



# ENTREPRENEURSHIP



## A WORKSHOP GUIDE FOR TRAINERS

by

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# SECTION I: BEFORE THE WORKSHOP

## A. FOCUS ON YOUR OBJECTIVES

Why do you want to hold a workshop? Successful workshops don't just happen. They are the product of a vision that meets a need combined with careful planning. If you have your objectives firmly in mind, everything that happens will be focused on meeting those objectives.

### **Entrepreneurship Workshop Objectives:**

- Introduce business concepts so they are familiar and within the grasp of students.
- Expand the thinking of students to identify consumer needs that can be met through entrepreneurial efforts.
- Encourage women to develop support systems and networks similar to male business networks.
- Expand the skills of young female students so they are more assertive and more self confident, two qualities needed in business.
- Emphasize the need to focus on target audiences and identify unique, viable products desired by those audiences.
- Eliminate blocks that keep women from entering the world of business.
- Demystify record keeping and financial management.
- Introduce low-cost marketing tools.
- Expand negotiating skills.
- Stress the idea that a business is a profit making endeavor and not a social project.

## B. PLANNING AND ORGANIZING THE WORKSHOP

Organizing a workshop is not difficult. It is time consuming and requires your best creative thinking and management skills. Your objective is to make the workshop happen effortlessly. Just as a flawless dance or a smooth flowing theater production, as the participants become immersed in learning without realizing what is happening, you have been successful.

The workshop organized for you in this booklet provides much of what you'll need. This workshop uses the booklet Entrepreneurship An Introduction to Starting Your Own Business A Personal Guidebook. However, there will be plenty of opportunities for you to use your creativity, too.

Basically, this is what you'll need to do:

### **1. Identify appropriate persons to help you teach each segment.**

The more variation in teaching styles, the longer you will hold your audience's attention. Compensate your trainers. They are giving up other opportunities to work with you, so reward them. Be clear with your teachers that this workshop format emphasizes individual participation, group interaction, simulation exercises, experiential learning and case study examples. Lectures will be kept to a minimum. In other words, it's a "learn by doing" workshop.

### **2. Select experiential learning exercises.**

A workshop covers a lot of material. You want the participants to learn by hearing and to learn by doing. You also know or will soon discover that the workshop schedule must be flexible. There are two good reasons, then, for designing lots of exercises. 1) Most people learn better and remember more if they are involved and are forced to think. 2) If time runs short, have some flexible time that can be rescheduled or eliminated altogether if one segment takes more time than your schedule allows.

In this Training Guide, you'll find that the sections and the exercises are based on a building-block concept. Students are introduced to new ideas and concepts and as they are successful with each segment, they are ready to move on. The questions in the Guidebook lead them toward writing a comprehensive business plan. You may want to change some of the parts to better fit with your own ideas, but don't forget to sequence them so the students become more and more skilled at understanding how to get started with a small business.

### **3. Create a method for selecting the participants.**

Entrepreneurship is of high interest to many people, so you may find there are more people who want to attend the workshop than you can accommodate. Identify a committee to help you develop a process for making a fair selection. For example:

A committee of six students developed the criteria for selecting the 30 students to attend the first entrepreneurship workshop. Each student was required to fill out an application with their name, year in school, major, and an explanation of why they wanted to attend the workshop. The committee met to read and select participants from the application forms. Students who said they had been involved in a business or those who wanted to know how to start a business were selected. Those with the most convincing stories such as "I had a business and it didn't go very well and I want to know how to do it better" were chosen. Next, the committee balanced the applications in order to represent different majors and different years in school. The applicants selected were given a "you are selected letter." The remaining applicants were thanked for applying and encouraged to watch for entrepreneurship workshops to be held in the future. A back-up list was developed in the event that some participants had to cancel.

Even though a back-up list was developed, in reality, several people backed out without letting us know. Additional students were invited to participate the night before based on recommendations from the student committee. Be prepared with a contingency plan because you might not know about all of your participants until just before the workshop.

### **4. Determine follow-up entrepreneurship projects.**

In addition to an application, the prospective applicants agreed to attend a pre-workshop meeting, and commit 40 hours of time to an entrepreneurship project following the workshop. This last part is extremely important and distinguishes this workshop from others. It is easy to lose momentum after a workshop unless there is an on-going commitment. Four projects were identified by the Egerton University faculty and student advisory groups: 1) a university cafeteria, 2) a craft shop, 3) an entrepreneurship training team, and 4) a marketing team for the Women Centre. (Your advisory group can identify two or more entrepreneurship projects that will meet the needs of your organization). The projects following the workshop provide the practical experience needed by aspiring entrepreneurs to develop the self confidence and skills that can translate into reality.

### **5. Arrange for an appropriate place.**

If possible, try to hold the workshop in a place that is isolated. Away from phones, friends and other distractions, you will keep distractions to a minimum. This

applies to both teachers and participants. You want everyone to be totally involved and you'll have better luck if you keep competition to a minimum.

**6. Arrange for transportation, if necessary.**

Will you travel by bus or car. Who will drive? Do you need any type of insurance to cover the group?

**7. Arrange for the things you'll need at the workshop.**

If possible, assign this task to someone. You'll need some or all of the following:

- a. Audiovisual equipment
  - Overhead projector
  - Videocassette player and monitor
- b. Overhead transparencies
  - Transparencies for each segment
  - Blank transparencies to be used at workshop
- c. Handouts
  - For each section
  - For evaluation
- d. Booklets

Enough copies of Entrepreneurship An Introduction to Starting Your Own Business A Personal Guidebook for each participant.

- e. Supplies
  - Name tags
  - Pencils
  - Marking pens
  - Newsprint paper
  - Transparency marking pens

**8. Meet with teachers and facilitators so everyone knows what is expected.**

Your teachers will want to understand how things work. In most cases, they will act mainly as facilitators. In other cases, however, they may be totally responsible for doing the presentation.

The more time you allow for discussion and consideration of the workshop segments, the more creative each will be. The teachers will add their own ideas and

will be more spontaneous. Your planning meetings will add continuity and will strengthen the workshop considerably.

**9. Divide your workshop participants and invite guests into groups.**

Assign two faculty advisers to each group. Try to put friends into different groups. These groups will work together until the entrepreneurship project groups are established.



# SECTION II: HOLDING THE WORKSHOP

## A. PROPOSED SCHEDULE

Entrepreneurship Workshop			Resource Person(s)
Event/Topic		Time	
Day 1 (upon arrival)			
1.	What's Going To Happen What is Expected of Everyone	15 minutes	
2.	Creating Business Opportunities	1 3/4 hours	
	Lunch	1 hour	
3.	Entrepreneurship - You Need An Idea	2 hours	
	Break	30 minutes	
4.	Developing a Business Plan	2 hours	
	Dinner	1 1/2 hours	
5.	Creating A Board of Directors	2 hours	

## Entrepreneurship Workshop (cont.)

Event/Topic	Time	Resource Person(s)
<b>Day 2</b>		
Breakfast		
6. Financing Your Business	1 1/2 hours	
Break	30 minutes	
7. Entrepreneur Panel.	2 hours	
Lunch	1 hour	
8. Marketing	2 hours	
Break	30 minutes	
Marketing	1 hour	
9. Designing and Marketing a Product	2 hours	
<b>Day 3</b>		
Breakfast	1 hour	
10. Record Keeping	1 1/2 hours	
11. Negotiation	1 hour	
12. Wrap-up Evaluation	30 minutes	

## B. TEACHING OUTLINES FOR EACH SECTION

### 1. WHAT'S GOING TO HAPPEN

15 minutes

Topic	Resource Material	Resource Person(s)
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#### **Name Tags**

#### **What is Going to Happen**

Hand out an agenda if you want. Let people get a sense of what will take place so they know what to expect and that you will cover the areas they want to know about.

#### **What is Expected of Everyone**

Decide, with your advisory group, what is necessary for a good workshop experience. This is the "housekeeping" part.

#### **Why a Workshop for Women**

Read pages 7-8 in the Guidebook.

Overhead 1  
(p. 33)

#### **Introduce Each Other**

#### **Entrepreneurship Project Choices**

Determined by advisory committee. Read page 7.

#### **Questions**

**Direct participants to their assigned groups.**

## 2. CREATING BUSINESS OPPORTUNITIES

1 3/4 hours

Topic	Resource Material	Resource Person
<b>Introduce Ideas About Creativity</b> Find one or more resources about creativity. For this workshop, we used Roger von Oech's book, <u>A Whack on the Side of the Head</u> . Your purpose is to let the participants know they are creative and to show them how.	von Oech's books  Guidelines (pp. 14-17).	
	File in Women Centre	
	Your own ideas about creativity	
<b>Explain Concepts</b>	Create overheads	
<b>Introduce Exercises for Participants to Experience Concepts</b>	Overheads Handouts	
<b>Tie Everything Back to Entrepreneurship</b>	You Faculty Advisers	

## GUIDELINES FOR EXPANDING CREATIVITY

Creativity is at the core of entrepreneurship, but way too often, we feel we are not creative. Too many businesses fail because the entrepreneur was not creative about a new idea or product and simply copied what other businesses were doing. Most people must be jarred out of common thinking. They need to learn how to overcome the blocks to creativity that train us from the time we are very young to be unimaginative. Too often, the school system rewards us for being nonentrepreneurial.

Don't assume that people feel creative. Help them free up their thinking and become more creative.

For this workshop, we used Roger von Oech's book A Whack on the Side of the Head. This book is in the library at the Egerton University Women Centre. There is also a set of overhead transparencies in the Centre library to use with this section. Another good resource developed by von Oech is a set of cards called the Creative Whack Pack. It is suggested that you use the cards later in the workshop.

There are other good books on expanding creativity as well.

Always use plenty of exercises to stretch people to see beyond their blind spots. We develop blocks as we grow up that limit our scope of thinking. But these can be whacked aside and our thinking can become flexible and creative.

### **Introduction**

Sometimes we think it is more natural to limit our creativity than to push into unknown territory. Van Oech suggests there are ten blocks that keep us from being creative.

We must break ourselves of what we know in order to discover new ways of doing things. "It may take a whack on the side of the head to shake us out of routine patterns, to force us to re-think our problems and to stimulate us to ask the questions that may lead to other right answers."

### **1. The "Right" Answer**

For effective thinking we need different ideas, different points of view and a variety of choices. If we think, there is only one right answer, we are stopped before we get started. Look for the second right answer.

Use a simple item such as a hat, shoe, etc. and ask how else it can be used. We can learn to stretch our thinking.

Remember, it is often the second, or the third, or the 100th right idea that will be the most innovative and the best fit for a new business.

## **2. That's Not Logical**

There are two phases in the creation of new ideas: 1) the imagination phase and 2) the practical phase. If you limit yourself to hard thinking, and always deal in the practical phase, you will greatly limit your new and different ideas.

Soft thinking is where you generate and play with ideas. This is where new ideas pop out. Ask what if, why not, and what rules can we break.

Hard thinking is the phase where you evaluate and execute ideas. Here is where you ask--what's the deadline, who can help us, is the idea any good?

## **3. Follow The Rules**

Creative thinking requires breaking out of patterns. It means challenging the rules.

Many times a rule is established because it makes sense at the time. Then things change, but the rule continues and people follow the rule without knowing why or questioning its value.

Periodically examine your ideas and beliefs to see if they are contributing to your effectiveness. If you decide that an idea is no longer reasonable, get rid of it.

## **4. Be Practical**

Break out of this mental lock by: a. Asking "what if" questions. What if animals became more intelligent than people? What if humans lived 200 years?  
b. Use stepping stones. Stepping stones are ideas that stimulate us to think about other ideas. Identify a crazy, off the wall idea and then see how you can use stepping stones to make it practical. Anyone can veto anyone else's idea, but if they do, they must come up with a new idea.

## **5. Play is Frivolous**

Play stimulates new ways of doing things. Watch the games that children create. Use your sense of humor. Don't be embarrassed or afraid to play.

## **6. That's Not My Area**

You can't afford to be good in only one area. Many times the best ideas come from other disciplines. Innovation is usually the result of connecting past experience.

Try to change fields by taking someone in another field to lunch. What can you learn that might help you in your field?

## **7. Avoid Ambiguity**

Sometimes it is important to be definite, specific, clear and precise. But if we are always that way, it limits our creativity because we don't see other possibilities.

## **8. Don't Be Foolish**

It is often easier to conform to what everyone else is doing. We think everyone else knows the right thing to do and we don't want to appear foolish.

Put on your fool's cap and think differently.

## **9. To Err Is Wrong**

This makes us more concerned with right answers than original thinking. Use errors as stepping stones to new ideas.

Thomas Edison knew 1800 ways NOT to make a light bulb.

Flex your risk muscle. Take at least one risk every week. Talk to a new person. Try a new recipe. Walk a new way.

## **10. I'm Not Creative**

People who say they are not creative have developed a self fulfilling prophecy. Tell yourself you can develop ways to be more creative.

## **WHAT CAN YOU DO?**

- a. Put your ideas to work. Think them and do them.
- b. Be dissatisfied. What don't you think is right? What are you going to do about it?
- c. Map out your plans. Visualize reaching your goal.
- d. Take a whack at it. Don't wait for your idea to happen. Make it happen.
- e. Get rid of excuses. What three factors will make it difficult to reach your objective? How can you get rid of these excuses?
- f. Have something at stake. This will motivate you toward success.

g. Get support. It is much easier to be creative when your environment supports and expects new ideas.

h. Sell, sell, sell. You can have the greatest idea in the world, but if you can't sell it, you won't get very far.

i. Be courageous. Decide what gives you courage (a plan? encouragement? faith?) and use it.

j. Fight for your idea. Much of the world has its defenses up to keep out new ideas. You will need to become a warrior and do what's necessary to make your idea a reality.

k. Be persistent. Don't give up.



### 3. ENTREPRENEURSHIP - YOU NEED AN IDEA

2 hours

Topic	Resource Material	Resource Person(s)
<p><b>What is Entrepreneurship</b> Read page 6 in the <u>Guidebook</u>.</p>	Overhead 2 (p. 34)	
<p><b>Traits for Success</b> Read pages 8-9, 11-12 in the <u>Guidebook</u>.</p>	Overhead 3 (p. 35)	
<p>Characteristics of Successful Entrepreneurs Have participants answer page 10. Encourage women that they can develop the characteristics of successful entrepreneurs by practice and persistence but they must first honestly assess the degree that they have developed these characteristics.</p>	<u>Guidebook</u> (p. 10)	
<p><b>Identify the Right Business</b> Read pages 13-14 in the <u>Guidebook</u>.</p>	Overhead 4 (p. 36)	
<p><b>Exercise:</b> 1. Is your business idea worth doing?</p>		
<p>Work with your group and identify a potential business. Identify a recorder who will act as spokesperson for your group. Proceed to answer the questions in your <u>Guidebook</u>.</p>	<p>Guidebook (Questions 1-3: p. 14 - 15, 5: p. 15, 8: p. 16, 25-28: p 24).</p>	
<p>If you have a set of von Oech <u>Creative Whack Pack</u> cards, pass out several to each group. After they have discussed several business ideas, have one member of the group read the card and use it to expand their creative thinking.</p>		
<p>Each group report to the entire group.</p>		

### 3. ENTREPRENEURSHIP - YOU NEED AN IDEA (cont.)

Topic	Resource Material	Resource Person(s)
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#### 2. Will your business work?

Ask workshop participants to give feedback to other groups about the feasibility of their business ideas.

Guidebook  
(Questions  
18-24: pp.  
20-22).

#### 3. Discuss in groups:

Where could they get more information about business potential? How can they use the ideas from the Guidebook to assess their own business idea potential?



## 4. CREATIVE PLANNING

2 hours

Topic	Resource Material	Resource Person(s)
<b>Steps to Creative Planning</b> Read pages 23-38 in your <u>Guidebook</u> .	Overhead 5 (p. 37)	
<b>Pricing Your Product</b> Pages 25-30 in the <u>Guidebook</u> .		
Cost + Profit = Price	Overhead 6 (p. 38)	
Breakeven Pricing	Overhead 7 (p. 39)	
<b>Developing a Timeline</b> Pages 36-38 in the <u>Guidebook</u> .	<u>Guidebook</u>	
<b>Writing A Business Plan</b> Purpose	Overhead 8 (p. 40)	
Sections Read pages 52-55 in your <u>Guidebook</u> and summarize these ideas with the overhead transparency.	Overhead 9 (p. 41)	
<b>Exercise:</b> What do we need to decide about the management of the business?		
Continue working in the same groups and using the business identified in the previous section.	<u>Guidebook</u> (Questions 29-40: pp. 30-32).	
Discuss in groups and report back to the entire group.		

## 5. CREATING A BOARD OF DIRECTORS

2 hours

Topic	Resource Material	Resource Person(s)
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### Creating a Board of Directors.

By following the guidelines on pages 21-23, anyone can learn to be a facilitator. The purpose of a facilitator is to establish an atmosphere of trust and acceptance where a board of directors can be established by and for the workshop participants.

Guidelines  
(pp. 22-24)

Faculty

This section is not difficult. The difficulty is training faculty to step back, to ask questions and to act simply as initiators of conversation. They are not responsible for taking charge and disseminating information.



# GUIDELINES FOR CREATING A BOARD OF DIRECTORS

## What is the purpose of a Board of Directors?

The purpose of creating a Board of Directors is to establish linkages between women from a variety of backgrounds and interests who can continue to act as consultants and supporters of new and innovative entrepreneurial efforts.

## Why bother?

Networking has been identified by women entrepreneurs as their most important source of information.

Men establish networks that are used for information, access to credit, and as customers. These networks serve a variety of functions and are extremely useful contacts in all facets of business.

Networking makes direct access of sources of information available. In other words, you know who you need to contact who can help you and you can go directly to that person.

The focus, then, of establishing Board of Directors is to:

- promote personal contacts
- support women in the various facets aspects of establishing and running a business.
- enhance the self esteem and expand the entrepreneurial potential of women through a built-in Board of Directors

## Guidelines for facilitators

Facilitators will simply get things started by asking questions. There are just a few guidelines to keep in mind. The purpose of the facilitator is not to talk or takeover the group. The facilitator is there to ask questions, to show how to be open and honest and to be quiet and let others be quiet as well.

The facilitator should act as a member of the group by sharing experiences as answers to questions just as everyone else. This will reduce the fear level that someone is going to look foolish. At the same time, the facilitator should remain in the background as much as possible. Ask a new question after making sure that everyone has had a chance to respond.

Although everyone should be encouraged to participate, no one should be put on the spot and forced to respond. As time passes and everyone becomes more familiar with each other, everyone will want to be involved.

Remember that some people **MUST** talk--that is how they get their energy. Make sure that other people can be involved without always feeling as if they must compete for time. Gently, move the conversation so everyone in the group is heard.

Plan to spend about two hours in conversation. As it gets late and people get tired bring things to a close.

As a facilitator, you will introduce the idea of roots and wings. What does this mean?

Everyone has a history, experiences with family and friends that influences the way we are. These experiences are our roots. We cannot survive without roots. They provide us nourishment and give us what we need to grow and thrive in life.

As we mature, we also grow wings. We learn to take chances and risks. We learn to try new things. We extend ourselves from our roots. We learn what we need and we learn to promote our own growth. These are our wings. Our wings symbolize our dreams and goals and help us make our dreams come true.

## **Getting Started**

Use the following questions as you begin. Then select any other questions or develop your own. The purpose is to know that we are all human. As people understand each other, they establish trust and respect for each other.

What is your name? Where is your home now? What is your traditional family home? Tell us one thing about your family.

What is one of your favorite experiences from childhood?

What was your favorite toy? Why?

Who has been the person who influenced you the most?

Why did you come to Egerton?

What important things have happened to you since you came to Egerton?

If you could do anything in the world, what would it be?

If you had the skills you needed and could be in charge of any business that you wanted, what would it be?

What will you be doing five years from now?

What would you like to be doing 10 years from now?

### **Keeping the Conversation Going**

Ask any of the following questions or develop your own. Remember the purpose is to develop understanding, trust and respect.

What do you like the most about being at the university? The least?

What concerns/problems do women students experience?

When you are enjoying life the most, what are you doing?

What have you done that you are very proud of?

What have you purchased that made you feel great?

What have been the happiest times of your life?

What's funny about yourself that makes you smile when you think of it?

If you had three magic wishes that could come true, what would they be?

What are your strengths that get you through the hard times?

If there would be no tomorrow, what would you do today?

What is the most important piece of information you've picked up in life so far?

If you could create something very beautiful for the world, what would it be?

What kind of person would you like to be?

## 6. FINANCING YOUR BUSINESS

1 1/2 hours

Topic	Resource Material	Resource Person(s)
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### Preparation:

Either use the text in the Guidebook (pp. 56-64) or personalize this section according to the needs of your group.

Invite a speaker from a lending institution to present this section and answer questions.

### Writing A Business Proposal

Summarize this section by using overhead transparencies.

Overhead 10  
(p. 42)

### Exercise:

Have groups answer the questions in the Guidebook.

Guidebook  
(p. 58)



## 7. MARKETING

3 hours

Topic	Resource Material	Resource Person(s)
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### Preparation:

Read the marketing section.

Guidebook  
(Pages 39-51)

### Why Market?

Page 39 in the Guidebook.

Overhead 11  
(p. 43)

### Marketing Outcomes

Read the section on "Problems To Be Solved By Creative Marketing" (Guidebook p. 39).

Overhead 12  
(p. 44)

### Marketing Strategies

Page 46 in the Guidebook.

Overhead 13  
(p. 45)

### Ideas for Low-cost Marketing

Summarize the ideas in the Guidebook.

Guidebook  
(pp. 41-45)

### Exercise:

Do your own marketing plan.

Work in groups. Develop a marketing plan by answering Questions 49-57 in the Guidebook. Either 1) use the same groups already established or 2) divide into groups based on the entrepreneurship projects the participants want to work with following the workshop.

Guidebook  
(Questions 49-57: pp. 48-51).

Share marketing plans with the entire group. Get feedback based on the following questions. What else could be done? Would potential customers be convinced? Could you be more competitive? Should you charge more or less than the competition?

## 8. DESIGNING AND MARKETING A PRODUCT

2 hours

Topic	Resource Material	Resource Person(s)
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### Exercise:

Each group will design and market a product(s) to the group.

A variety of materials such as:  
colored paper  
paper clips  
straight pins  
tape  
marking pens  
scissors  
candy  
toilet paper  
glue sticks  
rubber bands  
sticky notes

After deciding which product(s) to sell, the group must develop a marketing plan using questions 49-57 in the Guidebook.

If Creative Whack Pack cards are available, use them to stimulate creativity.

Give each person pieces of hard candy, play money or some type of exchange to use as cash. Participants can buy as many products as they can afford.

Discuss with the entire group. What convinced you to buy the products you bought? What advice could you give to the groups you did not buy from? Could they have made their products more attractive to you?

## 9. RECORD KEEPING

1 1/2 hours

Topic	Resource Material	Resource Person(s)
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### **Preparation:**

Either use the text in the Guidebook (pp. 65-79) or personalize this section according to the needs of of your group.

Guidebook  
(pp. 65-79).

Invite an accountant, a book keeper or other appropriate speaker to present this section and answer answer questions.

### **Requirements of a Record Keeping System**

Overhead 14  
(p. 46)

### **Basic Records Required**

Overhead 15  
(p. 47)

### **Exercise:**

Use the Case Study on pp 94-96 in the Guidebook. Discuss the questions on p. 96 either in small groups or in the large group.

Guidebook  
(pp. 94-96).



## 10. NEGOTIATION

1 hour

Topic	Resource Material	Resource Person(s)
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### Preparation:

Read pages 80-88 in the Guidebook.

### Negotiating Styles

Page 80 in the Guidebook.

Overhead 16  
(p. 48)

### Stages of Negotiation

Page 81 in the Guidebook.

Overhead 17  
(p. 49)

### Tactics of Negotiation

Page 82 in the Guidebook.

Overhead 18  
(p. 50)

### Exercise:

Do the Practice Exercise in the Guidebook.  
Work with one other person who will play the role of the person you are negotiating with.

Guidebook  
(Questions  
66-74: pp.  
85-88).

Large group discussion: What did you learn?  
What were you comfortable with? Uncomfortable about?  
What do you need more practice to do?

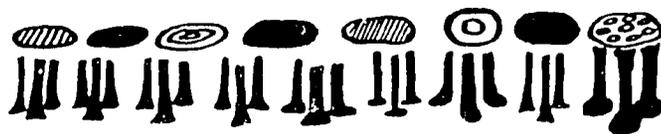


# SECTION III: EVALUATION

ALWAYS evaluate your workshops. The information is valuable for many reasons:

1. To make changes in future workshops.
2. To assure funding agencies that your efforts are worthwhile.
3. To give feedback to the faculty that helped you teach.
4. To develop additional in-depth workshops on topics of highest interest, or most difficult, or those where time was not adequate in the initial workshop.
5. So you'll feel good and know your time was well spent.
6. To use in performance evaluations with your boss.
7. To use in marketing efforts when the workshop is repeated for new groups.
8. Add your own reasons here.

On the next page, you'll find a sample evaluation form. You can copy this one or develop your own.



## INTRODUCTION TO ENTREPRENEURSHIP WORKSHOP

Please circle the answer that best describes the value of the information you received at the workshop. Do you think you will use this information after you graduate?

	Defin- itely	Prob- ably	May- be	Prob- ably Not	Defin- itely Not
Eliminate blocks to creative thinking	5	4	3	2	1
Exercise tools to become more creative	5	4	3	2	1
Address issues that keep women from becoming entrepreneurs	5	4	3	2	1
Develop skills for successful entrepreneurs	5	4	3	2	1
Develop characteristics for successful entrepreneurs	5	4	3	2	1
Exercise creative business planning	5	4	3	2	1
Establish networks	5	4	3	2	1
Do marketing research with potential customers	5	4	3	2	1
Determine if marketing idea is viable	5	4	3	2	1
Develop a business plan	5	4	3	2	1
Develop a creative marketing plan	5	4	3	2	1
Develop a proposal for financing	5	4	3	2	1
Set up an accurate, reliable record keeping system	5	4	3	2	1
Sharpen negotiating skills	5	4	3	2	1
Set a competitive price for products	5	4	3	2	1
Identify appropriate sources of financing	5	4	3	2	1

# SECTION IV: OVERHEAD TRANPARENCIES

# 1. WOMEN FACE SPECIAL PROBLEMS

- Responsible for family and work
- Socialized not to take risks
- Not "rightful" place
- Lacking in business skills/training
- Lack of network for customers and financing

## 2. WHAT IS ENTREPRENEURSHIP?

Identifying a product  
or service  
that YOU want to offer,  
that people want TO HAVE,  
and  
are willing TO PAY for.

### 3. TRAITS FOR SUCCESS

- Persistence
- Courage
- Big Picture View
- Confidence in Ability
- Political Know How
- Public Relations Skills
- Negotiation Skills
- Appropriate Use of Anger

## 4. IDENTIFY THE RIGHT BUSINESS

- Dreams and Plans
- Think Through Ideas Thoroughly
- Get Information
- Do A Reality Check
- Ask--Is The Business Viable?

## 5. STEPS TO CREATIVE PLANNING

- A. Developing a Plan
- B. Considering the Competition
- C. Pricing and Sales
- D. Management
- E. Regulations, Licenses, Etc.
- F. Service
- G. Future Plans
- H. Timeline

## 6. COST + PROFIT = PRICE

a. Estimate how many items you can make and sell in what time period.

b. Estimate variable costs for a cycle.

c. Estimate total operating costs for one year.

d. Total operating costs

Number of cycles in one year

e. Total variable costs per cycle +  
Total operating costs per cycle =  
Total costs per cycle.

f. Total cost per cycle

Number of items/cycle = Cost per item

g. Per item cost + profit + selling  
price per item.

## 7. BREAKEVEN PRICING

- a. Estimate variable costs per item.
- b. Price according to competition and quality.
- c. Total operating costs/cycle  
[SELLING PRICE/ITEM - variable cost/item] =  
Breakeven Point
- d. Every item above breakeven point is profit.
- e. How many items do you need to sell to make a certain profit?
- f. If you sell a certain number of items, how much profit will you make?

## 8. WRITING A BUSINESS PLAN

### Purpose

- Think through business idea
- Direction and impetus for business
- Used to seek financing

# 9. WRITING A BUSINESS PLAN

## Sections

1. Executive Summary
2. Business Description
3. Marketing Plan
4. Financial Plan
5. Management Plan
6. Time Line

## 10. WRITING A BUSINESS PROPOSAL

- Why do you need to borrow?
- What amount is needed to support your business?
- When and for how long do you want the loan?
- Will you generate enough income to repay the loan?

## 11. WHY MARKET?

- Getting buyers to pay attention
- Letting buyers know about your product
- Making sure your product is easy to get
- Creating attractive, appealing product
- Product that is unique
- Setting competitive price
- Setting profitable price

## 12. MARKETING OVERCOMES:

- Offering the Same Products
- Selling Products That Are too Expensive
- Entering a Saturated Market

## 13. MARKETING STRATEGIES

- Create Needs
- Develop New Uses for Existing Products
- Develop Complementary Products

## 14. REQUIREMENTS OF A RECORD KEEPING SYSTEM

- Simple to Use
- Easy to Understand
- Reliable
- Accurate
- Consistent
- Timely with Information

## 15. BASIC RECORDS REQUIRED

- Sales Records
- Cash Records
- Cash Disbursements
- Debtors Records
- Creditors' Purchase Ledger
- Stock Ledger
- Debit and Credit Notes
- Service Organization
- Fixed Asset Register
- Payroll Records
- Insurance Records

## 16. NEGOTIATING STYLES

- Soft Negotiation

- Hard Negotiation

- Principled Negotiation

Decisions are based on merit. Both parties look for mutual gains.

# 17. STAGES OF NEGOTIATION

1. Establish Criteria

2. Gather Information

3. Agreement

## 18. TACTICS OF NEGOTIATION

- Act Reluctant
- Learn to Flinch
- Don't Argue
- Never Take First Offer
- "You'll Have To Do Better Than That"
- Splitting the Difference
- Play Dumb
- Push Boundaries
- Know You Can Walk Away

# SECTION V: MOTIVATE YOUR PARTICIPANTS

We all need constant motivation to keep focused on our goals and to keep our enthusiasm high. Use the following words of encouragement throughout the workshop. Make posters or use as overheads. Develop your own file of ideas from books, articles, speeches, songs or any other source that you discover.

Use these thoughts to keep people in the frame of mind:

**"If they can do it, so can I!"**



"SUCCESS IS A JOURNEY,  
NOT A DESTINATION."

Ben Sweetland

"Word of mouth is probably the most powerful form of communication in the business world. It can either hurt a company's reputation...or give it a boost in the market."

Regis McKenna

**"THE PROOF OF THE PUDDING  
IS NOT IN THE TASTING  
BUT IN WHETHER PEOPLE  
RETURN FOR A SECOND HELPING."**

**Bob Levoy**

UNDERPROMISE ..  
AND  
OVERDELIVER.

"BE FIRST  
BE BEST  
BE DIFFERENT"

John Melchinger

# REFERENCES

The following references are all available in the library at the Centre for Women Studies and Gender Analysis, Egerton University, Njoro, Kenya.

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