercises they like to facilitate. Some exercises and methods will suit you more than others. The tips that are given at the end of the instruction are suggestions to facilitate the exercise as good as possible, but feel free to do it in a different way when you think this fits you or your group better.

Of course, you can add your own exercises to this programme. In this way the toolkit will grow and by sharing the exercises with others, career guidance will be delivered even in a better way to the youth of Zanzibar and Tanzania.

Same structure in all exercises

All the exercises are described in more detail, following the same structure. This will help you to prepare and facilitate the exercises you have selected. The structure is:

Goal: What is the aim of the exercise? What will be the expected result, looking at awareness, behaviour, skills and actions?

Preparation: What to do as a teacher/trainer in career development in order to deliver the exercise in a process-oriented way? How to organise the venue/classroom to give your participants the space they need to carry out the exercises? Some exercises need more space or a different set up of chairs/tables.

Explanation: What can you as a teacher/trainer tell your students/jobseekers and job creators as an introduction to the exercise?

Performance: What is it that students/jobseekers and job creators will have to do or show in the exercise? Here you can find the sequence of the steps that participants take to complete the exercise.

Reflection: Which questions can you ask at the end of the exercise (or after a specific step during the exercise)?

Tips: Things you need to be aware of during the exercise.

Further examination: What more can be done to give the exercise more depth or to link it with another exercise?

Worksheets: Learning aids, materials and instruments that can be used by students/jobseekers and job creators.

TOPIC 5

OVERVIEW EXERCISES 'DISCOVER YOUR BUSINESS'

Discover your Business

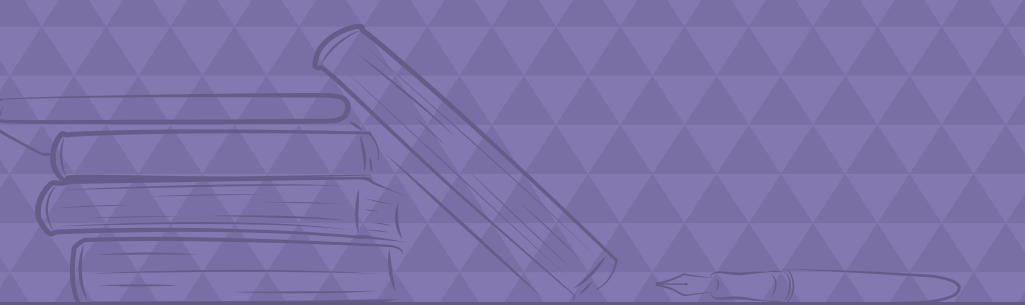
In this booklet Topic 5 you will find 24 exercises about the career competence 'Discover your Business': self-employment exploration.

Discover your Business means: exploring whether you would like to start your own business and develop your career as an entrepreneur/business(wo)man. Students/jobseekers and job creators learn the meaning of how to behave in an entrepreneurial way, how to develop a clear vision about the enterprise they want to start and how to build up skills to make that vision concrete. They learn to set entrepreneurship in motion.

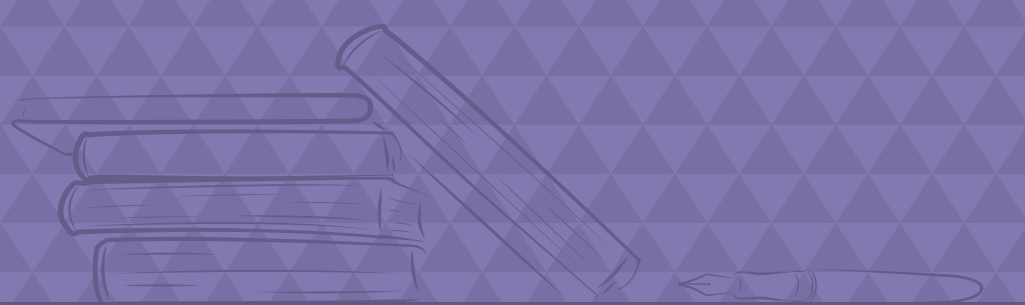
In the overview of Topic 5 you can find exercises in which participants will learn to 'think out of the box', to use creativity and apply problem solving skills; to become aware of what an entrepreneur is, what kind of talents they need for it and to reflect on their own entrepreneurial skills; will explore the business opportunities in their environment and network and will learn in negotiation, marketing, accounting, planning and making a business plan.

The number that the exercise has corresponds to the numbers of the detailed description of the exercise and that of the worksheets. The worksheets can easily be copied for your youth. Make sure you provide a notebook in which participants can write down their findings and can save their results and progress. On the cover of the notebook, you can put the career compass or participants can design their own front page.

Exercises: 'Discover your Business'	Goal of the exercise	Activating method
5.1 My 'third' eye	Youth explore the spot where they would like to have an extra sense and for what reason.	Youth imagine they have a 'third' eye. They explain where they would like to place that extra eye on their body. They discuss in subgroups why that spot was chosen and for what reason they would like to have this extra sense.
5.2 Think outside the box!	Youth practice creativity, think 'outside the box' and develop problem solving skills as an introduction to 'entrepreneurship'.	You can choose one of the three energizers as an introduction to the topic 'entrepreneurship': 'Joining the dots' (5.2.1), 'Crossing the river' (5.2.2) and 'Black and white hats' (5.2.3). In 'Joining the dots' youth connect nine dots by drawing as few straight lines as possible. Afterwards they discuss in subgroups how many straight lines they have drawn. In 'Crossing the river' youth need to come up with a strategy for a woman, lion, goat and vegetables to cross a river. They discuss in subgroups their strategy and present it to the whole group. In 'Black and white hats' youth discuss in subgroups who of the four women, wearing hats of different colours, speaks first. They present their solution to the other groups.
5.3 What is an entrepreneur?	Youth formulate a definition of an 'entrepreneur'.	Youth brainstorm first individually about the characteristics of 'an entrepreneur' and write them on cards. In a subgroup, they put all the cards together on one sheet, make a definition and present this to the whole group. After sharing, the whole group comes up with a final definition.
5.4 Portrait of an entrepreneur	Youth brainstorm in a creative way about the qualities of an entrepreneur.	Youth discuss in subgroups how the various parts of the body illustrate the characteristics of an entrepreneur. They draw a figure of an entrepreneur and they indicate for each part of the body what the corresponding qualities are.
5.5 Who is that successful entrepreneur?	Youth define the qualities of an entrepreneur.	First, youth brainstorm in groups about the qualities of an entrepreneur and they put all their ideas on a sheet. Secondly, they compare their answers with some theory. After that, the subgroup will rephrase their list of qualities in their own words. Finally, they make a shared group's list of qualities.
5.6 Am I more an entrepreneur or an employee?	Youth will become aware of the differences between entrepreneurs and employees. They discover which characteristics they have resemble the qualities of an entrepreneur or an employee.	First, youth answer some questions about the characteristics of an entrepreneur by ticking an option that corresponds with their own quality. They draw a line between the different answers to see which qualities they have or lack. In subgroups, they share their answers and discuss which qualities correspond to entrepreneurial behaviour and which to the behaviour of employees. In a new list, they arrange the given characteristics into two columns: entrepreneur or employee. In subgroups, they discuss the classification in two groups and they reflect to which extent they have entrepreneurship qualities themselves. As a home assignment they share their list with family or friends and ask feedback.



5.7 Do I have the entrepreneurial spirit?	Youth explore whether they have the personality and skills to become a successful entrepreneur.	Youth fill in a scheme of statements and get points for every answer. Based on their score, they reflect on their own 'entrepreneurial spirit' and what this means for their further exploration of entrepreneurial qualities.
5.8 My qualities!	Youth reflect on their own Personal Entrepreneurial Qualities (PEC's).	Youth reflect on their entrepreneurial qualities by filling in a scheme. They share their answers in pairs and discuss how they can improve some qualities. As homework, they ask family and/or friends for comment and they present their improvements to the subgroups or the trainer.
5.9 Entrepreneurs nearby!	Youth prepare an interview that they will conduct with an entrepreneur in their family or neighbourhood.	Youth first make, individually, a list of questions to ask an entrepreneur in their family/neighbourhood. In subgroups, participants share their lists and come up with an adjusted list. Then, they will conduct the interview(s) and they write down the results in a short report that will be discussed and reflected on in class.
5.10 The business of my dreams	Youth explore the enterprise of their dreams.	Guided visualisation exercise. Sitting in a circle with closed eyes (or looking at a point on the wall or floor) youth listen to a short story. After the visualisation youth draw a picture of what they have seen (in their imagination).
5.11 My business of interest	Youth prepare an interview with someone who has a small size business of their interest. The focus of the interview is to discover the strengths and weaknesses of the company.	Based on theory about factors that cause success and failure, youth make a list of questions they want to ask to a business owner they are interested in. They will conduct the interview and they write down the results in a short report that will be discussed in the next session.
5.12 Desert survival game	Youth become aware of the aspects of negotiation and work out for themselves how they perform as an individual and as a group member.	Youth work individually on a scenario for a survival in the desert and rank the items which are important. Then, in subgroups they rank the items again. They give arguments why one element is more important than the other and they work out the differences between their personal and their team ranking. After this, participants reflect on their individual and their team performance. They reflect on their negotiation skills and whether they recognize these skills in daily life.
5.13 Negotiation of qualities	Youth learn to negotiate about their qualities with real money.	The group will be divided in pairs. Each pair get TZS 1,000,-. Then they negotiate ten minutes about their qualities and which service they can deliver for that money. By reflecting on the exercise, they become aware of the skills that are needed to negotiate in a proper way. The service needs to be delivered and evaluated. The money will be paid afterwards.



5.14 Bag for sale!	Youth make a bag and sell this product to an imaginary shopkeeper. They practice how to cooperate and to negotiate.	In subgroups participants work together to design and make a bag. Then, each subgroup must sell the bag to an imaginary shopkeeper. After the exercise, youth reflect on how they made the bag (did they cooperate?) and on the selling of the bag (how did they negotiate?).
5.15 That's a nice leather jacket!	Youth learn to negotiate. They practice how both parties (buyer and trader) should seek to reach an agreement.	Youth do a role play in subgroups. They rotate between three different roles: buyer, trader and observer. After each round they evaluate their negotiation process and reflect on the skills they used. Which are good or which can be improved?
5.16 This is marketing	Youth formulate a definition of the concept of 'marketing'.	Youth brainstorm about the concept of 'marketing' by writing their thoughts on a piece of paper. Sitting in a circle, they write down their thoughts and hand-over their paper to their neighbour. They write a new thought on a new piece of paper and use their neighbour's for reflection and inspiration. They pass on the papers various times till the brainstorm is over. All the thoughts are put on sheets. In subgroups, they formulate a definition of 'marketing'. After presenting and discussing the definitions in the whole group, they make one shared definition.
5.17 Selling my product or service!	Youth think about products or services they want to sell and have a critical look at them with the four P's of marketing.	In subgroups participants decide on which product or service they want to focus. They answer questions like: where do you buy and sell your products, what is the price of the products and which advertisement can you use to promote these products? After that, they learn about the four P's of marketing (Product, Place, Price and Promotion) and connect these four P's to their answers.
5.18 Change a 'P' of marketing	Youth get more insight in the four P's of marketing and why they are important to expand the business, meaning selling more products or services to customers.	Youth first discuss in the whole group what Product, Place, Price and Promotion means. Then, in subgroups they apply one of the four P's to four different situations. They use the P's to improve marketing and business strategies. They present their results and reflect why the four P's are important.
5.19 Business game	Youth learn how to make a businessplan in a creative way. They will learn from each other by giving and receiving feedback.	In subgroups youth create in a creative way a businessplan on posters. For this they use the previous answers to different questions about their start-ups. They present their poster to the whole group and receive and give constructive feedback from/to each other. At the end, they reflect and share one best aspect to improve their businessplan.



<p>5.20 I am running out of time...!</p>	<p>Youth become aware of the fact that managing time is an important part of good business planning.</p>	<p>Youth brainstorm on the concept of 'time management'. They reflect on 'what and why' of time management and how they deal with time in their daily lives. After that, in subgroups youth select a product and draw up a time plan for each stage of the production/trading process. They present their plans to the others and reflect on what they have learned.</p>
<p>5.21 This is my special price!</p>	<p>Youth become aware of the fact that a business needs to make profit and therefore they need to fix in advance a good selling price for their product.</p>	<p>Youth reflect in pairs on 'financial management' and what, why and how they deal with money in their daily lives. After that, they calculate in groups the total costs of making a dress and they think of a selling price so that they can make a living of the business. Participants share their selling price with the other groups and give and receive feedback.</p>
<p>5.22 Excursion to an Incubation Center</p>	<p>Youth prepare an excursion to an Incubation Center and conduct an interview to get as much information as possible about the stages of production and the real costs.</p>	<p>Youth prepare an interview. First, they write down questions on a card and put them in a bowl. Then, one by one they take a question out of the box and they look if someone knows the answer already. If not, they write the question on the whiteboard. In subgroups, they select all the questions they will ask at the Incubation Center. After the excursion, participants reflect on the answers given and draw some conclusions about starting a business.</p>
<p>5.23 Do the maths!</p>	<p>Youth become aware of the fact that it is important to know whether a business is profitable or not.</p>	<p>In subgroups youth make calculations for 3 different starting businesses to find out whether they are profitable or not. They share their answers and if necessary they set new selling prices to make the business more profitable.</p>
<p>5.24 Pitch your business</p>	<p>Youth practice to pitch their business to real entrepreneurs and get feedback from them.</p>	<p>With the help of some questions, youth prepare in subgroups a pitch for their business. In class, they present their business to the other groups and to the invited entrepreneurs. They get constructive feedback and reflect on tips how to improve.</p>



MY 'THIRD' EYE

Goal

Youth explore the spot on their body where they would like to have an extra sense and for what reason.

Preparation

Organize the room in such a way that youth can work by themselves. Make sure everybody has paper (A4), a marker or a print of worksheet 5.1 'My third eye'. Prepare a sheet with a big drawing of the back and the front side of a figure, representing the entrepreneur.

Explanation

'With our senses we explore our world, we can feel, see, hear, smell the things all around us. Imagine that you have been given the privilege of having a 'third' eye, an extra sense added to your body. You can choose to add this eye to any part of your body you want. Explain where you would put the eye and why.'

Performance

- 1 Divide the group in subgroups of four.
- 2 First, let participants work individually and ask them to draw a figure on a piece of paper (A4), back and front. They can also use worksheet 5.1 'My third eye'.
- 3 Let them mark the spot for their third eye on their drawing. They can put the third eye either somewhere on the back, or somewhere on the front.
- 4 Ask participants to share their third eye in the subgroup. Invite them to explain why they have chosen this third eye and why they think this extra eye is important for an entrepreneur.
- 5 Hang a big 'empty' copy of the worksheet or a big drawing you have made yourself on the wall. Let a representative of the subgroups, one by one, come to the front of the classroom and ask that person to indicate all the places where subgroup members want to put the third eye. Let them explain and discuss in the whole group the choices they have made.

Reflection

The selection of an extra eye is a free choice and hence one answer is no better than the other. Where did participants put the extra eye? Did the various subgroups choose the same spots? Were there a lot of differences? Why did they choose these spots? Are the spots clearly linked to the senses needed as an entrepreneur? If so, let them explain the connection. If not, what is the importance of the choice they made?

Tips

Tell the youth that they can choose any extra eye they want and that they can place it anywhere. There is no right or wrong answer. Make sure the youth don't laugh disrespectfully at each other's choices. Prepare this exercise by doing it yourself at home, so you can show the group your choice of the third eye. It is nice to be part of the group and be involved in the discussion. This exercise can be used as an energizer and introduction to the topic of entrepreneurship. Entrepreneurship is about being creative and thinking outside the box. To have a unique business, you need to be unique yourself.



THINK OUTSIDE THE BOX!

Goal

Youth practice creativity, think 'outside the box' and develop problem solving skills as an introduction to 'entrepreneurship'.

Preparation

This exercise consists of three energizers: 5.2.1. 'Joining the dots', 5.2.2. 'Crossing the river' and 5.2.3. 'Black and white hats'. You can choose which of the energizers you would like to use or you can use them all three in different lessons. All three energizers are an introduction to entrepreneurship, because they contain different elements of entrepreneurial skills like problem solving, creativity and thinking outside the box.

JOINING THE DOTS

Preparation

Organize the room in such a way that youth have a chair and table to work by themselves. Hand out a piece of paper (A4) or worksheet 5.2.1 'Joining the dots'. When you don't want to print this exercise, just draw the nine dots on the whiteboard.

Explanation

'In front of you is a grid of nine dots. Your task is to connect all the dots with as few straight lines as possible. You can pass each dot on the grid with a straight line only and you can use each dot only once. Summarized: the result must be a continuous straight line.'

Performance

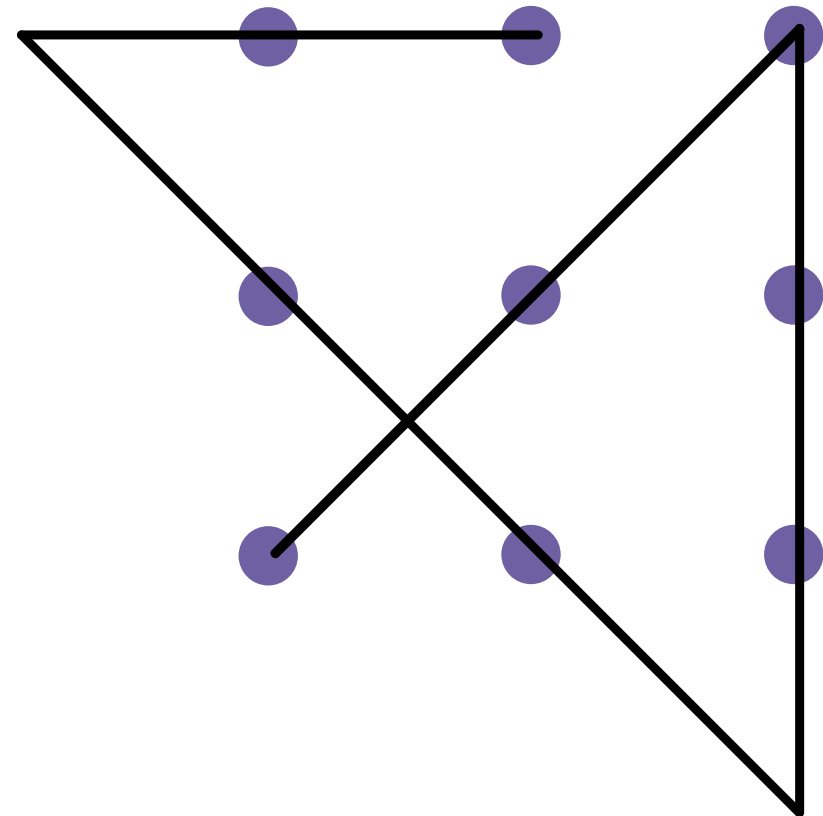
- 1 Give the youth a piece of paper and let them draw, individually, nine dots as shown on worksheet 5.2.1 'Joining the dots'.
- 2 Let youth connect all the dots with as few straight lines as possible. They can try it a few times if they want.
- 3 Let youth compare their drawings in the whole group, by showing their answers on a sheet. Did they only draw straight lines that are connected and did they pass each dot only once?
- 4 Ask them what they did to find the solution.

Reflection

How many straight lines did the youth draw? What is needed to solve this problem? What do they learn from this exercise? What does this exercise tell them about problem solving?

Tips

Let the youth really work on their own, in such a way that they can't discuss with each other how to solve the problem, nor see what the other youth are drawing. Let them work in silence. You can find the answer of this exercise on the next page. Don't show it to the youth.



CROSSING THE RIVER

Preparation

Organize the classroom in such a way that youth can work in small groups. Make sure every group gets a set of the 5 pictures of worksheet 5.2.2 'Crossing the river'. Cut out the pictures beforehand and store the sets in envelopes.

Explanation

'A woman has a lion, a goat and vegetables. She needs to cross the river but can only carry one thing at a time. All three items need to be taken to the other side of the bridge. When she leaves the lion and the goat alone, the lion will eat the goat. When she leaves the goat and the vegetables alone, the goat will eat the vegetables. How can she successfully get these three items across the river without losing one of them?'

Performance

- 1 Divide the group into smaller groups of 4 or 5 people and distribute the set of pictures.
- 2 The groups get 10-15 minutes to solve this problem.
- 3 The groups present their strategy to the other groups: each member has one of the pictures in his/her hand and they show how the woman takes all items across the river without losing one of them.

Reflection

Ask the youth how they came up with a solution. What was helpful? Have they ever solved a problem by thinking outside the box? Do they have an example of this in their own lives? How can this experience be useful for their own career or business?

Tips

Emphasize that it is important to think out loud and to discuss the various options with each other. Do not participate in the discussions but be a facilitator. You can find the answer of this exercise on the next page. Don't show it to the youth. Store the sets in envelopes and make sure you get them back after the exercise, so you can use them again.

First, the woman crossing the river with the goat and leaves the goat there. She goes back and then takes the lion and crosses the river with the lion. She leaves the lion there and she takes the goat back to cross the river. She leaves the goat there and then takes the vegetables to cross the river. She brings the vegetables to the lion and leaves the vegetables there. She goes back and then takes the goat again to finally cross the river and have all three items on the other side of the river.



BLACK AND WHITE HATS

Preparation

Organize tables and chairs in such a way that youth can work in groups of four. Print worksheet 5.2.3 'Black and white hats', one for each subgroup. You can collect them afterwards and use them again for another group.

Explanation

'Here is a picture of four women wearing hats. Two have black hats and two have white hats. They are buried to their necks in the sand and cannot turn their heads. The black rectangle is a solid wall. You can't look through the wall. The women can only speak once to find out the correct colour of their own hat. There is only one woman who is able to know the colour of her hat. Which woman is this and therefore speaks first?'

Performance

- 1 Show the diagram of the four women to the whole group. Use the diagram on worksheet 5.2.3 'Black and white hats'.
- 2 Let the youth in subgroups discuss their solution.
- 3 Let one participant per subgroup present their solution.

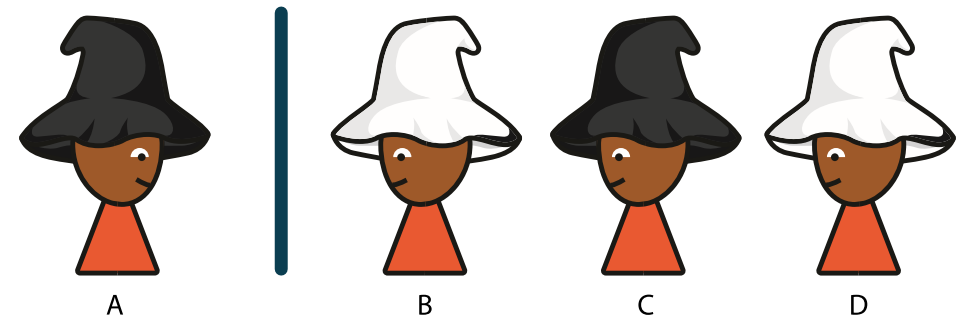
Reflection

What does this exercise tell the youth? Let youth discuss what they liked most about the exercise.

Tips

Go around the subgroups and see if they need help as the exercise can be quite difficult. You can find the answer of this exercise on the next page. Don't show it to the youth.

Clearly the woman on the left cannot speak, as she cannot see any of the other hats. For the same reason the woman third from the right cannot speak either. This leaves the black and white hats to the right of the wall. Obviously the woman in the white hat cannot speak because she can see a black and a white hat, and so, she has no way of telling which of the two colours she has. This leaves us with the woman in the black hat. She can only see the white hat and so she is instantly discarded. However, she can work out that if she had a white hat on then the woman behind her would have seen two white hats and would have spoken to say that she had a black one. The fact that she has not spoken means that the woman second from the right must be wearing black, and hence she is the one that speaks.



Reflection on energizers 5.2.1, 5.2.2, 5.2.3.

Let youth discuss what they like about the exercises. Is it the puzzle itself or also the presentation of the solution to others? How do they feel about helping each other or demonstrating their own skills? What do these exercises tell them? What do they learn from these energizers? Have they ever solved a problem by thinking outside the box? Let them give examples. How can this experience be useful in their lives?



WHAT IS AN ENTREPRENEUR?



Goal

Youth formulate a definition of an 'entrepreneur'.

Preparation

Put the tables in such a way that youth can work in groups of three or four. Make sure that there are enough sheets on the flipchart and strips of paper (quarters of an A4 sheet) and markers on each table. To hang sheets on the wall, make one wall empty and get masking tape.

Explanation

'Entrepreneur is a broad and complex concept. We need to get some better understanding of what makes someone an entrepreneur, before we can develop the necessary skills to become a successful entrepreneur. Over the years many definitions of an entrepreneur are in circulation. Let's discuss what you think an entrepreneur is.'

Performance

- 1 Divide the group into groups of three or four. Let participants brainstorm individually about what they think that belongs to the concept of 'entrepreneur'. They write in silence all their ideas about 'entrepreneur' on their post-its/quarters of an A4 paper. Make sure that they write down their thoughts in single words and in big capital letters, using markers. They can write down as many words as they can think of. For each idea, they need to use a new post-it. Make sure they can get new post-its/quarters of an A4 paper, when they want to write more words.
- 2 Hang a big 'empty' sheet on the wall for each subgroup. Give each subgroup a number and let these numbers match with the sheets on the wall. Let the youth stick their post-its/strips of paper on the sheet corresponding to their group's number.
- 3 Let every group formulate a definition of 'an entrepreneur' by using the words that are shown on their sheet. They can also walk around the classroom to see what is written during brainstorm of the other groups. Every subgroup writes down their definition on a new sheet and they present it to the other groups.
- 4 Discuss the different definitions in the whole group and look for similarities. Underline the words or phrases that are similar. Decide together which definition will be the final one by combining the best elements of the various definitions.
- 5 Write the final definition on a separate sheet and let participants copy that definition in their notebook.

Reflection

What do participants think of the exercise? Do they like to formulate a definition in this way? What do they think of the shared definition? What do they learn from working as a team?

Tips

Encourage the youth to write as much as possible and take care that they do not start arguing about what is listed during the brainstorm session. In this stage, it is about quantity and not about quality. It is good to come up with as many words as possible to formulate a clear definition at the end. Don't hesitate to give each group a big number of post-its/A4 quarters on the table. Take your time to discuss the different definitions: you need to involve all participants to find the similarities. Ask questions like: What is similar? On which sheet can you find the same meaning? Something else that is similar? What kind of element is this? By underlining words or phrases in the same colour, you make similarities more visible.

PORTRAIT OF AN ENTREPRENEUR

Goal

Youth brainstorm in a creative way about the qualities of an entrepreneur.

Preparation

Put all the chairs and tables away. Make sure that you have enough space to put 4-6 large sheets of paper (A3) on the floor, so that youth can sit around them. Make sure every group has the picture shown on worksheet 5.4 'Portrait of an entrepreneur' and take care that there are enough markers. If you don't have enough copies of the worksheet, let the youth draw a figure themselves.

Explanation

'The body gives us information about the qualities an entrepreneur needs to have. Each part of the body symbolizes a different quality that is important for an entrepreneur. In this exercise, you are going to find out which parts of the body an entrepreneur uses and for which purpose. You need to mention as many body parts as possible and write down your thoughts next to each part.'

Performance

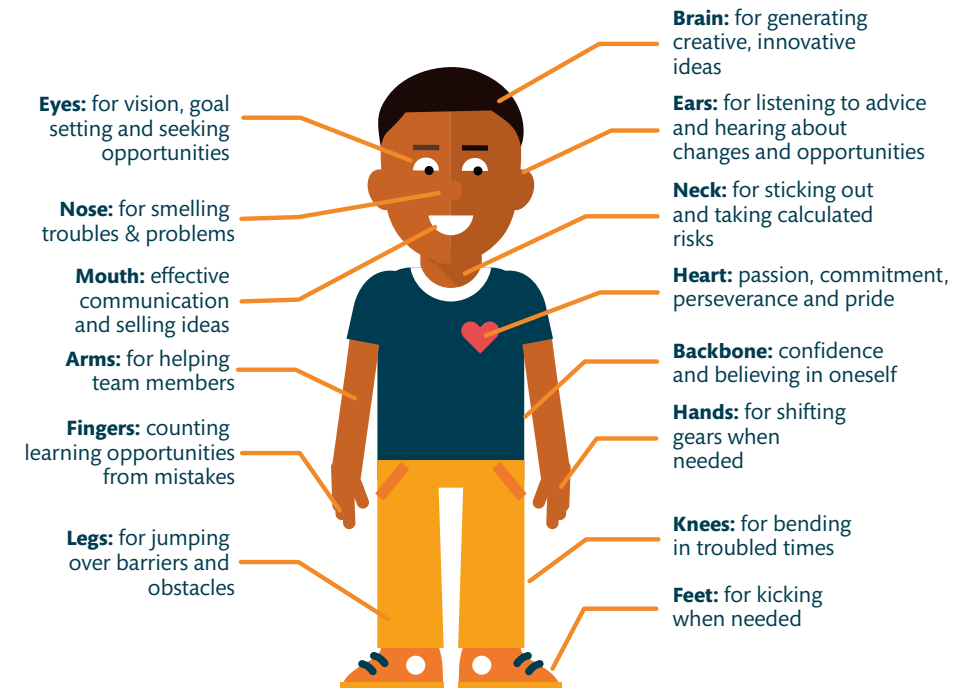
- 1 Divide the group into groups of four to six.
- 2 Show participants the drawings on the floor or let them draw a similar picture on their own sheet of paper and explain the task.
- 3 Ask the youth to brainstorm in their subgroups the meaning of the different body parts that are shown in the picture. Let them discuss why they think a certain body part can be related to a specific characteristic of an entrepreneur and why. Let them write the quality of each body part on the drawings.
- 4 Hang the drawings of the subgroups on the wall or leave them on the floor. Let the youth walk around to have a look at the different drawings.
- 5 Let participants mark with a coloured marker the answers that surprise them or the ones they like or think they are good. Discuss with the whole group which body parts they think are most related to the characteristics of an entrepreneur.

Reflection

Ask the youth if they enjoyed the exercise. What was fun? What did they learn? How was it to do this exercise? What did they like about their own contribution? What did they think of the contribution of others? Did they notice any creative answers by other groupmates?

Tips

Encourage the youth to discuss frankly the meaning of the bodyparts during the exercise. There are no right or wrong answers. Make sure every participant is involved. Prepare this exercise at home by filling in the bodyparts yourself. This can help you to understand better the answers of the youth. You can also use the portrait on this page, just as an example. Don't give it to the youth, let them think themselves about the several meanings a bodypart can have. This exercise can be used as an introduction to the qualities of an entrepreneur, which topic will be more extensively discussed in exercise 5.5 'Who is that successful entrepreneur?'



WHO IS THAT SUCCESSFUL ENTREPRENEUR?

Goal

Youth define the qualities of an entrepreneur.

Preparation

Arrange the tables in such a way that youth can work in groups of three or four. Prepare this exercise as a trainer first, so that you can help the youth when they feel stuck or when they have questions. Make sure there are enough sheets on the flipchart and provide a couple of markers. Print for all participants worksheet 5.5 'Who is that successful entrepreneur?'.

Explanation

'An entrepreneur is someone who starts or operates a business/trade and who takes the final responsibility. He or she provides goods or services - for payment - to individuals or businesses. There are various personal qualities entrepreneurs need to have. Not every entrepreneur will have all these qualities, but many of these qualities are hidden within us and we may not even be aware that we possess them. Qualities can also be developed by learning and by doing. Youth who possess a good number of these qualities are more likely to find employment and they have more chance to become successful in their chosen profession. Developing entrepreneurship qualities will be beneficial for youth themselves, their family, colleagues, the community and the economy. In this lesson, you will come up with the qualities you think an entrepreneur should have.'

Performance

- 1 Divide the group into groups of three or four and let them brainstorm about the qualities they think an entrepreneur should have and let them put their answers on a sheet.
- 2 Let the subgroups compare the results of their brainstorm with the theory as shown on worksheet 5.5 'Who is that successful entrepreneur?'. Let them discuss the differences.
- 3 Ask the subgroups to make a new list of qualities they find important. Let them explain these qualities in their own words. The new list should be written on a new sheet.
- 4 Make a shared group's list of qualities. Ask one subgroup to mention a quality, then ask the other subgroups whether they have noted the same quality. Write the quality subgroups have in common on the group's sheet. If there are some differences in the definition, just discuss this in the group till there is agreement. Then ask another subgroup to mention another quality, and again, ask the other subgroups if they have noted the same quality. Write the similar qualities on the central sheet. Repeat this until all qualities of the subgroups have been discussed.

Reflection

Ask the youth how it was to think about the qualities of an entrepreneur? Did the qualities mentioned by the subgroups differ from the qualities written on the worksheet? In which way? Ask them how it was to make their own theory and to check this with the formal theory? How was it to make a final list of qualities in their own words?

Tips

Encourage the youth to write as many qualities as possible on the sheet. There are no wrong answers. Make sure every participant understands the qualities as shown on the worksheet. Therefore, prepare the theory at home to make sure you understand the qualities yourself. By doing so, you know that you can answer the questions of the youth.

AM I MORE AN ENTREPRENEUR OR AN EMPLOYEE?

Goal

Youth will become aware of the differences between entrepreneurs and employees. They discover which characteristics they have resemble the qualities of an entrepreneur or an employee.

Preparation

Arrange the tables in such a way that participants can work on their own and in small groups of four. Make sure there are enough pens and copies of worksheet 5.6.1 'Am I more an entrepreneur or an employee?' and worksheet 5.6.2 'My characteristics as an entrepreneur and an employee'.

Explanation

'People can have a lot of different characteristics. There are some characteristics that are typical for entrepreneurs. Those characteristics of entrepreneurs can be different from the qualities of employees. During this exercise, you will learn about your own characteristics and you discover to what extent they are more alike the characteristics of an entrepreneur or of an employee.'

Performance

- 1 Let the youth, individually, tick the answers on worksheet 5.6.1 'Am I more an entrepreneur or an employee?' and after that let them draw lines between the answers given.
- 2 Divide the youth into subgroups and ask them to share their answers and what they mean to them. Ask them which answers belong more to an entrepreneur and which to an employee? They can write down their thoughts on worksheet 5.6.1.
- 3 Ask participants to read carefully the characteristics as shown on worksheet 5.6.2 'My characteristics as an entrepreneur and an employee'.
- 4 Let them tick in the first two columns which characteristics they believe an entrepreneur and/or an employee has. Emphasize that it might happen that an entrepreneur sometimes has the same characteristic(s) as an employee. As a result, some characteristics can be put in both columns.
- 5 Divide the group into groups of four. Let participants compare their lists in their subgroup. Let them think about the different characteristics and let them exchange to what extent they think they have more the characteristics of an entrepreneur or of an employee. They can put a tick on worksheet 5.6.2 in the third column.

- 6 Let participants take their answers on worksheet 5.6.1 and 5.6.2 back home and ask them to discuss their answers with members of the family or with friends. Let them write down the feedback they got from family and friends. Also, ask them to draw their own conclusion. They can use the worksheet for this.
- 7 In a next session, participants reflect on the personal conclusions after having received all the feedback. Or, when there is an opportunity, participants can discuss their conclusions in a personal debriefing session with the trainer.

Reflection

Let the youth evaluate what the exercise tells them about themselves? What do the different lists and answers tell them? What do the ticks and marks of their own characteristics tell them about themselves? What did they learn about themselves from their homework? What kind of conclusions do they dare to draw about their career either as an employee or an entrepreneur?

Tips

As a trainer, you can do this exercise first at home so you can help the youth with their questions later on.

DO I HAVE THE ENTREPRENEURIAL SPIRIT?

Goal

Youth explore whether they have the personality and skills to become a successful entrepreneur.

Preparation

Each participant needs his/her own table to work on. Make sure you have enough copies of worksheet 5.7 'Am I an entrepreneur?'.
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Explanation

'Being a successful entrepreneur requires a personal investment in money, time and effort. Not everyone is made of the right stuff to become a successful entrepreneur. The right personality, characteristics and skills are necessary to own and run a small business. Most successful entrepreneurs tend to share certain characteristics. The following questions will help you to evaluate whether your personality and skills are in line with those of a successful entrepreneur.'

Performance

- 1 Let participants fill in the scheme on worksheet 5.7 'Am I an entrepreneur?'. It is about exploring their 'entrepreneurial spirit'. Do not interfere as a trainer. Ask them to read the statements carefully and invite them to tick the column that fits them best.
- 2 Let them count the number of ticks in each column and ask them to write the numbers on the worksheet.
- 3 Ask them to multiply the total number of ticks in each column of the worksheet by the number mentioned at the end of that column. So, multiply the total ticks on answer 'yes' by 4, the total ticks on answer 'maybe' by 2, and the total ticks on answer 'no' by 0.
- 4 Participants will know their total score by adding up the scores of the three columns. Let them study in which way their score reflects the ideal entrepreneurial spirit.
- 5 Let them discuss their score with their neighbour and let them exchange their answers to the statements. Why did they come up with a tick in that specific column? What does every statement say about themselves? They can write their reflections and conclusions at the end of worksheet 5.7 'Am I an entrepreneur?'
- 6 Let participants take their answers on worksheet 5.7 back home and let them share their scoring with members of the family or with friends. Let them write down the feedback they got from family and friends. They can use the reflection part of the worksheet for this or they just write the feedback in their notebook.

Reflection

Ask participants how they feel about the exercise. What do they think of ticking the statements on the worksheet? What does this exercise tell participants about themselves? What kind of conclusions do they want to draw for their career? And what kind of feedback did they receive when they shared their answers with friends or family?

Tips

Let the youth explain the statements to each other in case they do not quite understand what is written. They can help each other when they find it difficult to give answers. Remember that this exercise is just a tool for participants to find out if they are potential entrepreneurs. It is a kind of self-assessment, a snapshot that can always be adjusted. Most successful entrepreneurs have weaknesses or gaps in one or more areas. The trick is to recognize this at an early moment, so that there is the opportunity either to improve those skills or to cooperate with people who do have the qualities they lack.



MY QUALITIES!



Goal

Youth reflect on their Personal Entrepreneurial Qualities (PEC's).

Preparation

Arrange the tables in such a way that youth can work on their own but can also work in subgroups. You need enough sheets on the flipchart, markers and copies of worksheet 5.8 'My qualities!'.

Explanation

'A study about the difference between successful and unsuccessful entrepreneurs, operating in the same environment, showed that successful entrepreneurs possess certain Personal Entrepreneurial Competences (PEC's). Let's look at those competences and see in how far you already possess and/or want to improve some of those successful competences.'

Performance

- 1 Hand over worksheet 5.8 'My qualities!' and let the youth reflect on their Personal Entrepreneurial Qualities by answering the questions listed in the questionnaire. Let them do this on their own. Ask them to be realistic, as the exercise has more effect when they are honest about themselves.
- 2 Let participants count how many questions were answered as 😊, 😐 or 😞.
- 3 Divide the group into pairs to share answers and qualities.
- 4 Ask participants to focus on one of the qualities they marked as 😊. Ask them to think how they can use and improve this quality. Let them share their ideas in pairs and let them write their ideas on the worksheet.
- 5 Let them do the same for their answers marked as 😐 and as 😞.
- 6 As homework, let the youth ask their relatives and/or friends what they think of their qualities. Ask them to write a short summary of this conversation on the last page of worksheet 5.8 'My qualities!' and let them compare the opinion of relatives/friends and the answers they have given themselves.

Reflection

Ask participants how they experienced the exercise. What did they think of the questions on the worksheet they had to answer? What did they learn from their relatives and/or friends when they asked them to give feedback? Were their answers different from what they thought of themselves? Are they going to work on their entrepreneurial qualities after this exercise? How?

Tips

Participants can also present their thoughts about their plans for improvement to the trainer. If so, make sure you schedule individual debriefing meetings in your program of Career Development.

Further examination

You can repeat this exercise after some time. You can use the same scheme again and let the youth answer the same questions. In this way, they can see if there is any difference between the answers they gave the first and the second time. Or you can use the completed scheme of this exercise and look back at their suggestions to make improvements. The second time you go deeper into their intentions and suggestions for improvement. Did they really improve some entrepreneurial qualities? If so, which ones and what did they do to improve these qualities? If not, what went wrong, or what can they do to improve it anyway?

ENTREPRENEURS NEARBY!

Goal

Youth prepare an interview that they will conduct with an entrepreneur in their family or neighbourhood.

Preparation

For this exercise, it is very handy when youth have mapped their nearby network. This mapping shows the entrepreneurs they know in their family or neighbourhood. Arrange the tables and chairs in the room in such a way that youth can work in threesomes. Make sure you have enough copies of worksheet 5.9 'Entrepreneurs nearby!'.

Explanation

'Starting up a company is a challenge, but at the same time it offers an opportunity to become self-employed and generate a good income. There is a lot you need to think about when you start your own business. To get more insight in what exactly needs to be done, you will conduct interviews with people you know who have started their own company. You can learn from their experiences. The better you are prepared for this interview, the bigger the chance that you'll find out exactly what you want to know. In this session, we prepare questions you could ask during an interview with the entrepreneur(s) in the coming week.'

Performance

- 1 Ask youth to make a list of questions - with a minimum of 6 - that they'd like to ask an entrepreneur in their family/neighbourhood.
- 2 Divide the group in threesomes.
- 3 In the subgroups participants discuss the lists of questions they made up individually and they come up with a combined list of 10 questions.
- 4 Ask them to write down the questions on worksheet 5.9 'Entrepreneurs nearby!' or in their notebook and let them take a picture of those questions with their phone. In this way, they can be sure to have the questions at hand during the interview.
- 5 Make clear agreements about the week in which they will be having the interview(s) and the entrepreneur(s) they will meet. Will they conduct the interview(s) with someone else or individually? And how many entrepreneurs do they want to interview?
- 6 Give participants the assignment to write down the results of the interview(s) on the worksheet 5.9 or in their notebook. These results can be discussed in little groups in a next meeting.

Reflection

Ask youth how it was to formulate the questions for the entrepreneur(s). Are there questions missing on the list that they would like to ask anyway? Ask them why those questions were not on the list? After interviewing, ask the youth how they liked it. Did they have a good time? What did they find out? Were there any surprises, did something take them back? Did the interview(s) change their ideas about starting a business? In what sense?

Tips

Encourage youth to formulate open questions that can't be answered with a simple 'yes' or 'no'. Open questions invite the other to think and to give more explanation. Closed questions imply asking new questions all the time as you do not get any information or thoughts. When needed, let them give examples of questions they can ask, like: 'What kind of company do you own? How did you start your company? What do you need to be a good and successful entrepreneur?'

Further examination

It might be good to do this exercise more than once. Over time, during their education youth will gain more and more insight into their future career and their ambitions to start their own company. Later, they might be looking for different relevant information than initially. On top of that, it might be good to expand one's network of (small, medium sized and large) companies and of various entrepreneurs.

Interviews also offer the opportunity to make a connection between Vocational Training Centres/Technical Institutions and companies. Industries can give input to schools and to authorities to develop curricula that address the needs of the labour market. A good network with a lot of entrepreneurs also offers the opportunity to bring in lecturers, mentors, internships, industrial training, company visits and field trips. In this way Competence Based Education and Training can be further developed and implemented.



THE BUSINESS OF MY DREAMS



Goal

Youth explore the enterprise of their dreams.

Preparation

Print worksheet 5.10 'The business of my dreams' just for yourself and prepare the visualisation at home, see the tips. In the classroom, put chairs in a circle and arrange the tables outside the circle in such a way that youth can make a drawing of what they have 'seen' during the visualisation. Put the A3 papers, newspapers, magazines, scissors, glue and the coloured pencils (different colours) already on the tables. Make sure you are relaxed and calm, before you start the visualisation.

Explanation

'To find the business of your dreams you need to look at what moves you and what motivates you. The answer on the question what the business of your dreams looks like, lies in your subconscious. The answer comes right from your heart. To make full use of your creative power, make sure you can completely relax and that you do not let yourself disturb by what you hear or think while you visualise the business of your dreams. Give yourself permission to let your imagination wander freely. There is no right or wrong here.'

Performance

- 1 Tell youth to sit on their chair with both feet on the floor.
- 2 Tell them to take a few deep breaths, in and out, and ask them to close their eyes.
- 3 Youth who find it challenging to close their eyes in the group may choose to focus on a solid spot on the floor in front of them. Tell them you'll take them on a trip by telling a story. They can follow you in their own way and any thought or image that comes up, is good.
- 4 Read aloud the visualisation of worksheet 5.10 'The business of my dreams'; be calm and relaxed.
- 5 After stretching, youth go and sit at a table without talking, with a large piece of paper (A3), newspapers, magazines and coloured pencils. They make a drawing or moodboard of what they saw during the visualisation, in up to 15 minutes. They may use images, words, colours and/or shapes. They can also use the newspapers and magazines to cut out images or words and paste them on their sheet of paper. Let them put their name on it.

Reflection

This can be done in the whole group. In case the group is too big, you could choose to let youth reflect in pairs or groups of four. Share conclusions in the whole group. The main question to be answered is: 'What did they find out about the business of their dreams?' Let youth tell each other what they put on paper and what it means to them.

Tips

Prepare this exercise by doing it yourself at home, just to see what it offers you. Let someone read aloud the visualisation to you. Maybe you want to make the text more appropriate to your own situation; you can add something or use different words. During the visualisation, a lot of questions are posed to think about. Give youth enough time to get an idea what to visualise, so do not hurry! Sometimes you need to pose the same question twice, but in different words or summarized. After the visualisation stimulate the youth to express themselves freely, using the crayons and newspaper. It's not about their ability to make a moodboard, but the goal is to transfer inner images to the outside world. Challenge them to make use of the full piece of paper.

MY BUSINESS OF INTEREST

Goal

Youth prepare an interview with someone who has a small size business of their interest. The focus of the interview is to discover the strengths and weaknesses of the company.

Preparation

For this exercise, it is useful to let the youth already think about some interesting examples of businesses in their network. You can also prepare a list of businesses (with addresses + contact details) from the network of your organisation. Prepare the content of this exercise by reading and reflecting on all the factors on worksheet 5.11.1 'A successful business'. Put tables and chairs in such a way that youth can work in threesomes. Make sure you have enough copies of worksheet 5.11.1 'A successful business' and 5.11.2 'My business of interest'.

Explanation

'An enterprise goes with ups-and-downs. Different factors can cause success or failure to a (micro-) business. To get more insight into the factors that impact companies, you will interview an owner of a business of your interest. You can learn from their stories and get a better understanding of the strengths and weaknesses of their business. The better you prepare this interview, the bigger the chance that you'll find out what you need or want to know. That is why you are preparing in this exercise some questions to ask the owner.'

Performance

- 1 Divide the group in subgroups of three, on the basis of mutual interests.
- 2 Ask participants to read the different factors as shown on worksheet 5.11.1 'A successful business'. Ask them to make individually a list of 6 questions to ask the business representatives, based on success and failure factors.
- 3 Ask participants to discuss their lists of questions in the subgroup and to come up together with a combined list of 10 questions.
- 4 Let them write down the questions on worksheet 5.11.2 'My business of interest' and let them take a picture of the list with their phone. This way they are sure to have the questions at hand during the interview.
- 5 Let them discuss how to contact the company to make an appointment.
- 6 Make clear agreements in which the week the interviews will take place.
- 7 Give youth the assignment to write down a summary of the interview(s) on the worksheet or in their notebook. These results can be discussed with another threesome in a next meeting.

Reflection

Ask youth how it was to come up with questions for the interviews? Are there questions missing on the list that they would like to ask anyway? Ask them why those questions are not mentioned on the list? When the interviews have been conducted, ask the youth what they thought of it. Did they have a good time? What did they find out? Could they find out what were the factors of success and failure? Were there any surprises? Did something make them draw back? What do they think of starting their own business?

Tips

Encourage youth to formulate open questions that can't be answered with a simple 'yes' or 'no'. Those answers do not give them much information, so they need to keep asking new questions. When necessary, give some examples of open questions like: What kind of business do you own? What are the things that go well? Which actions are needed to improve your business? It is an option to invite a couple of business people to your organisation. In that case participants don't need to visit the companies and they can ask questions to various business owners and not just to only one. On the other hand, it is also a good learning process when youth are pro-active in arranging and visiting a company.

Further examination

It might be good to do this exercise several times. Over time, during their education youth will gain more and more insight into their future career opportunities and their ambitions to start their own company. On their way, they might be looking for different and more relevant information than initially. On top of that, it might be good to build up step by step a network of (small, medium-sized and large) companies and come into contact with their owners.

Interviewing also establishes good connections between Vocational Training Centres/ Technical Institutions and companies. Industries can give their input to schools to develop curricula that address the requirements of the labour market. A good network with a lot of companies also offers the opportunity to bring in lecturers, mentors, internships, industrial training, company visits and field trips. In this way Competence Based Education and Training can be further developed and implemented.

DESERT SURVIVAL GAME

Goal

Youth become aware of the aspects of negotiation and work out for themselves how they perform as an individual and as a group member.

Preparation

Organize the classroom in such a way that youth can work individually and in subgroups. Participants need a pen and a paper. Make sure you have enough copies of the scenario page on worksheet 5.12.1 'Desert survival game', the score sheet on worksheet 5.12.2 'Desert survival scores', the answer sheet on worksheet 5.12.3 'Desert survival answers' and the reflection sheet on worksheet 5.12.4 'Desert survival game reflections'.

Explanation

'Negotiations are common in the workplace. We negotiate when we are working in a business as employees, but also when we have our own business. For example, you negotiate about the price of the raw materials you want to buy. And you also negotiate when you want to sell your product for the best quality, quantity and price. Today you do a game in which you can learn how to negotiate.'

Performance

- 1 Read with your group the scenario on worksheet 5.12.1 'Desert survival game'. Only explain the situation when there are questions.
- 2 Give every participant the score sheet on worksheet 5.12.2 'Desert survival scores'. Ask participants to put the items to survive in order of importance and let them record this in the 'My ranking' column on the score sheet. They do this all individually and they are not allowed to discuss their ranking with any other participant. Give them 10 minutes to do this.
- 3 Split the group into subgroups and now, explain that as a team, they have to imagine that is their plane that crashed. Use the opportunity to discuss some of the characteristics of a good team.
- 4 Give the groups 20 minutes to come to a consensus regarding each item on the list and to write their unanimous responses in the 'Team ranking' column on worksheet 5.12.2 'Desert survival scores'. Give them the instruction not to change their individual responses.

- 5 Bring the whole group back together and go through the answers of the answer sheet on worksheet 5.12.3 'Desert survival answers'. Ask them what process of thinking they followed in order to address the problems? What were their questions? In what order did they approach these issues? How do they feel about working in a team, having to solve problems by common consent? Let youth write down their thoughts on worksheet 5.12.4 'Desert survival game reflections'.
- 6 Let the youth complete the score sheet worksheet 5.12.2 'Desert survival scores'. First, participants put the numbers of the correct answers in the third column 'Answer'. Secondly, they work out the difference between their personal ranking and the correct answer. For example, if the personal answer on an item is 7 and the correct answer is 1, then the difference is 6. So, then they need to put 6 in the column 'My error'. Thirdly, they need to do the same with the team ranking: if the team score on an item is 1 and the correct answer is 5, then the difference 4 need to be put in column 'Team error'. Do not use minus numbers. Finally, the scores of columns 'My error' and 'Team error' need to be added. The participant and the team with the lowest score on errors are the winners!
- 7 Reflect with participants whether they performed better by themselves or as part of the team, and why this was. Ask them if there were people in their subgroup who took a certain role. Which role? And ask them to reflect on their own role and attitude. Ask them to write down again their thoughts on worksheet 5.12.4 'Desert survival game reflections'.

Reflection

Get youth to think about their negotiation skills they used in the exercise and let them work out whether they enjoyed it. Let them also think about what went well and what was difficult in their negotiation. What did they learn about their negotiation skills? How can they use the experience they gained in this exercise in real life or in their workplace?

Tips

Prepare this exercise at home so you understand better the choices the youth should make. It can add value to share your own individual answers with the youth. Also, make sure the youth really work on their own when filling in the 'My ranking' column. They should not discuss their choices with anyone else at that stage. Observe the participants during the teamwork and share in the reflection phase what you observed. Did you see participants who ended up taking the role of teamleader? Did you see groupmates who really strongly put forward their point of view or on the contrary who went smoothly along with the group?

NEGOTIATING OF QUALITIES

Goal

Youth learn to negotiate about their qualities with real money.

Preparation

You will need TZS 1,000, - per pair for this exercise. How to get that money? Do you have an entrepreneurial idea? Maybe your organisation has some money for it, or participants bring in each TZS 500, -. Organize the tables in the room in such a way that youth can easily talk with each other and start the negotiations. The TZS 1,000, - really need to be put on the table!

Explanation

'Negotiations in business should result in generating money. That is exactly how the economy works. The same should happen during job interviews. When you are the one who can negotiate best about your qualities, it is you who will get the job and not someone else. Accordingly, you'll receive a salary that matches the job. In the following exercise, we will practise these negotiation skills. It is a kind of game and you can earn TZS 1,000, -. You need to negotiate about qualities you really have and about services you can truly deliver.'

Performance

- 1 Let the youth first think about what kind of service or quality they can offer. Let them come up with a couple of options. Ask them also to think about what kind of service they need themselves, also some options.
- 2 Divide the group into pairs. Ask participants to go and sit opposite one another and to put the TZS 1,000, - in between them.
- 3 Ask participants to negotiate what they can do for each another and each of the two decides if he/she is willing to pay the other TZS 1,000, - in exchange for the service offered. Rules for this exercise are:
 - There is a time limit of 10 minutes to negotiate.
 - Donations to a charity organisation are not allowed; the money is for one of the two participants.
 - Dividing the money amongst the two of them is not allowed.
- 4 Ask the pairs if they have agreed on paying for a service? If so, are they happy with the result of the negotiations? If they did not come to an agreement, what is the reason? Who is going to deliver the service and will get the TZS 1,000, -? Let them set a date on which the participant will deliver that service. See to it that they make a clear agreement what the service is about. Decide on a date to evaluate in class how the service has been delivered. On that date, the money will be paid; so, for the time being the pair gives the money back to the trainer.

Follow up meeting on the agreed date

- 5 Divide the group in the same pairs as who did the negotiation together. Check if every pair has given/gotten the service.
- 6 Hand over the TZS 1,000, - to the persons who have got the service.
- 7 Let the participants, who have delivered the service, ask for their money. Then the one who has gotten the service hands-over the TZS 1,000, -.
- 8 Let them evaluate if they think if the service was worth the money. What did they think of the service? Did the service they offered, meets the needs of the receiver? Let them discuss what they learned from the negotiation and from the delivery of the service. What will they do better next time?
- 9 Discuss the experience in the whole group and reflect on what they have learned from it.

Reflection

What did they learn about this exercise? What did participants think of the negotiation and the quality of the delivered services? How did they feel about convincing each other to pay the money for the service they were offering? How capable do they think they were in negotiating? Which 'service' won? Why? Who'll receive the money and for what? How was it to deliver the service?

Tips

Examples of services or qualities are: 'I can help you to organize your financial administration'; 'You can borrow my school map about project management'; 'I'll introduce you to an entrepreneur'. Although youth need to negotiate their qualities in a realistic way, they are in fact playing a game. Let youth know that it is a play but they offer real services. Give the participants the TZS 1,000, - after delivering the service, and not during or after the negotiation. They must pay for a real service. Instead of money it is also possible to pay or to be paid in goods or fruits.

BAG FOR SALE!

Goal

Youth make a bag and sell this product to an imaginary shopkeeper. They practice how to cooperate and to negotiate.

Preparation

Organize the classroom in such a way that youth can work in teams and that they have enough space to make a bag. Each team gets no more than 3 double spread pages of a newspaper and circa 30 cm of masking tape.

Explanation

'In a company you need to cooperate with colleagues or - when you have your own business - you need to cooperate with employees. When the cooperation is good, the work will be done better and with more satisfaction. To get a good cooperation, it is important that all members of the group contribute according to their qualities and that everybody has a kind of saying and responsibility about the product and the process. In this cooperation exercise, you are going to design and produce a bag. When it is coming to the point to sell this bag to a shopkeeper, negotiation takes place. The two parties, seller and buyer, discuss the exact details of the deal. They need to come to an agreement about the price, the quality of the product, the number of articles to buy, the date of delivery etc. The process of negotiation is satisfactory when the deal is beneficial for both parties: the seller is happy that he has sold a good number of bags and the buyer is happy that he has negotiated a good price. Today we are going to practice how to cooperate and how to negotiate.'

Performance

- 1 Split the group into teams of 4-7 participants. Explain the aim of the assignment to the teams. Let them use the materials that are distributed. Every team needs to design - in cooperation - a bag of any shape/size or style. Once the bag has been made, the team members should sell it to a shopkeeper. It costs TZS 1,000, - to produce 1 bag. So, they need to set a price on their bag, show it to the shopkeeper, explain why he/she should buy it and they need to negotiate about the price. The team who makes the most profit is the winner.
- 2 First, give each team 10 minutes to make the bag.
- 3 After finishing the bag, let participants discuss how they worked together as a team. What was the role of every person? Who acted as a leader? How was the cooperation? What can be done to improve the cooperation? Let the youth discuss this within their teams.
- 4 Explain that you, the trainer, will take the role of shopkeeper. All teams have to negotiate their bag with you.

- 5 Ask teams to prepare their strategy how to present and sell their bag to the shopkeeper and to negotiate about the price. Let them come up with good arguments why people should buy their bag. Let them think what to do when the shopkeeper is not willing to pay the asking price.
- 6 Each team decides which two groupmembers will show, sell and negotiate the bag with the shopkeeper. The other participants will observe the process of selling and negotiating. Let them write down their observations.
- 7 Then the selling and negotiation starts in front of the group with the trainer in the role of the shopkeeper.
- 8 Evaluate the selling and negotiation process. First, give each pair of 'sellers' some time for 'to blow-off steam'. How did it go? What did the observers see? Did it go as they as they had prepared? What about the arguments? What about the negotiation skills? What are the specific results? Did they sell? For which price? How many? Give your feedback in the role of shopkeeper and explain why you argued the way you did.
- 9 Repeat step 5 and 7 till all the teams have got a turn.
- 10 Ask the group which team has got the best results. Let them give their arguments why. When there are two teams with equally good arguments, you can vote for the winner.

Reflection

Ask youth what they think of the exercise. How was it to come up with arguments trying to persuade the shopkeeper to buy the bag? What kind of conclusions can be drawn after having tried out the process of selling and negotiating a couple of times? What is helpful to have this process of negotiation run more smoothly? Why?

Tips

Ask teams to think about the possible qualities of the bag: attractiveness, strength, fashion, when and how the bag can be used etc. Let them discuss how they will negotiate and persuade: what to do or say when the shopkeeper is not willing to give in? Give them hints that the shopkeeper might ask questions like: Why should I buy this bag? Why is there only one strap? The bag is too big; can you make a smaller bag? I have no need of only one bag, can you make 100 of them? Those questions will help the youth to really think in advance about the needs of the shopkeeper, the advantages of their bag and the power of their arguments. The showing, selling and negotiation process can also take place between two teams. Team A tries to sell the bag to team B, team C tries to sell the bag to team D and vice versa. The evaluation of the exercise will take place in the separate teams, but the reflection on the results will be in the whole group.



THAT'S A NICE LEATHER JACKET!

Goal

Youth learn to negotiate. They practice how both parties (buyer and trader) should seek to reach an agreement.

Preparation

Organize the classroom in such a way that youth can work in groups of three. It would be nice to have the room look like a market where they can find various tables with jackets and other clothes on them. Print enough copies of worksheet 5.15 'That's a nice leather jacket!'.

Explanation

'In a negotiation, two or more parties are trying to come to an agreement. In doing business, entrepreneurs try to sell their products for the 'best' price, but what is the 'best' price? Selling a product at cost price will not do, as the entrepreneur also wants to make some profit. Selling something too expensive also might not work out well, as the customer might not buy the product. Therefore, the best price is a price that is acceptable for both parties: the seller has made the maximum profit and the customer has not paid too much. Both are happy with the result of the negotiation. Today, you will try to sell a leather jacket to a buyer for a reasonable price, meaning the buyer is happy to buy it.'

Performance

- 1 Divide the group into groups of three. Tell the youth that there are three different roles that every participant will take in turns: the buyer, the trader and the observer.
- 2 Introduce the situation: The buyer wants to buy a nice leather jacket from a street trader in a foreign country. He/she really likes the jacket: it fits well, it is professionally made and stylish. But the trader is asking too much money. Now the buyer starts negotiating with the trader to fix an acceptable price for both of them.
- 3 Let the youth read the different roles on worksheet 5.15 'That's a nice leather jacket!' before starting the negotiation.
- 4 After every round, ask them to evaluate their role and their corresponding negotiation skills. They discuss what they think of the process of negotiation and if they are happy with the result. Let the observer share what he/she wrote down on the worksheet.
- 5 Evaluate the exercise in the whole group after three rounds, so that in each subgroup all members have taken the 3 different roles. Start the reflection by inviting a couple for whom the negotiation worked out well. Ask the couple to show in front of the group how they negotiated. Let the other youth observe this couple and let them share their observations and conclusions.

Reflection

Ask the youth what they think of the exercise. Did trader and buyer come to an agreement? How do they feel? Are the buyer and trader both happy with the results? Did the participants see any difference between the first round of the role play and the third round? What did they learn from each other? What kind of negotiation skills do they need to develop? Which skills do they already have and which need more improvement? Let them write their conclusions on the worksheet or in their notebook.

Tips

Brainstorm with the the observers what and how to observe when the buyer and trader are negotiating and persuading. What kind of arguments do they use? How do they talk? Do they listen to each other? Can they give any recommendations to the buyer and/or trader to come to a better agreement? You can also choose to do the roleplay first in front of the whole group and after that in subgroups. In this way, everyone gets a good understanding of the exercise before trying it themselves.

THIS IS MARKETING

Goal

Youth formulate a definition of the concept of 'marketing'.

Preparation

Arrange chairs in a circle, so all participants can see each other. Make sure there are enough strips of paper (1/4 of an A4 paper), markers, masking tape and sheets on the flipchart.

Explanation

'To make your business successful it is important to sell your product or service with as much profit as possible. Marketing is therefore very important. We need to get some more understanding what marketing is about. Let us all think of a definition of marketing and what it means to you.'

Performance

- 1 Let all group members take place on one of the chairs in the circle. Give every participant a quarter of an A4 paper and a marker.
- 2 Ask your group to brainstorm about the question 'What is marketing?' Ask them to write in big letters any definition, word or thought that comes up in their mind.
- 3 Once every participant has written down a thought or word, ask them to pass on their paper to the person sitting on their right. Every participant should now be holding a new piece of paper with their neighbour's thought written on it.
- 4 Let them use their neighbour's thought as an inspiration to come up with a new thought themselves. Give every participant an empty piece of paper on which they can write that new thought. Ask them to hand in their neighbour's paper to you. For the second time they pass on their paper with their new thought to the person sitting on their right.
- 5 Repeat step 4 and repeat this swapping of papers a couple of times, until no new thoughts appear anymore and when a good number of papers have been collected. Collect all the strips of papers and put them together on several big sheets with masking tape.
- 6 In pairs or threesomes, participants walk around to look at the sheets and they choose one sheet to focus on. Ask them to discuss the thoughts on that sheet and to formulate together a definition of 'marketing'. Let them write this definition on the sheet they discussed.

- 7 Discuss the different descriptions/definitions in the whole group. Are there similarities? Underline the words or phrases that are found in more than one definition. Do they see (big) differences? What are the most important elements of 'marketing' that show up in the definitions?
- 8 Finally, the whole group decides which elements should be included in the final definition. Write down the final version on a new sheet. Ask participants to copy this definition in their notebook.

Reflection

Ask participants what they think of the exercise. What do they think of the shared definition? How do they feel about the technique of brainstorming as a way to come up with a definition? In what respect is it different from memorizing a definition out of a book? Which approach of learning is more helpful? And why?

Tips

Encourage youth to write down everything that is coming up in their mind. Tell them not to argue about what is written down during the brainstorming. Answer their questions but discourage discussion at that stage. The aim of brainstorming is to stimulate participants to think in a creative way without limitations or feedback. Try out a brainstorm session at home, formulate your own definition of marketing before looking for definitions in books. It will help you to create with the group a shared definition.

SELLING MY PRODUCT OR SERVICE!

Goal

Youth think about products or services they want to sell and have a critical look at them with the four P's of marketing.

Preparation

Arrange the room in such a way that youth can work in subgroups of three or four. Make sure you have enough copies of worksheet 5.17.1 'Selling my product or service!' and worksheet 5.17.2 'The four P's of marketing'.

Explanation

'Marketing affects your product or service and as a result your business. The way in which you sell your product or service is important. Today you try to apply principles of marketing on products or services you already have at your disposal. You find out which elements of marketing will help or on the contrary hinder to sell these products or services to customers.'

Performance

- 1 Divide the group into subgroups of three or four.
- 2 Ask the subgroups to decide which products or services they want to focus on. Tell them it must be products or services they are all familiar with. Tell them to choose two products or services that customers want or need to buy. Let them write their choices on worksheet 5.17.1 'Selling my product or service!' Let them motivate their choice.
- 3 Ask subgroup members to write their answers to the following questions on worksheet 5.17:
 - Where do you sell these products/services? Where do you buy these products/services? Why there?
 - What are the prices of these products/services? What will be the lowest and the highest price customers need to pay for these products/services? Explain the reason why there is that difference in price.
 - How do you promote these products/services? Explain why you choose this kind of promotion.
- 4 Ask the subgroups to read the text on worksheet 5.17.2 'The four P's of marketing' and to discuss which question on worksheet 5.17.1 represents which P.
- 5 Ask each subgroup to present the results of their work. Make sure that every group presents one of their products/services and that they show how their answers are related to the four P's of marketing. Give the other participants the opportunity to ask questions after each presentation.

Reflection

Ask the youth what they have learned from this exercise. What did they learn from each other while presenting their products/services? What about the four P's? How can they apply the 4 P's to the business they already have or want to start?

Tips

Make sure you understand the four P's yourself before doing this exercise. You can also prepare the answers on the 4 P's on a product or service you can offer yourself. Share this with the group. Encourage silent or shy participants to be the presenter of the subgroup and the one who answers the questions afterwards.



CHANGE A P



Goal

Youth get more insight in the four P's of marketing and why they are important to expand the business, meaning selling more products or services to customers.

Preparation

Make sure the youth can work in groups of three with their own chairs and table. Print enough copies of worksheet 5.18 'Change a P' or write the situations on the whiteboard or on a big sheet.

Explanation

'The way you take your product or service to the market is important and good to think about. Today we learn that improvement of one of the four P's of marketing can result into an increase of customers buying a product.'

Performance

- 1 Introduce the four P's in the way of 'questions and answers'. Put one big P on the whiteboard or sheet and write 'roduct' next to it (Product). Ask youth what it means and ask them to give examples of a product and let them choose a product to work out in more detail.
- 2 Then you write 'lace' next to the big P (Place). Ask the youth where they can buy or sell the product and write this on the whiteboard/sheet.
- 3 Write 'rice' next to the big P (Price) and ask the youth how much this product will cost.
- 4 Finally, write 'romotion' next to the big P (Promotion) and ask the youth where, how or for whom they will advertise this product.
- 5 Have some sharing about why Product, Place, Price and Promotion are important elements when selling a product to customers.
- 6 Divide the group into subgroups of three and let them read the four situations as shown on worksheet 5.18 'Change a P'. Let them discuss in each situation which P should be changed to sell more products to customers. They can write their answers on the worksheet.
- 7 Let one group present their response to situation 1. Ask the other groups if they have different answers or comments. Then, another group presents their response to situation 2 and they discuss it with the other groups. Repeat this until all four situations have been discussed.

Reflection

Ask the youth what they have learned from this exercise. What did they learn from each other during the presentations how to change the P in the different situations?

Tips

Before doing this exercise with the youth, try to do exercise 5.17 'Selling my product or service!' yourself first. Become aware how the four P's of marketing affect the selling of your product. This helps you to encourage participants to give their own examples. You can also arrange another meeting in which the youth will present their suggestions for changing one or more P's of an existing product or service they know. As homework, they can go to one of the shops in their village or neighbourhood and try to explore which of the P's needs improvement. Let them write them down their suggestions for improvement and let them present these to the other groups in another meeting.



BUSINESS GAME



Goal

Youth learn how to make a business plan in a creative way. They will learn from each other by giving and receiving feedback.

Preparation

Stimulate youth to express their ideas in a drawing or a painting. Make sure there are sheets on the flipchart, markers or paint and enough copies of worksheet 5.19 'Business game'. You can also write the questions on a sheet or a whiteboard.

Explanation

'When you want to start your own business, you need to make a plan first. Today we discuss why you think it is important to make these plans and you will brainstorm about your business plan in groups.'

Performance

- 1 Introduce this topic in the way of 'questions and answers' and ask youth why it is important to design a business plan.
- 2 Divide the group into subgroups of 3-5 participants and ask the groups to make a business plan for their own start-up. Answering the questions on worksheet 5.19 'Business game', can be helpful.
- 3 Ask the subgroups to present their business plan in a creative way by making a poster or a drawing. They can do this in the way they want, assuming that it is clear to others how they answered the questions of the worksheet. They can use markers or paint.
- 4 When the posters or drawings of the business plans are ready, give them a number or put the name of the subgroup on the product. Hang them on the whiteboard or wall in the classroom.
- 5 Each group walks around to have a look at the posters of the other groups and they write their feedback on the posters in their notebook. Make sure every group gives feedback on each poster. They write down what they like and what needs improvement.
- 6 Ask each subgroup to present their business plan to the whole group and ask the other subgroups to give their feedback. Also, you as the trainer gives constructive feedback about the business plans of each group.
- 7 In subgroups participants reflect on all the feedback they have received on their business plan and they decide which aspect (only one!) of their business plan they want to improve. In a short presentation, they share this point with the whole group.

Reflection

Ask youth what they think of this exercise. How was it to prepare their business plan in this creative way? What were the challenges they faced? How did they overcome these? What did they learn from this exercise? What did they learn from the feedback given by other youth and the trainer?

Tips

As a trainer it is important to give constructive feedback. Do this by telling first what is good about the business plans the participants present. After this, you mention what could be improved. Prepare yourself how to give this kind of constructive feedback. It will also help you to advise participants how to give positive feedback to others. As this is a tough exercise, it can take two meetings. In the first meeting you give the explanation, you do the brainstorming session and participants convert their business plans into the posters. The second meeting you spend on the presentations of the posters, the feedback on the reflection.



I AM RUNNING OUT OF TIME...!



Goal

Youth become aware of the fact that managing time is an important part of good business planning.

Preparation

Arrange the room in such a way that the youth can sit in groups of three. Print enough copies of worksheet 5.20 'I am running out of time...!' and make sure there is a flipchart with markers.

Explanation

'Managing time is an essential part of good business planning. Today we are going to think about the concept of 'time management' and we discuss the relation between time management and successfully running of your business.'

Performance

- 1 Introduce the concept of 'time management' to the whole group by writing the word 'time management' on a big sheet or on the whiteboard. Ask participants what is the first thing that comes into their mind while thinking of the concept 'time management'. Write down everything they mention on one sheet or on the whiteboard. Tell them they can think of anything they want and that brainstorming is more about quantity than quality.
- 2 Discuss with the group if they can combine some of the thoughts written on the sheet/whiteboard. Together they try to answer questions like: What is time management? Why do it? What is the benefit of time management? How does it work? When do you do it yourself? Why do you do it yourself? What do you think of your own time management?
- 3 Divide the youth into groups of three and ask the subgroups to select one product they want to make or trade.
- 4 Let participants think about the task and let them agree on the time they will need for each stage of producing or trading. Let them write down their answers on worksheet 5.20 'I am running out of time...!'. Let them draw their time plan for the production or the trading on the worksheet. Let them think if and how different stages of production/trading can run simultaneously.
- 5 Let two subgroups sit together and let them swap their time plans. Make sure every subgroup has received a time plan of a different group and let them give feedback on this time plan.
- 6 After the feedback, the two subgroups reflect on what they have learned from all the feedback. Participants reflect on what they will change next time when they have to make a time plan.

Reflection

Ask your group what they think of the exercise. How was it to think of all the tasks involved in the preparation of their product? How did they estimate the time needed for each stage of production/trading? What have they learned from the concept of 'time management'? What do they want to do differently when they will do time management for their own business? Why?

Tips

As a trainer, prepare one product to produce or trade and do the same assignment as your group does. Present your drawing of a time plan as an example. When the subgroup is giving constructive feedback to each other, walk around to help them. At the same time, you can assist them if they want to check something with you.

THIS IS MY SPECIAL PRICE!

Goal

Youth become aware of the fact that a business needs to make profit and therefore they need to fix in advance a good selling price for their product.

Preparation

Arrange the room in such a way that the youth can sit in groups of three. Make sure there is enough paper, sheets on a flipchart and markers.

Explanation

'A business costs money. Therefore, it is important to learn about financial management. Today we focus on the concept of 'financial management' and we are going to practice this skill.'

Performance

- 1 Divide the group into pairs. Ask them to think about the concept of 'financial management'. Ask them to write their thoughts in their notebook or on their own piece of paper. Let them try to answer the following questions: What is financial management? Why is there financial management? What is the benefit of financial management? How does it work? When do you do it yourself? Why do you do it yourself? What do you think of your own financial management?
- 2 Ask a pair to share their thoughts with the group. Let the group members give feedback. Then, ask another pair to share their thoughts, especially when they have different ideas. Again, ask the other groups for a reaction. Repeat this until all the pairs have shared their thoughts with each other.
- 3 Divide the group again, but now into groups of three or four.
- 4 Explain that they run a little tailoring workshop and that they manufacture dresses. They produce 10 dresses per month. Let them think about all the materials and other things they need to produce one dress and let them calculate the production costs per dress. Let them discuss this question in the subgroups and ask them to write their calculation on a big piece of paper.
- 5 Tell the youth that they also need to pay for other things except material. For example:
 - TZS 10,000, - per month for transport to sell the dresses
 - TZS 2,000, - per month for their sewing machine
 - TZS 1,000, - per month for stationeryLet the youth calculate the total costs per dress and ask them to come up with a good selling price per dress. What will be a good price, taking into account what they need to make a good living? What do they need as a 'salary' to produce one dress? Again, they can write this down on a piece of paper.

- 6 Every subgroup shows their selling price to one of the other groups and explains why they came up with this price. When one group is explaining their selling price, the other group can give their opinion. What do they think of the selling price? What is right and wrong about this price? What does the group that explains think of this comment?

Reflection

Ask the youth what they have learned from this exercise and from each other. What can go right and wrong in fixing a selling price? How is this exercise related to one of the four P's of marketing?

Tips

As a trainer, make the calculations yourself at home. This way, you know how the youth should calculate the total costs per dress. They learn to think about all the materials needed and the costs of each item. Maybe you can ask a tailor about the costs of materials or search for it on the internet. In this way, you can calculate the costs as realistic as possible. A good preparation can help the participants and makes it easier for you to give additional information when they ask questions. When calculating is a problem for some participants, organize extra lessons in accounting.

EXCURSION TO AN INCUBATION CENTER

Goal

Youth prepare an excursion to an Incubation Center and conduct an interview to get as much information as possible about the stages of production and the real costs.

Preparation

Make an appointment with the Incubation Center yourself or do it together with your group. Contact a few operators who are responsible for the production. Ask them for a list of products that are produced in the Incubation Center or make a list yourself if they cannot give you one. Arrange the transport or know how to go there with the daladala. For the preparation of the interview, you use a bowl/box to collect the questions, a flipchart and quarters of A4 paper. You can print worksheet 5.22 'Excursion to an Incubation Center', but it is also possible to use just the whiteboard or flipchart. Participants can use their notebook.

Explanation

'Starting a business is a challenge. There is a lot you need to think about when you start the production of e.g. tomato sauce or cookies. To get more insight into all the production stages, we will interview some entrepreneurs at the Incubation Center where they produce different products. We can learn from their experiences. The better you are prepared for this interview, the greater the chance you'll find what you want to know. That is why we prepare questions you can ask to people of the Incubation Center.'

Performance

- 1 Ask youth to make up questions they want to ask about the production of a certain product. Give them the list of products that are produced at the Incubation Center. Tell them they need to draft questions about the planning, e.g.: how much time does every stage in the production process take? Or questions about money: how much costs the machine? Tell them to come up with as many questions as they like to ask.
- 2 Let them write their questions on the strips of paper, one question on one strip; fold the papers, put them in the bowl/box and mix them.
- 3 Choose a participant to take the papers, piece by piece out of the bowl/box. Let the participant read this question aloud and ask if someone already knows the answer. If not, write the question on a sheet. Choose another participant to take a new card out of the bowl/box. Again, let the participant write down this question on the sheet when nobody knows the answer yet. In case of a similar question, let the participant take another card out of the bowl/box. Then, ask again another participant to take a question out of the bowl/box until there are no more cards left in the bowl/box. Finally, you will have written a list of about 20 questions on the sheet.

- 4 Split up the group in two parts. Ask one group to merge all the questions about time/planning into 5 questions and ask the other group to merge the questions about money/costs into 5 questions. Combine the questions of the two groups and make one list. Ask participants to write down the list of 10 questions on worksheet 5.22 'Excursion to an Incubation Center' or in their own notebook.
- 5 Divide the group into subgroups of four or five and let them choose which production process they want to examine. They ask the 10 questions to one of the operators.
- 6 At the Incubation Center, they will get a demonstration in subgroups according to the product of their preference and they can ask their questions to one of the operators. Participants can write down the answers on the worksheet or in their notebook.
- 7 At the Incubation Center, after the demonstrations and the interviews, participants share with the other subgroups the answers given by the operators and they write down their reflection on worksheet 5.22 'Excursion to an Incubation Centre' or in their notebook. What did they learn about starting their own business? When there is not enough time or no spare room, you will do this reflection back in your own centre.

Reflection

What did they think of this exercise? How was the excursion? What did they learn at the Incubation Center? What did this excursion tell participants about starting their own business?

Tips

In Zanzibar the Incubation Center is at Karume Institute of Science and Technology (KIST), a little bit outside Stonetown. Look for yourself where such a center is in your own district or region. Make sure every participant put questions in the bowl/box; mix the questions well to make sure that not too many successive questions come from the same participant. When there is enough time, participants can ask more or different questions to the operator.



DO THE MATHS!

Goal

Youth become aware of the fact that it is important to know whether a business is profitable or not.

Preparation

Arrange the room in such a way that the youth can sit in groups of three and have a couple of papers to make their calculations. Print enough copies of worksheet 5.23 'Do the maths!'.

Explanation

'When having a business, it is important to manage your finances. It is important to know whether your business is profitable or not. Today we focus on different case studies of businesses that are either profitable or loss-making.'

Performance

- 1 Divide the youth into groups of three and let them read the casestudies as shown on worksheet 5.23 'Do the maths!'.
- 2 Let the youth discuss with each other whether those businesses are profitable or loss-making. Ask them why they think this is? What could be the strong side of the business that makes profit, or what could be the weak side of the business that makes losses?
- 3 Let every group present one of their answers to the other groups. First, one group shares their answer to case study number 1. The other groups listen and share with the whole group whether they had the same answer or not. Let them discuss why they have these answers. Then, the next group shares their answer to case study number 2 and so on.
- 4 Go back to the subgroups and let the youth calculate for each case study the proper selling price to make the businesses more profitable. They can write their answers on the worksheet.
- 5 Let the subgroups share their new selling prices in the group and let them discuss the differences and similarities. Why is this? What other ideas are there to make the business more profitable?

Reflection

Ask participants what they think of making calculations. What did they learn from these casestudies for their own business plans? What did they learn from each other?

Tips

As the trainer, make the calculations at home. This way, you know how the youth should calculate the different prices of the products in the case studies. Some youth might not understand the different casestudies or might find it difficult to make the calculations. Invite participants, who know the answers, to explain it to the others so they can learn from each other. Maybe some participants need extra lessons in accounting.

PITCH YOUR BUSINESS

Goal

Youth practice to pitch their business to real entrepreneurs and get feedback from them.

Preparation

Set up a joyful and well-organized event. Consider inviting different entrepreneurs or small business people in line with the different business pitches. Make sure the room has the right setting for a pitch: so only chairs, no tables. If possible, bring a camera to record the pitches. Print enough copies of worksheet 5.24 'Pitch your business' or write the questions on the whiteboard. In advance, ask which group wants to start with their pitch.

Explanation

'At the end of your course you will be presenting your business to the real world of work. For this purpose, we invite entrepreneurs to assess your pitches. They will provide you with positive feedback. You have a week to prepare yourselves. Today we start with the preparation.'

Performance

- 1 Divide the youth into groups of three. Hand out worksheet 5.24 'Pitch your business' with the questions they can use as inspiration. They can also come up with their own questions or topics. Emphasize that the pitch cannot take more than 5 minutes.
- 2 Let the subgroups prepare their pitch in class. Tell them to think of unique selling points: Why is your business unique? Why are people looking forward to your product coming to the market? Why do people want to buy your product? What is the goal of your business? Tell them they need to pitch their business to real entrepreneurs or small business people coming week.
- 3 Let them think about the way they present their business as a subgroup. Let them divide parts of the pitch. Ask them to do some try-outs at home.
- 4 Explain before the actual event the order in which the pitches will be presented and why this order.
- 5 At the event, start off with a pitch, one by one. Give the audience of entrepreneurs, small business people and other subgroups time to write down their comments on the pitch. Hold a brief round of comments based on the notes taken by the entrepreneurs and start the next pitch.
- 6 When all the pitches have been held, organize a final round of reflection during which the entrepreneurs can inform the participants what they have observed; they give participants feedback, tips and tricks to work on.

Reflection

The reflection consists of general feedback. Make sure the entrepreneurs limit themselves to constructive feedback. When all the subgroups have done their best to present their business, ask the entrepreneurs to give tips how to improve the business plans. Ask entrepreneurs to share with the participants their own experiences with the start up of their business.

Tips

Make sure to have a camera or a phone at hand to make videos of the pitches so that the subgroups have a recording of their own pitch. Make clear that the pitches are for their own use only and should not be distributed or published. Manage the time very strictly: the pitches must not exceed 5 minutes. Set an alarm. Prepare a Whatsapp group so that the youth can stimulate and help each other during the week of preparation. Follow their questions and answers and give your support where needed.

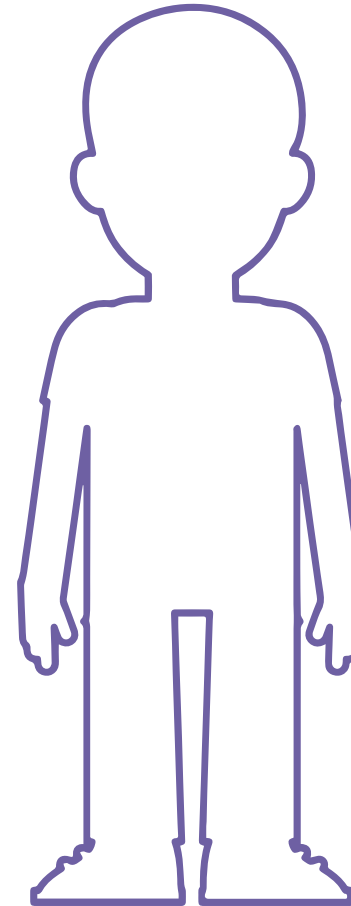
WORKSHEET 5.1

MY THIRD EYE

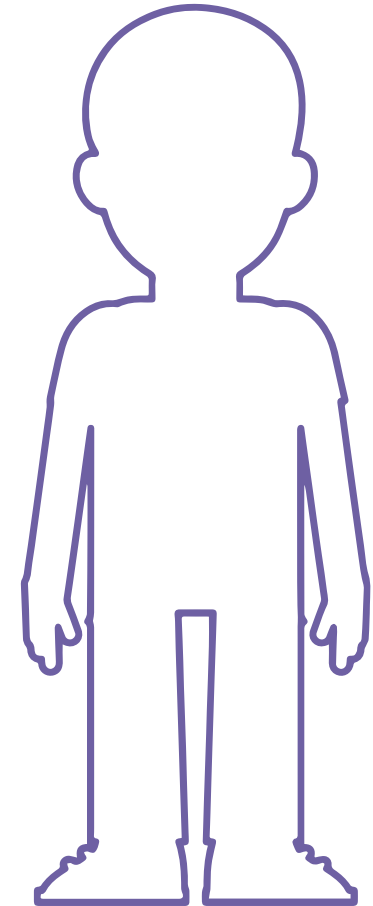
Place the 'third' eye anywhere on your body

I want to have this third eye on this spot because...

front



back

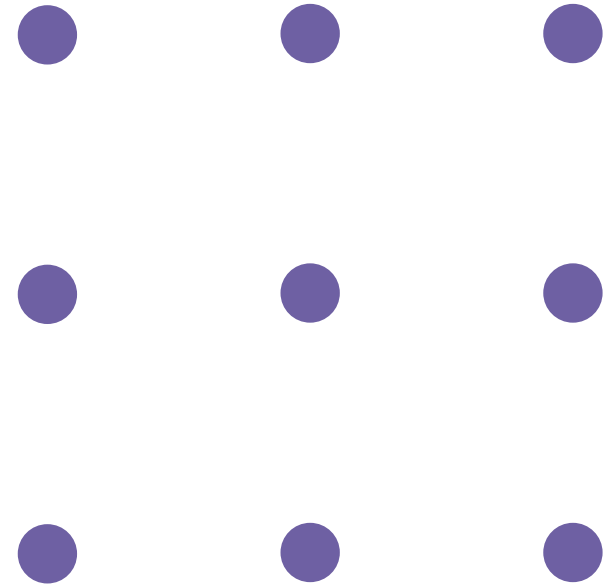


WORKSHEET 5.2.1

JOINING THE DOTS

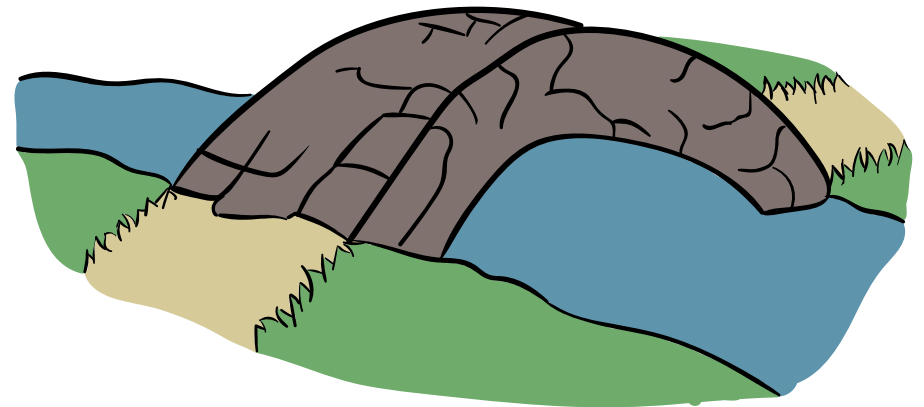
Connect all the dots with as few straight lines as possible:

- Pass through each dot on the grid with straight lines
- Pass through each dot only once
- All straight lines must be connected



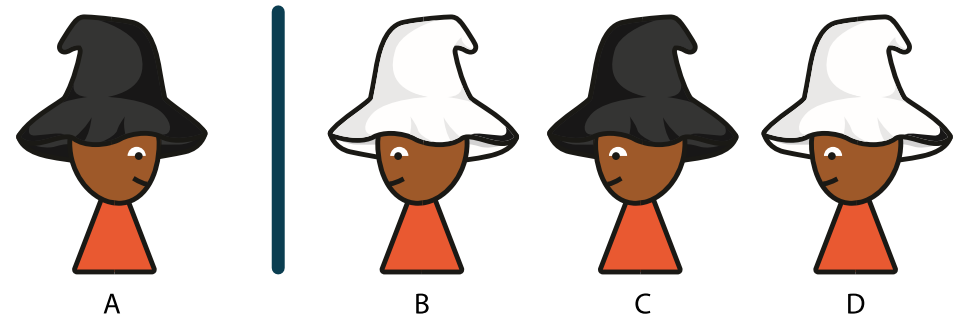


A woman has a lion, a goat and vegetables. She needs to cross the river but can only carry one thing at a time. All three items need to be taken to the other side of the bridge. When she leaves the lion and the goat alone, the lion will eat the goat. When she leaves the goat and the vegetables alone, the goat will eat the vegetables. How can she successfully get these three items across the river without losing one of them?



Which woman speaks first?

- They cannot turn their heads
- Between A and B is a solid wall
- The women know there are 2 black hats and 2 white hats
- A woman can only speak if she has deduced correctly the colour of her hat



WORKSHEET 5.4

PORTRAIT OF AN ENTREPRENEUR

Fill in the parts of the body that symbolize the skills of a successful entrepreneur.

Arms: for helping team members

Brain: for generating creative, innovative ideas

Backbone: confidence and belief in oneself

These parts of the body are just examples, they can symbolize also other skills. So make your own portrait.



WORKSHEET 5.5

WHO IS THAT SUCCESSFUL ENTREPRENEUR?

There are differences between successful and less successful entrepreneurs. Successful entrepreneurs have certain qualities which are explained below:

1 Passion

The one word that describes the basic requirement for an entrepreneur is 'passion'. Passionate entrepreneurs demonstrate perseverance and motivation in what they do and they do not give up until they have achieved what they wanted. They are working hard to improve what they started. They are determined to become the best professional in their field.

2 Risk taking

Entrepreneurs are risk takers, ready to take the plunge to a future of uncertainty. They are willing to run risks, bear uncertainties and spend money on innovative actions. However, they are far from impulsive nor reckless. They have an excellent feeling for new trends, they see chances where other people only see problems. Good entrepreneurs keep resources in reserve and calculate meticulously which factors might affect their business negatively. They will check whether the action is worth the risk of losing their good reputation, time and money. They also have alternatives when the business doesn't go well.

3 Belief in yourself, hard work & discipline

Entrepreneurs enjoy what they do. They believe in themselves, have confidence in what they do and are dedicated to their project. Occasionally, they may show stubbornness as they have an intense focus on their goals and a great belief in their own ideas. On the other hand, they show discipline and dedication.

4 Adaptability & flexibility

Entrepreneurs are flexible in their reactions on needs and questions of clients. They can adapt themselves to changing demands of the market and to unexpected situations. Entrepreneurs do not only do what they believe is good to do, but they also make a successful business out of it. Market needs are dynamic and changes are common. Successful entrepreneurs welcome all suggestions for improvements. A product should satisfy the changing needs of clients. Therefore, doing business is not a static thing.

5 Understand your product – and its market

Entrepreneurs know their product from all sides. They also know the ins and outs of the market and its dynamics. They know it is important to keep an eye on the changes in the market and to check permanently what other entrepreneurs are doing. If you do not do this, even the launching of a great product can be doomed to fail.

6 Financial management

It takes time to make profit out of your business. Till that moment, the finances of the entrepreneur are limited and money needs to be spent wisely. Successful entrepreneurs realize they need good financial management and a plan to cover current and future costs. Even when the business makes good profit, successful entrepreneurs carefully pay attention to their cash flow, because it is the most important aspect of any business.

WORKSHEET 5.5

WHO IS THAT SUCCESSFUL ENTREPRENEUR?

7 Planning – but not over done

Entrepreneurship - certainly at the beginning - is about managing a business while having limited resources (including time, money and personal relationships). It is a long-term commitment to achieve your goals. Trying to plan as much as possible at the beginning, is really what you would usually do. However, wanting to plan everything and have a solution ready for all possible risks may prevent you from even taking the first step. Successful entrepreneurs maintain a mindset of dealing with unforeseen challenges.

8 Networking abilities

How do you make an appeal to your network in case you want their advice to find a solution? Successful entrepreneurs approach mentors with more experience and they consult people from their extensive networks. Having networking skills is a key characteristic of successful entrepreneurs.

9 Being prepared to take the exit

Not every attempt will result into success. The failure rate of entrepreneurial businesses is very high. At times, it is fine to take the 'exit' route and try something new, instead of continuing to make a lot of losses. There are many famous entrepreneurs who weren't successful the first time.

10 Entrepreneurs have doubts about themselves – but not too many

You may ask yourself, am I an entrepreneur? If you have the courage to ask yourself rather serious and personal questions – Can I do this? Do I want to do this? – you have the right features to become an entrepreneur.

Instead of worrying if you will meet the image of the perfect entrepreneur, you check your feelings. How do you look at your qualities? How brave are you to acknowledge your weak and your strong points? The latter is often more difficult, are you aware of that?

WORKSHEET 5.6.1

AM I MORE AN ENTREPRENEUR OR AN EMPLOYEE?

Tick your answers and draw lines between them:

Questions	Option 1	Option 2	Option 3
1. Are you a self-starter?	I start things myself. Nobody needs to tell me what to do	I wait for other people to start things and then I join	I don't start things, unless I really have to
2. Do you have confidence in yourself?	I always feel confident in what I am doing	I sometimes doubt if I am doing the right thing	I always have doubts about my own capabilities to do things
3. Are you persistent?	Once I have started something I will never give up, even if there are many problems on my way	I sometimes give up things when they are too difficult	Once I find problems on my way, I easily give up
4. How motivated are you to achieve things?	I try to reach the highest quality in everything I do	Even if things are going so-so, I am still satisfied	I accept that I often cannot achieve the quality I want. Therefore, I do not try
5. Are you independent?	I always think and act independently even if others don't agree	I listen to the advice of others but in the end, I do what I think is right	I depend very much on the opinion of others in doing things
6. How do you feel about other people?	I like to be with people and I need them	I like to be with people but I don't need them	I don't like to have many people around me. I like to be alone
7. Can you delegate tasks?	It is easy for me to let people do things for me	I can get people do things for me if I keep on asking them	I find it difficult to let other people do things for me
8. Can you take responsibility?	I like to take responsibilities	I like to share responsibilities	I don't want to be the one responsible. I let others take responsibility
9. How good are you in organizing things?	I always plan what to do and I am well organized	I am not very strict in planning and organizing, I do enough in that	I just take things as they come and I do not mind when things go not as expected
10. Are you a hard worker?	I like working hard. I can go on as long as it is necessary	I like working hard for some time, but then it is enough and I want to rest	I do not see the need to work hard. I think hard work does not get you anywhere

Questions	Option 1	Option 2	Option 3
11. Can you take decisions?	My decisions are usually okay, even if I have to take them fast	When I have to take decisions quickly, I usually regret the decisions made	I do not like to be the one who has to take decisions
12. Can people trust what you say?	I never say things that I do not mean	I try to be honest but sometimes I just say what people want to hear	I often say things that I do not mean
13. Can you keep your promise?	Once I have made a promise, I will try my best to fulfill it	I don't always keep to a promise made, which I regret very much	When I make a promise, I already know that I will not keep it
14. How good is your health?	I have a lot of energy and feel very healthy	I have enough energy for most things that I want to do	I have less energy than most of my friends
15. Do you like starting up new things?	It challenges me to try out new things that others feel are impossible to do	Sometimes I try out new things, but I get discouraged easily if it does not work well	I always leave it to other people to start new things

This is my reflection to my answers:

WORKSHEET 5.6.2

MY CHARACTERISTICS AS AN ENTREPRENEUR

Below you find a list of characteristics. Go through the list and arrange the characteristics in three columns:

- One column with all the characteristics you think an entrepreneur has.
- One column with all the characteristics you think an employee has.
- One column about 'you', to tick or mark the characteristics you think you have.

Characteristics	Entrepreneur	Employee	You
1. Wants to be independent			
2. Wants to have security in life			
3. Prefers to have limited responsibilities			
4. Can easily communicate with other people			
5. Is good in making decisions			
6. Wants to have fixed working hours			
7. Feels responsible for decisions made			
8. Is flexible			
9. Is able to negotiate with people			
10. Wants to achieve things and be successful			
11. Likes to take decisions			
12. Is self confident			
13. Is persistent, does not give up easily			

Characteristics	Entrepreneur	Employee	You
14. Is able to persuade and motivate people			
15. Prefers working as a member of a team			
16. Is a leader			
17. Is not afraid to take moderate risks			
18. Follows instructions			
19. Wants to have challenging work			
20. Is not a leader, likes to follow			
21. Takes initiatives			
22. Wants to get clear instructions (from a boss)			
23. Is creative			
24. Sets goals and plans ahead			

These are my thoughts about the feedback I got from family and friends about my qualities as an entrepreneur:

WORKSHEET 5.7

DO I HAVE THE ENTREPRENEURIAL SPIRIT?

Read through the statements below and tick the column that suits you most.

Statements	Yes	Maybe	No
Having success is very important to me.			
Once I set a goal, I work on it.			
I am self-confident.			
I do not like to be told what to do.			
I am determined.			
I will take a chance when I think an idea looks promising.			
I like being in charge.			
I enjoy learning new things all the time.			
When I set my mind on something, I am persistent.			
I am inventive.			
I consider myself as being optimistic.			
I don't get easily tired when I am interested in a project.			
I am a risk-taker.			
Others have called me hardheaded.			
I would like to set my own hours and working conditions.			
I prefer my own way of doing things.			
I look at emotional challenges as opportunities for personal growth.			
I work well on my own.			
I look at problems as obstacles to overcome.			
I prefer thinking out of the box and like to be innovative.			
I am flexible.			
I enjoy figuring things out.			

Statements	Yes	Maybe	No
I often trust my instincts.			
I like to have control over my earnings and my growth potential.			
I view mistakes as learning opportunities.			
Total ticks in each column (Count number of ticks in each column)			
Value for each tick (multiply the value X and the number of ticks)	X 4	X 2	X 0
TOTAL Score (add up the scores of the three columns)			

- If you score between 100 and 81, you show a strong entrepreneurial spirit.
- If you score between 80 and 61, you have potential but maybe you need to improve some of your weaker skills by following a training or working in close cooperation with someone who has the skills you want to develop.
- If you score between 60 and 41, you might at this stage not have the confidence you need to run your own business, but it's something you can work on. Consider all your options to develop yourself. You may want to look for a colleague who can help you in the areas you are weak in.
- If you score below 40, self-employment may not be the thing for you. You will probably be happier to work for someone else.

This is my reflection on the statements and my score:

WORKSHEET 5.8

MY QUALITIES!

- 1 In this exercise, you will reflect on your own Personal Entrepreneurial Qualities (PEC's). Fill in the form and indicate with a symbol if you have the quality: completely (the sunny face), more or less (the neutral face) or hardly (the sad face).

Personal Entrepreneurial Qualities (PEC's)	☺	☹	☹
Do you have good self-knowledge?			
Do you set goals in life?			
Are you good at systematic planning?			
Are you able to take (calculated) risks?			
Are you able to build up and maintain a good network?			
Are you able to persuade others so that they do what you want them to do?			
Are you persistent, so that you achieve your goals?			
Are you good at negotiating?			
Are you concerned about quality when you produce something or when you deliver a service to someone?			
Are you self-confident?			
Are you committed to fulfill a contract?			
Are you good in time management?			

- 2 Think and write down how you can still improve one of the ☺ answers:

- 3 Think and write down how you want to improve your PEC's by improving one of the ☺ answers:

- 4 Think and write down how you want to improve your PEC's by improving one of the ☹ answers:

- 5 This is a short summary of the comparison between my own answers on my PEC's and what my family and/or friends say:

WORKSHEET 5.9

ENTREPRENEURS NEARBY!

My interview with:

Date:

These were my questions:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

This is what I learned from the interview:

This is my idea about starting a business:

WORKSHEET 5.10

THE BUSINESS OF MY DREAMS

'Sit down, relaxed and with your eyes closed. Take some gentle, deep breaths in and out. Again, breathe in deeply. Good. And breathe out completely. When you pay attention to your breath, try to notice which sensations you feel in your body. You might become aware of your belly rising and falling with each breath. Just relax your entire body, allowing yourself to be fully supported by the chair on which you are sitting. You might start to feel a tingling sensation in your fingers and toes. Allow that tingling to go through every muscle. Allow the tingling in your back, your neck and up to your crown. Let it run down your shoulders and arms, allowing you to relax even more. Then the tingling goes down your stomach, legs and feet to the tips of your toes. You become more and more peaceful and calm.

Now you feel completely relaxed, allow yourself to imagine that it is some time in the future. A year from now, two years, five years – it's up to you. This is your opportunity to visualize the success of your future business. To start this journey, allow yourself to picture where your workplace is. Look at the space where your dreams are transformed into reality, where you pursue your passions, where you make a difference. Notice what is around you. Look around and take in what this environment looks like. How big is the place? How is the atmosphere? What are the colors, textures, and smells of this place? What is the energy like? How does this place feel to you?

Take in the details... What are the objects in this space? What do you surround yourself with?

Now, go to a specific spot in this work space. Perhaps it's a table and chair, a counter, a spot in a farm, a laboratory, a school or a seat at a desk or behind a computer. Maybe it is outside in the open air, in nature. Visualize a spot wherever it is, as long as you can truly look at it as your ideal work environment. Take in the essential elements for you of this specific spot. What does it tell you about your business and how you could run it?

Now, take a look around you. Do you work alone, or are there other people with you, perhaps coworkers, customers, friends, family members, partners? Who are they, what are they doing, what's their energy like? What do they say about working with you? What impact do you have on them?

Now, allow yourself to make connection with what gives you the greatest joy and fulfillment when you are at work in your company. What is it that you truly enjoy about your business?

Allow yourself to imagine that your business is a resounding success. You are earning your money easily and with little effort; you are doing what you love to do. You can even picture people who are happily paying you again and again for your work. Which successes and milestones have you celebrated? What is new or different in your business? What new products or services are you offering?

Feel free to take another look around this special place where you do your work. What else do you notice? Just let your senses take in the sights, sounds, and smells of this place. What special details do you want to remember for sure?

Before you get ready to come back to the present time, do what you need to do to say good-bye to this wonderful place of work, and know that you can come back and visit it anytime you wish.

In a few moments, I'll count back from three to one. At count one, you will be awake, knowing you can remember everything you need to create the future business of your dreams. I will start counting now: Three. Coming back now. Slowly wake up and become alive. Two. Wiggle your fingers and toes, move your body and feel the temperature of your skin. And one. Eyes open, feel totally awake. Look around, back in the present again.'

What makes a business a success or a failure?

Personal characteristics

Commitment

To let your business grow and to make your plans successful, you must be committed. Commitment means you are willing to put your business before almost everything else. It means that you want to be in charge for a long time, spending a lot of time managing your business, so that you have less time for your friends or for social events. It also means that you risk losing your own money and that you also have to save money for future investments.

Motivation

Why have you decided to start your own business? Your business is more likely to be successful when you are very keen on realizing your ideas. Being motivated for the right reasons is your strength. For example, you have confidence in your own skills, you want to use and develop your talents, you want to make a good living for your family and you are challenged by the promising prospects. However, if you want to establish your businesses because there was nothing better you could do, then this is an area to improve.

Taking risks

You are in charge of your business and that means you will have to take important decisions. They cannot be postponed or passed on to someone else. Being able to take difficult decisions - possibly with its positive and negative consequences - is a strength.

Social support

Running your business will take a lot of your time and efforts. It is important to have adequate social support from family, friends and other business people. Surround yourself with a social network of people and organizations that will support the realization of your dream. This will be a strength.

WORKSHEET 5.11.1

A SUCCESSFUL BUSINESS

Financial situation

Access to financial resources to run your business is important. Financial resources can come from your social network including family or from financial institutions. Clarity on how you intend to finance your business is a strength.

Skills

Technical skills

Technical skills are practical abilities you need to produce products or to provide services. For example, if you are running a fruit processing company, you need technical knowledge to make fruit.

Business management skills

Business management skills are abilities to run your business efficiently. Marketing skills are perhaps the most important skills you need, but other areas of business management are also vital for the success of your business, for example, cost accounting and record keeping.

Knowledge of your sector

Having knowledge of your sector, the specific development in the sector of your business, is important. The more you know about your sector, the more you will avoid making mistakes which can be costly.

Negotiation skills

Negotiation skill is the ability to communicate with others without offending anyone. When you negotiate, you think about what is in favour of yourself as well as of the other person. You need to have the ability to listen to other people's views and opinions. The best way to get what you want out of a negotiation is in finding ways that both parties can get what they want.

Environmental concerns

Your business and the environment

It is important to be aware of the dependency and impact of your business on the environment. As an entrepreneur, you need to know the environmental issues that are affecting your sector. You need to think about how your business will contribute to the conservation of the immediate environment and how to sustain it.

Social issues

Commitment to your community

Your business needs to be community friendly. As a business owner, you will play an important role in your community. An entrepreneur is a respected member of the community and as such you need to have commitment to stimulate the progress of the community as a whole.

Scenario

It is approximately 10:00 am, mid-July and you have just experienced a plane crash in The Namibia in Southern Africa.

Your light twin-engined plane is completely burned out with only the frame remaining. None of the passengers have been injured, the pilot and co-pilot have died.

The pilot was unable to notify anyone of the position of the plane before the crash. However, he had indicated that you were 50 miles away from a mining camp, which is the nearest known settlement, and approximately 65 miles off the itinerary as was described in your Flight Plan. The surrounding area of the place of the crash is quite flat, except for occasional cacti and appears to be rather barren.

The last weather report indicated that the temperature would reach 43° Celsius today, which means that the temperature at ground level will be 54° Celsius.

You are dressed in lightweight clothing: short-sleeved shirts, shorts, socks and street shoes. Everyone has a handkerchief and in the total group you have 3 packs of cigarettes and one ballpoint pen.

Before your plane caught fire, your group could save the 15 items listed on worksheet 5.12.2 'Desert survival scores'.

Your task is to rank these items according to their importance for your survival, starting with a '1' for the most important, to a '15' for the least important item.

WORKSHEET 5.12.2

DESERT SURVIVAL SCORES

Step 1

You rank the items to their importance for your survival, starting with a '1' for the most important, to a '15' for the least important item. You do this individually and write your ranking in the column 'My ranking'.

Step 2

As a team, you negotiate about the ranking your team wants to give to the same items, starting with a '1' for the most important, to a '15' for the least important item for your survival. Put the numbers in the column 'Team ranking'.

Step 3

In the whole group, you discuss the the best possible ranking that is given on worksheet 15.12.3. 'Desert survival answers'. You need to copy this ranking on this worksheet 5.12.2 'Desert survival scores' in the third column 'Answer'.

Step 4

Now you are going to work out the difference between your personal ranking and the correct ranking. For example, when you gave 'Torch with 4 battery-cells' a ranking of 1, then you fill in 3 in the column 'My error'. ($4-1=3$).

Step 5

You do the same looking at the difference between your team ranking and the correct ranking. When your team gave 'Torch with 4 battery-cells' a ranking of 3, then you fill in 1 in the column 'Team error'. ($4-3=1$).

Step 6

Finally, the scores of columns 'My error' and 'Team error' need to be added up. The participant and the team with the lowest score on errors are the winners!

Item	My ranking	Team ranking	Answer	My error	Team error
Torch with 4 battery-cells					
Folding knife					
Aerial photo					
Plastic raincoat (large size)					
Magnetic compass					
First-aid kit					
45 calibre pistol (loaded)					
Parachute (red & white)					
Bottle of 100 salt tablets					
2 litres of water per person					
A book entitled 'Desert Animals That Can Be Eaten'					
Sunglasses (for everyone)					
2 litres of liquor					
Overcoat (for everyone)					
A mirror					
Score		

WORKSHEET 5.12.3

DESERT SURVIVAL ANSWERS

Here you can find the best possible answers for the ranking of the items. The rationale, the reason of the ranking is also given. You need to copy this ranking and put the numbers in the third column 'Answer' of worksheet 5.12.2 'Desert survival scores'.

ITEM	RANK	RATIONALE
Torch with 4 battery-cells	4	Essential to use at night time.
Folding knife	6	For cutting rope, food, cacti etc.
Air map of the area	12	To have an idea of present location.
Plastic raincoat (large size)	7	To collect dew overnight.
Magnetic compass	11	Since awaiting rescue this isn't of much use.
First-aid kit	10	Everybody is safe at present.
45 calibre pistol (loaded)	8	As defence. Three shots from a gun is also a recognised signal for help.
Parachute (red & white)	5	Use as tent.
Bottle of 100 salt tablets	15	Of no use in the desert.
2 litres of water per person	3	For drinking. A person actually need a bottle of water a day in the desert.
A book entitled 'Desert Animals That Can Be Eaten'	13	Food is less important than water in the desert. Digestion consumes water.

ITEM	RANK	RATIONALE
Sunglasses (for everyone)	9	Protection against glare.
2 litres of liquor	14	Useful as an antiseptic, but alcohol causes dehydration.
Overcoat (for everyone)	2	Essential protection in desert - clothing helps to reduce sweating by slowing down evaporation and by prolonging the cooling effect.
A mirror	1	Tool for signalling.

These are my thoughts about how we worked together as a group:

These are my thoughts about my own role during the negotiation:

This is what I did well during the negotiation and this is what I want to improve:

WORKSHEET 5.15

THAT'S A NICE LEATHER JACKET!

Scenario

You want to buy a nice leather jacket from a street trader in a foreign country. You really like the jacket: it is the right size, well made and stylish. But you think the trader is asking too much for it. Can you negotiate an acceptable price for both of you?

Different roles:

Buyer: You can spend till a maximum of TZS 75,000, -. Decide what you want to pay and think about the strategy you will use to come to an agreement. A similar jacket in your own country will cost about TZS 40,000, -.

Trader: You have sold seven of these jackets to foreigners in the last few days. The lowest price you received was TZS 30,000, -, the best price TZS 80,000, -. Most foreigners did not even haggle with you. The jacket costs you TZS 20,000, -. You are determined however to make a good profit on this deal.

Observer: Sum up your findings on paper.

Observations from the observer:

What I learned from the different roles:

WORKSHEET 5.17.1

SELLING MY PRODUCT OR SERVICE!

The two products/services that customers need/want to buy:

1 _____

2 _____

Where do you sell these products/services?

Why there?

Where do you buy these products/services?

Why there?

What are the prices of these products/services?

What are the lowest and the highest prices customers need to pay for these products/services?

Explain the reason why there is that difference in price.

In which way do you promote these products/services?

Explain why you have chosen this kind of promotion?

Product

The product should work/function properly (good quality) and it should be what customers need or want to buy.

Place

The product should be available where it is easy for customers to find it. This may be on the market, or in a big shopping center; in a shop around the corner, in another village/town or on the internet.

Price

The price should be in balance with the production costs, the quality, the need and the fashion trends. A fair price should not necessarily mean that the item is at the cheapest price available. Customers are usually happy to pay a little more for a product or service that works well in their view, that is highly attractive or has a good status.

Promotion

Advertising and promotion are both activities to attract customers to buy the product or the services.
Make sure information about the business will reach the right customers in the right place. Using your network is also an important instrument to promote your article.

WORKSHEET 5.18

CHANGE A P

In each of the following situations one of the P's must be improved so that more customers will buy the product.

Try to find out which P should be changed in each situation.

- You make bags of good quality for a reasonable price. You dropped flyers in a lot of shops. You start selling the bags in the northern part of the island. The commercial shops that sell a lot of bags usually have shops in the southern part of the island.

- You make clothes. You ask high prices. Your shop is located in one of the richest parts of the island. You dropped nice flyers everywhere to promote your clothes. The material is quite fancy and very fashionable, but it easily loses its color and is not very strong.

- You are processing tomatoes into tomato sauce. The taste is very good and people like it. Your shop is near a daladala stop where a lot of people pass by. You made an attractive poster to promote your tomato sauce and you are selling a lot of cans. Your price is very low and you learned that it doesn't cover the costs.

- You make chairs in several models and of good quality. The price is reasonable. Your workshop is in a street where many people pass by. However, people don't know that your workshop is there.

WORKSHEET 5.19

Our businessplan for our start-up:

- What are we going to sell?

- Why are we going to sell this (demand)? To whom can we sell it?

BUSINESS GAME

- How will we promote it?

- How will the lable/logo look like? What is the name? How will it be packaged?

WORKSHEET 5.19

BUSINESS GAME

- How will it be produced?

- How much time will it take to produce one item? → How many items can we make in week?

- Where will we start our business?

- How much finance do we need?

- How will we finance it?

WORKSHEET 5.20

I AM RUNNING OUT OF TIME...!

Product _____

Tasks involved from preparation of the product to the point of delivery	Time needed for each stage of production (leave approximately 10% for unforeseen/contingencies)
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Reflections and feedback on the time plan:

WORKSHEET 5.22

EXCURSION TO AN INCUBATION CENTRE

My interview with:

Date:

These are my questions and the answers I received:

1 _____

Answer _____

2 _____

Answer _____

3 _____

Answer _____

4 _____

Answer _____

5 _____

Answer _____

WORKSHEET 5.22

EXCURSION TO AN INCUBATION CENTRE

6 _____

Answer _____

7 _____

Answer _____

8 _____

Answer _____

9 _____

Answer _____

10 _____

Answer _____

This is what I learned from the excursion to the Incubation Center about my dream to start my own business:

WORKSHEET 5.23

DO THE MATHS!

Case Study 1

Maude is a young woman who got TZS 80,000, - from a cousin. She decides to take the opportunity to create her own business in trading fabrics. In January, she buys fabrics for TZS 70,000, -. She spends TZS 10,000, - for transport to the capital to buy the materials. She sold the fabrics for TZS 100,000, -.

Is her business profitable? How much profit or loss did she make?

What new selling price do you propose? _____

Case Study 2

Mohammed is a carpenter. He makes 4 tables. The financial facts are:

- Costs for the first table: TZS 35,000, -
- Costs for the next three tables: TZS 15,000, - each
- Selling price of 1 table: TZS 20,000, -

Is his business profitable? How much profit or loss did he make?

What new selling price do you propose? _____

Case Study 3

A small commercial enterprise for trading olive oil starts its activities on January 1st with TZS 100,000, - in its cashbox. The selling price of one bottle of olive oil is TZS 5,000, -.

- At the of January, the enterprise pays TZS 70,000, - for salaries and other expenses. It receives TZS 130,000, - from 26 customers.
- During February, the enterprise pays TZS 130,000, - for salaries and other expenses. It receives TZS 80,000, - from 16 customers.
- During March, the enterprise pays TZS 150,000, - for salaries and other expenses and it receives TZS 30,000, - from 6 customers.

Is this little enterprise profitable? How much profit or loss do they make?

What new selling price do you propose? _____

WORKSHEET 5.24

PITCH YOUR BUSINESS

Prepare a strong, clear pitch to present your business. The pitch cannot exceed 5 minutes!

Below you find some questions to help you to prepare your pitch:

- What is the goal of your business?
- What is your mission?
- Why is your business unique?
- Why is your business different from other businesses?
- Why do people want to buy your product?
- Why are people looking forward to your product?
- Why should people choose your business?
- What are the advantages of your business?



