



MARKETING STRATEGY

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MARKETING STRATEGY

TRAINING ACTIVITIES FOR ENTREPRENEURS

BY SUZANNE KINDERVATTER WITH MAGGIE RANGE

Original "Marketing Mix" Game concept by Rana Harmon and illustrated by Joan McCandlish



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**APPROPRIATE BUSINESS SKILLS FOR THIRD WORLD WOMEN
A SERIES EDITED BY SUZANNE KINDERVATTER**

Series editor Suzanne Kindervatter, Ed.D., is OEF's Director of Technical Assistance, a specialist in non-formal education, and a noted author of training materials including *Women Working Together*.

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French edition entitled *Stratégie de Marketing: Activités de formation pour entrepreneurs*

PREFACE

In Asia, they sell preserved foods in their village or fish in a town market. In Africa, they are farmers, who grow food for their families and communities. In Latin America, they have upholstery shops in capital cities, sell fruits and vegetables, or operate small kiosks offering everything from newspapers to thread.

They are women entrepreneurs. Throughout the Third World, they produce goods and services needed by their communities and make a major contribution to their national economies.

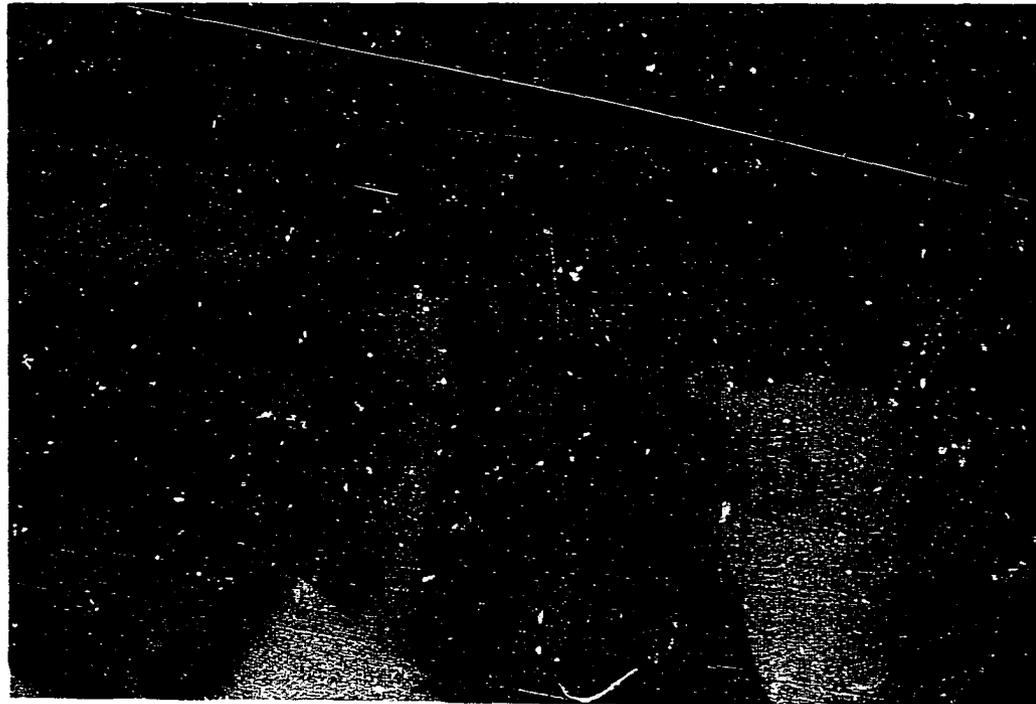
Over the past decade, OEF International has worked in collaboration with indigenous organizations to enable women entrepreneurs to improve their businesses. Though an isolated village in Sri Lanka and an industrial city in Honduras are extremely different, women entrepreneurs in these and other contexts face common problems. One problem area that entrepreneurs themselves identify again and again is marketing. Women talk about difficulties in competing with other producers, in creating a product people want to buy, and in getting their products to the buyers.

"Marketing Strategy" provides a means for women to solve these problems and to increase their business profits. The training manual evolved through work with women entrepreneurs in several countries. The activities enable women to examine new ideas about marketing and to apply these ideas to their own businesses. OEF's work, including this manual, is based on a faith in low-income women's resourcefulness and abilities. The training combines technical expertise in marketing with the women's own expertise to develop marketing plans appropriate for the women's businesses.

OEF is honored to serve, in a sense, as a "go-between" for Third World women entrepreneurs. We thank those who helped us learn about marketing from their perspective and hope the "lessons" in the manual are helpful to other women. Sincere thanks also to the staff members of our collaborating organizations, particularly the Women's Bureau and Lanka Mahila Samiti in Sri Lanka, and OEF staff in Sri Lanka and Washington, D.C., for their dedication and creativity.

Elise F. Smith

Elise Fiber Smith
Executive Director
OEF International



A SHARED VISION



"We're not selling as much as we'd like to"

"The women's businesses started well, but now they're having problems with marketing."

For several years OEF has heard comments like these from Third World women entrepreneurs and the local organizations that offer them assistance. This manual responds to their interest in improving business productivity through better marketing.

This manual developed out of the experience of women entrepreneurs throughout the Third World. A draft manual was compiled, field tested in Sri Lanka, and then rewritten. Comments from OEF field staff in Latin America and Africa also added to the final version. The reactions, insights, and suggestions of entrepreneurs and field workers greatly enriched the manual. Their contribution makes this a valuable tool for other entrepreneurs who face similar business challenges.

Let me sincerely thank everyone who helped develop and produce "Marketing Strategy":

Maggie Range, a wonderful collaborator, who coordinated the training of trainers in Sri Lanka, and worked on the manual's revisions;
400 women entrepreneurs who participated in the marketing training in their own villages;

The special team of people in Sri Lanka who organized and carried out the field test:

Swarna Sumanasekera, Director of the Women's Bureau, and the hard-working staff who put in many late hours preparing training materials;

Dr. D. Wesumperuma, Director, and the helpful staff of the Sri Lankan Foundation Institute where the training of trainers was held;

Lakshmi Perera, OEF Representative;

Sujatha Wijetillake, Co-trainer for the program;

A.D. Nanayakkara, Director of Training for the Women's Bureau;

Priyanti Fernando, Director of the Small Enterprise Project for Lanka Mahila Samiti;

Mala Liyanage, Assistant Project Director for Lanka Mahila Samiti;

Mani Tennekoon, a specialist in market research from the Women's Chamber of Industry and Commerce;

20 Development Officers (field workers) from the Women's Bureau;

6 women entrepreneurs who are members of Lanka Mahila Samiti;

Mahes Candiah and three staff members of Save The Children/Sri Lanka;

The owner of Quickshaws and her team of efficient, patient drivers;

The creative minds who conceived and helped develop "Marketing Mix":

Rana Harmon and Joan McCandlish, game designers;

Arlen Etling, Cooperative Extension Service, University of Arizona, for revision ideas;

U.S. taxpayers and the Office of Private Voluntary Organizations, the Agency for International Development, which provided funding for production;

And to the dynamic production people who made the manual "live":

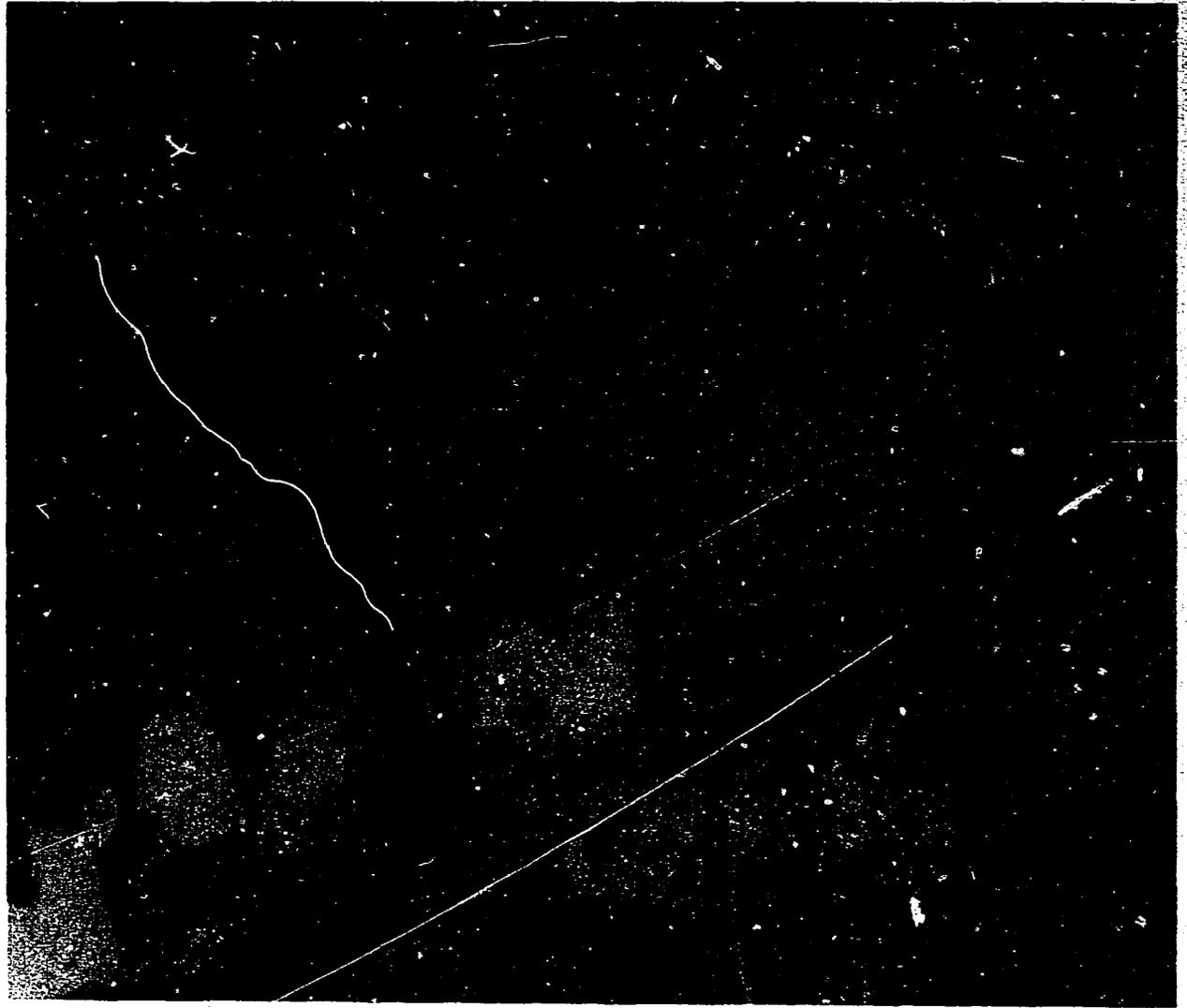
Nena Terrell, OEF Publications Coordinator, Kristina Jacobsen, Jacqueline Lucas, and Dana Westreich, editorial assistants, and Patrice Gallagher, graphic designer.

All who had a part in the manual were inspired by the vision of women entrepreneurs improving their businesses and bettering their lives. We are pleased to offer this manual to others who share our vision.



Suzanne Kindervatter
OEF, Director of Technical Services

NOTES TO THE FACILITATOR



MARKETING: A KEY TO BUSINESS SUCCESS

Many businesses start. Few businesses survive. Often, the difference between failure and success is effective marketing.

Marketing is much more than finding a place to sell a product. Marketing involves everything that happens between production and getting a product or service to a customer. Marketing means satisfying customer needs. It means being flexible and adapting a business to changing conditions.

A group of women in Sri Lanka formed a cooperative to produce and sell coconut fiber rope and mats. How do they package their products? How do they sell them? Should they use a middleman or sell themselves? How can they transport their rope and mats to the place of sales? What do they do to get customers to buy their rope and mats rather than another brand?

The Sri Lankan women face challenges typical of small-scale entrepreneurs throughout the world. Meeting those challenges is a key to business success.

MARKETING IS . . .

- Getting the attention of potential buyers;
- Letting them know about your product;
- Making the product available at the right places;
- Making your product attractive to the buyer;
- Making your product more attractive or different than similar products;
- Setting the right price so people will buy;
- Setting the right price so you can make a profit!

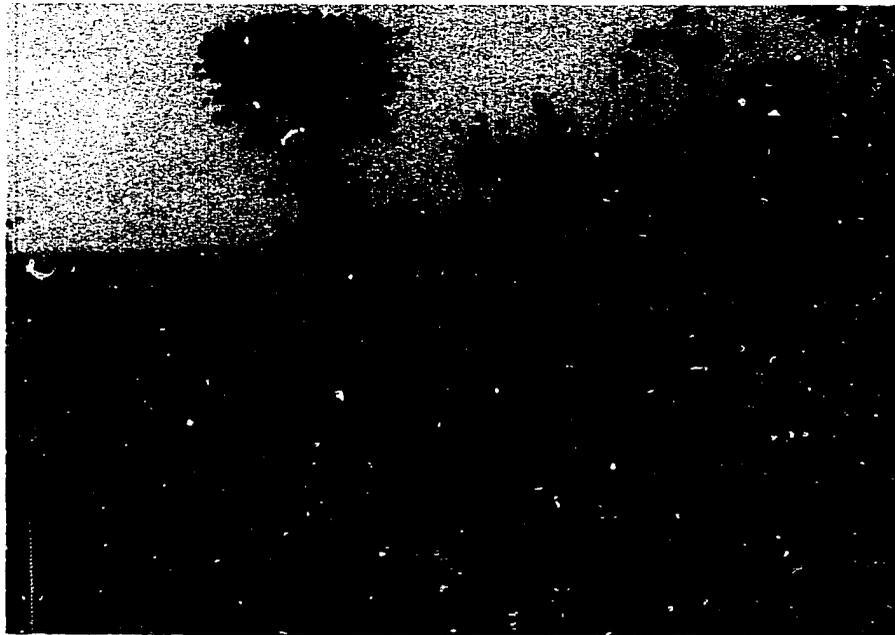


HELPING ENTREPRENEURS BE BETTER ENTREPRENEURS

This training program is for women who already have operating businesses.* The size of the business is not important. It can fit the needs of a woman selling homemade jam at a local market or the needs of a group who owns a retail store. What matters is that the women already have businesses.

To be successful, an entrepreneur must sell a product or service people want. The "marketing strategy" training helps entrepreneurs increase their sales by improving their marketing and solving marketing problems. The training enables entrepreneurs to learn marketing concepts and use them in their own situations.

Entrepreneurs need to be creative and resourceful if their businesses are to be profitable. The training program helps participants gain skills in business analysis and planning.



*The first step in building a successful business is choosing a product or service that is marketable. "Feasibility Studies: Training Activities and Guidelines to Determine if a Business Is a Good Idea," is another manual in OEF's "Business Skills" series. It is designed for groups who want to start a business or change their present business.

TRAINING GOALS

As a result of this training, you will:

- Understand the four components of marketing: product, price, distribution, and promotion.
- Evaluate how well your product or service meets the needs of customers.
- Determine the best price for your product or service.
- Select the best way to distribute your product.
- Create new ways to promote your business.
- Identify ways to expand your business.
- Solve specific marketing problems.
- Develop a marketing plan for the coming months.

WHAT IS IN THE MANUAL

The manual includes a series of training activities that require 12-18 hours to complete. The training is most effective if it is conducted over several consecutive days.

Entrepreneurs do not have to know how to read and write to participate in this training program. The activities are designed so that literacy skills are not necessary. For literate groups, reading and writing can be included.

The program begins with "Marketing Mix," a board game that introduces participants to marketing concepts and problem-solving. The game is a way to learn a lot about marketing quickly and to have fun while doing it. After the game, activities involve participants in assessing the marketing strategies of their own businesses, learning marketing concepts, and planning ways to strengthen their marketing in the future. Participants are active in solving their own problems and learning how to improve the profitability of their businesses.

Here is a brief description of each of the ten sessions included in the program:

SESSION DESCRIPTIONS	

TRAINING FOR PROBLEM SOLVING

The training used in this program may be new to some participants. It is called "participatory training." There are no lectures on marketing. There are materials and ideas and activities which help adults work together to improve their businesses. It is like a series of problem-solving meetings. It is very different from the kind of teaching that is typical of school. It will be very important that the participants understand this.

In this kind of training, two kinds of experts come together to learn from each other's ideas and experience.

One expert is the participant:

She is the person who knows more than anyone else in the world about her business and her customers. Without her expertise, this program will not be successful.

The other expert is you, the facilitator:

You have materials on marketing to help the businesswoman, but they are only useful when combined with the businesswoman's expertise. For these marketing ideas to work, women must adapt them to their own businesses.

In other words, in this program, adults help adults solve their problems. You provide the materials, a schedule, guidance when necessary, but no lectures like a teacher. The participants and facilitator seek creative ideas together.

In one country, the word "learn" means "to draw out," not to pour knowledge in. That will be your role — to draw out the ideas, the questions, and the expertise that these women have and to encourage them to learn from one another. Sometimes the participants will treat you like a teacher, but you must do your best to build their confidence and help them believe that they can help each other.

Your ability to help them relax and to have fun while they are learning will be an important step in the success of the program. Arrange the room with seats in a circle or some other layout not like a schoolroom. Ask questions that start with "why," "how," "what if," so that the participants do not give just "yes" or "no" answers. Encourage participants to ask each other questions and to discuss amongst themselves. You want participants to look at one another during a session, not only at you.

Successful entrepreneurs are good problem-solvers. You want your participants to question, analyze, and strengthen their problem-solving skills.



IDEAS FOR PREPARING FACILITATORS TO USE THE MANUAL

Some of you may need to train other facilitators to use this material with businesswomen. Here is how the facilitators learned to use the manual in Sri Lanka.

There were two "facilitator trainers" for a group of 28 facilitators, including 20 extension agents and 8 entrepreneurs. In addition, several other people helped organize and facilitate the marketing game. The facilitator training program was conducted over a one-week period with participants from all over Sri Lanka living and working at the training site.

In the training room, there were five rectangular tables for small groups, and at least one entrepreneur was in each group. This helped the extension agents because they could discuss the women's businesses as real-life examples.

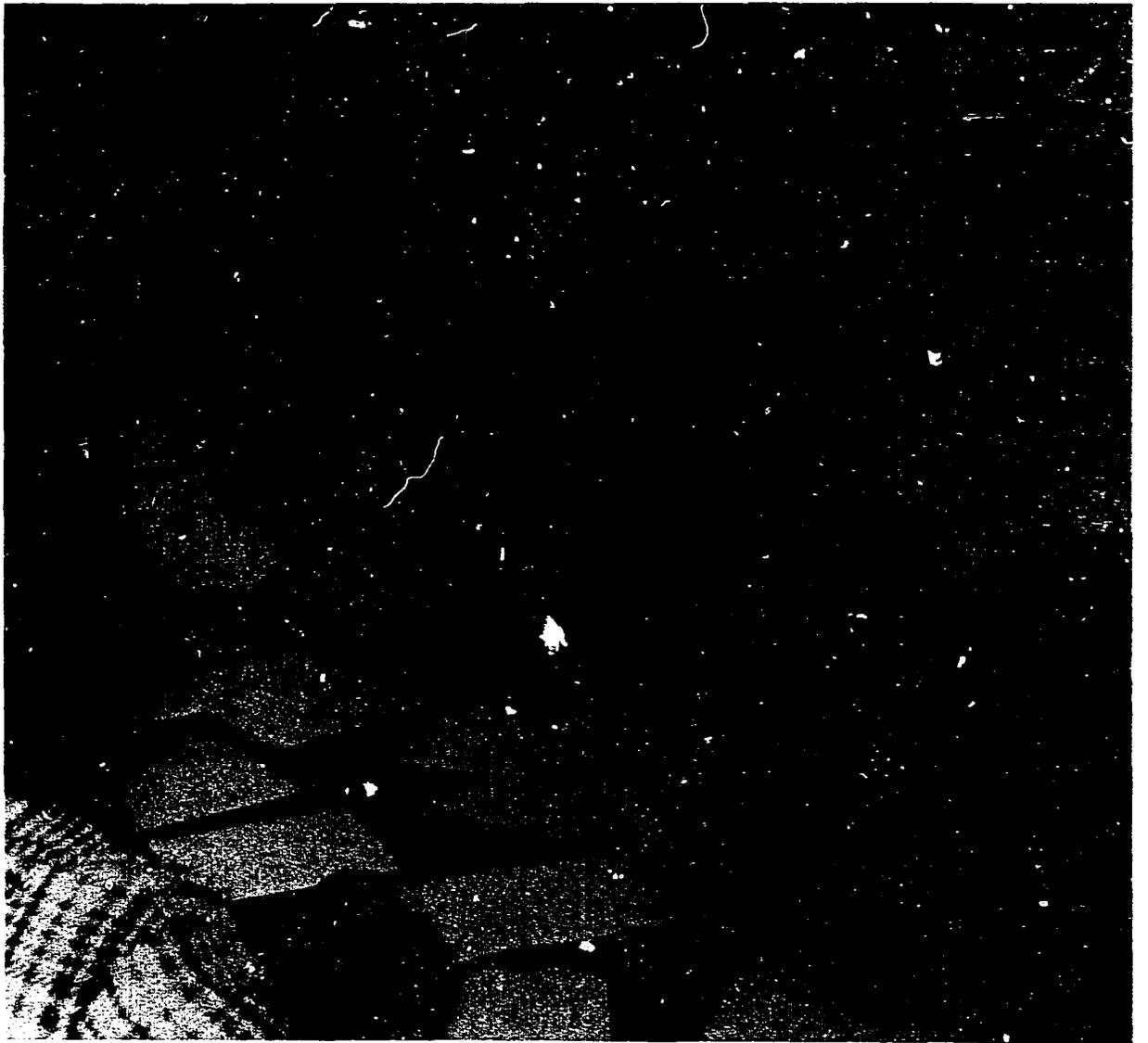
The extension agents took turns conducting the sessions. After each session they discussed the training methods and how to use the activities with village women. At the end of the day, trainers were given written copies of the manual pages for the activities just completed. They could then adapt and make notes on how they wanted to use the materials.

After the one week training, each of the extension agents and some of the businesswomen received a training kit and went back to their home districts to try out the materials. More than 40 village-level training programs were scheduled all over Sri Lanka, each using and adapting the training materials in somewhat different ways. Some programs had only 8 participants, others had 20 or more. In many cases, two or three trainers worked together. The facilitator trainers also visited the village programs to provide support and encouragement for the extension agents.

Another example of a facilitator training program comes from Central America where adult educators used the material. In that setting entrepreneurs were not part of the program. So, the facilitators being trained each pretended to be a specific kind of local businesswoman. As in Sri Lanka, "real-life" business experience was essential to include in the facilitator preparation.



PLANNING YOUR PROGRAM



CHOOSING THE PARTICIPANTS

This program is for businesswomen who have businesses and want to increase their customers and their sales. Some may also want to find ways to expand their businesses with new products.

Neither business size nor level of education is important in choosing program participants. It is only important that they have experience in business. If you have some new businesswomen who want to attend the training, mix them in the small discussion groups with the more experienced women so they can learn from them.

If you wonder what kinds of businesses the women should have, women with any kind of small business can benefit from this training. In Sri Lanka, the women had businesses in: dressmaking, garden produce, milk and milk products, spices and tea, eggs and chickens, candy and sweets, hiring out a pesticide sprayer, lacemaking, sewing, and catering food.

The activities are designed for 12-15 participants, but you can have more or fewer people. If you have more people, it will require additional time. This is because when there are more people, more time is needed for people to speak and for additional small groups to report. With fewer people, you may be able to complete the activities in less time.

Divide the participants into small groups, no matter how many people you have. With groups of fewer than 12 people participants can be grouped in threes. In that way, more ideas will be discussed and the variety may provoke more interest in the activity and greater learning.

Once in Sri Lanka, a facilitator had only eight women so she did not divide them into small groups. There were so few women that she thought she did not need to post the goals or the schedule or do other things that she would do in a program with many participants. But the women were very confused and became bored with the training. It was not successful.

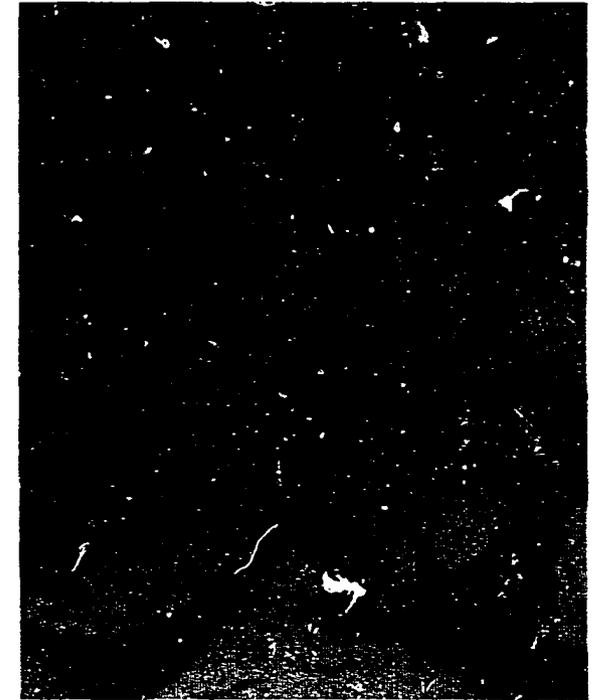
Always conduct each training session as completely as possible, no matter how few people attend. What each woman learns will eventually help other women. And if they do not learn well, other people may be skeptical about coming to any future training programs.

A WORD ABOUT LITERACY . . .

This training can be done with groups of women who cannot read, women who can read but cannot write, and those who can both read and write.

If the activities are done with a group who cannot read, they may require longer time and you may need extra outside help with some sessions. Especially with the marketing game, it will be necessary for people who can read to help each small group play the game.

For groups who can read, it is important to post the schedule and goals and put session materials on the chalkboard or large paper every day.



CHOOSING AND PREPARING A MEETING PLACE

Since this is a training program for adults, it is best to conduct it in a location that does not remind participants of their schooldays. As children, they probably thought that the teacher had all the answers. They listened patiently and asked few questions. We want the opposite to happen in this training. We want them to ask lots of questions, to solve their own problems, to think and behave differently, and to see you as someone who seeks answers with them.

This means two things to you:

- Find a location that is not the local school.
- Arrange the meeting place in a way that does not remind the women of their school days. For example, use small tables where people can sit or use chairs in small circles. (See page 25 for other ideas on seating.)

Because this is the kind of training that will be new to some people, it is important to let them know just what will be happening. The schedule and the goals of the training program should be posted and left up every day. Also, put up the four posters of the marketing components (see back cover pocket).

Make the room as attractive as possible. Use pictures or have a display of the products sold by participants. People learn better in an attractive, well-organized setting.

ORGANIZING MATERIALS

For all sessions, you will need a chalk board or large sheets of paper such as the paper on which newspapers are printed. Call your local newspaper to find out where you can purchase newsprint.

Each session in the manual includes detailed instructions titled "Preparation for the Session." This section should be read well in advance of conducting each session in order to gather materials. Two sessions require some special preparation by the facilitator:

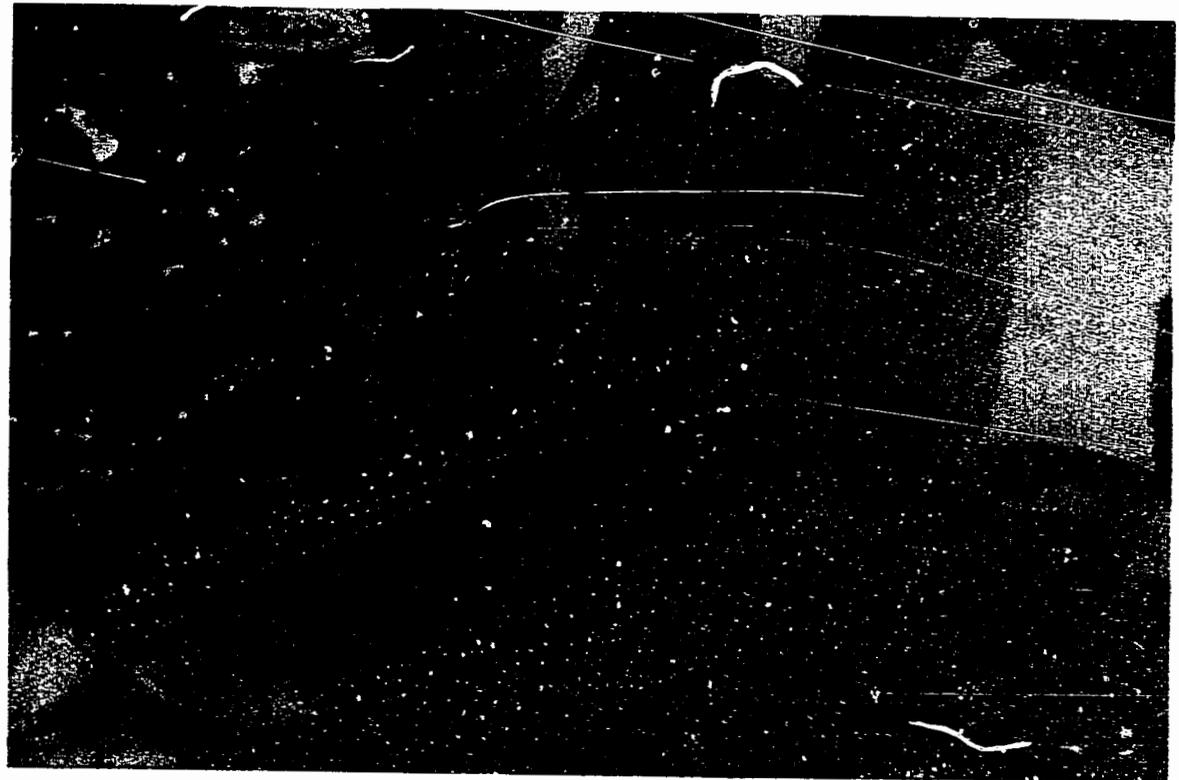
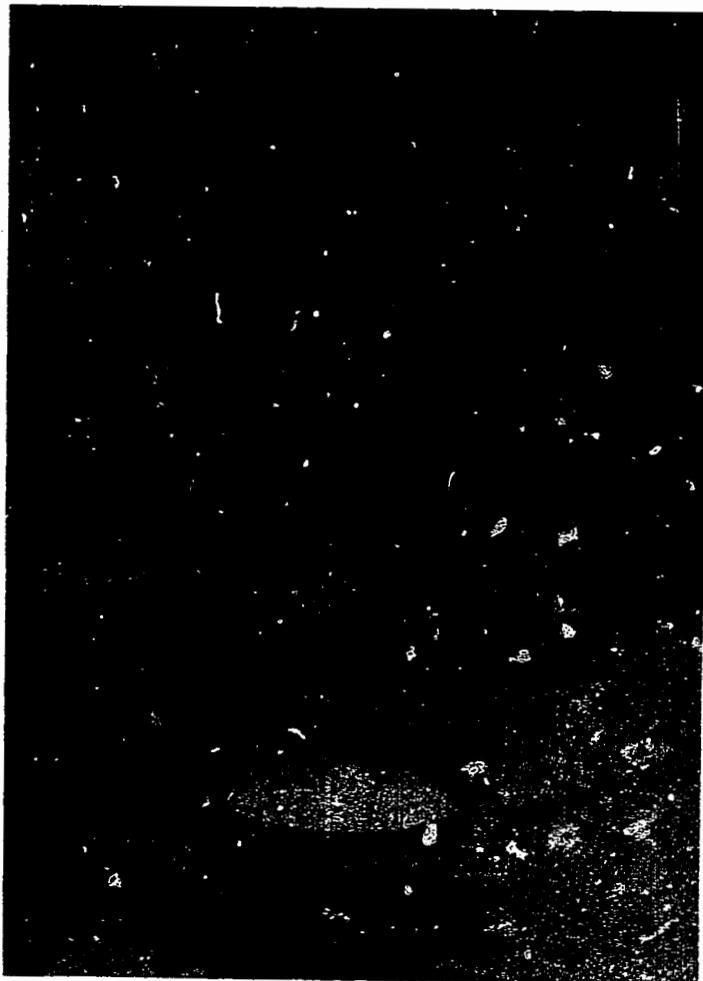
- The Marketing Game (Session #2) requires considerable preparation time. See the game instructions in the back cover pocket.
- Visiting Local Businesses (Session #5) may require giving advance notice to the businesses that will be visited by the participants.



MAKING A SCHEDULE

Depending on your participants, there are several ways to plan your program. A three day program is best. However, if participants cannot leave their business for several days, you can split the program doing the first part one week and then the rest the next week. Or the program may be compressed into two days, though this is very intensive.

The schedules below were planned to allow adequate time for each activity and appropriate lunch and overnight breaks. It is important that activities be done in the suggested order, although minor adaptations are possible. Usually, each activity is designed to use what was learned in previous sessions. See "Session Descriptions" (page 10) for details.



POSSIBLE SCHEDULES

	DAY 1	DAY 2	DAY 3
AM	<ul style="list-style-type: none"> ■ Learning about . . . (#1) ■ Game (#2) 	<ul style="list-style-type: none"> ■ Marketing Story (#4) ■ Visits to Businesses (#5) 	<ul style="list-style-type: none"> ■ Marketing Problems (#7)
PM	<ul style="list-style-type: none"> ■ Game (#2) ■ Effective Marketing (#3) 	<ul style="list-style-type: none"> ■ Reports (#5) ■ Marketing Messages (#6) 	<ul style="list-style-type: none"> ■ Expanding Businesses (#8) ■ Marketing Plans (#9)

3-DAY PLAN

	DAY 1	DAY 2
AM	<ul style="list-style-type: none"> ■ Learning about . . . (#1) ■ Game (#2) 	<ul style="list-style-type: none"> ■ Reports (#5) ■ Marketing Messages (#6) ■ Marketing Problems (#7)
PM	<ul style="list-style-type: none"> ■ Game (#2) ■ Marketing Story (#4) ■ Visiting Businesses (#5) 	<ul style="list-style-type: none"> ■ Expanding Businesses (#8) ■ Marketing Plans (#9)

2-DAY PLAN (excludes session #3)



DAY 1	DAY 2	DAY 3	DAY 4
<ul style="list-style-type: none"> ■ Learning about . . . (#1) ■ Game (#2) ■ Game (#2) 	<ul style="list-style-type: none"> ■ Effective Marketing (#3) ■ Marketing Story (#4) ■ Visits to Businesses (#5) 	<ul style="list-style-type: none"> ■ Reports (#5) ■ Marketing Messages (#6) ■ Marketing Problems (#7) 	<ul style="list-style-type: none"> ■ Expanding Businesses (#8) ■ Marketing Plans (#9)

4-DAY PLAN

MY TRAINING PLAN

The previous sections gave you ideas to think about in planning your program. Use this form to write your plan:

Who are the participants in your program? How do they spend their time, and what kinds of businesses do they have?

Where will your program take place? How will you arrange the meeting place?

What will be your training schedule? (review ideas on previous page)

TRAINING SCHEDULE



____ -DAY PLAN

PROMOTING A SUCCESSFUL TRAINING PROGRAM

Now that you know how to plan your program, use these next two charts to check off the things that make a successful training program and a good facilitator:

FACTORS FOR SUCCESS

- ___ Participants with business experience.
- ___ An experienced facilitator.
- ___ A facilitator and participants who understand participatory training where people actively help each other and learn by doing.
- ___ An attractive, well-organized location which is arranged differently than a schoolroom.
- ___ Some participants or other facilitators who can read and write.
- ___ Some local resources, such as nearby markets, materials for drawing and writing during the sessions.

TIPS FOR THE GOOD FACILITATOR

- ___ Be a facilitator, not a teacher.
- ___ Use another facilitator to help you, if possible.
- ___ Be well prepared and organized. Read the materials well in advance of the session.
- ___ Read each activity and adapt it to your local situation if appropriate.
- ___ Mix new with experienced business people in the small groups.
- ___ Keep people working in different small groups and have new people in each group speak each time.
- ___ Ask participants (rather than you) to read or write materials on the chalkboard or newsprint at every opportunity. Keep yourself as a facilitator in the background as much as possible.
- ___ Ask "why" questions of the group to encourage discussion, rather than questions that can be answered with a "yes" or "no."
- ___ Move around the room frequently. Do not stay at the "front." Put posters and newsprint in different areas too.
- ___ Be flexible and change the schedule or activities as needed to keep your group's interest. But read the "Rationale" before each session so you know why the schedule is organized as it is.
- ___ Remember that the more the women participate in solving their own problems, the better the training program.
- ___ End each session with good energy and enthusiasm.
- ___ End each session by asking, "What have you learned?"

Notes

EVALUATING RESULTS

“The training program did not come like the monsoon, quickly deluging us and as suddenly going away. It was like a gentle rain, steady and penetrating, and we shall never forget what we learned here.”

Sri Lankan participant in
“Marketing Strategy” training

Evaluation can be an easy way to find out whether a program is useful to participants and whether it makes a difference in their lives. Sometimes, we hear the word “evaluation” and think of a big study done by so-called experts. That is one kind of evaluation. But good evaluations also can be simple and conducted by program staff themselves.

Simple evaluations help you improve your program. Simple evaluations help you find out its impact on participants.

Here are some ideas for evaluating your program.

DURING THE TRAINING

When you are making a dress, you try it on from time to time to see if it fits. Daily evaluations of your training program are a way to see if the program “fits” participants.

Training programs are usually brief and intensive. So, it is important that there are as few obstacles to learning as possible. Ask participants their reactions at the end of each session or day, and then adjust the program to their needs. For example, participants may have concerns about the program schedule or about some of the terms used.

To find out what the participants think, you can ask a simple question to the group or distribute a brief questionnaire to each individual. Often, the simple question to the group works best, because participants discuss their reactions together. Some examples of simple questions are:

“What did you like about today’s meeting?” “How would you like it to be different tomorrow?”

“What will you tell your friends or family about today’s meeting?”

“How can we make the next meeting better than today’s?”

AFTER THE TRAINING

Your participants may enjoy your training program and say they have learned a lot. But the real test of effective training is whether it leads them to action and improvements in their lives, in this case in business performance.

To identify impact on the participants’ businesses, you will need to compare the status of their



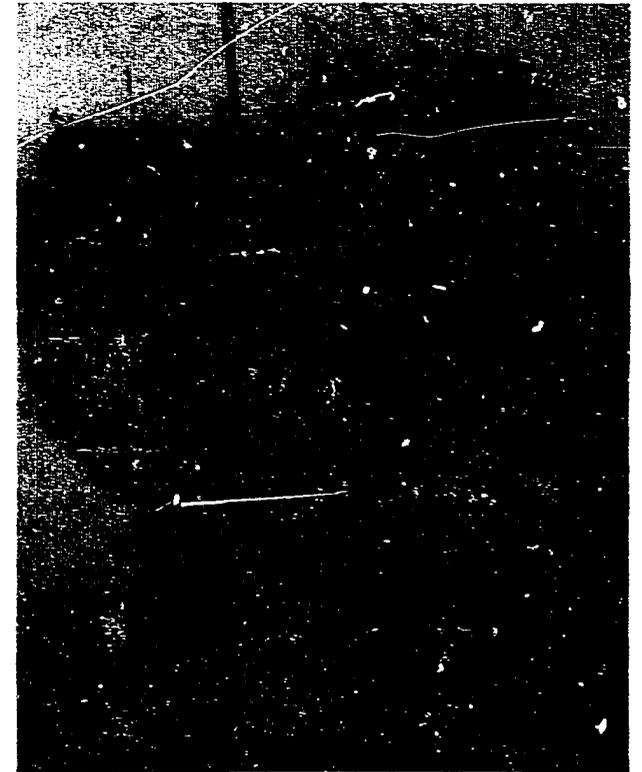
businesses from one time to another: at the end of the training and several months after the training. Choose several questions to ask the participants at both times. You may interview, use a written questionnaire, or ask participants if you can see records they keep.

Actually, you can encourage women to become better entrepreneurs by helping them use systems to keep track of business performance themselves. That way, they can solve problems and pursue opportunities as they arise.

There are several kinds of questions to ask to find out the impact of the marketing training. First, you need to find out the changes they planned to make after the training and the changes they actually made in: product, pricing, promotion, and distribution. Second, you need to ask about problems they have encountered. Third, you will want to ask about sales volume, costs, income, and profits at the end of the training and several months after the training.

Most simply an evaluation of impact asks:

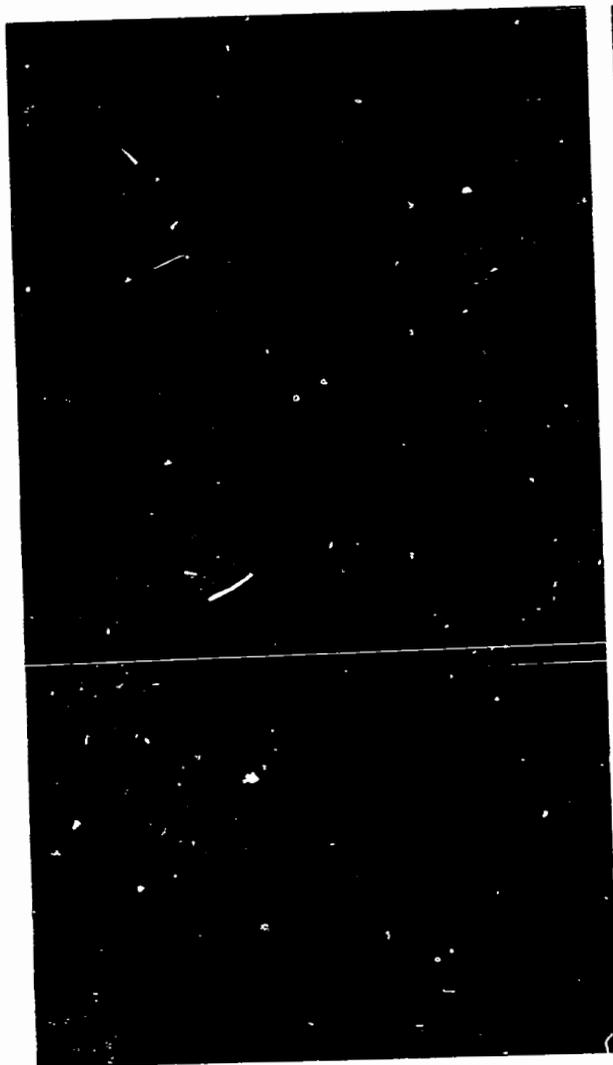
- What have you done to apply what you learned in the training?
- How have those actions affected your business operation and profitability?



THE TRAINING PROGRAM



SESSION 1: LEARNING ABOUT OURSELVES AND THE PROGRAM



PURPOSE: To get better acquainted and to share goals and plans for the training program.

TIME: 1 hour 30 minutes (based on a group of 15 participants)

RATIONALE: This activity is very important for creating a positive beginning for the program. When people come to a training program, they are often a little anxious. They wonder if they will like the experience, if they will learn anything valuable. They worry that they may know less than some other people in the training. You can help them relax by being well-organized for the first session, making the meeting place attractive, and being enthusiastic about the program. By the end of the session, participants will know each other better and understand how the program will meet their own goals. They should feel excited about being with a group of people working together to solve marketing problems.

PREPARATION FOR THE SESSION:

MATERIALS

Newsprint or large paper (and tape or tacks for putting paper on the wall)

Felt tip pens

Deck of playing cards or small pieces of paper with different designs drawn on each (like this:)

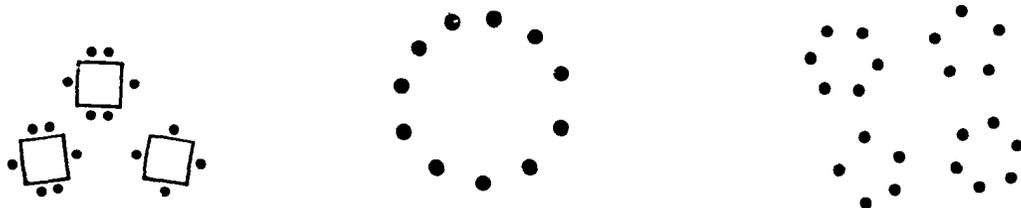


One blank index card or small piece of paper for each person

Four posters on marketing (in back cover pocket)

1. Read carefully the introductory sections in this manual (pages 3-21) and underline or write down the important points you want to tell participants about the training program.

2. Prepare the meeting place to look attractive and well-organized. Avoid the traditional arrangement of a school classroom with all the chairs facing the "teacher." In this training program, you are a facilitator to help them help each other in solving their problems. Arrange the chairs in circles or in small groups around tables so everyone can contribute equally:



3. If you know some of the women are experienced in business and others less so, put name cards on the chairs or tables so they will be mixed equally in small groups.

4. If your group is literate, prepare and post large paper with the following:

- Goals of the entire program
- Schedule for the program
- Purpose of this activity

Cover them or fold them up on the wall until you are ready to talk about them.

5. Post the four marketing posters (Product, Price, Distribution, and Promotion). Place the posters together in a different area of the meeting place rather than all up "front" as in a traditional classroom. You want people to look to each other to solve problems, not always at you or at the front of the room. If your group can read, also post the titles and definitions for each poster (see page 30 for this information).

6. For the activity in which participants share their goals in pairs, get a deck of playing cards or small pieces of paper, each with a different design. Have one piece of paper for every two people. Cut each playing card or piece of paper into two smaller pieces. Cut one piece into three smaller pieces if you have an uneven number of people. You will give each person a piece of paper with a design so that she can find a partner with the same design.

For example, if you do not have playing cards:



Notes

STEPS:

1. INTRODUCTIONS (20 minutes)

- As the women come into the room, give each one half of a playing card or half of a piece of paper with a design. Also distribute the small blank pieces of paper (one to each person).
- Welcome them to the program, read the purpose posted on large paper and ask them to:
“Introduce yourselves, one by one. Tell your name, your business, and anything else you want to say about being here today.” (Be sure to introduce yourself as part of the group.)

2. SHARING GOALS (35 minutes)

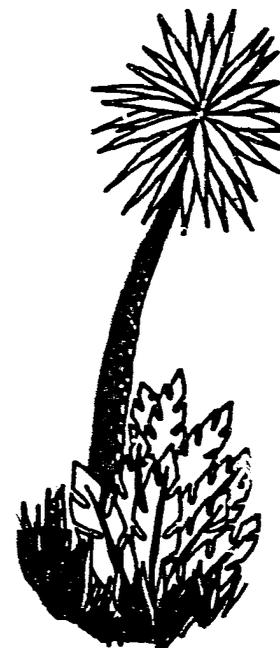
- After people are introduced, tell them:
“Go and find the person with the other half of your playing card or piece of paper that matches your design. Discuss what each of you would like to gain from this training program.”
- While they are still with their partners, ask them to take their blank paper and draw pictures or write on them:

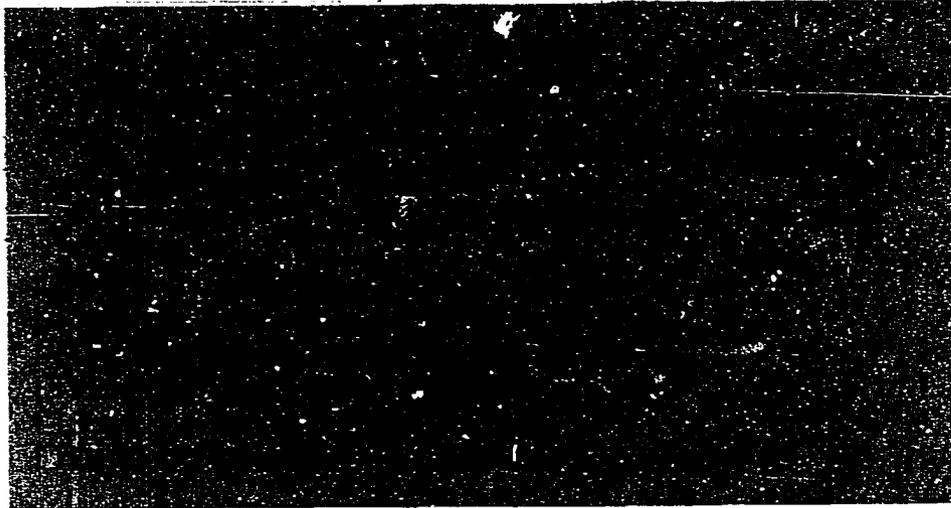
*What I Want to Gain from This Training
A Specific Marketing Problem I Want to Solve*



(If they can write they should put names on the cards)

- Ask each person to explain her card to the group. Explain that they will have a chance to discuss their specific problems later in the program.
- Collect the papers and post them for everyone to see. If possible, put them in an area of the meeting place where they can remain throughout the training program.
- Read, or ask someone in the group to read the posted Training Goals. (Note: With literate groups, at every opportunity, have a participant rather than yourself read to or write for the entire group. The more participants who participate in running the program, the more they will feel that it is *their* program, not the “teacher’s program”.)





- Comment on the goals which they drew or wrote on the cards and how the program goals match with their own goals.
- Ask them if they want to add or change any program goals. (Note: Be receptive to adding new goals so they will feel that *their needs* are written *in their own words*, but do not agree to any new goals that you know you cannot achieve.)

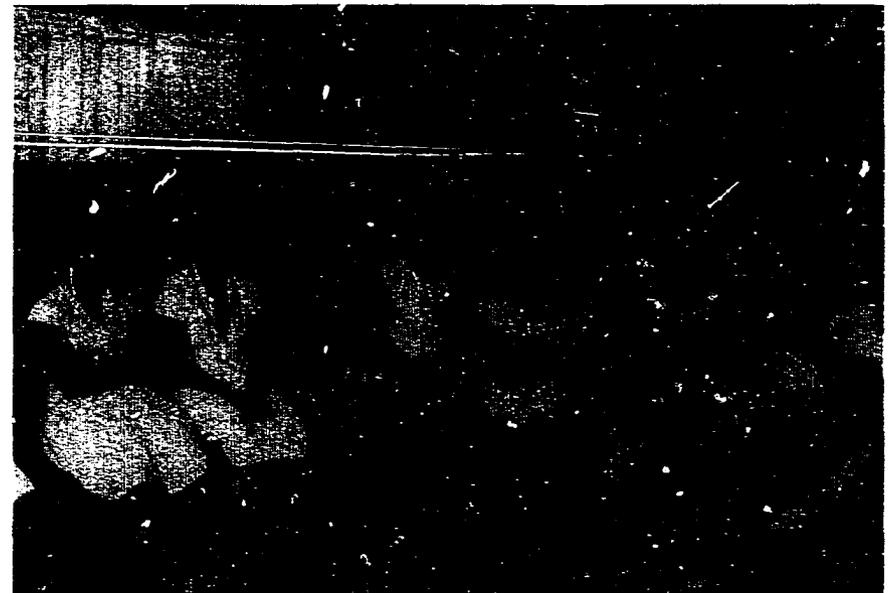
3. TRAINING METHODS (10 minutes)

- To prepare them for participatory training, talk about the items you think are most important in “Notes to the Facilitator” and “Planning Your Program” (pages 7 and 13). Make sure the following points are mentioned:

“This is a different kind of training program. It is really a series of *problem-solving activities*.”

“It is also different because it is for *adults* not for children. As adults, you all have previous experience and knowledge. We will build on this and share our expertise and *help each other solve our problems*.”

“I will not be a teacher like in primary or secondary school because you *already know many things and can help each other*. I will help all of you to work on the best solutions for your marketing problems but, mostly, we will all be working together.”



“You should take the information in this program each day and *apply it to your own business*. By the end of the program, you will have a new plan for marketing your product and perhaps a plan to expand your business to better meet the needs of customers.”

4. PROGRAM SCHEDULE (10 minutes)

- Read the schedule for the entire program and ask if there are any questions or suggestions for changes. Keep it posted everyday if participants can read.

5. GROUP CONCERNS (15 minutes)

- This is a time to share information about arrangements or rules for the training program, housing, meals, parties, or any other group concerns. Some groups like to form committees to share clean-up or get refreshments.



SESSION 2: THE MARKETING GAME

PURPOSE: To introduce the four elements of marketing — product, price, distribution, promotion — and to give practice in solving marketing problems.

TIME: 2-3 hours

RATIONALE: The Marketing Mix Game provides an interesting and fun way to learn about marketing. It introduces the four components of marketing on which the rest of the training program is based. More than 100 marketing problems and situations are covered in the game. As the second activity in the training program, the game quickly gets participants excited about learning and working together to solve their marketing problems.

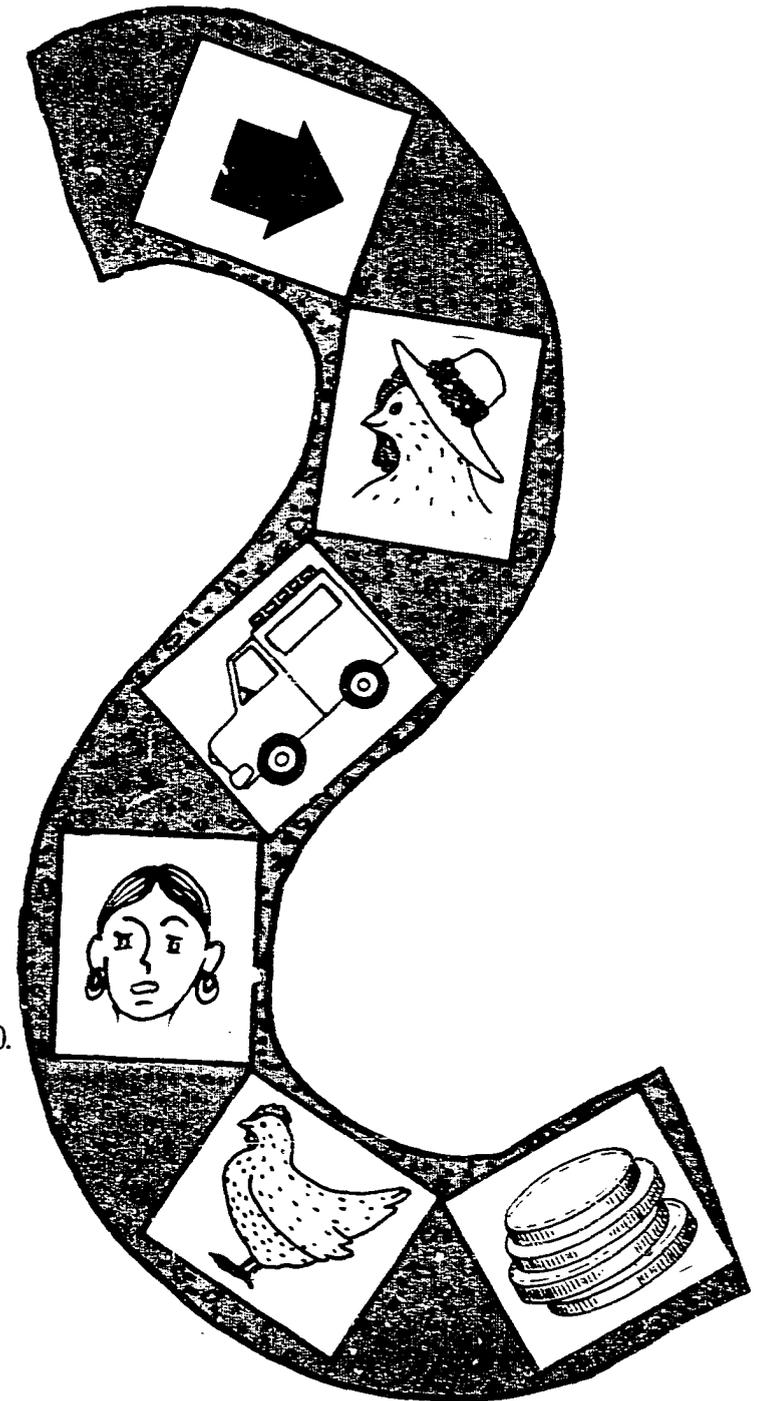
PREPARATION FOR THE SESSION:

MATERIALS

Marketing game materials and Instructions in back cover pocket

Four posters on marketing (also in pocket)

“Some Things to Consider about the Four Marketing Components” (page 32)



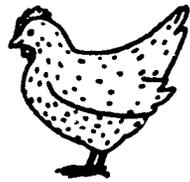
1. Make sure that the four posters showing the components of marketing are placed around the room. If participants can read, write the one-line explanations for each poster included on page 30.
2. Read “Some Things to Consider About the Four Marketing Components” (page 32). For literate groups write the lists on large paper or make individual copies.
3. Read the “Marketing Game Instructions” in the back cover pocket. Prepare the necessary game materials using these instructions. If possible, play the game with a friend before the session.
4. Set up the game board and materials on tables or the floor before the session begins. Have one board for each group. The smaller the group, the more opportunities each person will have to participate. (Note: Make sure that each small group includes both experienced and new business people, both articulate and quieter participants.)

5. Scheduling: If you have group members who are reluctant to talk very much during sessions, it is helpful to play the game until all cards have been used. The game usually draws more participation and excitement from some of the quieter members than the other activities with large group discussions. If your group plays the game near lunch time, schedule a break rather than going on so long that lunch is delayed. People can concentrate better once they have eaten!

STEPS:

1. THE FOUR POSTERS (15 Minutes)

- Read the purpose for the session, or post it and have a group member read it.
- One by one, introduce the four components of marketing, using the posters and these definitions:



Product: The Item You Are Selling

Distribution: Finding the Best Way to Distribute Your Product



Price: Setting Your Price to Make a Profit



Promotion: Creating Ways to Persuade Customers to Buy Your Product



- As you present each poster, ask the group:

“When you start a business, what are things to think about concerning this part of marketing?” (Note: After the group has given its ideas, suggest some other points from page 32.)
- When you have discussed all four components, tell the group:

“These four parts of marketing will be the foundation for the rest of the training program. You already may have thought a lot about your product and price, but less so about distribution and promotion. Pay special attention to these areas.”

2. THE MARKETING GAME: (2 hours or more)

- Introduce the marketing game by saying:

“This game is to help you, a small business woman, understand ideas about marketing that you can apply to improve your own business. The game is an interesting way to learn about marketing and to analyze more than 100 marketing problems.”

- Either you or a participant read “How to Play the Game” (see “Marketing Game Instructions” in back cover pocket).

- If possible, play the game until one or all of the groups have finished. Set aside the unused problem cards for use later. Be sure to mark them in some way, so you know which game set they belong to. Participants can resume playing the game in the evening or at other times outside of the program.

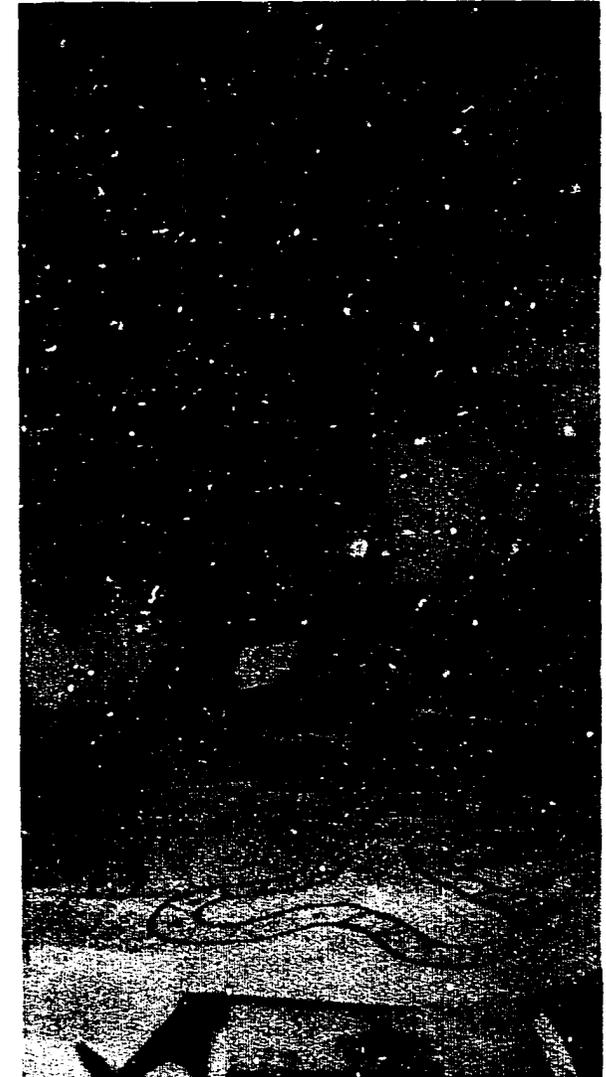
3. EVALUATION (10 Minutes)

- After the game is completed, conduct a discussion by asking these questions:

“What did you learn from this game?”

“What new information or ideas did you gain about marketing?”

“How can you use this information in your own business?”

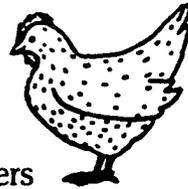


SOME THINGS TO CONSIDER ABOUT THE FOUR MARKETING COMPONENTS

(NOTE: If the participants can read, make a large copy of this to post or give each person her own copy. Show this list after participants have given their own ideas.)

PRODUCT: The Item You Are Selling

- Deciding which item to sell
- Deciding which product will appeal to customers
- Finding out if similar products are sold, how they are made, priced, and what customers like or dislike about them
- Finding quality raw materials at a good price
- Deciding how many products can be made within a specified time
- Improving the quality of your product
- Making packaging more attractive



PRICE: Setting Your Price to Make a Profit

- Setting your price
- Margin of profit over costs
- Prices of competitor's products
- Special prices for quick sales
- Special prices to entice customers into the shop
- Deciding whether customer purchases are based on price or quality
- Price changes in different seasons of the year



DISTRIBUTION: Finding the Best Way to Distribute Your Product

- Who should sell your product
- Whether to use a retailer or sell directly
- Whether to use a middleman
- Getting your product to the market or customer
- Type of transportation
- Cost of transportation
- Cooperation with other business people
- Where to sell: house to house, markets, shops
- Methods of storage and their costs



PROMOTION: Creating Ways to Persuade Customers to Buy Your Product

- Display of the product at the shop
- Signs about pricing
- Signs with information about product benefit for the customer
- Manner of the sales people
- Cleanliness/dress of salespeople
- Things to entice a customer to visit a business
- Ways to introduce a new product, like free samples
- Ways to advertise with signs, music, loudspeakers
- Location and condition of business
- Demonstration of how to use the product
- Creating messages about the product
- Appealing look of shop and way products are arranged
- Creating an image of the product in customers' minds



SESSION 3: WHAT IS EFFECTIVE MARKETING?

PURPOSE: To summarize ideas about effective marketing.

TIME: 30 minutes

RATIONALE: In the marketing game, participants learned many ideas about marketing. In this activity, they review and summarize what they have learned by giving their own definitions of effective marketing. Their definitions may be very narrow at this time. If you write down the definitions, you can refer to them at the end of the training program to illustrate how participants' understanding of marketing has grown.

PREPARATION FOR THE SESSION:

MATERIALS

Newsprint of large paper
Felt tip pens

1. If the group can read, write "Ideas about Effective Marketing," (see page 34), on a large piece of paper. Show this to participants only *after* they have given their own ideas. Present it as a list of some other examples, in addition to their ideas, rather than as a list of the "correct" answers.
2. Make sure the four posters from the game are still around your meeting place.

STEPS:

1. DEFINING EFFECTIVE MARKETING (30 minutes)

- Tell participants:

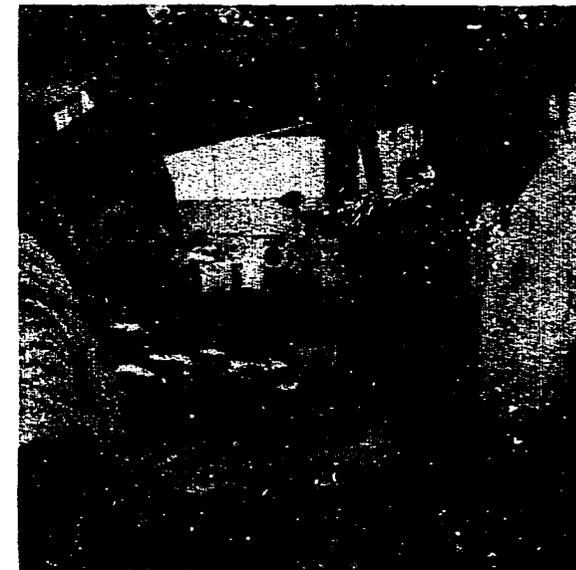
"Think about the marketing game and the ideas you discussed. There were some familiar ideas and some new ones.

"One important thing to remember is that the customer is the most important person in your marketing strategy — what the customer wants and can afford.

"Think about these ideas and the four posters, then complete this sentence:

"Effective Marketing Means . . ."

- Ask for some volunteers to give their ideas. Emphasize that there are no right or wrong answers.



IDEAS ABOUT EFFECTIVE MARKETING

1. Satisfying customer needs.
2. Knowing who your potential customers are and why they would buy your product and why some people do not buy your product.
3. Developing a large number of satisfied customers who will return to buy and tell others about your business.
4. Focusing on a special group of customers and providing special services or products to appeal to them.
5. Having a marketing plan that is flexible, reviewed regularly, and changed as conditions change.

■ Encourage lots of ideas. After everyone has contributed, then read or show the “Ideas About Effective Marketing” (above). Be sure to tell them that these are some other ideas to add to their own.

■ For literate groups, make sure people do not copy these ideas during the session. Tell them that they can copy during the break or after the session ends.

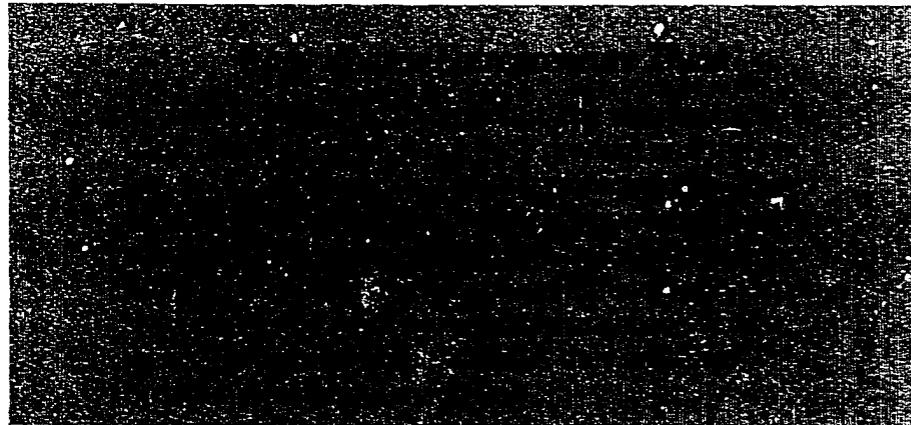


■ End the session by asking:

“What have you learned today that you can apply to your own business?”

■ If this activity comes at the end of the day, tell them about the next day’s schedule.

(Note: Always end each day of the program in a way that participants will feel that they have learned something, that they have ideas to take home. Also, end the day by getting participants excited about the next activities in the program.)



SESSION 4: A MARKETING STORY

PURPOSE: To analyze good and poor marketing practices and suggest new ideas for local businesses.

TIME: 1 hour and 30 minutes

RATIONALE: This activity helps participants analyze a marketing problem and apply what they have learned. By the end of this session they should understand that one way people with small businesses can improve their profits is by cooperating with one another.

PREPARATION FOR THE SESSION:

MATERIALS

“The Fish Sellers” Story (page 36)
Four posters on marketing (in back cover pocket)

1. If participants can read, make copies of “The Fish Sellers” story for each person or small group. If this is not possible, you can read the story to the group.
2. Adapt the story to your own community by changing the product, such as changing fish to fruits or vegetables.
3. Be sure that people form new small groups and choose new presenters for this activity. One way to divide into groups is this: Decide how many small groups you want. For example, four. Then ask people to count, each person in turn saying “one,” “two,” “three,” and “four.” When everyone has a number, ask all the “ones” to go into a small group, all the “twos”, and so on.
4. Make sure the four posters from the game are displayed.



THE FISH SELLERS

This story happened in a coastal fishing village. When fish are brought to the shore from the boats every day, three groups come to buy the fish:

Women, who individually sell the fish from baskets they carry by hand to nearby village markets;

Cycle traders who carry their fish by bicycle to more distant villages and also sell individually; and

Big business traders who come in a large vehicle from the local food processing plant.

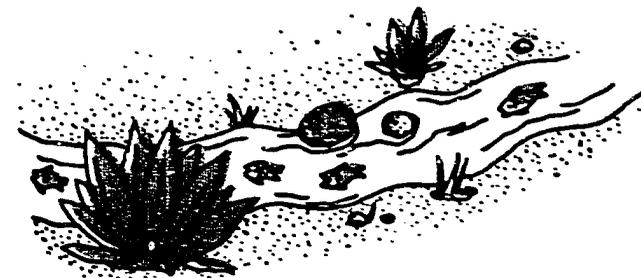
The fish are sold by auction every day to the highest bidders. When all the fish have been sold, the buyers leave.

The women spend many hours waiting to buy the fish and then selling the fish house to house or at small markets in the village. They carry the fish in baskets on their heads. Sometimes three or four women will rent a rickshaw to carry the fish. There are hundreds of houses in the village where they can sell their fish. If they do not sell quickly, the fish spoil.

Many cycle traders also come to buy the fish, travelling from villages many miles away. They also have very long hours. The traders buy more fish than the women because they can buy on credit. When they buy the fish, they must hurry back to their villages to sell before their competition. The sooner they get to a village, the higher the price they can get for the fish. But some days they don't sell any fish. They work long hours and the competition is great.

The big business people bring vehicles that keep the fish cold and take them to the food processing plant in a nearby town. They have enough money and credit to buy large quantities of fish. They are also able to buy the best quality fish.

Adapted from: "Fishmarketing: Toward Shared Learning, Non-formal Adult Education for Marine Fisherfolk, Animator's Guide,"
FAO Development of Small-Scale Fisheries in the Bay of Bengal,
Madras, India (91 St. Mary's Road, Abhiramapuram, Madras 600-018, India.)



STEPS

I. READING "THE FISH SELLERS" (15 minutes)

- Read or give copies of the story to each person or small group.
- Ask the participants as a large group:
 - “List all the problems of the women and cycle traders.”
- If possible have a participant write the problems for everyone to see. If not possible, write them yourself and read them again to the participants before they break into small groups. If the participants begin discussing solutions to the problems, tell them that they will deal with solutions in small groups, not now.
- Point to the four posters and ask:
 - “Think of these four areas. Do they suggest any other problems?”
- Read some of the problems (but not the solutions!) that women in Sri Lanka identified.



2. SMALL GROUP WORK

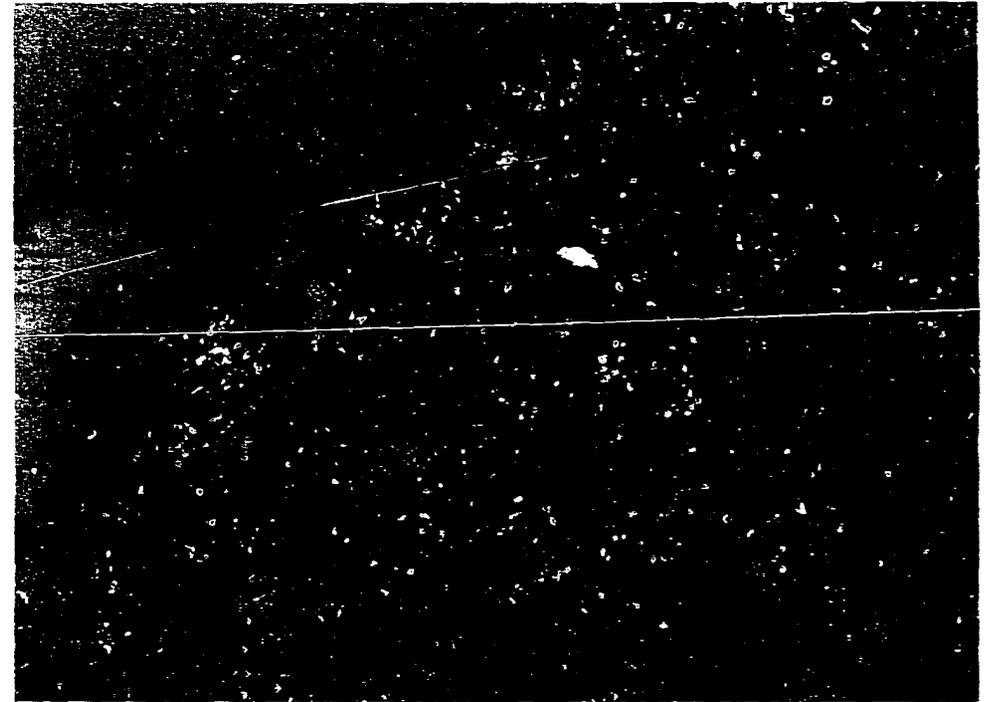
- If participants have not formed small groups, ask them to do so.
- Ask each small group to discuss changes that would improve marketing for the women and the cycle traders.
- Ask them to choose someone to present their ideas to the large group, but be sure to have a person who has not presented before. (Note: Some groups will always choose the same presenters, not giving everyone an opportunity to participate fully.)

3. SMALL GROUP PRESENTATIONS (30 Minutes)

- Ask each group to give its ideas. Encourage discussion and comments from the entire group. After they have reported, now share the solution from Sri Lanka listed in the box on page 37.

4. APPLYING IDEAS TO OUR OWN BUSINESSES (15 minutes)

- When the reports are finished, ask the entire group how the ideas can benefit their own businesses.



SESSION 5: VISITING LOCAL BUSINESSES

PURPOSE: To observe and analyze real marketing practices and problems in the local community.

TIME: 1-3 hours

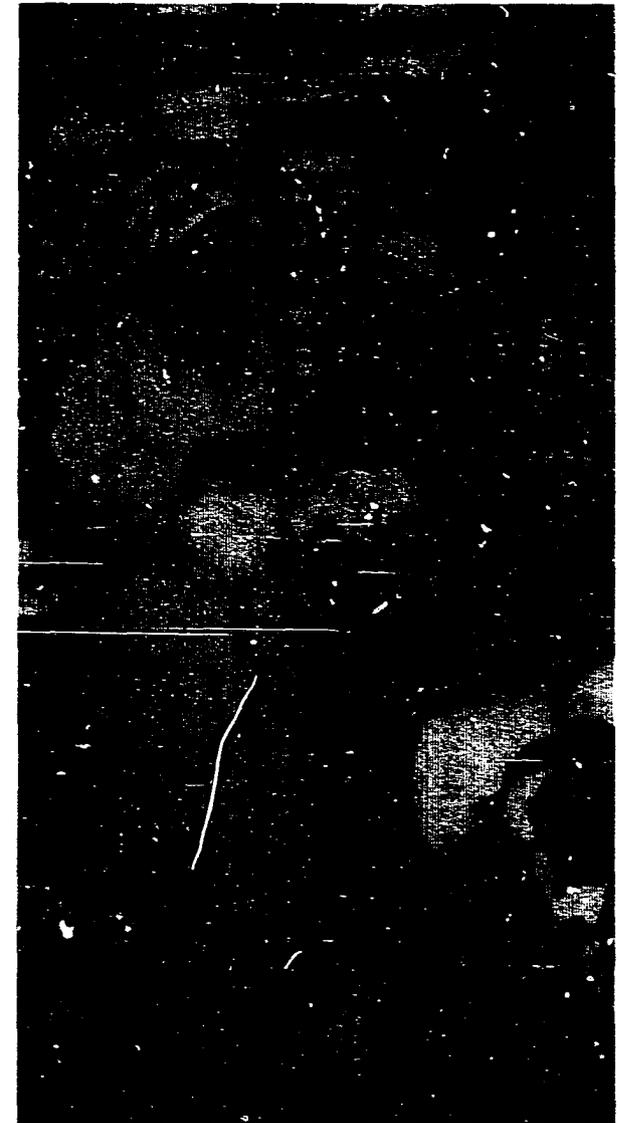
RATIONALE: Participants have spent the first part of the training program discussing marketing in the meeting place. This activity gives them the opportunity to use their new ideas in the local marketplace. Even when visiting businesses they know well participants usually see them in new ways. This activity can be done as part of a lunch break or at the end of the day.

PREPARATION FOR THE SESSION:

MATERIALS

Business Visits
(see below for ideas on planning the visits)
Four posters on marketing (in back cover pocket)
Large paper and felt tip pen

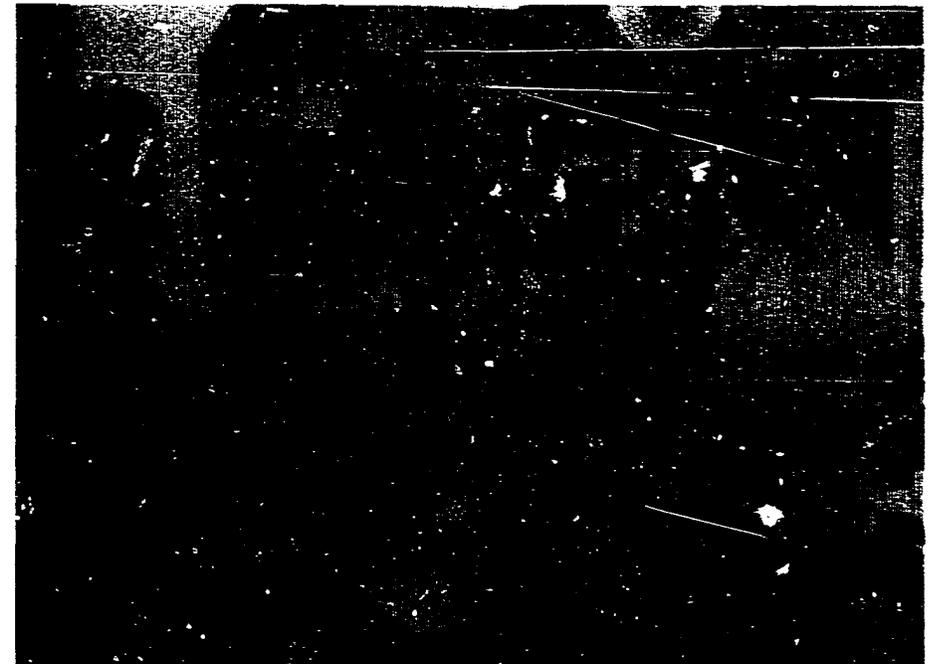
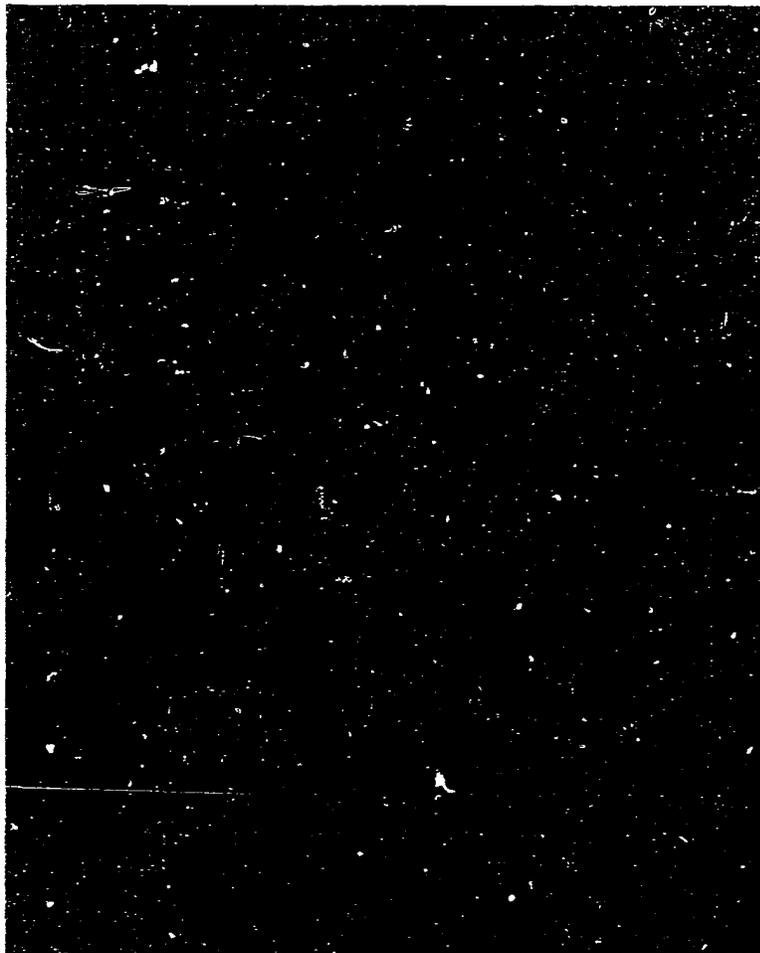
1. Decide how you will organize the visits to local businesses, village stalls or shops. Do you want each small group to visit the same businesses or different ones? Which businesses will you visit? How many? What is your schedule? How will you arrange the participants' transportation for the visits?
2. Consider including a small and large business. In this way participants can observe more sophisticated marketing and promotion methods. It is useful for them to know that large businesses have marketing problems too.
3. In many communities, you may want to contact business people before the visit to tell them about your training program and what participants are doing. Some business people object to the participants coming to ask questions. Preparing the business people helps maintain your good relations with the community.
4. Put up the four posters.



STEPS:

1. GUIDELINES FOR VISITING BUSINESSES (20 minutes)

- Explain to participants the purpose of the visits, how they will be organized, and which businesses they will visit.
- Ask the group to give ideas about what they should look for during the visits. Remind them of the four parts of marketing on the posters. If possible, have a volunteer write the suggestions for all the group to see. Add ideas from Sri Lankan entrepreneurs from the box. Have the group agree on a set of guidelines.



-
- Divide the participants into small groups and ask each group to choose a person to report to the large group after the visits. This information can be written or presented orally.

2. VISITING LOCAL BUSINESSES (1 hour plus)

- Give the groups at least one or two hours to walk through the community, observe, talk to business people and prepare reports.

3. REPORTING ON VISITS (30 minutes)

- Ask each group to report on their observations and their talks with business people.
- Summarize the reports by referring to the four marketing posters. Also check the list of guidelines in the box on page 40 for other items discuss.

4. APPLYING IDEAS TO OUR OWN BUSINESSES (15 minutes)

- After the reports, ask participants to take a few moments and think:
“How can these ideas be applied to your own businesses?”
- After a few minutes, ask for volunteers to tell their ideas to the large group.



5. THREE MOST IMPORTANT IDEAS (10 minutes)

- Now ask the group to choose the three most important marketing ideas from all the ideas they have heard. You may give an example from Sri Lanka from the box. Do not make a very long list. Try to combine similar ideas and come up with a few major ideas very quickly.
- Have a participant write the ideas on large paper for groups that can read.



6. PREPARING FOR THE NEXT SESSION:

- Ask participants to bring in one of their own products.

SESSION 6: CREATING MARKETING MESSAGES



PURPOSE: To create and deliver effective messages for our products and to practice sales techniques.

TIME: 1 hour and 30 minutes

RATIONALE: This session examines advertising and sales presentations. The ideas can apply to large businesses as well as to the smallest of village businesses. Participants examine good and poor marketing messages and then create their own. They practice sales techniques by using what they learned from the visits to local businesses. Besides letting people be creative, this session usually brings laughter and good feelings before beginning the hard work of the next session. (Note: If you have to eliminate one or two sessions in order to shorten the program, this session could be one of them. It can also be shortened by only doing Step 1.)

PREPARATION FOR THE SESSION:

MATERIALS

Large paper and felt tip pen
Sample products or pictures of products

1. Be prepared for some participants to think that creating messages for their own products is too difficult or inappropriate. Be ready to explain that sales messages do not have to involve large signs or expensive advertising. They can be as simple as the village woman who used a bell to advertise her bananas or the woman who gave a name to her lace to make it special. Business people must compete. Good messages can help their products to stand out more than others.

2. If the group can read, prepare these two sentences on paper or the chalkboard so everyone can read them:

- 1) *We use good fertilizer on our product.*
- 2) *Our product is so big that it will feed a family of eight.*

-
3. Make sure participants bring in some of their own products for this session.
 4. Bring a picture or a real piece of fruit or a vegetable from the local community.
 5. You can also bring in some magazine or newspaper ads that illustrate the idea that good messages are those that tell how the product benefits the customer.
 6. Bring in paper and pens and other props to help the small groups with their short plays about sales presentations.

STEPS:

1. EFFECTIVE PROMOTION MESSAGES (20 minutes)

■ Ask the participants:

“Think of some products that are sold in the community. What are the messages from these sellers that persuade you to buy their product and not other products?”

■ Show the pictures (or real fruit and vegetables) and read the two messages:

- (1) “We use good fertilizer on our product.”
- (2) “Our product is so big that it will feed a family of eight.”

■ Ask the participants:

“Which message do you like best? Why?”

(Note: If they do not suggest it, explain that messages that tell how a product benefits a customer are usually more effective than those which only give information about the product. This is an important idea for the participants to learn.)

Here is another example:

- (1) “Our toothpaste has good ingredients.”
- (2) “Our toothpaste will reduce tooth decay.”

■ Show examples from newspapers or magazines which will make this point.

■ Ask each participant to briefly say or write a message telling how their product benefits the customer.

■ After a few minutes, ask participants to discuss their messages with another person and then ask for volunteers to share ideas with the entire group.



2. DEVELOPING SALES PRESENTATIONS (20 minutes)

(Note: If you have little time, have the group evaluate and improve each other's messages from Step 1 and eliminate these sales presentations.)

- Tell the participants:

“You will be developing short plays in which some people will act as sellers and others as customers. The sellers will develop a sales presentation for a potential customer who will come into the shop.”

- Ask for volunteers to act as customers. You need at least one volunteer for each small group. Ask the customers to step to one part of the meeting place while you instruct the other participants.

- Form small groups and tell them:

“Choose one or two products of members of your group and develop your sales presentation for the customer. If you brought your own products, you can use these in the plays.

“You should develop a marketing message or slogan for your products and provide information about them.

“You can use props for your play or make signs about the products. You can have one or more sellers in your play.”

- Ask the “customer” volunteers to move to another area so you can talk to them privately. Suggest that they take roles of different types and personalities of customers.

(Note: In Sri Lanka, some people took the roles of very skeptical difficult buyers or of customers browsing and not very interested in buying. Some were making purchases for themselves and others for family members or friends. If appropriate for your participants' businesses, a “customer” could also be a retailer or middleman.)

- Ask the customers to decide in which small group presentation they will participate as customers.

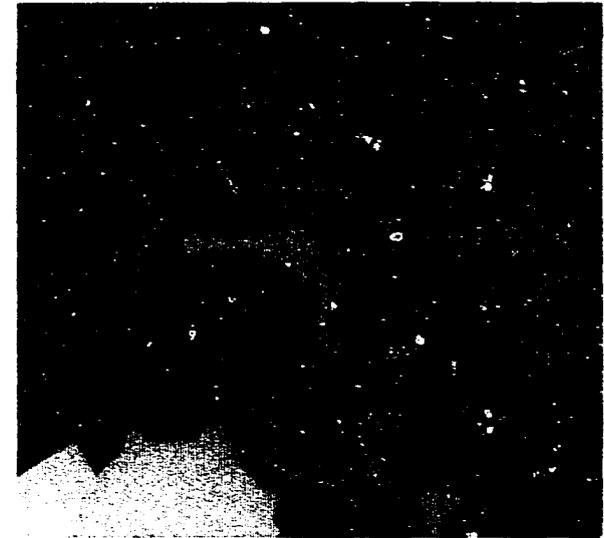


3. SALES PRESENTATIONS (40 minutes)

- Ask each small group to make its presentation to the customer who comes to buy.
- After each short play, ask the entire group for their opinions of the sales presentations:
 - “Were the messages effective?”
 - “How did the sellers treat customers?”
 - “What things did they do that were helpful in persuading customers to buy? Not so helpful?”

4. APPLYING IDEAS TO OUR OWN BUSINESSES (10 minutes)

- Conclude the activity by asking:
 - “What are your new ideas for selling your own products?”
 - “Which ones were most helpful?”



SESSION 7: IMPROVING PRACTICES/SOLVING PROBLEMS



PURPOSE: To study our marketing practices, identify marketing problems, and work on new solutions.

TIME: 2-3 hours

RATIONALE: This activity helps people review all their marketing practices and problems. It should help them solve old problems before they move on to the new ideas of the next session. The length of this session will vary greatly depending on the number of problems and on whether people can read and write so that they can work individually. The "Marketing Practices Form" will help participants to organize their thinking, especially in how to set prices for their products.

PREPARATION FOR THE SESSION

MATERIALS

"Marketing Practices Form" (pages 50-53)
(If possible, a copy for each person in groups that can read and write)
Large paper and felt tip pen
Four posters on marketing (in back cover pocket)

1. Before the session, complete the "Marketing Practices Form" on a business you know, so that you will understand the form and be able to help the participants find all the information, especially on pricing. Make copies, if possible, for literate groups or copy the form on large paper to post.
2. If possible, have at least one other facilitator to help you with small groups when they work on the Marketing Practices Form. Before the session, have any other facilitators complete the form themselves so that they, too, will understand it.

STEPS:

1. LOOKING AT OUR OWN PRACTICES (15 minutes)

- Tell the participants:

“Everyone does marketing, even if you have never thought about how you do it. The purpose of this session is to study our own practices, identify our problems and find solutions.

“One way to look at our practices is to identify all the people involved in our marketing from producing our product to getting it to the customer.”

- Draw a horizontal line on large paper or the chalkboard for everyone to see. Put an “X” at the left end of the line and another at the right.

X _____
Product

_____ X
Customer

- Explain to the participants:

“For example, if you were selling candy, you might have many people involved from start to finish.” (As you tell them about the following people, put an “X” along the line to represent each one.)

- The assistant who helps make the candy.
- The packager who sells the paper in which the candy is wrapped.
- A middleman who takes the candy to sell to a major retailer.
- The retailer.
- The person with a vehicle who takes the candy to sell in a distant city.

- Tell the participants:

“Each of these people charges for their work and reduces your profit. In general, the more people involved between your product and the customer, the lower your profits. But, sometimes, it may cost less to use their services than to do it yourself. You must calculate it to see what is the best way for you.”



-
- Ask the group for examples of people involved in their businesses. Tell them:

“Later, you will think about each of these people and who may represent a problem or an unnecessary cost for your business.”

- If the participants can write, ask them to write down each of the people involved in their own businesses. They can refer to this list when completing the Marketing Practices Form.

2. THE MARKETING PRACTICES FORM (1½-2 hours)

- Ask them to form small groups. Those with similar businesses may want to work together.
- For literate groups, distribute the “Marketing Practices Form” to each participant or post a large copy of the form. For groups that cannot read or write, take each poster and read the questions on the form for that poster very slowly for the entire group, then give participants time to discuss the answers in their small groups.

- Tell them:

“We will list our marketing practices and our problems for the four parts of the marketing: product, distribution, promotion and pricing.

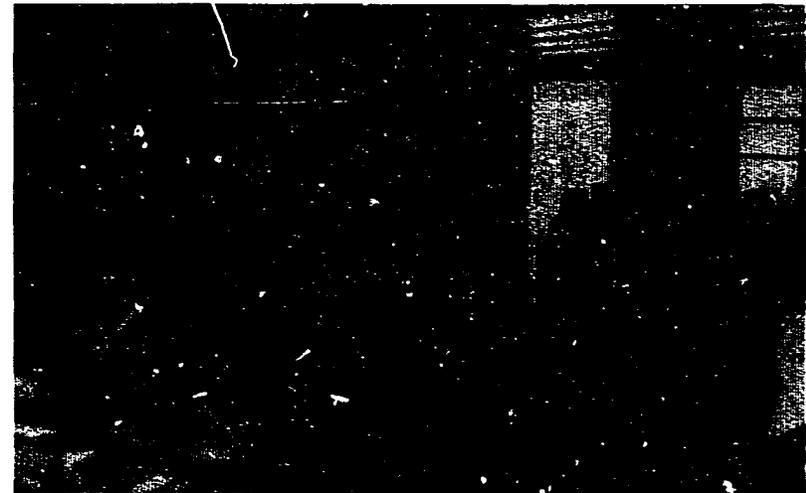
“Before you begin, think about these things:

- The problems you listed on cards in the first session of the training program.
- The people involved in your marketing that you listed a few minutes ago.”

- Have them work on the forms in a small group so they can help each other.

3. FINDING SOLUTIONS (1 hour)

- When they complete the forms or discussion of the questions, ask each participant to choose the one or two problems she would most like to solve.
- Ask them to continue working in the small groups on finding solutions to their problems. Explain that each participant will present her problem in turn, and group members can help answer these questions:



- Why does the problem exist?
- What could you do about it individually?
- What could a group do about it?
- Do you need any expert advice? Where would you get it?
- What should be the first steps in solving the problems?

(If the group can read, give each small group a copy of these questions or write them on the chalkboard for all to read.)

- Tell them this is the last formal opportunity to really get help from other participants on their problems.
- Give the group as long a time as they need in the small groups. There is no large group reporting in this session. You should visit each small group to help with any difficulties.



Notes

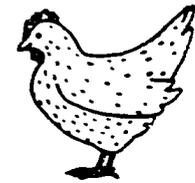


MARKETING PRACTICES FORM

Name _____

Business _____

HOW I MARKET MY PRODUCT



PRODUCT: The Item I Am Selling

Why do customers buy from me instead of other sellers? _____

How can I find out about any changes or new products customers would like? _____

Should I improve my product? _____

Should I produce more? less? _____

How can I improve my production process or reduce production costs? _____

What problems do I have regarding what I produce? _____

PRODUCT PROBLEMS

DISTRIBUTION: Finding the Best Way to Distribute My Product



Is my product sold in the most convenient place for my customers? _____

How can I distribute it in the least expensive way? _____

Can I reduce transportation or storage costs? How? _____

Do I need to use a middleman? What are my other options? _____

How can cooperating with other sellers improve distribution or reduce costs? _____

What are my other unsolved problems regarding distribution? _____

DISTRIBUTION PROBLEMS

PROMOTION: Creating Ways to Persuade Customers to Buy My Product



How do I let customers know about my product? What else could I do? _____

Do I have a good name or slogan for my product to make it different from another seller's product? How could I improve it? _____

Are there new ways to get customers to visit my business or to stay longer when they visit? (See examples in box.) _____

- Some Examples of Promotion:**
- Give free samples.
 - Develop a slogan for your business or a special name for your product.
 - Use a loudspeaker or handbills to advertise in the market.
 - Ring bells to attract customers to your store.
 - Demonstrate the use of your product at your shop.
 - Use interesting packaging, signs or displays to sell your product.
 - Serve refreshments to customers.
 - Find another popular item in the village that everyone buys and sell it at your shop to draw customers.

What promotion problems do I want to solve?

PROMOTION PROBLEMS

PRICE: Setting a Price to Make a Profit

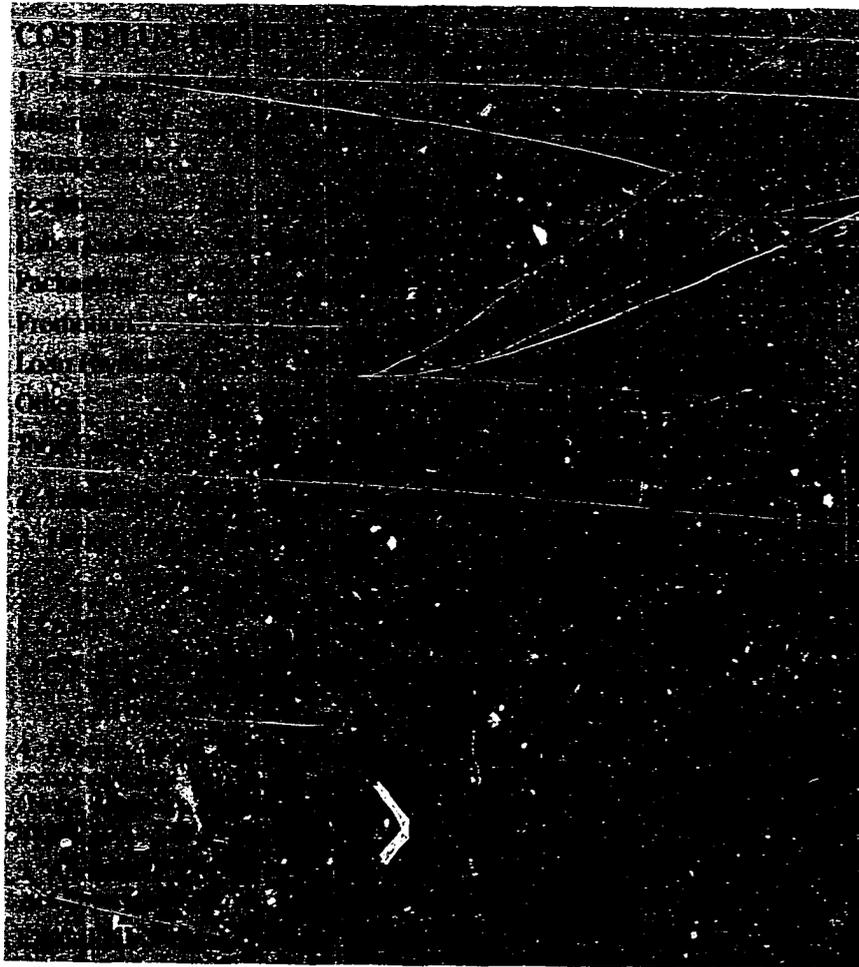


How did I determine my price? _____

What do other businesses charge? _____

What would happen if I lowered my price? Raised it? _____

“Cost-Plus-Profit” is a method many businesses use to determine price.
Here is how to calculate your price:



Do I have any other pricing problems I need to solve?

PRICING PROBLEMS

SESSION 8: EXPANDING OUR BUSINESSES



PURPOSE: To explore ways to expand a business and to find more about what customers need and want.

TIME: 1½ to 2 hours

RATIONALE: Most entrepreneurs will not be able to start new businesses and some may have difficulty selling more of their current products in a saturated village market. This session develops ideas on how to: expand their businesses with new complementary products, develop their products from “luxuries” into “necessities” in customers’ minds, and create new uses for existing products. Participants should also realize the value of finding out what customers need and want and tailor products accordingly. Participants should have enough trust in each other by this point in the program to risk making all kinds of suggestions to improve their businesses, even crazy and wild ideas. This activity should be fun, lively, and creative.

PREPARATION FOR THE SESSION

MATERIALS

Sample products (see #1 below)

1. Bring in a product that used to be considered a luxury in your community, but is now considered a necessity. Examples: toothbrush, lightbulb, ballpoint pen, synthetic cloth.
2. If you decide to have a competition for the most creative ideas (see Step 5), find some small prizes for each member of the winning group or draw award certificates on paper.

STEPS

1. DISCOVERING WHAT CUSTOMERS WANT (15 minutes)

■ Explain that:

“In this session, we will work on many new, exciting ideas for expanding your business. But before you expand a business, you must first test your market and find out if customers really will buy new products.

“There are two ways of doing this:

- Customer Surveys (asking or observing current customers)
- Test Marketing (producing a small number of a new product to determine how well they sell before producing large quantities).”

■ Then ask:

“What would you do to find out what your customers would like to buy?

“Can you think of any products that were test marketed and succeeded or failed?”

■ Have several participants give examples and discuss.

2. WAYS TO EXPAND YOUR BUSINESS (30 minutes)

■ Explain that:

“Sometimes we are unable to start a new business or we have a limited market and cannot sell many more of our current products, no matter how much promotion we do. In these cases, we must look at ways to expand our existing business.”

There are three ways to do this:

- Creating needs out of wants
- Finding new uses for current products
- Developing complementary products.



3. CREATING NEEDS (10 minutes)

- Explain that:

“Sometimes producers, by marketing their products well, can persuade people that ‘everyone must have this product.’ The people are gradually convinced that what was formerly a luxury, something they only wanted but did not *need*, is now a necessity that they must have.”

- Show some of the objects you brought and suggest examples of “luxuries” that are now “necessities” in some communities: toothbrush, ballpoint pen, radio, electric fan, soft drinks, shoes or sandals.

- Ask participants for examples from their community.

- After they have come up with some ideas, ask:

“Could any of your own products become ‘necessities’ if they had good marketing? What do businesses do to create new needs?”

4. NEW USES FOR PRODUCTS (5 minutes)

- Explain that:

“Another way to expand your business is to create new uses for existing products. Some examples might be water jugs used as vases and sold to tourists. Attractive cloth made into aprons or other household items.”

- Then ask:

“Can you think of any examples among your own products?”

- Discuss briefly.



5. DEVELOPING COMPLEMENTARY PRODUCTS (5 minutes)

- Explain that:

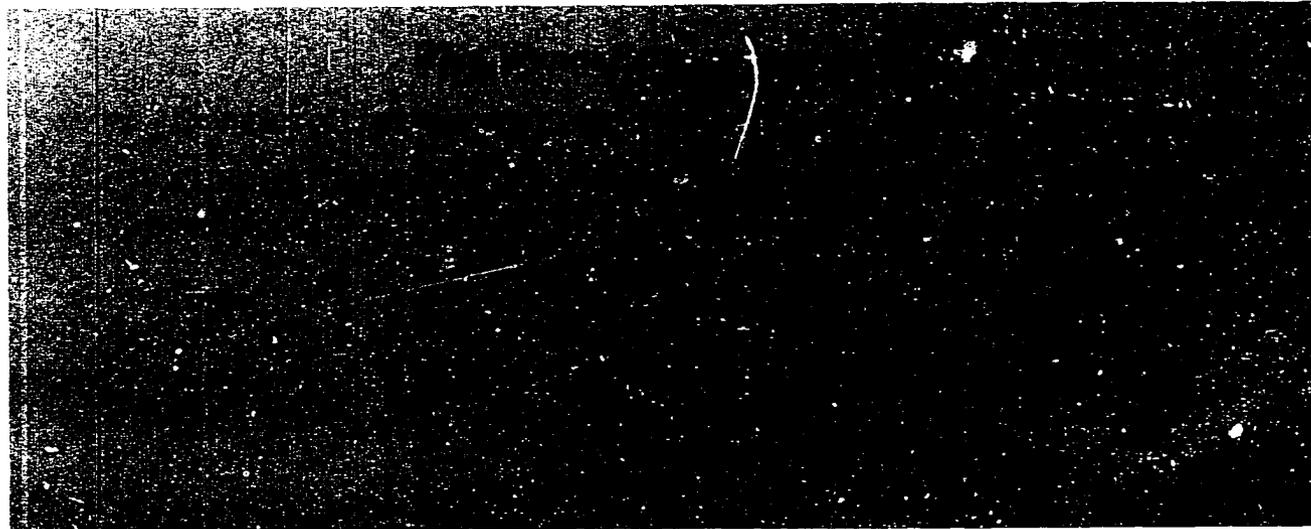
“A third way that many women have expanded their businesses is to develop complementary products.

“For example, women in Sri Lanka who sold milk decided to make yogurt and ice cream as complementary products to sell.”

- Then ask:

“Can you think of other examples of complementary products?”

- Discuss briefly and add ideas from the box.

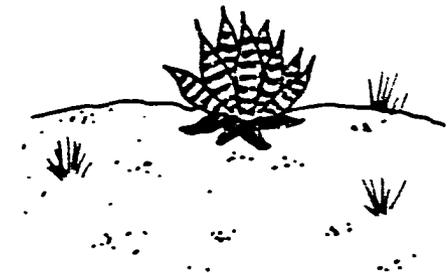


6. DEVELOPING IDEAS (1 hour)

- Divide the participants into very small groups (3-4 people) and tell them:

“Think of all the ideas you can to expand your business by any of the three methods: creating needs, new uses for products, or complementary products.”

“Do this with each of your businesses. Be as creative and wild as you can. Sometimes that is the way people come up with the best ideas.

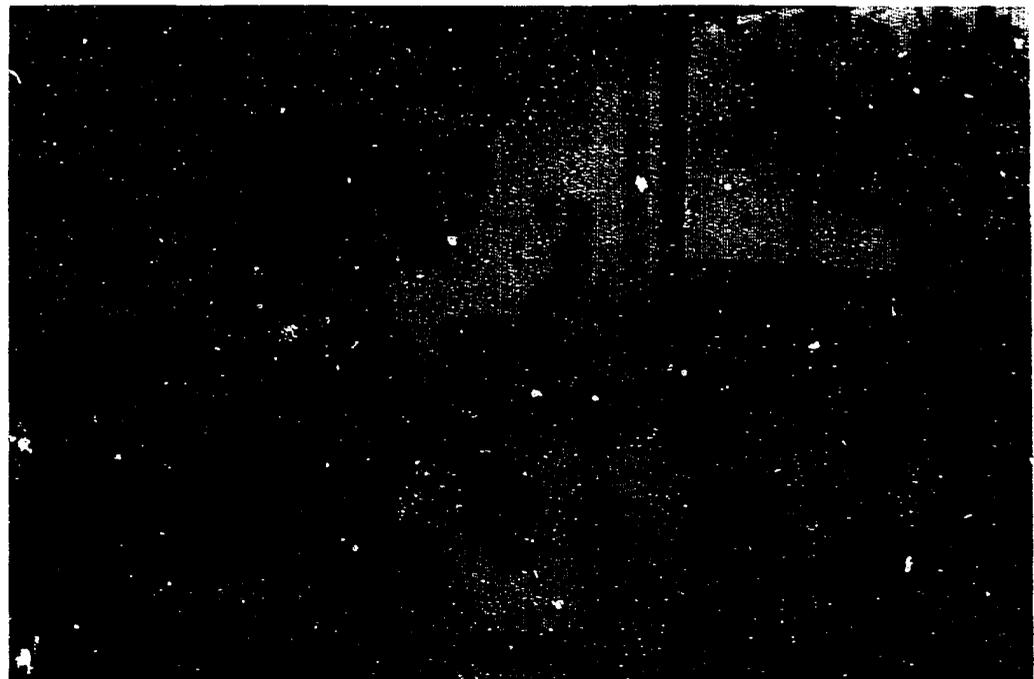


“After listing ideas, choose one business with the most creative ideas and prepare a presentation for the entire group. You can present your ideas on paper or demonstrate with your products. The presentation can include messages for selling the products.”

- Give the groups about 30 minutes to prepare and then about five minutes each to give their presentations. If you are having a competition, ask participants to vote for the best ideas when all the presentations are finished. Announce the winners and award prizes.

7. APPLYING IDEAS TO OUR OWN BUSINESSES (5 minutes)

- As a closing, ask the group what ideas they can use in their own businesses.



SESSION 9: DEVELOPING OUR MARKETING PLANS

PURPOSE: To plan specifically what to do to improve the marketing of our businesses in the coming months.

TIME: 1-2 hours

RATIONALE: This is the last activity to help participants take the next step on their own. By the end of the session they should have concrete plans to carry out new marketing ideas. They should also have decided on a meeting time and place for one or two months in the future to review their progress together.

PREPARATION FOR THE SESSION

MATERIALS

“My Marketing Plan” form (page 62)
(copies for groups that can read and write)
Paper and pens for each participant
(for drawing or writing)
Four posters on marketing (in back cover pocket)
Training Goals from Session 1 (page 27)

1. Post (or have ready to read) the goals for the entire training program from Session 1.
2. Prepare paper and pens for each person.
3. Draw a “My Marketing Plan” form on large paper and make a copy of the form for each participant who can read and write. Or, have them make copies themselves from the sample you post.
4. Bring their definitions of “Effective Marketing Means . . .” from Session 3, if available.
5. Plan a “closing ceremony” or party for the program, if desired.



STEPS

1. REVIEW OF MARKETING (10 minutes)

- Tell the participants:

“We have learned many new things about marketing. Now is the time to decide which ideas to use in your own businesses. But first we need to review some ideas.”

- Point to the four posters, one by one, and ask:

‘What should we think about in this area as we plan our own marketing strategy?’ (Note: Take only a few minutes for this.)

- Ask if they remember their definitions of effective marketing from Session 3. Read some of their ideas if possible. Ask if their ideas have changed.

2. DEVELOPING MARKETING PLANS (40 minutes)

- Divide the group into pairs.

- Present “My Marketing Plan” (see page 62) on large paper or the chalkboard and have copies for those who can write.

- Ask one person in each pair to develop a plan to improve her product, pricing, distribution, and promotion. The partner should act as advisor.

- When the first person’s plan is completed, the second woman should develop her plan.

- Finally ask everyone to write her plan on the form or draw a picture that represents it.

3. PRESENTING PLANS (30 minutes)

- Ask each participant to explain her plan as quickly as possible.

- Encourage the group to ask questions and make suggestions.

(Note: If you have a large group of more than 20 participants, you may not have time for all to present their plans. You could ask people to present to small groups and then request a few volunteers to present to the entire group.)



4. PLANNING FOR THE FUTURE (10 minutes)

- Ask the group to decide about a next meeting to review their progress. Tell them it will be helpful to meet again in one or two months to review how everyone is doing.

They should decide:

- Meeting place
- Schedule of session
- How they will review their progress.

- When this is decided, ask them if they would also like to form any support groups that will meet more frequently.

5. FINAL ACTIVITY (30 minutes)

- As the last activity, ask participants to review the goals of the training program from Session 1. Read them if they are not posted.

- Invite participants to make any comments about meeting the goals.

- To end the program, ask participants if anyone would like to say what the program has meant to her and her business.

(Note: It is important that the session end with an optimistic tone, so people will feel confident and energetic about leaving the training program to go and work on their own marketing.)

6. CLOSING "CEREMONY" or PARTY (if planned)



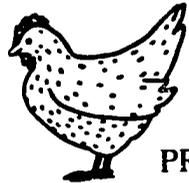
MY MARKETING PLAN

Name: _____

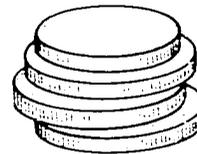
Type of Business: _____

Major Marketing Problems: _____

Here is how I will improve my marketing in each area:



PRODUCT:



PRICE:



DISTRIBUTION:



PROMOTION:

SESSION 10: FOLLOW-UP MEETING: MARKETING PROGRESS REPORTS

PURPOSE: To assess progress in improving marketing of our products and to work on current problems.

TIME: 1-3 hours

RATIONALE: This session is very important to support participants in implementing their marketing plans. It should help the women keep up interest and commitment. It will also provide a time for the business women to share their problems and support each other. The session design can be used again and again each time participants choose to meet.

PREPARATION FOR THE SESSION:

1. Contact all participants and determine which problems they have and the progress they are making on their plans.
2. Ask each person to bring her marketing plan (from the last session) to this meeting and to prepare a presentation on her progress. See the topics under Step 1.
3. Prepare a schedule. Use the suggestions from the last session.
4. Determine if you need any outside expert advice and should invite someone else to come to the meeting.

STEPS

1. REPORTING ON PROGRESS

- Ask each person to talk about:
 - Her marketing plan and which activities were carried out;
 - What went well and what problems she has experienced;
 - Any new or unexpected factors that affect her marketing plan.
- Ask the group to comment on each presentation.
- Compliment participants on their accomplishments. Offer encouragement if progress has been slow.



2. PROBLEM SOLVING

- Ask participants to identify any new unsolved problems.
- After the problems are identified, ask participants to meet in small groups to discuss the problems. Have those with similar problems or businesses join the same groups.
- Give plenty of time to work on the problems in pairs or in small groups. Visit each group to help them with discussions.
- Ask the small groups to report on their ideas to the entire group and then ask the rest of the group for suggestions.

3. FOLLOW-UP

- Ask the group if they would like to have more meetings of the entire group or meetings of smaller support groups. Discuss with them whether they might like to meet with a local "expert" or resource person, such as a technical specialist or especially creative businessperson.
- Ask the group to identify any other activities they would like to plan to help improve their marketing.
- Help them draw up individual plans for taking new actions to improve their marketing.

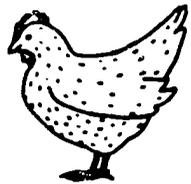
4. CONCLUSION

- End the session by asking if there are any marketing ideas or information from the training program which they would like to review.
- Set a time and place for the next meeting.



MARKETING MIX GAME PROBLEM CARDS

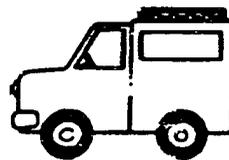
Please see game instructions in back cover pocket.



PRODUCT



PRICE



DISTRIBUTION



PROMOTION



PROBLEM



You have never advertised. What are some good ways to let people know about your product?



The Health Inspector says you must close down. What do you do?



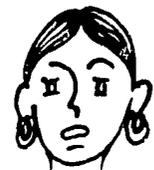
A relative wants to become a partner in your business. She offers cash to double your business and wants half of your profits. What do you tell her?



Several customers ask you to open earlier in the morning. Other customers want you to stay open later in the evening. How do you decide?



A competitor has lowered prices below yours. You cannot make a profit if you match hers. What do you do?



A young man whom you do not know offers to watch your shop after closing hours to protect it from vandals. He says other businesses pay him for this service. What would you do?



Your old customers seem to be going to other sellers. What should you do?



A local government official asks you for free products or services. What do you do?

66



You have a bakery that sells bread, but you would like to sell "sweets" also. How do you decide whether to add the new product?



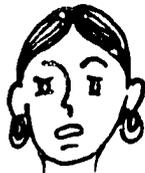
A local merchant a truck buys vegetables from you and your neighbors and sells them in a nearby town. You think he is not paying enough. What can you do?



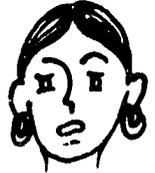
You own a bicycle repair service. Some people say you charge too much for your work. How do you decide whether to change your prices?



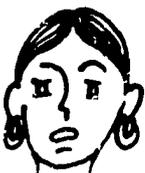
You offer gardening services to people with homes in a nearby city. What would be some good ways to let others know about your business?



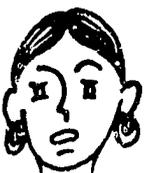
Someone else opens a business selling products just like yours. What would you do?



You ran out of products after customers waited a long time. They are angry and say they will buy from another business. What would you do?



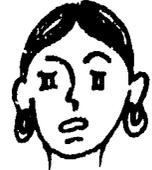
You want to set up a stall at the local market. As you decide where to locate your stall, what things would be important to you?



You are a member of a honey producing cooperative. You would like a local store to sell your honey. What would you say to the store owner to convince him or her?



Some friends and relatives want to buy from you on credit. What will you do?



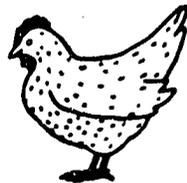
You have an idea for a new product that may not be easily accepted in your community. How would you promote it?



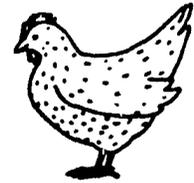
Your product has a better market in the capital city, but it is a perishable product. What would you do?



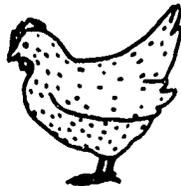
You produce milk, but there are no centers for everyone to bring their milk to sell. How would you sell your milk?



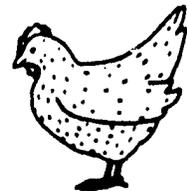
You should make your product special or different from others.
True. (You should try to create an "identity" for your product in the market.)



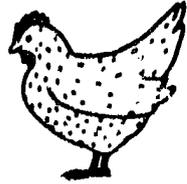
Your product or service must meet your customers' needs.
True. (Selling excellent products that no one feels they need is more difficult, but sometimes you can create a new need for a product with good promotion.)



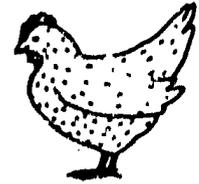
Customer demand for a product always remains the same.
False. (It can change with seasonal needs, price, competition.)



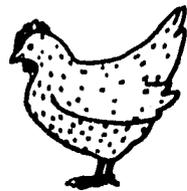
A new item may sell poorly at first but sales improve when its reputation grows.
True. (Usually, if it is a good product.)



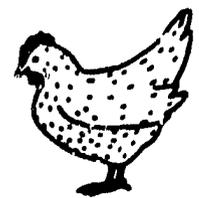
There are three good ways to find out what customers want: asking them in customer surveys, observing what they buy, and trial sale of products.
True.



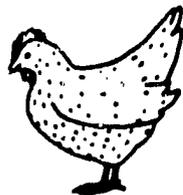
If you can meet the needs of your customers better than your competition, this can make your business successful.
True.



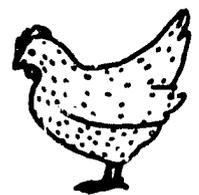
Find someone who is successful in business and make your product like hers. Then you will be successful.
False. (You should make your product "special," different from anyone else's on the market.)



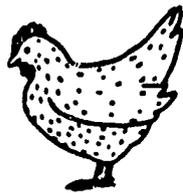
Only price determines whether customers will buy from you or your competition.
False. (Quality and location are also important.)



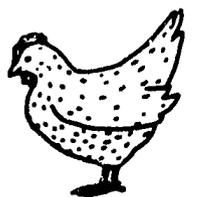
Customers choose repair services based on price.
False. (Customers often choose repair services based on reputation of the shop.)



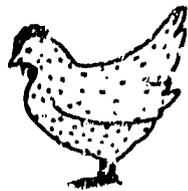
Sales do not remain the same over long periods of time, so you must think of other ways to improve or expand your business.
True.



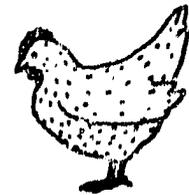
You have decided to sell chickens. You need to re-examine that decision every five years.
False. (You should evaluate the decision every few months.)



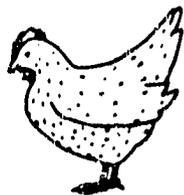
Sales records help evaluate which products sell and which do not.
True.



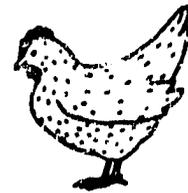
The surest path to success is to sell what you are already good at producing, rather than what your customers want.
False. (You should first produce what customers need or want.)



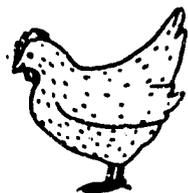
There is a small bicycle repair shop in your town. The market for this business is everyone who lives in the town and you should advertise to all ages and kinds of people.
False. (You should create your product and promotion for a particular audience.)



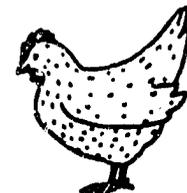
You should sell the same products that are popular in the capital city.
False. (Sell products that your customers want.)



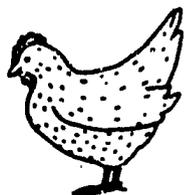
Your friend's tailoring business has been very profitable this year, so it will probably be profitable next year too.
False. (Many unexpected things could change her sales from year to year.)



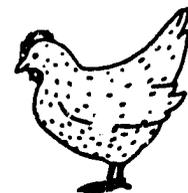
A "market test" means selling your product or service for a short time to see if people buy it. But this method is a waste of time.
False. (It is important to try a product before putting lots of money into production.)



When you change a product, you need to decide: are you trying to create additional sales with present customers or to attract new customers.
True.



Every new businesswoman should not expect to make a profit in the first few months or, sometimes, the first year.
True. (It takes time to establish a reputation for your project and costs in the first year will be high.)



The women were selling brown eggs but their customers preferred white eggs. The only thing that they could do was to try and get white eggs to sell.
False. (They could also start an advertising campaign to persuade customers that brown eggs were better.)



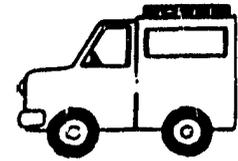
There are two ways to sell your product: by yourself or through middlemen.
True.



You will always make more money selling by yourself.
False. (Selling your product by yourself can involve higher costs for transportation, storage, and so on. It takes more time too.)



A middleman can sell your product for you or sell it to retailers to sell.
True.



Middlemen always charge unfair prices.
False. (Some middlemen can save you money, if they charge less than your own costs for selling.)



Your choice of how to distribute your product is an important decision.
True.



In most places, middlemen are the only way to distribute your product.
False. (You can sell it yourself or join with other sellers in a cooperative.)



Distribution means getting the product from the producer to the buyer.
True.



Usually, you can save money on distribution by reducing the number of people between you and the buyer.
True.



The grain producers in your area sell their product to a middleman to take to the city. They might reduce costs by renting a truck together and selling the grain themselves.
True.



Women in your area want to sell jam they make at home. A local store could be a good distributor for their product.
True.



People in your village sell the fish they catch to a middleman to take to a nearby town. You think the middleman pays too little for the fish, but friends tell you there is no alternative.
False. (Producers often set up cooperatives for transportation, storage, and retail sales.)



Many businesses lose part of their products because of poor storage facilities.
True.



Middlemen are never willing to change their prices or policies.
False. (Middlemen, like you, want to make some profit. They need your business. Sometimes you can negotiate a change in what you pay middlemen.)



The greater the distance to the market, the greater the need for a middleman.
True. (Transportation and storage costs usually increase with distance.)



A good idea for a new business can be a "gap" in distribution. For instance, women in one community started a bus service to help vegetable growers take their produce to a nearby city.
True.



Good businesses produce as much as possible all year around.
False. (It's important to plan your inventory, to avoid loss or spoilage and to have products available when demand is the greatest.)

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The best way to sell eggs in a small village is always door to door.
False. (A small stand or local grocery store can be good outlets too.)



Your place of sales should be near your customers.
True.



Selling your product yourself usually takes more time, but it is always worth it.
False. (Time is a cost too. Your time might be better used in production or promotion.)



Good storage facilities are not very important in your business.
False. (Agricultural or other goods can spoil and cause you to lose money.)



"Promotion" means building a good image of your business in the community.
True.



Promotion adds to the cost of your product or service.
True. (But effective promotion also increases sales.)



Good promotion tells everything about your product or service.
False. (Emphasize the strong points, especially how the product benefits customers.)



Here are some good promotion methods: posters, home visits, loudspeakers, radio ads, handbills, good signs, and an interesting "look" at your place of business.
True.

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Villagers with small businesses do not need to advertise their products.
False. (Everyone can increase sales or attract new customers by effective advertising.)



Word-of-mouth does not affect a business' sales.
False. (A business' reputation grows with satisfied customers.)



A business place that looks interesting may attract customers.
True.



Promotion means: making people aware of your product and influencing them to buy.
True.



Free samples, displays, and demonstrations are too costly for most small business owners.
False. (Sometimes they can increase business.)



Successful businesses have many loyal, long-term customers.
True.



Promotion can help create a new "need" in potential customers.
True. (Some examples might be ball point pens, toothbrushes, or shoes.)



Promotion campaigns should aim to attract only new customers.
False. (Some promotion can encourage existing customers to buy a new product.)



Promotion involves two decisions: What is your message?
How will you deliver the message?
True.



Your promotion message should tell customers the benefits they can expect from the product.
True.



Radio and newspaper ads are the only effective means of advertising.
False.



This is a good marketing message: "Our chickens are so big – one chicken can feed a family of ten!"
True. (Why? It makes the customers see how the product benefits their family in a personal way.)



This is a good marketing message: "Our chickens eat good grain and vitamins."
False. (The message does not tell how the chickens benefit.)



There are three steps in selling: finding out customer needs, presenting your product, and making the sale.
True.



All customers are interested in the same benefits from a product.
False. (Some examples: saving money, better health, easier to use, etc.)



Face-to-face selling is the best method for small businesses.
False. (Face-to-face selling takes time. It is one method to consider, but handbills or posters can be more effective.)

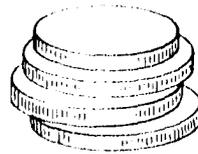
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To set the price of your product, you need to include: "fixed costs" (costs that don't change, such as rent), "variable costs" (such as supplies) and planned profit.
True.



"Fixed costs" are your business expenses such as rent and equipment that usually stay the same regardless of how many products you sell.
True.



It is always a good idea to sell your product at a lower price than other sellers in your areas.
False. (Sometimes you will lose money by selling at too low a price, even if you sell more.)



If you charge more than another seller, customers will not buy from you.
False. (Sometimes people buy because of location, quality, and service.)



The price of your product should cover your production costs, be fair to your customers and provide some profit to you.
True.



It is easy to compete with a larger business on the basis of price.
False. (Large businesses can sell at lower prices so small business people must find other ways to attract customers, such as quality, service and location.)

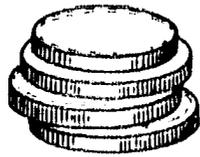


"Cost-Plus" (adding your cost of producing and selling, plus a certain amount of profit) is a good way to set your prices.
True.



Your sister sells high quality cloth. A new seller offers a lower quality cloth at a lower price. Your sister should reduce her price too.
False. (She should change her promotion methods to emphasize quality and see if customers continue to buy.)

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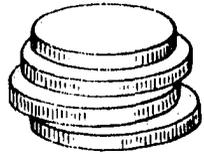
The amount of your profit depends on how much you charge, on customer demand, competition, and other factors.
True.



Your profits should always be at least ten percent of your costs.
False. (It depends on many things.)



You are the only chicken seller in your area. Consequently, you can raise prices as high as possible and stay in business.
False. (Customers usually have some idea of "fair price." If your chicken meat is too expensive, customers may buy fish instead.)



Setting prices below your costs is risky.
True. (You will lose money over time. However, you may decide to price below costs if: you are promoting a new product for a short time or you expect your production costs to drop.)



Lower prices CAN increase your profits, if you attract more customers.
True. (But, you must sell enough to make up the difference.)



It is important to review the price of your product or service on a regular basis.
True. (Circumstances and customer needs can change, even in a few months.)



These are things to think about when you set your price: your costs, your production levels, your competition, and your customers.
True.



Customers always buy at the lowest price available.
False. (Some buy for quality, service and location.)

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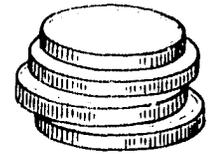
The price of your product does not need to include the costs of your rent and equipment.
False. (Price must include both fixed costs, such as rent, and variable costs, such as supplies.)



"Variable costs" change depending on how much business you do; for example, the amount of supplies and packaging you use.
True.



Higher prices mean higher profits. False. (High prices might stop people from buying from you. Reduced prices can sometimes attract more customers and result in more profits.)



Your price should remain the same all year long.
False. (You may want to have special sales to attract new customers or increase sales.)

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LIST OF PHOTOGRAPHS

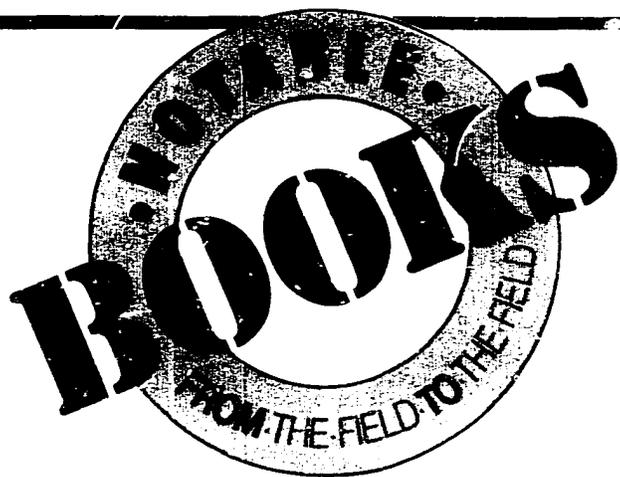
COVER, clockwise from left: Scott Lewis
Marcelo Montecino
OEF Staff
Deborah Ziska
Deborah Ziska
Suzanne Kindervatter

TEXT

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RESOURCES FOR REPLICATION

FOR TRAINERS...

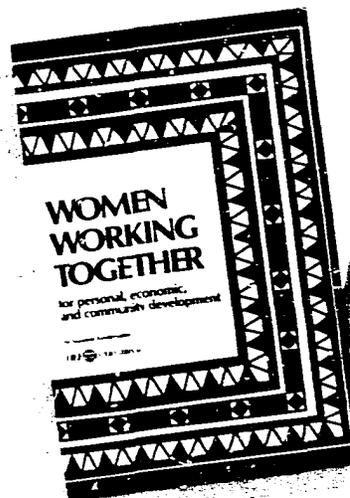
Personal, Family, & Community Development

Women Working Together for Personal, Economic and Community Development, by Suzanne Kindervatter. 103 pp., ISBN 0-912917-01-6, \$11.00.

Las Mujeres trabajan unidas para el desarrollo personal, económico y de la comunidad, ISBN 0-912917-03-2 \$13.00.

Femmes, travaillons ensemble! pour le développement personnel, économique et communautaire, ISBN 0-912917-05-9 \$13.00.

Based on work with community level women's groups in Central America and Thailand, this handbook consists of more than 40 proven participatory learning activities. Designed as a resource for field workers, adult educators, extension agents and group leaders, it enables women to organize for a variety of pre-entrepreneurial and community development efforts. Learning activities make extensive use of local materials and are adaptable for literate, illiterate or preliterate groups. The handbook can be used as the basis for a nonformal education program or as a means to increase women's participation in technical training, cooperatives and other development programs. Topics include women and work, setting and achieving goals, working as a group, community problem solving, legal rights, family relationships and finances. The French edition incorporates visual materials from West Africa.



Appropriate Business Skills for Third World Women

This new series makes OEF's "how to" experience with women micro-entrepreneurs in Africa, Asia, and Latin America readily adaptable and available to experienced trainers, programmers and extension agents: how to consider non-traditional work options, how to develop marketable skills, how to access credit, how to manage and market a business. Training activities based on proven participatory educational approaches enable either urban or rural women with little or no literacy or numeracy skills to start or make a small enterprise more profitable.

Doing a Feasibility Study: Training Activities for Starting or Reviewing a Small business, Suzanne Kindervatter, ed., and others. 176pp., ISBN 0-912917-10-5, \$16.00.

Cómo hacer un estudio de factibilidad: Entrenamiento para iniciar o reexaminar una pequeña empresa, 176pp., ISBN 0-912917-15-6, \$17.00.

Réalisation d'une étude de faisabilité: Activités de formation pour créer ou faire le bilan d'une petite entreprise, 192pp., ISBN 0-912917-16-4, \$17.00.

Women who want to start or change a business explore a range of enterprise options and develop a business plan and a budget. Participants learn how to "research" the viability of an enterprise themselves, investigating market demand, costs, and income projections. By actually conducting a "feasibility study", women gain important skills in problem-solving and management.

Marketing Strategy: Training Activities for Entrepreneurs, 96pp. plus game board, ISBN 0-912917-08-3, \$13.50.

Estrategia de mercadeo: Entrenamiento para empresarias, ISBN 0-912917-13-x, \$15.50.

Stratégie de marketing: Activités de formation pour entrepreneurs, ISBN 0-912917-14-8, \$15.50.

This handbook features an innovative board game — “Marketing Mix” — proven especially effective with illiterate groups as well as literate ones. Designed for women with existing businesses, the game introduces the four key aspects of marketing: product, distribution, promotion, and price. After playing “Marketing Mix,” participants examine marketing methods in their own businesses and identify concrete ways to improve their practices and increase sales.

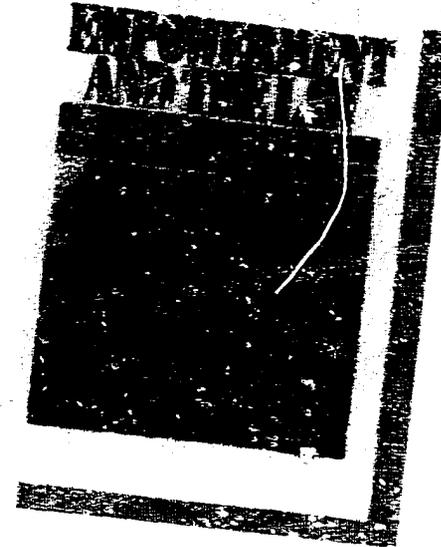
Management Made Simple: Tools for Entrepreneurs, 80 pp., ISBN 0-912917-10-5 \$12.50*(Forthcoming 1989).

How do illiterate or minimally literate entrepreneurs keep track of expenses, sales, and income? How do they deal with management challenges like storage and inventory? This manual presents a variety of simple “how to” tools that entrepreneurs can use in the field.

Monitoring and Evaluating Small Business Projects: A Step by Step Guide by the Small Enterprise Evaluation Project (SEEP) of PACT, 262pp., \$16.00.

The first practical field manual for developing standard measures to assess both the economic and social benefits of SED projects. Including how to choose indicators, this unique workbook provides the tools for an NGO to design a monitoring and evaluation system that accurately comprehends organizational goals and good business practice.

* Contact OEF International for publication dates of Spanish and French editions.



Women, Law & Development

Empowerment and the Law: Strategies of Third World Women, 454 pp. ISBN 0-912917-11-3, Edited by Margaret Schuler, \$16.00.

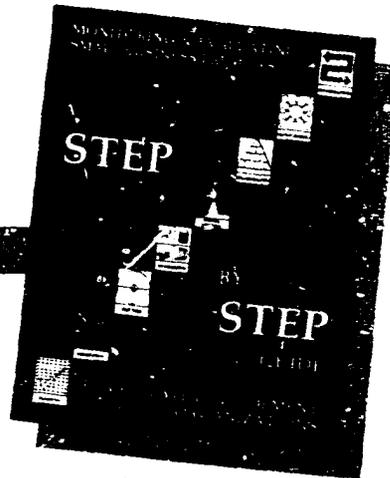
Poder y Derecho: Estrategias de las Mujeres del Tercer Mundo, 418pp., ISBN 0-912917-17-2, \$16.00.

Fifty case studies presented at the Women, Law and Development Forum in Nairobi in 1985 document strategies and experiences of groups working towards empowering women through the law. In relation to the case studies, theme articles identify and analyze core issues including: “The State, Law and Women”; “Custom, Religion and Ethnicity”; and “Violence and Exploitation.” This book provides a conceptual framework for analyzing law and how it is and can be used to defend women’s rights and increase their participation in the development process.

All prices are subject to change.

All orders must be pre-paid in U.S. Dollars. Add 20% for surface postage and handling. UPS, First Class and Air Mail must be requested. Charges will be invoiced at cost.

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U.S.A.



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OEF INTERNATIONAL is a private, non-profit organization, based in the United States, which focuses on creating economic opportunities for low-income women in the Third World, expanding their contribution to the development of their communities and countries.

OEF believes that the empowerment of women and the strengthening of their economic roles is of critical importance for achieving development goals. OEF's training and technical assistance programs provide the tools and skills which enable Third World organizations and women to increase food production, launch and expand small enterprises, and mobilize resources to improve women's legal status.

Since 1947 OEF has collaborated with indigenous groups, host country governments, and other private organizations in over 70 countries throughout Africa, Asia, the Middle East, Latin America and the Caribbean.

OEF draws on an extensive body of field experience emphasizing low-income women and economic productivity to publish and disseminate "learnings" and practical "how to" approaches. Easily adaptable to different settings and contexts, OEF's technical materials serve as resources for replication by other development organizations.

Throughout the United States, OEF works on many levels to increase public understanding and support for policies and programs which recognize the critical role Third World women play in food production and economic development.

MARKETING MIX

GAME INSTRUCTIONS

PURPOSE:

"Marketing Mix" introduces major components of marketing — product, price, distribution, and promotion — and enables entrepreneurs to find solutions for common marketing problems.

HOW TO PREPARE TO PLAY THE GAME

Preparing the Materials

1. The game can be played by 4-6 individuals or teams (2 or 3 people). Decide how many groups of individuals or teams you will have. You need one game board for each group. For example: With a total of 24 participants, with a group of 4 for each board, you would need 6 games if everyone plays as an individual or 3 games if ev-

eryone plays in teams of 2 members.

2. Make copies of the game board. The game board included in the back cover pocket is made of durable paper. It can be photocopied in sections and taped together. You may want to mount the copies on heavy paper or cardboard.

3. Read the five sets of cards (pages 65-92) that match the five symbols on the game board. Make any changes on the cards or add items that are appropriate for your participants and community. You need a set of all the cards for each game board. Photocopy the pages of cards, cut them into separate cards, and divide them into five piles for each set. Be careful not to mix the cards from the different sets.

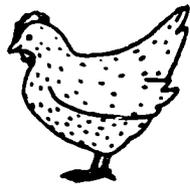
(Note: If you are translating the cards,

write the translations on paper using the same format as those provided. Then it will be easy to photocopy and cut them into separate cards.)

4. Find a marker for each individual or team to use for moving on the board, such as different types of pebbles, different size matchsticks, or different color buttons.

5. Choose a method for players to determine the number of spaces to move on the board, from 1-4 only. For example, in Sri Lanka, participants tossed four pebbles into the air and caught as many as possible on the back of one hand. Another method is to write the numbers "1", "2", "3", and "4" on separate pieces of paper, put them in a hat or box, and have players draw a number.

(over)



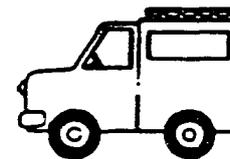
PRODUCT

The Item You Are Selling



PRICE

Setting Your Price To Make A Profit



DISTRIBUTION

Finding The Best Way To Distribute Your Product



PROMOTION

Creating Ways to Persuade Customers to Buy Your Products

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Preparing the Game Coordinators

1. Identify one coordinator for each game board. A coordinator can be the training program facilitator, a friend or colleague of the facilitator, or a participant who can read. The coordinator reads the questions from the game cards, keeps the game moving, and promotes discussion on marketing issues. If participants serve as coordinators, the training program facilitator can move from group to group to help with problems and discussion.

2. Show the game board to the coordinators before the session with the participants. Explain the symbols on the board. Read together "How to Play the Game". Try to play the game before the session.

3. Discuss these ideas with the coordinators:

- The purpose of this game is to explore as many marketing ideas and problems as possible. Participants should be encouraged to discuss the options, but discussion on one question should not go on too long. This will be the coordinators' most difficult job.

- When players give solutions to problem cards, the coordinator should ask the other players what they think. If the coordinator has an opinion she may express it after encouraging the others to give their ideas. The participants, not the coordinator,

should do most of the talking and be encouraged to feel like the experts on marketing their own businesses. This may be the first time they really think about marketing.

- There can be more than one solution to a problem. Sometimes, to keep the game moving, the coordinator may have to say something like this:

"We need to move on to the next person now. There are many good ideas here, including that of the person who drew the card. Hers may not be the only solution, but it is an acceptable one and she can move one square forward."

- After true/false answers are given, ask questions to stimulate thought and discussion, such as questions that begin with "why?" or "what if?".

HOW TO PLAY THE GAME

1. Arrange the game boards and sets of cards (in five piles for each board) in your meeting place. Assemble individuals or teams around each board.

2. Explain the meaning of the four marketing symbols (if you have not done so in a previous training activity). Explain that the "woman's face" symbolizes a general marketing problem.

3. Read these instructions to the participants, and ask them if they need more explanation of any item:

(1) To complete the game, each person or team must move through the squares to the end of the game board.

(2) Choose a marker to represent each person or team on the board.

(3) Decide which person goes first and then take turns.

(4) In your turn, determine how many squares to move your marker and then advance that number of squares.

(5) Draw a card that matches the square you land on.

(6) For



cards: Have another person read the card to you and answer "true" or "false." Have the person read the answer. If you answered correctly, move ahead one square. If the group wants to discuss the statement, do so.

(7) For a



card: Have someone

read the card, then give your best solution to the problem. The group should discuss the problem and give their ideas. If the group or game coordinator decides that your answer is a good one, move ahead one square.

(8) When you have reached the end of the gameboard, you can help others until all have completed the course.





