



# ENTREPRENEURSHIP BOOT CAMP MANUAL

# INTRODUCTION

**The Entrepreneurship Boot Camp Manual** has been developed and published by:

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## CONTENT AND USER GUIDE

This is a manual written to organisations or institutions working with entrepreneurship. It is a training manual for facilitators. It has been developed and tested in Ghana, but the methodology is not geographically exclusive to Ghana, but it is applicable anywhere although the specific constraints faced by youth in developing countries and Ghana have been incorporated.

The model consists of 11 modules: Modules 1-8 are designed to be carried out in a bootcamp training, whereas modules 9-11 are designed to take place in follow up trainings.

### STARTING THE TRAINING

In the following chapters, each of the eleven modules, which the entrepreneurship model consists of, will be further explained.

The training is planned as a 5-6 day boot camp training with 25 - 30 participants. The boot camp training is a concept that we have developed for the training. It is an intensive training period where the participants are accommodated together to create synergy, co-creation and establish partnerships. Taking them away from home also allow them to focus on the training processes. During the boot camp the participants will be taken through the 8 first modules in the model.

After going through the initial 8 entrepreneurship modules the participants will have their own practical step by step plan and the beginning of a business model canvas. We call this their "Next Best Steps".

During the following months the participants should be supervised and coached on their next best steps, and receive additional training in finalising their business model canvas, which is described in module 9 and in financial management and branding (modules 10 and 11).

## GETTING A GOOD START

Many entrepreneurs struggle with having funds to start up their businesses. Organisations have tried to deal with this in different ways: giving out loans, start up grants, or material inputs.

To increase sustainability and ensure that the business ideas are based on the participants' own means we have combined the entrepreneurship trainings with savings - and loans groups.

### VILLAGE SAVINGS AND LOANS

The youth we work are mobilised in their entrepreneurship groups 5-6 months before the boot camp training begins. These groups are now formed and given training in the Village Savings and Loans Approach (VSLA), where the youth groups themselves start saving up. Over time they will also be able to take out loans. After 12 months the savings groups have a share out. They can continue the savings group as long as they want to.

In this way, the youth entrepreneurs will have access to funds to start up their business and they will also have funds to invest in their businesses or to 'save' them if the business suffers any shocks.

The VSLA methodology is widely used and recognised and all materials needed to work with this can be found at: [www.vsla.net](http://www.vsla.net).

You are also welcome to contact YEF for consultations.

Enjoy becoming an entrepreneurial master!

# WHAT IS ENTREPRENEURSHIP?

First of all, it is relevant to define what is meant by the term entrepreneurship. The model is based on this definition:

**Entrepreneurship is as a social process, based on the individual's own opportunities, where ideas are discovered, created and exploited to create value for others. It is a particular way of acting and a method that can be learnt.** (Sarasvathy, 2008; Shane & Venkataraman, 2000).

It is relevant to distinguish between creativity, innovation and entrepreneurship, which are done in figure 1 below. Here it shows that building on opportunities is the core difference between innovation and entrepreneurship, which is why finding opportunities is a significant part of our entrepreneurship model.

A distinction can be made between three different forms of entrepreneurship approaches:

1. Learning to become an enterprising individual
2. Learning to become an entrepreneur
3. Learning about academic entrepreneurship (Fayolle & Gailly, 2008, s. 581)

The entrepreneurship bootcamp model focuses mainly on point 1, training to become an enterprising individual. "Enterprising behaviour is defined as a competence to perform a changing action of positive value to others" (Kirketerp, 2000). You can look at enterprising behaviour as an attitude to life and it is essential for a good life.

With this focus, the work with the young entrepreneurs can have a broader impact on their lives, as it does not only focuses on starting up a business, but also focuses on attitude and how actions can improve conditions of life in general.

## BACKGROUND

Many models - including our former model - focus mainly on point 2; learning to become an entrepreneur and starting up businesses. This model benefits from also focusing on **how to become an enterprising individual**.

This mode take into consideration different constraints that influence young Ghanaians in term of entrepreneurship:

1. Lack of start-up capital (access to financial capital is problematic)
2. A waiting attitude (waiting for rain, grant, etc.)

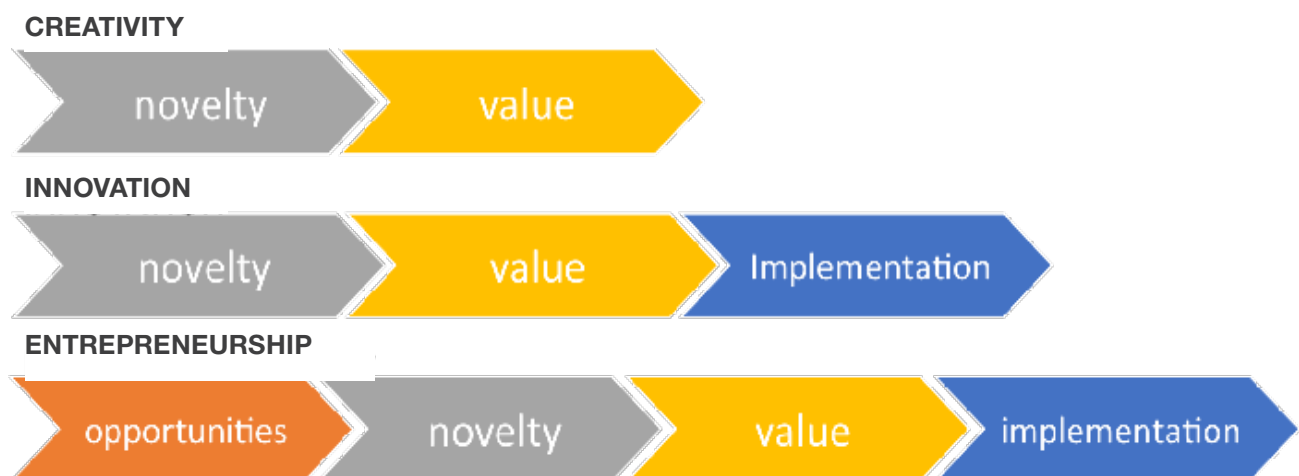


Figure 1



3. Culture and traditions not supportive of start-ups (gender, age, family a.s.o.)
4. Inadequate education system (55% with no formal schooling in Northern Region)
5. Low trust level (generalized, interpersonal & institutional trust)

The model is designed to integrate awareness of these constraints and to find ways of overcoming the constraints. There might be other constraints in your context and it is a good idea to map them before starting the training.

## EFFECTUATION

The theory about effectuation by Sara Sarasvathy is a core part of the foundation for this new model. In the following, the theory of effectuation will be briefly explained.

According to Sarasvathy expert entrepreneurs believe that people shape the future. They believe that if they can make the future happen, they don't need to worry about predicting the future.

Sarasvathy calls this "effectual logic" which sits opposed to "causal logic" taught to managers in more certain (or predictable) circumstances.

This is illustrated in figure 2 below.

## CAUSATION

The focus is on achieving a desired goal through a specific set of given means. Causation invokes search and select tactics and under-lies most good management theories. Causal thinkers believe that if I can predict the future - I can control it.

## EFFECTUATION

The focus is on using a set of evolving means to achieve new and different goals. Effectuation evokes creative and transformative tactics. Effectual thinkers believe that if I can control the future - I do not need to predict it.

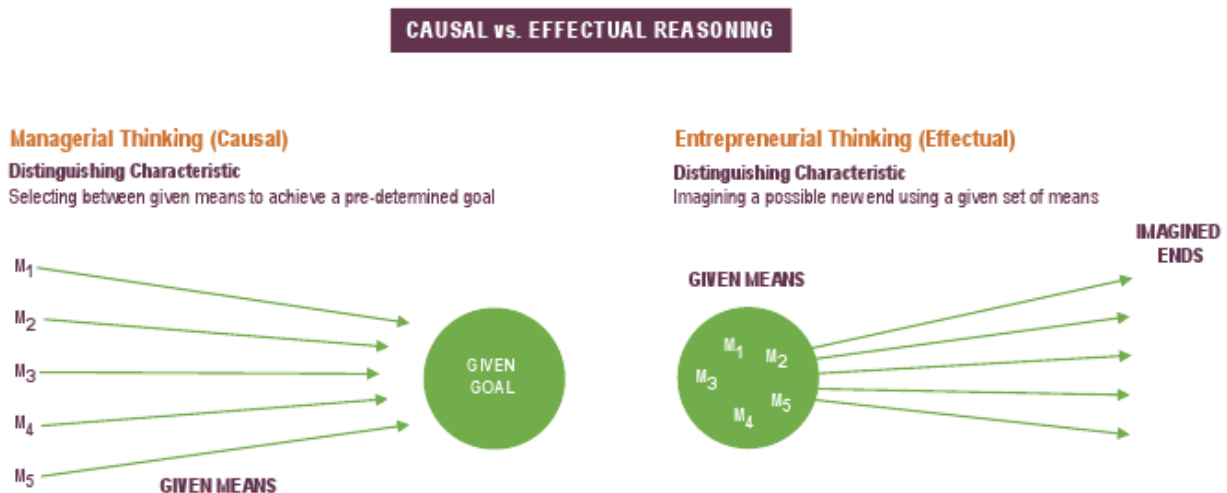


Figure 2

# THE 5 PRINCIPLES OF EFFECTUATION

Our model draws on the five principles for becoming an entrepreneur developed by Sara Sarasvathy. It is recommended that you get familiar with these. Resources are available online and from [www.yefl-ghana.org](http://www.yefl-ghana.org)

### 1. Bird in Hand Principle

Start with your means. Don't wait for the perfect opportunity. Start taking action, based on what you have readily available: who you are, what you know, and who you know.

### 2. Affordable Loss Principle

Set your affordable loss. Evaluate opportunities based on whether the downside is acceptable, rather than on the attractiveness of the predicted upside.

### 3. Lemonade Principle - Leverage contingencies

Embrace surprises that arise from uncertain situations, remaining flexible rather than tethered to existing goals.

### 4. Crazy-Quilt Principle

Form partnerships with people and organizations willing to make a real commitment to jointly creating the future product, firm, or market with you. Don't worry too much about competitive analyses and strategic planning.

### 5. Pilot-in-the-plane Control < > predict

By focusing on activities within their control, expert entrepreneurs know their actions will result in the desired outcomes. An effectual worldview is rooted in the belief that the future is neither found nor predicted, but rather made.

**Check out Sara Sarasvathy  
explaining her theory:**

[https://www.youtube.com/  
watch?v=Ruvb\\_kGAMYw](https://www.youtube.com/watch?v=Ruvb_kGAMYw)

[https://www.youtube.com/  
watch?v=hCMpd7z4AbA](https://www.youtube.com/watch?v=hCMpd7z4AbA)

# THE FACILITATORS' TOOLBOX

The modules and exercises in this manual promote creative and participatory learning. This is done to support the participants in thinking out of the box, challenge how they usually learn, promote innovativeness and getting familiar with design-thinking in practice.

We have put together a "Facilitators' Toolbox) that we use during the trainings. It has different inexpensive materials. The suggested materials can be replaced by other items

We recommend to have a toolbox with:

## CONTENTS:


- PAPER
- SCISSORS
- POST-ITS
- WHITEBOARD MARKERS
- MARKERS/CRAYONS/PENCILS
- STRAWS
- MATCHES
- PLAY DOUGH (DIY)
- TAPE (DIFFERENT COLOURS)
- STRENGTH CARDS
- WOODEN BUILDING BLOCKS
- STRING IN DIFFERENT COLOURS
- FLIP CHARTS
- LEGO



# THE ENTREPRENEURSHIP MODEL

## The steps to becoming entrepreneurial

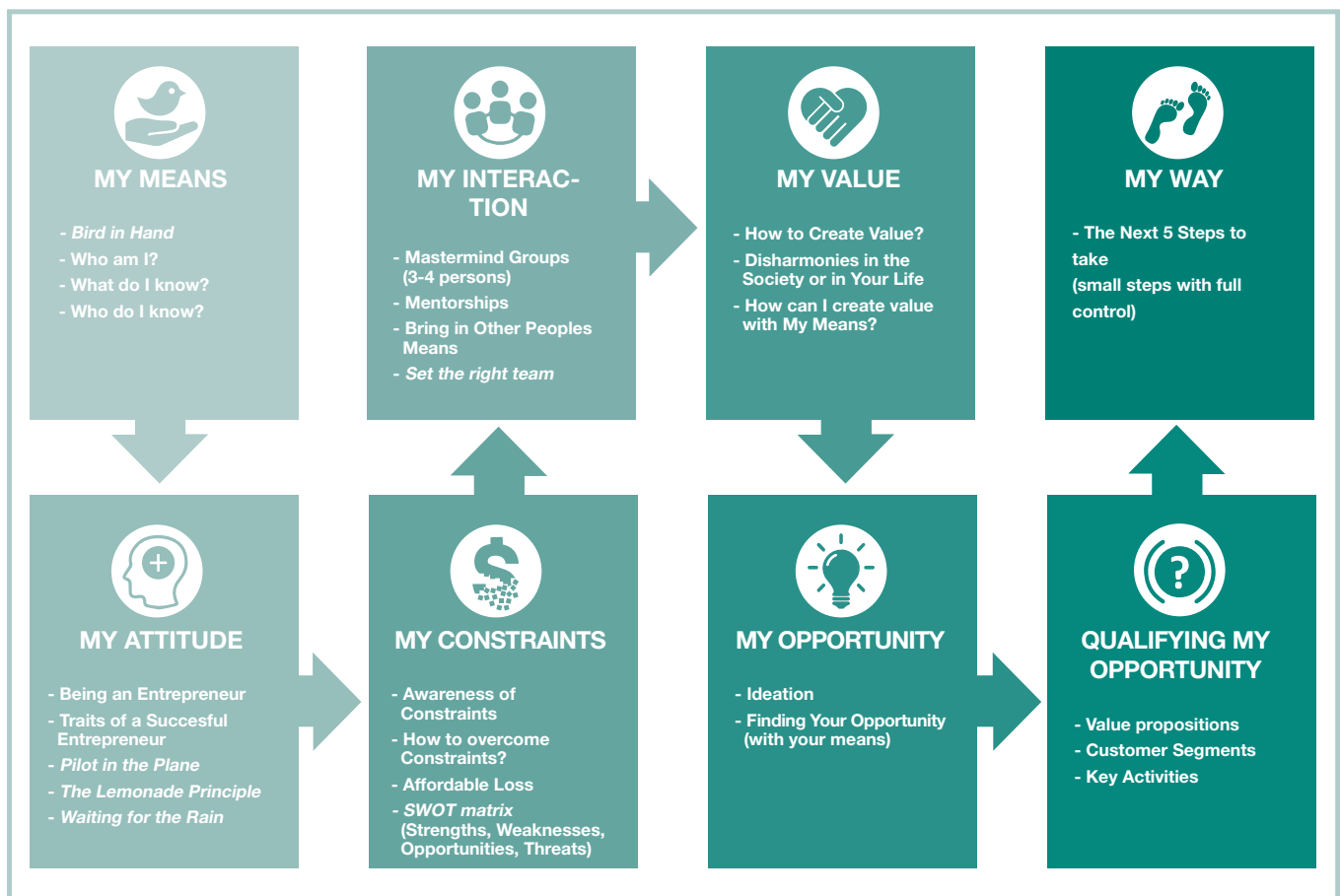
### BEFORE THE ENTREPRENEURSHIP BOOTCAMP



**MY SAVINGS**

- Get funds for start-up
- Have your own insurance

### AT THE ENTREPRENEURSHIP BOOTCAMP



**AFTER THE ENTREPRENEURSHIP BOOTCAMP**

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## MODULE 1 - MY MEANS

*Bird in hand  
Who am i?  
What do i know?  
Who do I know?*

# MY MEANS

This is the first step in the model inspired by the effectuation theory. It is about assisting the participants in finding their own pool of resources. When using the Bird-in-hand principle, starting a new venture is no longer a very risky act, but it is something the participants can do within the constraints and possibilities of their normal lives.

## Means are about more than just money!

There are three categories of means available to all human beings:

- 1. Who I am**, which is about skills, strengths, traits, abilities and attributes.
- 2. What I know** is about education, experience and expertise
- 3. Who I know** is about one's social networks



### MY MEANS

- *Bird in Hand*
- Who am I?
- What do I know?
- Who do I know?

## Your Strengths

The VIA Classification of Character Strengths is comprised of 24 character strengths that fall under six broad virtue categories: wisdom, courage, humanity, justice, temperance and transcendence. Each one of us possess all 24 of the character strengths that is used in the VIA test in varying degrees making up our own unique profiles. They are morally and universally valued, encompass our capacities for helping ourselves and others, and produce positive effects when we express them. Knowing your constellation of character strengths is the first step towards becoming aware of your means and using them.

## The Good in You

Character Strengths are the positive parts of your personality that impact how you think, feel and behave and are the keys to you being your best self. When applied effectively, they are beneficial both to you and society as a whole. They are different than your other strengths, such as your unique skills, talents, interests and resources, because character strengths reflect the "real" you — who you are at your core.

YOU CAN LEARN MORE ABOUT THE CHARACTER STRENGTHS AND TAKE THE TEST AT:

[www.viacharacter.org](http://www.viacharacter.org)

**TIP: If you can't access the test online print it out or spot strengths in groups.**



## EXERCISE 1 - YOUR CHARACTER STRENGTHS



### OBJECTIVE

The objective of the exercise is for the participants to reflect upon and remember their top strengths, and have a visual representation of their strengths that they can show to others. This will be helpful when the participants need to know each other's strengths and find possible partners with complementing strengths. It will also illustrate how strong they are if they pool together their means.



### DESCRIPTION

Before the exercise give a good introduction to the 24 character strengths. You can see them in Annex 1-3.

Help the participants to take the test: <https://www.viacharacter.org/survey/account/register>

#### Option A: The strength pool

1. The participants are divided into groups of 3-5 people.
2. Each group is given a set of strength cards and whiteboard markers.
3. Ask the participants to lay out the cards on the table/floor
4. First they should - each one at a time - pick their five top strengths. If they have the same strengths they can write their names on the strength cards to indicate that there are more than one. The groups' strengths should be put in a separate pool.
5. Afterwards, ask them to find one or two other skills that they have and write them on the blank cards or on post-its and add them to the pool.
6. Ask them to discuss what their shared "strength pool" has, how they complement each other and if there are strengths they would like/need to have in a future business.

Lise Grauenkær

#### 1: Creativity

Thinking of novel and productive ways to conceptualize and do things; includes artistic achievement but is not limited to it.

#### 2: Humor

Liking to laugh and tease; bringing smiles to other people; seeing the light side; making (not necessarily telling) jokes.

#### 3: Social intelligence

Being aware of the motives/feelings of others and oneself; knowing what to do to fit into different social situations; knowing what makes other people tick.

#### 4: Bravery

Not shrinking from threat, challenge, difficulty, or pain; speaking up for what's right even if there's opposition; acting on convictions even if unpopular; includes physical bravery but is not limited to it.

#### 5: Fairness

Treating all people the same according to notions of fairness and justice; not letting feelings bias decisions about others; giving everyone a fair chance.

#### 6: Kindness

Doing favors and good deeds for others; helping them; taking care of them.

#### 7: Teamwork

Working well as a member of a group or team; being loyal to the group; doing one's share.

#### 8: Curiosity

Taking an interest in ongoing experience for its own sake; finding subjects and topics fascinating; exploring and discovering.

#### 9: Honesty

Speaking the truth but more broadly presenting oneself in a genuine way and acting in a sincere way; being without pretense; taking responsibility for one's feelings and actions.

#### 10: Leadership

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## DESCRIPTION

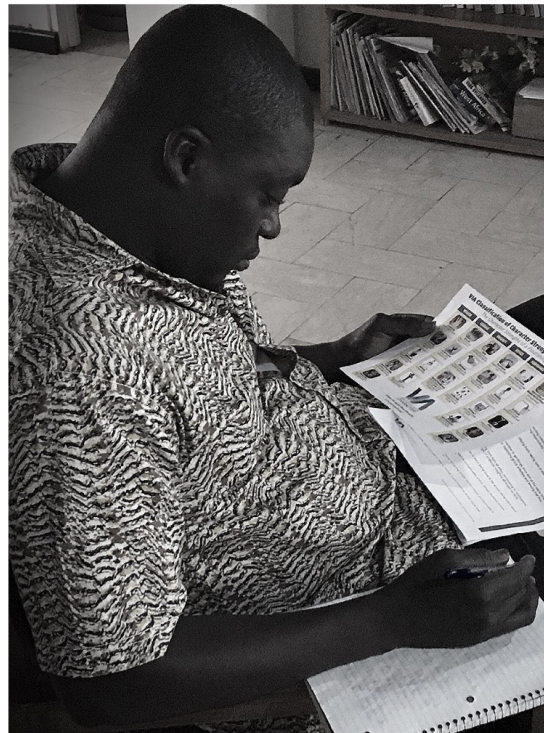
### Option B: Building your strengths

1. Divide the participants in groups of 3-4.
2. Hand out creative materials; tape, scissors and straws.
3. Ask them to consider their number one strength e.g. honesty and share it with the group.
4. Now the group has to build/model/design/draw their top strengths. It should be done together, so that the groups take one participant's top strength at a time.
5. When they are done the groups get 10 minutes to circulate and see the other groups' artistic expressions of strengths.





## Knowing my strengths and how to use them



## EXERCISE 2 - MAPPING WHAT I KNOW

### OBJECTIVE

The objective of this activity is for the participants to get an overview of their education, experience, expertise and knowledge.

In other words - **what you know**.

### DESCRIPTION

1. Ask participants to make a list of their skills, education, experience, and expertise.
2. They should use 15 minutes to write down everything they know how to do.

#### Tips:

They can think of it as an extended resume/CV

Be sure they are broad in the search for skills, and don't be afraid to write down things that might not be very important - they can select later.

## EXERCISE 3 - DREAM BOARDS

### OBJECTIVE

The objective of this activity is for the participants to find their dream and passion.

Being aware of their dreams will help them make it come true.

### DESCRIPTION

1. Ask the participants to find illustrations, pictures, text or make their own drawings of the things they dream about. Things they want to happen in their future life. It can be dreams in their personal or professional life. Any dream they have.
2. Put all the illustrations, drawings etc. on a poster.
3. Each participant presents their Dream Board to the rest of the group.

### Facilitator's notes

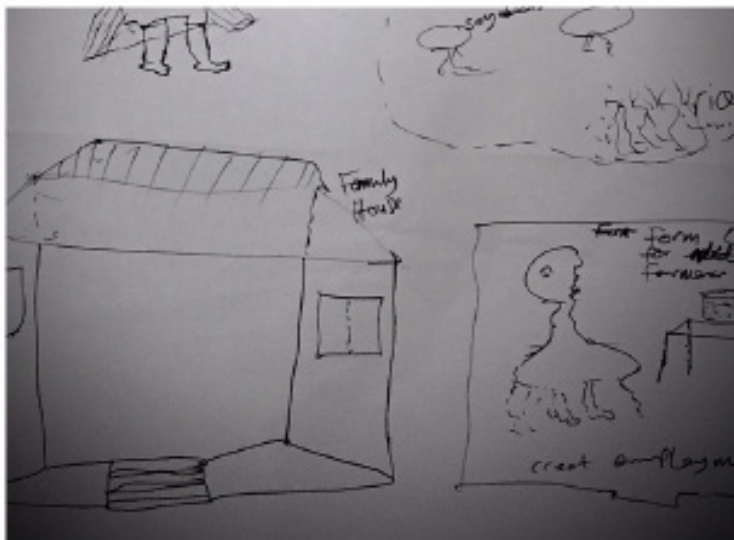
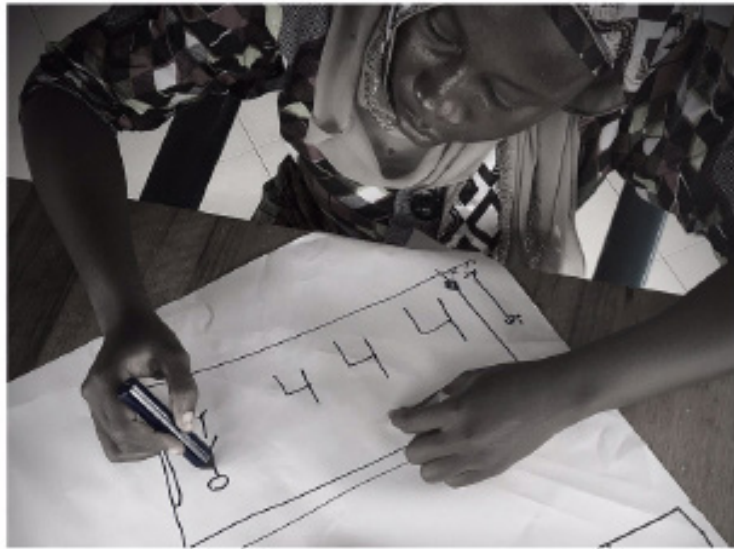
The mapping should be a 'free brainstorming exercise' to help them tease out all the things they know how to do. Ranking or prioritisation can happen later if necessary.

**The Dream Board** is a work in progress as new dreams may appear. Ask the participants to start the Dream Board and then continue working on it in the evening.

Make sure you have the materials ready: flip charts, coloured markers/pens/glue/scissors etc.



# MAKING DREAM BOARDS



**TIP:** Put the dream board somewhere in your house where you see it every day. That way you will keep remembering your dream and your focus.



### EXERCISE 4 - NETWORK MAPPING



#### OBJECTIVE

The objective of this activity is for the participants to get an overview of their social network - **meaning who you know**.



#### DESCRIPTION

Give an introduction explaining that: As an entrepreneur you need to be able to expand and maintain your personal network.

First, you must be aware of who is actually part of your network. In this activity you have to map your network, starting with all the people who are closest to you. Normally people stop there.

Here you should try to map broader than your closest network. Your best friend might have a friend, who has some important knowledge to your business.

1. Make a sketch of who you know, family, friends, classmates and so on.

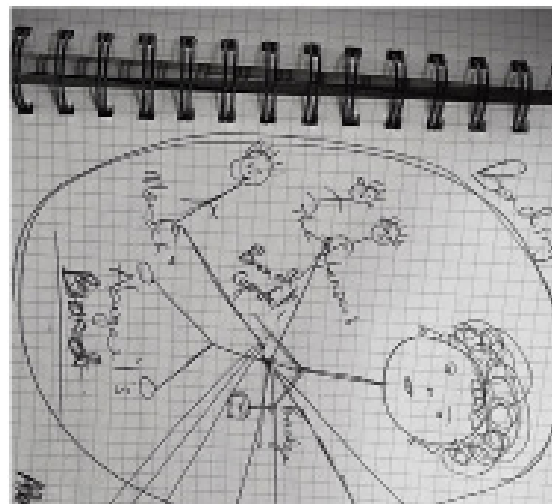
**Each person on this sketch has their own means, which might be a good combination with your means.**

#### Facilitator's note

Tell the participants to focus on who they know and who these connections know of (more degrees of connection). It should be people they know of - they have to be able to get in contact with the person.

Give examples of different ways of illustrating it or show your own network map.

You can do circles/satellites/etc



## EXERCISE 5 - HOW OTHER PEOPLE SEE YOU

### OBJECTIVE

The objective of this assignment is to broaden the participants' own view on themselves. To get more knowledge about themselves and to search for their own means in the eyes of others.

### DESCRIPTION

Ask the participants to describe and write down how their friends, colleagues, family or acquaintances would describe your means?

If they don't know get them to ask them

They can ask them about things like this:

- What do they think you are good at?
- Why would they want to work with you?
- How do they see your future?
- If you should describe me in three words, what would you say?

### Facilitator's notes

It is a good idea to ask the participants to prepare this exercise in advance, so that they have input before they get to the boot camp. If possible start a group chat (on WhatsApp) with them in their youth groups or when they are selected, so that you can use that media to prep them for the camp.

Remind them to use storytelling for this exercise. Short story. You can give the strength classification to help the participants. (annex 2)

## EXERCISE 6 - FIND OTHER PEOPLE'S MEANS

### OBJECTIVE

The objective of this activity is for the participants to get more knowledge about their own character strengths.

Furthermore, the activity should help them learn how to search for the character strengths of other people.

### DESCRIPTION

Ask the participants to work together in pairs.

Participant 1: Tell a story from your life to the other participant. The story should be about something you have done and said in a specific situation in your own life.

Participant 2 listens well (what did participant 1 say and do in the story?)

Participant 2 reflects about what he/she heard. What did the story tell about participant 1's character strengths?

Did it show kindness, creativity, courage, honesty, hope, love etc. Think about the 24 character strengths.

The participants take turns doing this.

### EXERCISE 7 - SELL YOURSELF



#### OBJECTIVE

The objective of this activity is for the participants to be sharp on their strengths and know how to communicate them precisely and quickly to other people.

Furthermore, the activity should help them practice presenting themselves to other people.

It's something they can use when they need to tell people who they are and what they can do.



#### DESCRIPTION

1. Ask the participants to prepare a small speech where they sell themselves.

"Imagine that you meet somebody who can help you in the future. But this person needs to know something about you. Often you only have a limited time to get the person's attention and understanding, so you need to be prepared.

Think about the strengths and means that you have identified today and how you can communicate them in a good way."

The sales speech could include:

1. Who are you?
2. What you do?
3. How you do it?
4. What you deliver/can do?

It should take maximum 30 seconds. Write it down and try to practice it.

#### Facilitator's note

It may be helpful to compare the personal sales pitch to what they may experience in a job interview and are asked to tell briefly about themselves and what they have to offer or with the "Myself exercise" from school.

It is difficult to put words on one's own qualities and competencies, so remember to use the means/strengths that they have identified through the day.

Maybe you can give an example of what you have said at a job interview?





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## MODULE 2 - MY ATTITUDE

- Being an Entrepreneur
- Advantages & Disadvantages
- Traits of a Successful Entrepreneur
  - *Pilot in the Plane*
- *The Lemonade Principle*
  - *Waiting for the Rain*

# MY ATTITUDE

The second step in this model is about attitude, because attitude can change situations.

According to Ghana Entrepreneurship Monitor, entrepreneurship is a highly perceived career choice among youth in Ghana (GEM, 2014) and 80% of young Ghanaians see themselves as having the necessary skills to start a business.

However, it seems that many young people are waiting for grants and think they need some kind of help or money to start up a business. A baseline survey among young Ghanaians in three different communities show that the majority of the respondents agree that they are waiting for someone to help them start a business.

In addition, field research in Northern Ghana revealed a common waiting attitude among young people. In the dry season, they are waiting for rain, and this “waiting for rain” attitude seem to be part of every day life of young Ghanaians. This hesitant approach to life has a very important impact on the situations of young Ghanaians also in relation to starting up a business. The waiting attitude might stop them from seeing opportunities and acting on them.

For this reason, working with the participants' attitude plays a very big role in the entrepreneurship model, and the module 2 is dedicated to addressing attitude issues.

The main purpose of module 2 is to challenge the waiting attitude, and to make the participants aware of the fact that there will always be possible actions they can take instead of waiting.

Besides the described exercises, the participants should be introduced to the “Pilot in the Plane” principle as well as the Lemonade principle, as they both influence the way people think about entrepreneurship.



## MY ATTITUDE

- Being an Entrepreneur
- Advantages and Disadvantages
- Traits of a Successful Entrepreneur
- *Pilot in the Plane*
- *The Lemonade Principle*
- *Waiting for the Rain*

## EXERCISE 1 - ENTREPRENEURSHIP: A RISKY BUSINESS?



### OBJECTIVE

The objective of this activity is to make the participants reflect about their attitudes and how they think about and understand entrepreneurship.



### DESCRIPTION

1. Form groups with four people and ask them to discuss:

#### What is risky for you as an entrepreneur?

Watch the video with Saras Sarasvathy below:

<https://www.youtube.com/watch?v=3IJIHfw43mQ>

2. Ask the groups to discuss the following:

- Do you think entrepreneurs are special risk takers?
- Could you make the future?

### Facilitator's notes

Remember to have the video downloaded before the workshop.

You can help by knowing the video well, so that you can summarise it to the participants and you can also pause the video to check for understanding and questions while you play it.

## EXERCISE 2 - ENTREPRENEURSHIP: ADVANTAGES AND DISADVANTAGES



### OBJECTIVE

The objective of this activity is to make the participants reflect about and discuss the advantages and disadvantages of being an entrepreneur.



### DESCRIPTION

Ask the participants to work in groups of four people. (each participant make their sales pitch to the group members before you start working in the group)

1. Ask the groups to discuss what kind of advantages and disadvantages they see in being a young entrepreneur. Please focus on advantages and disadvantages for YOU/THEM.

2. Ask them to write down all the advantages and disadvantages they can think of.

3. Each group makes a short presentation to the other groups on the results of the discussion.

### EXERCISE 3 - WAITING FOR THE RAIN?



#### OBJECTIVE

The objective of this activity is to make the participants reflect about their own life and situation when it comes to either taking action or waiting.



#### DESCRIPTION

1. Share the results from the survey from below with the participants.
2. Ask the participants to write down all the things they think they might be waiting for.

These questions could guide them:

- What are you waiting for?
- How long do you think you have to wait?
- Who will help you?

3. Look at each of the above things you are waiting for. Can you think of anything you could start doing now instead of waiting?

#### Data from the entrepreneurship survey

Data shows that 60 % of the youth in Karaga and Mion agree or strongly agree, that they are waiting for someone to help them start a business.

In Saboba the number is 52 %.

#stopwaitingstartacting

### EXERCISE 4 - BUILDING YOUR MEANS



#### OBJECTIVE

The objective of this exercise is to illustrate how different groups can come up with different products and ideas even though they have the same (limited) resources/means.

It can also visualise to the participants how they need to think creatively and work together as a team to overcome their individual constraints.



#### DESCRIPTION

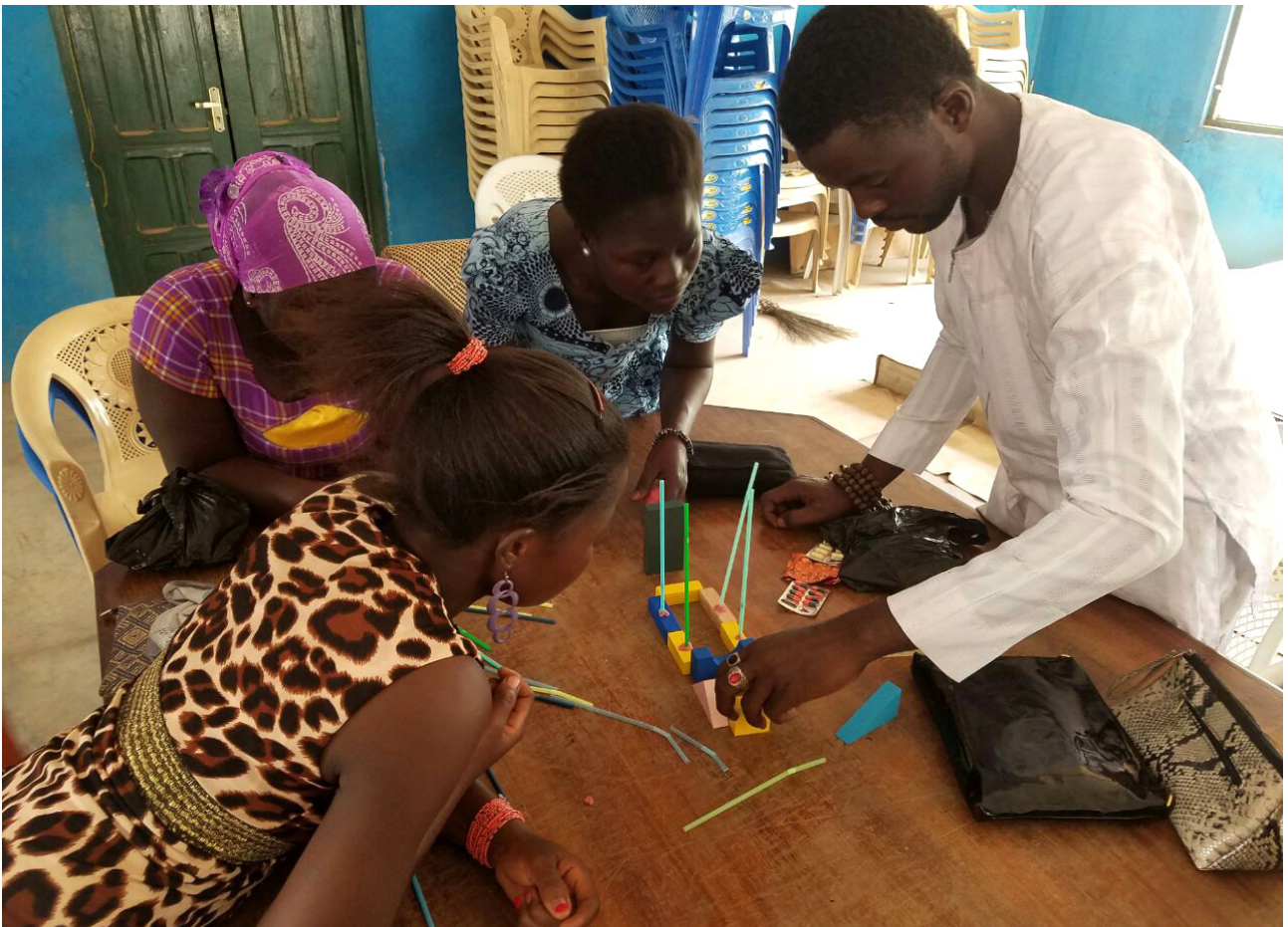
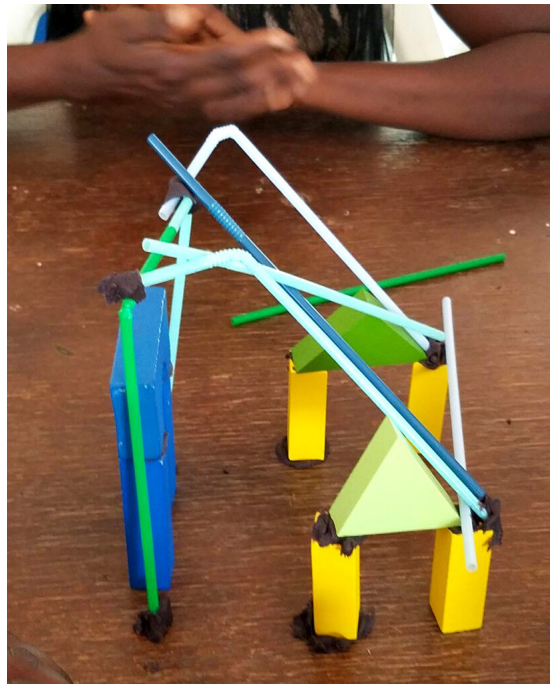
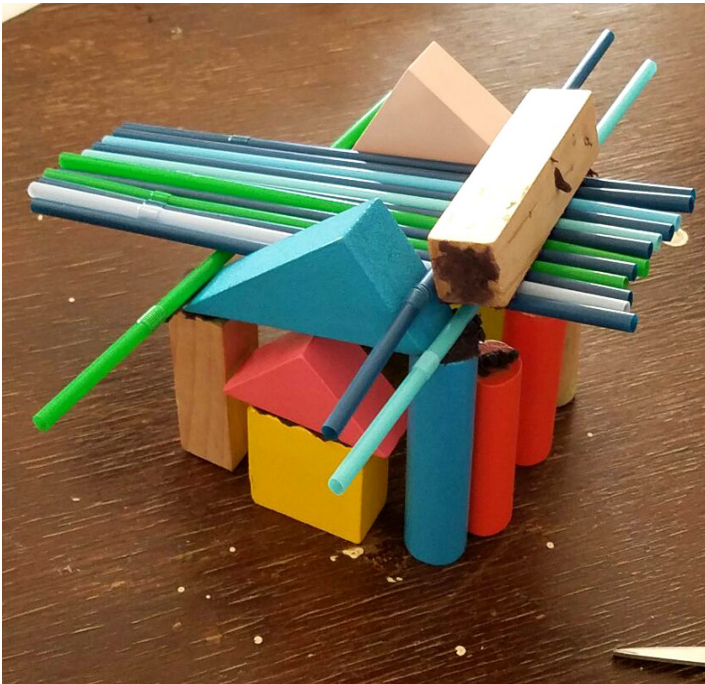
1. The participants are divided into groups of 3-5 people.  
Each group is given creative materials such as wood blocks, matches and play dough.

2. Give the groups these rules/dogmas:
  - You have to make a product that has a function that can be used by other people using some or all of the materials you have been given.
  - You have 20 minutes to build it.
  - Afterwards your group should show the product to the other groups and tell what the function of the product is and why you chose to construct it like this.

3. Discuss the following:

- Can this model be made in real life with materials that you can access?
- Can having no money be a good thing when starting up a business? If yes - how?
- What alternatives to money can you find in the start-up phase?
- Write down your conclusion in the group
- Share with the other groups









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## MODULE 3 - MY CONSTRAINTS

- Awareness of Constraints
- How to overcome Constraints?
  - Affordable Loss
  - *SWOT Analysis*  
(Strengths, Weaknesses, Opportunities,  
Threats)

# MY CONSTRAINTS

The third step in this model is about constraints and how to overcome constraints.

A field research in Northern Ghana revealed that young Ghanaians have several constraints in terms of starting up and running businesses. The five most crucial constraints, being barriers for young entrepreneurs in Northern Ghana was found to be; lack of start-up capital, a waiting attitude, culture and traditions not supportive, an inadequate education system and a low trust level.

One of the main purposes with this entrepreneurship training is to help the participants to overcome the many constraints and turn them into opportunities. To do this it is necessary for the participants to be aware of their own constraints.

The purpose of this module is therefore to make the participants look at their own situation and search for constraints they might have in relation to starting up a business. The goal is for the participants to be aware of the constraints affecting them and to start looking for ways to overcome the constraints. To find ways to overcome the constraints this model focus on the means (individual or shared), and how the given means can make a positive contribution.

The module 3 is also introducing the theory of affordable loss, to make sure the participants relate to how much they can afford to invest when starting up a business.



## MY CONSTRAINTS

- Awareness of Constraints
- How to overcome Constraints?
- Affordable Loss
- *SWOT matrix* (Strengths, Weaknesses, Opportunities, Threats)



## EXERCISE 1 - FINDING CONSTRAINTS

### OBJECTIVE

The objective of this activity is to make the participants aware of their own constraints.

### DESCRIPTION

1. Ask the participants to discuss in pairs "What are your constraints?". They should find the three most important ones for them.  
Go into plenary or divide in two groups.
2. The whole group:  
Make 9 squares on a flip-chart.  
Write "constraints" in the center square.
3. Write down the three constraints you have from all the pairs in the rest of the squares (make more squares if you need to)
4. Do they have the same constraints?
5. Discuss and elaborate on the constraints in plenary



### Facilitator's notes

Start by explaining what constraints mean - use examples the participants can relate to.

Have flipcharts and markers ready.

### Data from the entrepreneurship survey

One example of constraints could be gender.

4.32 I am limited by my gender on which business I can start

19 Strongly disagree  
21 Disagree  
22 Agree  
3 Strongly agree

### EXERCISE 2 - HOW TO OVERCOME CONSTRAINTS?

#### OBJECTIVE

The objective of this activity is to make the participants consider different opportunities to overcome the constraints. Especially searching for ways of putting their (shared) means into play.

#### DESCRIPTION

Explain the exercise one step at a time. Otherwise they might skip a step.

Put participants in groups of four people (the same groups who identified the constraints)

Each participant make their sales pitch, before working in the group (practice the pitch often)

1. Make a map of your means in the group (what are you good at?)
2. Compare the map of means with the Flip chart with constraints
3. How can your means be put into play against the constraints?

#### Facilitator's notes

Means are general/open in this exercise and not specifically related to entrepreneurship.

The participants can make a chart with two columns: 1) Means and 2) How can I use it to overcome constraints?

### EXERCISE 3 - AFFORDABLE LOSS

#### OBJECTIVE

The objective of this activity is to make you learn about the Affordable Loss theory and meanwhile make you reflect about how much you can afford to lose in the process of starting up a new business.

It is also a risk assessment of your opportunity.

#### DESCRIPTION

1. Tell a story that illustrates **affordable loss** to the participants. It could be a story about a man who invested and lost his own and others' money or whatever story you can use from real life.

2. Ask the participants to write and/or tell a story where they have lost something.

The story should reflect on/include:

- What did I lose and why?
- What was the consequences?
- What were my reactions?
- How can I prevent it from happening again?
- What did I learn?

#### Facilitator's notes

Storytelling, proverbs and scenarios are good ways of sparking the youths' reflections.

## EXERCISE 4 - SWOT ANALYSIS



### OBJECTIVE

The objective of this activity is to give the participants an overview of their situation and it forces them to face both their strengths and opportunities, but also their weaknesses and threats.



### DESCRIPTION

1. Ask participants to make a personal SWOT analysis, thinking of themselves as an entrepreneur.

- What are your strengths (means), your weaknesses, your opportunities and your threats?

We will work more with their opportunities later in the boot camp

### Facilitator's note

Remember that it is a personal and individual SWOT that focusses on THEM as entrepreneurs- and NOT the business.

They can draw it on a flipchart - or use the handout in Annex 5.

### STRENGTHS

Work experience  
Education  
Technical skills  
Personal characteristics  
Network, associations etc.

### WEAKNESSES

Lack of work experience  
Lack of education  
Limited network  
Negative personal characteristics, habits  
Resources

### OPPORTUNITIES

Positive trends in business area  
Enhance education, training, skills  
Geography - ability to move?  
Strengthening your network  
Collaborations, partnerships

### THREATS

Negative trends in business area  
Competition in business area  
Training obstacles  
Mistrust

## EXERCISE 5 - PLAYING MY CARDS RIGHT



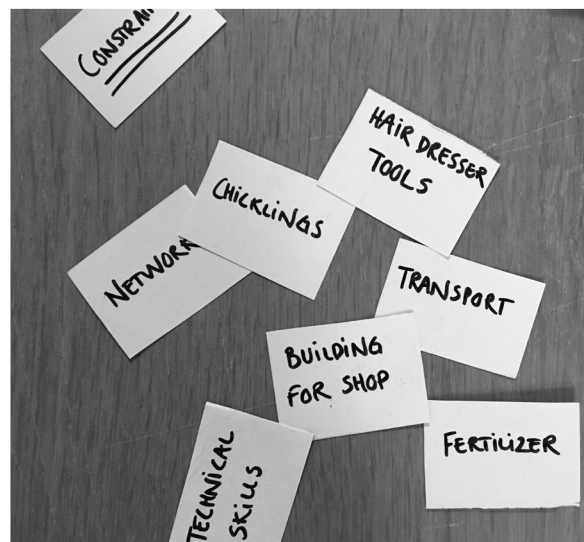
### OBJECTIVE

The objective of this exercise is for the participants to visualise their constraints and realise how they can play their strength cards in the best way to overcome them.



### DESCRIPTION

1. Ask the participants to list three constraints for them to start up a successful business.
2. Give the participants paper and crayons and ask them to draw the constraints on one piece of paper.
3. Ask the participants to go into the same groups as in module 1 exercise 1 and give them the strength cards.
4. Ask the participants to share their individual constraints and put the papers on the table. Now they should find their strength pool cards again and discuss what strengths they can use either individually or together to overcome the constraints.





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## MODULE 4 - MY INTERACTIONS

- Mastermind Groups (3-4 persons)
  - Mentorships
- Bring in Other Peoples Means
  - *Set the righth team*

# MY CONSTRAINTS

The fourth step in this model is about interaction with other people, because you cannot do it entirely on your own. African entrepreneurs often have fewer immediate resources and therefore have to draw on the resources embedded within their social network (Langevang, Namatovu, & Dawa, 2012).

Family can be a constraining factor as well as an enabling factor. Family influences opportunity emergence and recognition, the decision to start up a business and consequent resource mobilization in the long run (Langevang, Namatovu, & Dawa, 2012). Therefore the participants need to face their family situation and to find a way to make family an enabling factor in the long run instead of a constraint.

One of the constraints facing young entrepreneurs is low trust. This is affecting the way people interact and it makes it harder for young entrepreneurs to start ventures together and to benefit from the means of each other. This module therefore focuses on interaction and building up trust in small mastermind groups.

The main purpose of module 4 is to make the participants understand that their motivations and actions are embedded in social contexts. They should be aware of the benefit they can gain from bringing in other people's means through social interactions.

Now it is time to reach out to other people to get advice and support.



## MY INTERACTIONS

- Mastermind Groups (3-4 persons)
- Mentorships
- Bring in Other Peoples Means
- *Set the right team*



## EXERCISE 1 - SPEED DATING



### OBJECTIVE

The objective of this activity is to create long-term mastermind groups, where participants can support each other in the process, also after the camp. Furthermore, the activity should create a space for the participants to practice how to build up trust and bring in other people's means.



### DESCRIPTION

Start by introducing the Mastermind Group concept, so that everyone has the same understanding.

1. Each participant prepares a small speech of "what can I offer" and "what am I looking for" in relation to making mastermind groups.

2. Instruct the participants to stand in two circles facing each other. Now they have one minute to present themselves to each other. Set an alarm! After two minutes they rotate and move on to a new partner and repeat the exercise. Everyone will talk to everybody. Remember it must be speedy!

3. From the experience with speed-dating who would you like to form mastermind groups with?  
The participants makes groups of 3-4 people, from the information they had through the interactions.

**Remember: look for possible partnerships and search for participants with means you can benefit from in your mastermind group.**

### Mastermind groups

A Mastermind Group - as the name implies, requires a meeting of the minds.

The benefits of mastermind groups include enjoying lively debate and sharing ideas and insights. The Mastermind Group is ideally made up of 3 - 4 people.

The primary purpose of the group is to provide support for each other emotionally, personally and professionally. It also provides a unique forum for sharing ideas and information as well as discussing meaningful topics and everyday challenges.

If you select the right people, this wonderful support system can be enjoyed for many years.

### SPEED DATING IN ACTION



## EXERCISE 2 - SETTING THE RIGHT TEAM



## OBJECTIVE

The objective of this exercise is for the participants to find their shared strengths in the mastermind groups and learn how to think strategically on how to optimise and use everybody's resources and see that a team has more resources than if you are alone.

The exercise draws upon a football metaphor where they will set a team, what types of people does a team need and discuss tactics.

This should assist them in identifying possible teammates to go into business with before generating business ideas and leading into the next exercise.

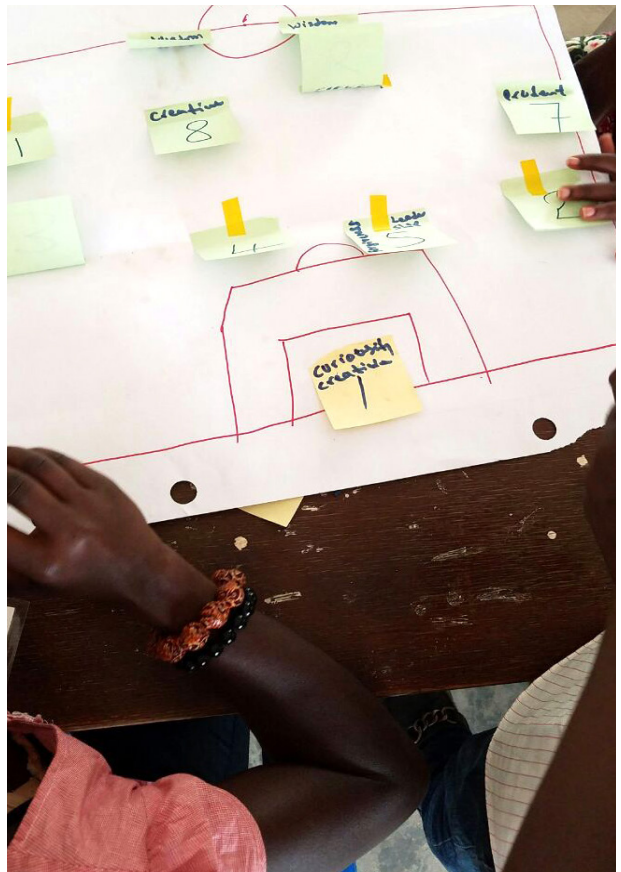


## DESCRIPTION

1. Ask the participants to go into their mastermind groups.
2. Give them a flip chart where a football field is drawn and with 11 post-its put on to represent the 11 players on the team.
3. Ask them to write on the post-it what type of player it is (striker, defence, goalie) and what strengths they need in this specific position.
4. Ask the participants to see if they can relate themselves to one type of player. Based on this they have to see if they have what it takes to win the game or if they need to get additional players/resources.

## Facilitator's notes

Remember to guide the participants in discussing the strengths or characteristics the players should have and NOT discuss football tactics.





## EXERCISE 3 - BUSINESS CARDS



### OBJECTIVE

The objective is for the participants to network, sell themselves and find business partners/team mates.



### DESCRIPTION

Ask each participant to make 5 business cards with:

1. Contacts
2. What do they have to offer (in keywords)?
3. What are they looking for (in keywords)?

Participants get time to mingle and share business cards.

LISA BOATENG	
T: 0241059148	E: Lisa@gmail.com
I AM LOOKING FOR:	YOU WILL GET:
A GROUNDED PERSON TO CATCH MY IDEAS, WHO HAS FINANCIAL SKILLS & A SENSE OF HUMOUR	CREATIVE COMMUNICA- TOR WITH WEB DESIGN SKILLS & DRIVERS LICENCE. GOOD TEAM PLAYER

## EXERCISE 4 - FIND A MENTOR



### OBJECTIVE

The objective of this activity is to support each participant to find a mentor, who can support and advice along the way.



### DESCRIPTION

1. Participants should work in their mastermind groups.

2. Ask them to make a brainstorm on all the entrepreneurs they know.

Put a few words on each of the role models (their means, business and so on)

3. Can you find some possible mentors for each of you in the mastermind group?

If not – ask the other mastermind groups

4. Prepare what you will say to the possible mentor. What do you need from him/her? How often do you need to meet? How will you persuade the person to be your mentor?

5. Discuss with the facilitator if this will be a good match

6. Call the possible mentor and ask him/her to be your mentor

### Facilitator's notes

The team facilitates the first mentor engagement if necessary to pave their way.

Invite former entrepreneurs to support the participants if that can create mentorships.





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## **MODULE 5 - MY VALUE**

- How to Create Value?
- Disharmonies in Society or in Your Life
- How can I create value with My Means?

# MY VALUE

The traditional way of thinking about making business is that you are selling goods or services. At this step, we will focus on **creating value**, because people will only buy goods or services if it creates value for them, especially if they have limited resources.

In the search for finding how to create value, the participants search for possible problems to solve or needs to satisfy in their local community or everyday life. Searching for situations or things that does not work optimally or situations where things could be better.

The main purpose of this module is to gain knowledge about how the means of the participants match the problems or needs in the community. This knowledge will act as foundation for taking the crucial decision about which business to start. In other words, this element is preparation to the next element, where the participants have to find their biggest opportunities with the given means.



## MY VALUE

- How to Create Value?
- Disharmonies in the Society or in Your Life
- How can I create value with My Means?

## EXERCISE 1 - FINDING VALUE

### OBJECTIVE

The objective of this activity is for the participants to learn how to look for a product's or service's extended or additional value. In other words, what goes beyond the monetary value of it.

### DESCRIPTION

The exercise starts with introducing and illustrating how goods or services have both a monetary value and an additional value that cannot be measured in money directly. Give the participants an example that they can relate to.

1. Ask the participants to think about examples of a few things they (or their family) have bought that had a very high additional value to them. They should explain why it had that big value to them.

2. Work in pairs

Ask the participants to tell the other person about the valuable things they have bought, and what kind of value it created for them. Discuss if they could have gotten the same value from buying something else.

### Your value

**"Don't find customers for your product - find a product for your customers"**

## EXERCISE 2 - FINDING PROBLEMS/GAPS

### OBJECTIVE

The objective of this activity is for the participants to practice how to find and identify problems or gaps in their life and society. It is a skill that they can practice where they observe things around them.

### DESCRIPTION

Ask the participants to work in the mastermind group

1. The participants should brainstorm on where they can find gaps/problems/things that are not working or could be better in different areas of their life for example:

- In your household
- At work
- In school
- In your own community
- In your spare time
- Your life in general

2. Make a poster with all the problems you have found in your group. We will work with them later.

You don't have to find or know solutions to the disharmonies - we will work with them later.

### Facilitator's notes

Have materials ready for making posters. The facilitators should stress on the fact that they need to continue working on them later.

## EXERCISE 3 - THE COMMON THREAD

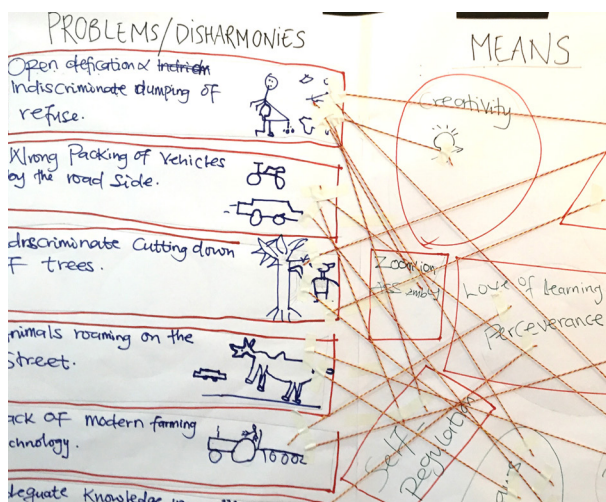
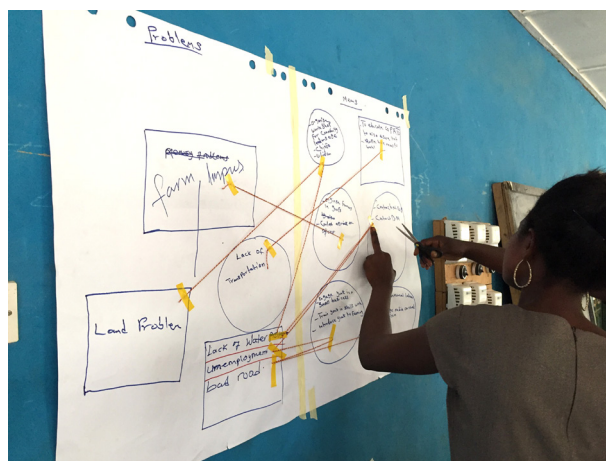
### OBJECTIVE

The objective is for the participants to match the mastermind groups' means and the disharmonies/problems that they have identified. It will build a firm ground for idea generation and selection of ideas in the following modules.

### DESCRIPTION

1. Ask the participants to get into their mastermind groups.
2. Give the groups two flipcharts, tape, markers and string. The flipcharts should be put next to each other and hung on the wall. On one flipchart they make small boxes with one problem in each box (it can be any problem – also problems identified by other groups).
3. On the other flipchart they make small boxes with one mean in each box (they can also use the strength cards).
4. The participants now discuss each problem and see what means can be used to solve the problem. When a mean is matched with a problem they link the two boxes with tape and string and continue until they have exhausted the matches.

Which disharmonies have the most strings pointing to them? The final posters should indicate if there are problems/ideas that they are better equipped to address or work on in the coming idea generation phase. The more strings - the more likely it is that they can solve it.



### Facilitator's notes

Take the participants out of their comfort zone/ usual way of doing things. Ask them to work directly on the flipcharts. Avoid them making lists or drafts as the flipcharts will then only be for presentation and not a working tool that creates a new dynamic between them and in their discussions.





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## MODULE 6 - MY OPPORTUNITY

- Ideation
- Finding Your Opportunity  
(with your means)

# MY OPPORTUNITY

This module is about finding realistic opportunities, which match the individual or shared means of the participants. The better match between opportunity and means, the better chance for a successful business in the long run.

To get as many opportunities as possible, this is a creative ideation process, opening up the minds to see new opportunities.

Ideation is a process that takes time and the participants will go through exercises that will open up their minds and create new ideas or opportunities with different people. They will also have time to get practical about some of the ideas to explore its feasibility.

The main purpose of this step is to make sure the chosen opportunity is feasible and realistic at the same time as being new and innovative in the context. We call it "Getting the million dollar idea".

## THE MILLION DOLLAR IDEA

**The objective is for the participants to generate ideas together in different ways and with different people. Furthermore, the participants should have the opportunity to qualify their ideas. The ideation process has three steps with different exercises.**

In the following, the steps and exercises will be described. They can be repeated and adjusted to fit the group of people participating in the training.

**Exercises A - D are alternative idea generation exercises that you can use if you want to extend the idea generation process.**



### MY OPPORTUNITY

- Ideation
- Finding Your Opportunity (with your means)

## BUILDING TRUST

It is good to do trust building exercises in the ideation process to promote good collaboration in the groups so that the participants are more willing to go into business partnerships.

Here are two exercises that build trust.

### Fall exercise:

One participant gets up on a table and the other participants stand ready to catch when the participant falls backwards.

### Sit down in circle:

All must stand close in a circle front to back. Everybody sits down on the same time. If one doesn't trust the circle will break.

# THE MILLION DOLLAR IDEA \$\$

## EXERCISE 1 - THE IDEA BALL GAME



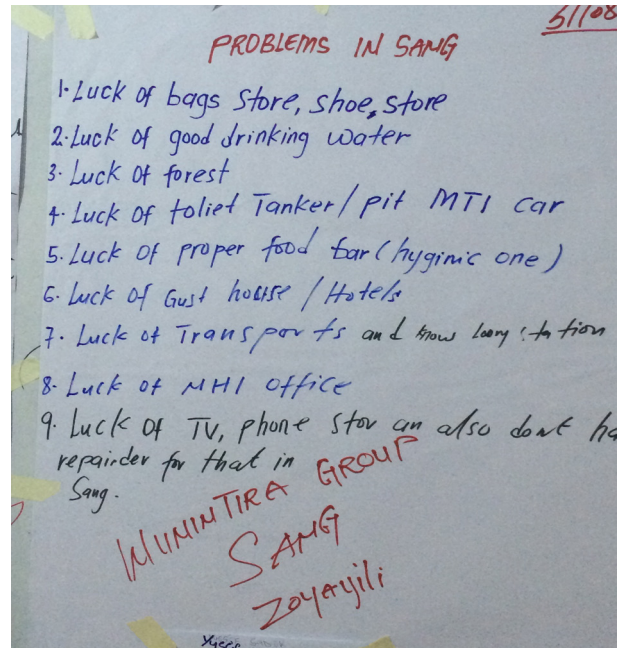
### OBJECTIVE

The objective of this exercise is to get the participants loosened up for generating ideas and getting them out of their comfort zones. It is a playful way of initiating the idea generation.



### DESCRIPTION

1. Ask all participants to stand in a circle. Use the problems or disharmonies that they have already identified. Pick one problem at a time. Say the problem out loud and give one participant a ball. Now they have to come up with business solutions to the problem or ideas that come out of it.
2. Instruct the participants to start their sentences with "We could" or "I could". Remember to keep them on target: It is business ideas and solutions that they are discussing so they need to be practical. It is not overall society solutions or problems.
3. First participant gives their contribution and throws the ball to another participant. Ask them to be quick. If a problem seems to be difficult and stalls the game, give them a new problem to solve; otherwise choose a new problem when it seems exhausted.



# EXERCISE 2 - BRAINSTORM AND CONSTRUCTION



## OBJECTIVE

The brainstorm is to ensure that the participants have an open brainstorm session where all ideas can come out before they start to focus on specific ideas.

The brainstorm is combined with constructing/modelling the idea, to promote thinking out of the box and new ways of seeing the ideas.



## DESCRIPTION

1. Put the participants in mastermind groups or in groups based on similar business interests and ask them to choose one problem that they would like to make an open brainstorm on.
2. Ask them to brainstorm for 4 minutes and put the ideas on a piece of paper.
3. When the brainstorm is done ask them to construct the idea out of creative materials of their own choice.
4. Ask the participants if the idea has changed in the process and in what way?
5. This exercise can be repeated with new groups and new problems, so that they have a chance to try different ideas and different partners.

### Facilitator's notes

It is up to the facilitators to assess how many times the exercise should be repeated and in what constellations.

NOTE that the exercise can be combined with exercise 3!



## EXERCISE 3 - THE IDEA POOL

### OBJECTIVE

The idea pool exercise should help the participants to further qualify ideas and build upon them, so that they have a good basis for choosing their idea. This exercise can be combined with exercise 2 or you can choose to work with one of them depending on the participants and the idea process.

### DESCRIPTION

1. In the same groups who has brainstormed on an idea; the participants put all the papers with ideas in front of them in an “idea pool”.
2. Each participant now picks one idea. Give them one minute to write/draw all the inputs, ideas, associations that they get when thinking of this idea.
3. After one minute they all rotate their papers to the left and do the same for the idea they are now given.
4. When all ideas have been round the circle ask the participants to put the ideas back into the idea pool. Now they discuss the ideas and contributions together.

### Facilitator's notes

You can also construct the ideas after having done the idea pool if it will help the participants' process.

## EXERCISE 4 - SUSTAINABLE IDEAS

### OBJECTIVE

The objective of this activity is for the participants to learn ways of choosing between many ideas to find the most sustainable idea for them. It can be done after exercise 2 or 3.

### DESCRIPTION

In this activity, we use the NAF technique. NAF stands for Novelty, Attractiveness and Feasibility.

1. Ask the participants to go through each of their many ideas from the ideation phase.
2. Each participant must reflect about each of the ideas using these guidelines:

To what level would you say it has

- Novelty (is this a new idea in the context they operate?)
- Attractiveness (would this idea make any value to somebody, or fit any disharmony?)
- Feasibility (is this idea possible for you to do? Does it fit your means?)

Give each idea point from 1 to 10 (1 if it has low novelty and 10 if it has high novelty).

**There is an idea scorecard that you can use in Annex 7.**



### EXERCISE 5 - IDEA FAIR

#### OBJECTIVE

The participants now had the chance to try to come up with different ideas and try them out in different groups. It is time for them to choose their future business idea.

Therefore, the idea generation process will end with an **IDEA FAIR**.

#### DESCRIPTION

1. Ask the participants to hang their ideas on a wall or set up their creative idea models.
2. The participants will now present their ideas to each other. In that way they can give each other feedback and they can be exposed to all the different ideas that are there.
3. This is also where they can find business partners so allow time for networking and mingling.
4. Make sure that all participants have found an idea before the end of the day.

This concludes the idea process and in the next modules focus will be on qualifying the idea and starting their business canvasses.

The next exercises can be used as inspiration or if you want to extend the idea generation process.





## EXERCISE A - NEGATIVE BRAINSTORM



### OBJECTIVE

The objective of this activity is to push the participants to come up with more and original ideas.



### DESCRIPTION

#### Step 1

Generate negative ideas

Ask participants to brainstorm on finding ideas to the negative question:

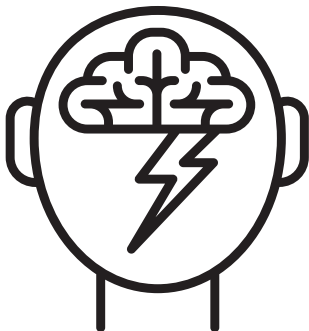
“What business idea could we go for that will not be successful?”

#### Step 2

Turn it into positive ideas

1. Facilitate the participants to go through each negative idea and try to change it into a positive idea.

That will not be possible for all ideas, but it may lead to surprising and original ideas



### Negative brainstorm

What this technique uses is the human tendency to see the negative side of things. When a topic or problem is put forward, it is often easier to come up with reasons why it won't work or why the problem cannot be solved rather than looking for what's good about the idea or solutions to the problem.

So if we're good at coming up with negatives, we might as well use this skill!

The problem is defined. Instead of brainstorming for possible solutions the team brainstorms for everything that could make the problem worse.

The output from this brainstorm is then taken and explored to see if any new ideas for a solution are suggested by thinking about how to eliminate the things which make the problem worse.

Negative brainstorming is usually more focused than regular brainstorming and the solutions become self-obvious.

Negative brainstorming also ensures that the stakeholders involved get out all of their thoughts of why something will not work or cannot be solved on the table.

So the next time you need to create solutions to a problem or build activities to make an idea work, try being negative to get a positive outcome.

### EXERCISE B - MY IDEA BOARD

#### OBJECTIVE

The objective of this activity is for the participants to train how to visualize their idea and prepare for explaining the idea to other people.

#### DESCRIPTION

1. Ask the participants to make a sketch of their idea (or maybe they have 2 ideas at this point)

Make sure the sketch show:

- The basic idea
- How you are going to make value
- For who are you going to make value
- How are you using your means
- Who do you need to collaborate with and why

2. The participants can make a prototype of the idea/product using the creative materials.

### EXERCISE C - THE IDEA CAFÉ

#### OBJECTIVE

The objective of this activity is for the participants to train presenting an idea to other people. Furthermore, it gives them an opportunity to get feedback on their ideaa from the other participants and the facilitators.

#### DESCRIPTION

Groups of 4 participants + 1 facilitator

1. Each participant present his/her Idea Board for the group and show the prototype if they have one.

The group ask questions about the idea if they need any clarification.

3. The group make a discussion about what they have heard and give relevant input on the idea.

Meanwhile, the presenter of the idea is sitting with his/her back against the group. Just listening for their comments and writing down relevant input from the group.



---

## **MODULE 7 - QUALIFYING MY OPPORTUNITY**

- Value proposition
- Customer segments
- Key activities

# MY BUSINESS CANVAS

At this step, the participants will start qualifying their business ideas and get more specific about how they will create value, for whom they will create value and which actions they have to take to create that value.

The participants will take the first steps towards a more substantial plan - or a business canvas.

During the boot camp, focus will be on the first three elements in the business canvas model:

1. Value proposition
2. Customer segments
3. Key activities

The other 6 elements in the business canvas model will be included in the follow-up trainings.

The main purpose of this step is to make sure the participants choose a business idea that actually creates value to somebody, who can be customers. Moreover, the purpose is to visualize what activities the participants have to make to create value to the customers.

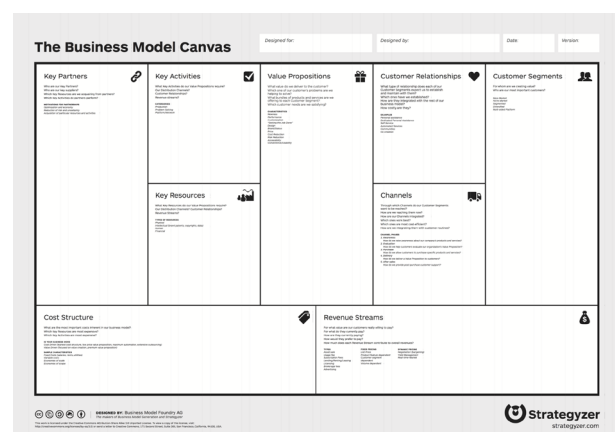


## Osterwalder's Business model canvas - A business model on one page!

This training draws on Osterwalder's business model canvas. It is a simple and illustrative way of designing a new business and it's simplicity makes it very flexible if the young entrepreneurs need to adjust the idea or come up with something new. Going through the 9 elements is manageable and easy to understand.

The Business Model Canvas is a strategic management and entrepreneurial template for developing new or documenting existing business models. It is a visual chart with elements describing a business' or product's **value proposition, infrastructure, customers, and finances**.

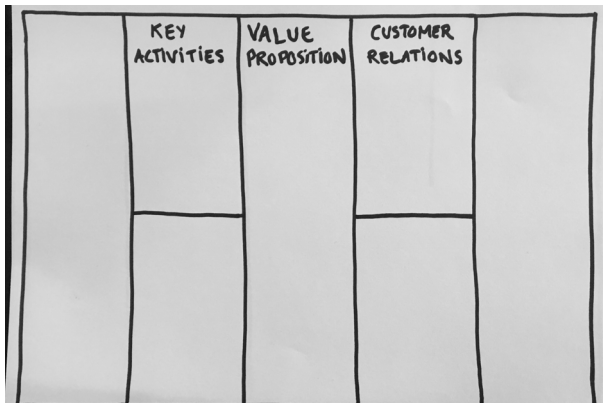
**You can download the canvas and other resources at: [www.strategyzer.com](http://www.strategyzer.com)**



## VISUALISE YOUR FUTURE BUSINESS

Before starting the exercises explain what the business canvas model is, so that the participants know the context they are working in. There is a short description in module 9.

Draw the business canvas on a flipchart and give one to each business idea (group of participants or individual) as illustrated below leaving out the two segments on Cost structure and Revenue Streams.



## EXERCISE 1 - VALUE PROPOSITION



### OBJECTIVE

The objective of this exercise is for the participants to practice how to imagine a future scenario of a successful business. Visualizing the future business scenario will help the participants to get knowledge about important matters such as value proposition, customer segments and key activities they have to make.

The starting point in the business canvas model is value proposition.



### DESCRIPTION

1. Ask the participants to try to imagine that in one year they have a successful business.
2. Ask the participants to visualize their VALUE PROPOSITION according to the future business by constructing it in play dough or other materials of their choice.

When they work with value proposition these questions can guide their work:

#### Products or services

- Which products and services are you offering that helps your costumers or satisfy basic needs?
- What is new and unique about this product or service?

#### Pain Relievers

- How does your product and services create value?
- How does it alleviate customer "pains" or reduce negativity?

#### Gain Creators

- How does your product or services create customer gains?
- How does it make your costumers happy?

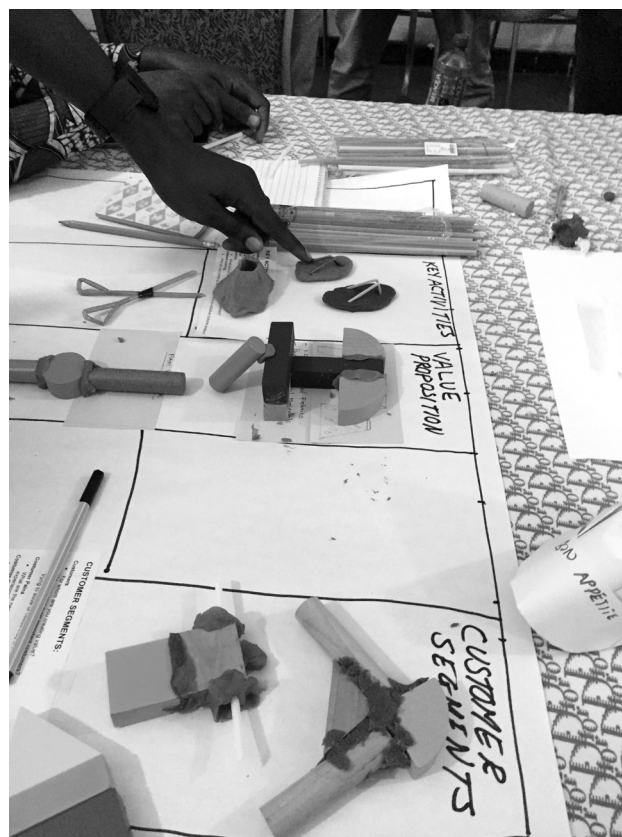
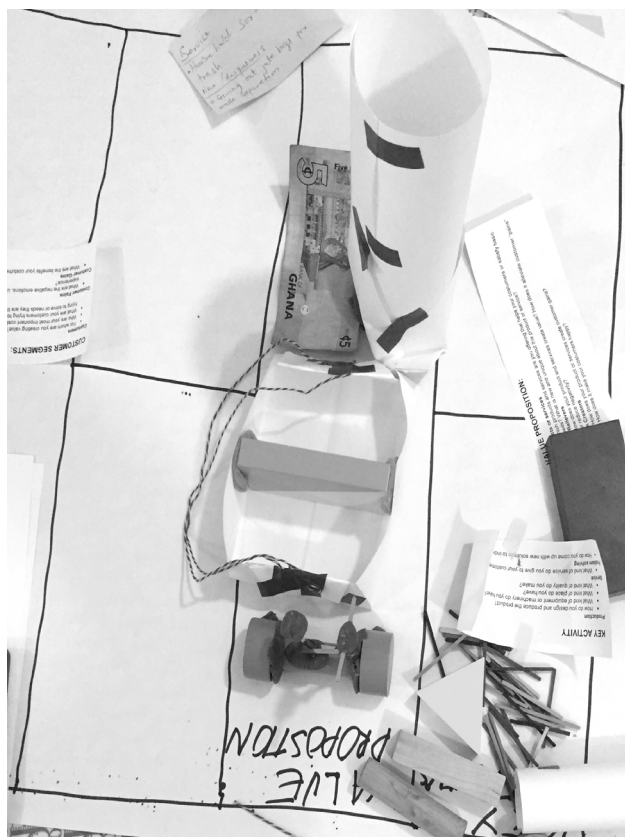
3. When they are done ask them to show it to each other for constructive inputs and feedback and ask questions that will guide them in making a short write up on their value proposition, which is put on the canvas.

### Facilitator's notes

Focus on the questions:

**What is the customer pain?**

**What can our product do to relieve the pain?**





## EXERCISE 2 - CUSTOMER SEGMENTS



### OBJECTIVE

The objective of this exercise is for the participants to map and describe their different customer segments. Are there more than one? Is there primary and secondary segments? It is essential to know the segments in order to design your product as well as possible.



### DESCRIPTION

1. Ask the participants to visualize their CUSTOMER SEGMENTS according to the future business by constructing it in play dough or other materials of their choice.

When they work with customer segments these questions can guide their work:

#### Customers

- For whom are you creating value?
- Who are your most important costumers?
- What are your customers trying to get done? (task they are trying to do, problems they are trying to solve or needs they are trying to satisfy)

#### Customer pains

- What are the negative emotions, undesired cost or situation and risk that your customer experience?

#### Gain Creators

- What are the benefits your costumer gets from your product or services?
2. When they are done ask them to show it to each other for constructive inputs and feedback and ask questions that will guide them in making a short write up on their customer segments, which is put on the canvas.

## EXERCISE 3 - KEY ACTIVITIES



### OBJECTIVE

The objective of this exercise is for the participants to map and describe their key activities which is the product or service the business delivers. It should take into consideration what the value proposition is as well as what the customers want.



### DESCRIPTION

1. Ask the participants to visualize their KEY ACTIVITIES according to the future business by constructing it in play dough or other materials of their choice.

When they work with key activities these questions can guide their work:

#### Production

- How do you design and produce the product?
- What kind of equipment or machinery do you have?
- What kind of place do you have?
- What kind of quality do you make?

#### Service

- What kind of service do you give to your costumers?
- Are different services needed for different customer segments?

#### Problem solving

- How do you come up with new solutions to individual costumer problems?
2. When they are done ask them to show it to each other for constructive inputs and feedback and ask questions that will guide them in making a short write up on their key activities, which is put on the canvas.



---

## **MODULE 8 - MY WAY**

- The Next 5 Best Steps to take  
(small steps with full control)**

## MY WAY

The focus in this boot camp model has until now been on getting the participants to find their biggest opportunities. However, it is not enough to get people to see or think about opportunities. The participants also should have the will and confidence to act on these opportunities.

It is well known that long-term goals can kill any initiative, because the effort required seem huge. This is why this model focus on making achievable goals. Achievable goals can be the tiny bit of the process the participants can manage at a specific time. In this way, the participants can feel all minor achievements as successes, which will build up self-efficacy and new energy for the further process.

Long- term goals can be useful, but they are best achieved in small, manageable steps. Along the way, people solve problems that seemed impossible in the beginning, because they take the next step in a process exactly when they have enough knowledge or courage to do so. People learn from this process, get at better perspective and see how things are related. Therefore, it is mostly just a matter of getting started.

This last step in this model is therefore about helping the participants to find their next small steps with full control, instead of making a big business plan, which they cannot control anyway.

The main purpose of this module is to help the participants to find their next best steps, which they can act on in the nearest future after the entrepreneurship camp.

After the boot camp training the participants will need coaching and support on their next best steps, to take them further in the entrepreneurial process.



### MY WAY

**- The Next 5 Best Steps  
to take  
(small steps with full  
control)**

## EXERCISE 1 - MY NEXT STEPS

### OBJECTIVE

The objective of this activity is for the participants to learn how to find the next best steps for them to take. This is the steps to start realising setting up the business. All steps should be realistic and accomplishable within 4-6 weeks.

The steps will be used in the follow up trainings to supervise and coach the entrepreneurs and they will continuously develop new ones.

You can find a template in Annex 8.

### DESCRIPTION

Ask participants to:

1. Make an overview of the situation you are in right now based on your business canvas model and the contact you had with stakeholders
2. Discuss with your Mastermind Group or your business partners "what would be my next best step to take?"
3. Discuss with a facilitator "what would be my next best step to take?"

## EXERCISE 2 - MY NEXT 5 BEST STEPS

### OBJECTIVE

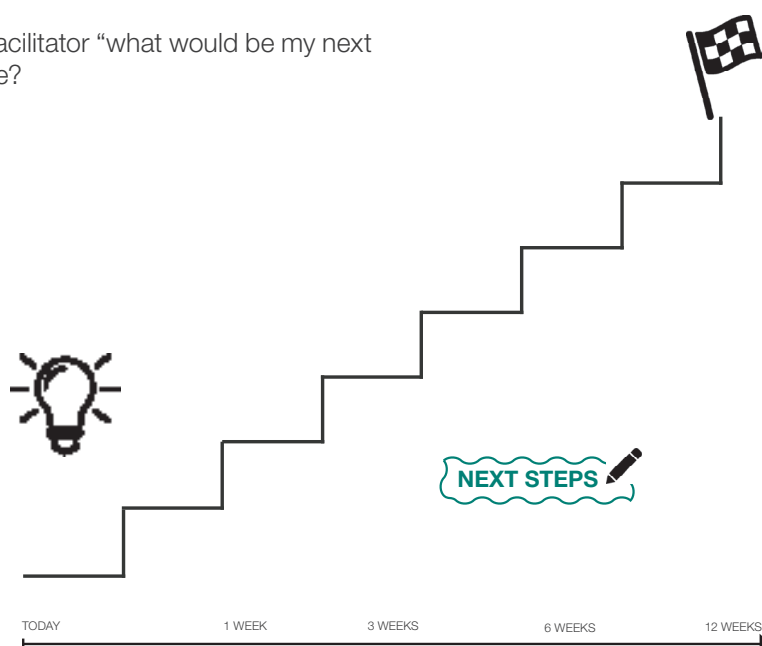
The objective of this activity is for the participants to choose the 5 next steps that are best for them to take at this time.

### DESCRIPTION

Ask the participants to:

1. Make a brainstorm about what actions you could naturally do in the nearest future.
2. Put the actions in a logic order. Do any of the actions depend on other actions to be taken first?
3. Put your next 5 actions to take into the template shown below.

Describe the actions more detailed, so you can remember what to do, when and why.





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## MY BUSINESS CANVAS

- Customer relations
  - Channels
  - Key partners
  - Key resources
- Revenue streams
- Cost structures

# MY BUSINESS CANVAS

At this step the participants will continue their work on the business canvas as started during the bootcamp. This training can be done in one session or split up in smaller sessions based on the way you work with the entrepreneurs and their needs.

During the boot camp focus was on the first three elements in the business canvas model:

1. Value proposition
2. Customer segments
3. Key activities

This training module focuses on:

- **Channels to reach customers**
- **Customer relations**
- **Key resources**
- **Revenue stream**
- **Key Partners**
- **Cost structure**

In the following, there is an introduction to Osterwalder's business canvas model. The introduction is an abstract from Osterwalder's book: Business Model Generation Book, which we recommend that you study before initiating the training:

<https://assets.strategyzer.com/assets/resources/business-model-generation-book-preview-2010.pdf>

**If you already know the model you can skip to page 65.**



## MY BUSINESS CANVAS

- **Customer relations**
  - Channels
  - Key resources
  - Key partners
- **Revenue streams**
- **Cost structures**



# BUSINESS CANVAS MODEL

We try to describe a business plan through nine basic building blocks that show the logic of how a business intends to make money. The nine blocks cover the four main areas of a business: customers, offer, infrastructure, and financial viability.

## The 9 building blocks

The model consists of 9 building block:

### Customer Segments

A business serves one or several Customer Segments.

### Value Propositions

It seeks to solve customer problems and satisfy customer needs with value propositions.

### Channels

Value propositions are delivered to customers through communication, distribution, and sales Channels.

### Customer Relationships

Customer relationships are established and maintained with each Customer Segment.

### Revenue Streams

Revenue streams result from value propositions successfully offered to customers.

### Key Resources

Key resources are the assets required to offer and deliver the previously described elements...

### Key Activities

...by performing a number of Key Activities.

### Key Partnerships

Some activities are outsourced and some resources are acquired outside the enterprise.

### Cost Structure

The business model elements result in the cost structure.

## CUSTOMER SEGMENTS

The Customer Segments Building Block defines the different groups of people or organizations an enterprise aims to reach and serve. Customers comprise the heart of any business model. Without (profitable) customers, no company can survive for long. In order to better satisfy customers, a company may group them into distinct segments with common needs, common behaviors, or other attributes.

A business model may define one or several large or small Customer Segments.

Customer groups represent separate segments if:

- Their needs require and justify a distinct offer
- They are reached through different Distribution Channels
- They require different types of relationships
- They have substantially different profitabilities
- They are willing to pay for different aspects of the offer

There are different types of segments such as: mass market, niche market, segmented, and diversified.

\* See pp. 20-21 in Osterwalder.

## Value Propositions

The Value Propositions Building Block describes the bundle of products and services that create value for a specific Customer Segment

The Value Proposition is the reason why customers turn to one company over another. It solves a customer problem or satisfies a customer need. Each Value Proposition consists of a selected bundle of products and/or services that caters to the requirements of a specific Customer Segment. Some Value Propositions may be innovative and represent a new offer. Others may be similar to existing market offers, but with added features and attributes.

**What value do we deliver to the customer? Which one of our customer's problems are we helping to solve? Which customer needs are we satisfying? What bundles of products and services are we offering to each Customer Segment?**

Elements from the following non-exhaustive list can contribute to customer value creation: Newness, customisation, performance, getting the job done, design, brand, cost reduction, risk reduction, accessibility and price.

\*See pp. 22-23 in Osterwalder.

## Channels

The Channels Building Block describes how a company communicates with and reaches its Customer Segments to deliver a Value Proposition. Communication, distribution, and sales Channels comprise a company's interface with customers. Channels serve several functions, including:

- Raising awareness among customers about a company's products and services
- Helping customers evaluate a company's Value Proposition
- Allowing customers to purchase specific products and services
- Delivering a Value Proposition to customers
- Providing post-purchase customer support

**Through which Channels do our Customer Segments want to be reached? How are we reaching them now? How are our Channels integrated? Which ones work best? Which ones are most cost-efficient? How are we integrating them with customer routines?**

Finding the right mix of Channels to satisfy how customers want to be reached is crucial in bringing a Value Proposition to market. An organization can choose between reaching its customers through its own Channels, through partner Channels, or through a mix of both.

\*See pp. 24-25 in Osterwalder.

## Customer Relationships

The Customer Relationships Building Block describes the types of relationships a company establishes with specific Customer Segments. A company should clarify the type of relationship it wants to establish with each Customer Segment. Relationships can range from personal to automated. Customer relationships may be driven by the following motivations:

- Customer acquisition
- Customer retention
- Boosting sales

The Customer Relationships called for by a company's business model deeply influence the overall customer experience.

**What type of relationship does each of our Customer Segments expect us to establish and maintain with them? Which ones have we established? How costly are they? How are they integrated with the rest of our business model?**

We can distinguish between several categories of Customer Relationships: Personal assistance, Self-service, Communities and Co-creation.

\* See pp. 26-27 in Osterwalder.

**What type of relationship does each of our Customer Segments expect us to establish and maintain with them? Which ones have we established? How costly are they? How are they integrated with the rest of our business model?**

## Revenue Streams

The Revenue Streams Building Block represents the cash a company generates from each Customer Segment (costs must be subtracted from revenues to create earnings).

If customers comprise the heart of a business model, Revenue Streams are its arteries. A company must ask itself: For what value is each Customer Segment truly willing to pay? Successfully answering that question allows the firm to generate one or more Revenue Streams from each Customer Segment.

A business model can involve two different types of Revenue Streams:

1. Transaction revenues resulting from one-time customer payments.
2. Recurring revenues resulting from ongoing payments to either deliver a Value Proposition to customers or provide post-purchase customer support.

**For what value are our customers really willing to pay? For what do they currently pay? How are they currently paying? How would they prefer to pay? How much does each Revenue Stream contribute to overall revenues?**

\* See pp. 28-31 in Osterwalder.

## Key Resources

The Key Resources Building Block describes the most important assets required to make a business model work. These resources allow an enterprise to create and offer a Value Proposition, reach markets, maintain relationships with Customer Segments, and earn revenues.

Different Key Resources are needed depending on the type of business model. A microchip manufacturer requires capital-intensive production facilities, whereas a microchip designer focuses more on human resources. Key resources can be physical, financial, intellectual, or human. Key resources can be owned or leased by the company or acquired from key partners.

**What Key Resources do our Value Propositions require? Our Distribution Channels? Customer Relationships? Revenue Streams?**

Key Resources can be categorized as follows: Physical, Intellectual, Human and Financial.

\* See pp. 32-33 in Osterwalder.

## Key Activities

The Key Activities Building Block describes the most important things a company must do to make its business model work. Like Key Resources, they are required to create and offer a Value Proposition, reach markets, maintain Customer Relationships, and earn revenues. And like Key Resources, Key Activities differ depending on business model type. For software maker Microsoft, Key Activities include software development.

**What Key Activities do our Value Propositions require? Our Distribution Channels? Customer Relationships? Revenue streams?**

Key Activities can be categorized as follows: Production, Problem solving, Platform/network

\* See pp. 34-35 in Osterwalder.

## Key Partnerships

The Key Partnerships Building Block describes the network of suppliers and partners that make the business model work. Companies forge partnerships for many reasons, and partnerships are becoming a cornerstone of many business models. Companies create alliances to optimize their business models, reduce risk, or acquire resources.

We can distinguish between four different types of partnerships:

- 1) Strategic alliances between non-competitors,
- 2) Coopetition: strategic partnerships between competitors,
- 3) Joint ventures to develop new businesses, and
- 4) Buyer-supplier relationships to assure reliable supplies

**Who are our Key Partners? Who are our key suppliers? Which Key Resources are we acquiring from partners? Which Key Activities do partners perform?**

It can be useful to distinguish between three motivations for creating partnerships:

- 1) Optimization and economy of scale,
- 2) Reduction of risk and uncertainty, and
- 3) Acquisition of particular resources and activities.

\* See pp. 36-37 in Osterwalder.

## Cost Structure

This building block describes the most important costs incurred while operating under a particular business model. Creating and delivering value, maintaining Customer Relationships, and generating revenue all incur costs. Such costs can be calculated relatively easily after defining Key Resources, Key Activities, and Key Partnerships. Some business models, though, are more cost-driven than others.

**What are the most important costs inherent in our business model? Which Key Resources are most expensive? Which Key Activities are most expensive?**

Naturally enough, costs should be minimized in every business model. But low Cost Structures are more important to some business models than to others.

Therefore it can be useful to distinguish between two broad classes of business model Cost Structures: **Cost-driven** and **value-driven**.

\* See pp. 38-39 in Osterwalder.





## EXERCISE 1 - CHANNELS

### OBJECTIVE

The objective of this exercise is for the participants to map and describe their business' different channels.

The Channels Building Block describes how a company communicates with and reaches its **Customer Segments** to deliver a **Value Proposition**.

### DESCRIPTION

1. Ask the participants to visualize their CHANNELS according to the future business by constructing it in play dough or other materials of their choice.

When they work with channels these questions can guide their work:

#### Customers

- Through which Channels do our Customer Segments want to be reached?
- How are we reaching them now?
- How are we integrating the channels with customer routines?

#### Customer pains

- Are there problems reaching the customers now?

#### Gain Creators

- How are our Channels integrated?
- Which ones work best?
- Which ones are most cost-efficient?

2. When they are done, ask them to show it to each other for constructive inputs and feedback and ask questions that will guide them in making a short write up on their channels, which is put on the canvas.

## EXERCISE 2 - CUSTOMER RELATIONS

### OBJECTIVE

The objective of this exercise is for the participants to map and describe what relationships they want to build with their customer segments.

A company should clarify the type of relationship it wants to establish with each Customer Segment as it is defining the customer experience.

### DESCRIPTION

1. Ask the participants to visualize their CUSTOMER RELATIONS according to the future business by constructing it in play dough or other materials of their choice.

When they work with channels these questions can guide their work. It is also a good idea for the entrepreneurs to conduct a "customer survey".

#### Customers

- What type of relationship does each of our Customer Segments expect us to establish and maintain with them?
- Do the segments have different taste, needs, preferences?

#### Customer pains

- Are customers not able to establish positive relationships with other similar business?

#### Problem solving

- How costly are they?
  - Which ones have we established and how are they integrated with the rest of our business model?
2. When they are done ask them to show it to each other for constructive inputs and feedback and ask questions that will guide them in making a short write up on their customer relations, which is put on the canvas.

## A FEW DEFINITIONS

### Revenue

**Revenue** is the income that a business has from its normal business activities, usually from the sale of goods and services to customers. Revenue is also referred to as sales or turnover. Revenue may refer to business income in general, or it may refer to the amount, received during a period of time, as in "Last year, Company X had revenue of Ghc 10.000". Profits or net income generally imply total revenue minus total expenses in a given period.

### Revenue stream

A revenue stream is a form of revenue. It is considered one of the building blocks of a business model canvas, that **reveals the earning a business makes from all the methods by which money comes in.**

In sum, a revenue stream is a way of categorizing the earnings a company makes.

### Profit

The surplus remaining after total costs are deducted from total revenue.



## EXERCISE 3 - REVENUE STREAMS



### OBJECTIVE

The objective of this exercise is for the participants to map and describe their revenue streams.

The Revenue Streams Building Block represents the cash a company generates from each **Customer Segment**.



### DESCRIPTION

1. Ask the participants to visualize their REVENUE STREAMS according to the future business by constructing it in play dough or other materials of their choice.

When they work with revenue streams these questions can guide their work.

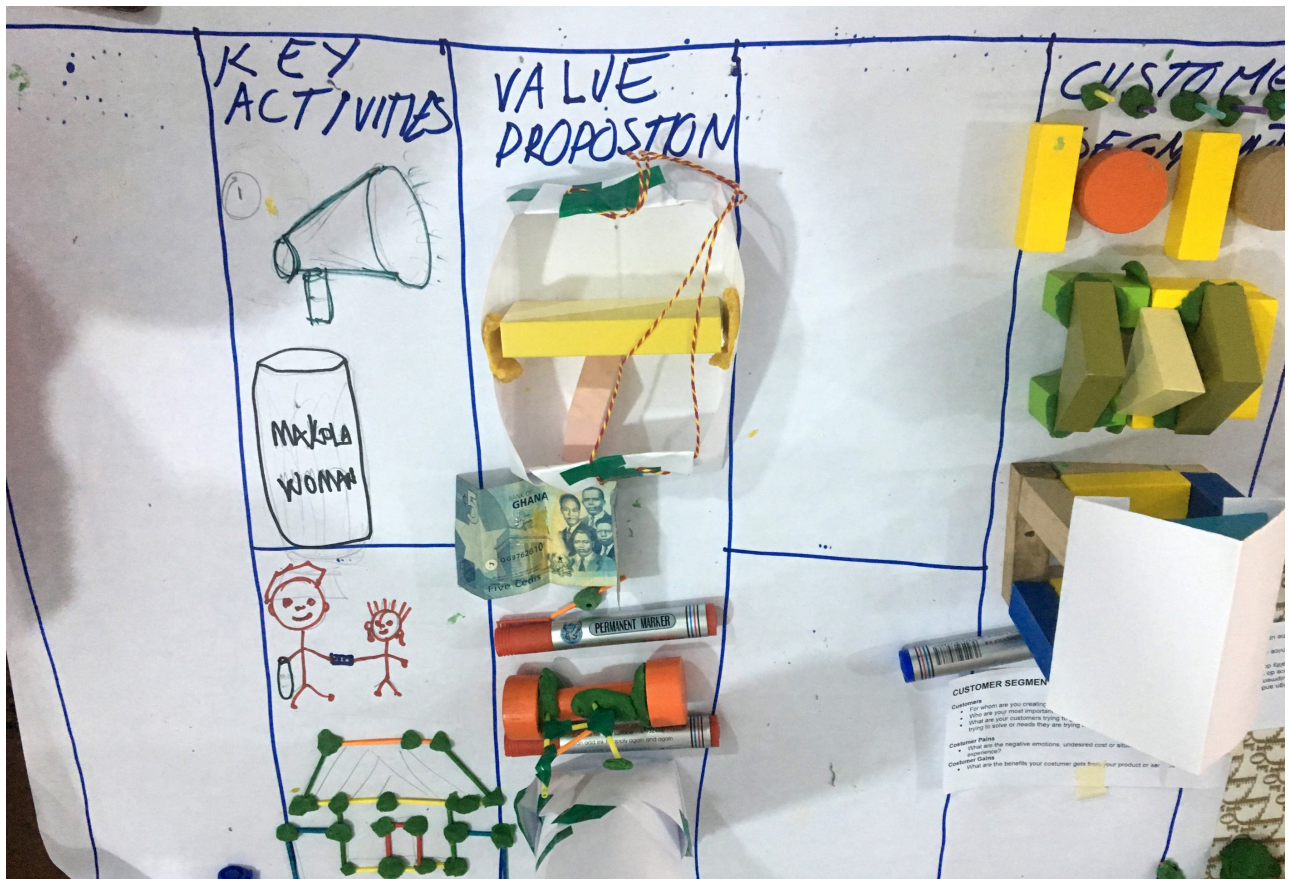
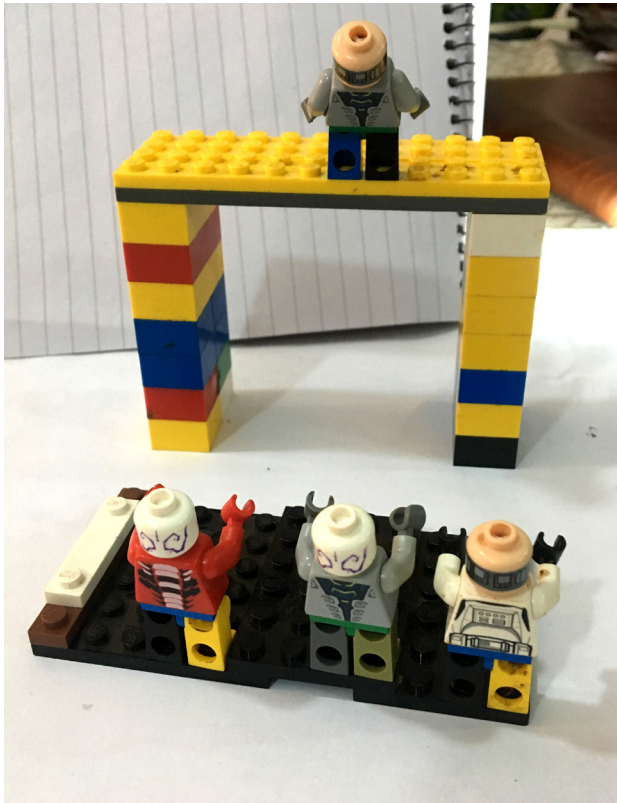
#### Customers

- What value are our customers really willing to pay?
- What do they currently pay?
- How are they currently paying?
- How would they prefer to pay?

#### Finance

- How much does each Revenue Stream contribute to overall revenues?
2. When they are done ask them to show it to each other for constructive inputs and feedback and ask questions that will guide them in making a short write up on their revenue streams, which is put on the canvas.





## EXERCISE 4 - KEY RESOURCES

### OBJECTIVE

The objective of this exercise is for the participants to know the needed key resources.

The Key Resources Building Block describes the most important **assets** required to make a business model work. These resources allow an enterprise to create and offer a **Value Proposition**, reach markets, maintain relationships with **Customer Segments**, and earn revenues.

### DESCRIPTION

1. Ask the participants to visualize their KEY RESOURCES needed according to the future business by constructing it in play dough or other materials of their choice.

When they work with KEY RESOURCES these questions can guide their work:

#### Customers

- What key resources do our Customer Relationships require?
  - What Key Resources do our Value Propositions require?
  - What key resources do our Distribution Channels require?
  - What key resources do our Revenue Streams require?
2. When they are done ask them to show it to each other for constructive inputs and feedback and ask questions that will guide them in making a short write up on their key resources, which is put on the canvas.

## EXERCISE 5 - KEY PARTNERSHIPS

### OBJECTIVE

The objective of this exercise is for the participants to identify the needed key partnerships and for them to take contact to relevant partners (stakeholders).

The Key Partnerships Building Block describes the network of suppliers and partners that make the business model work.

### DESCRIPTION - STEP ONE

1. Ask the participants to visualize their KEY PARTNERS according to the future business by constructing it in play dough or other materials of their choice.

When they work with KEY PARTNERS these questions can guide their work:

#### Partners

- Who are our Key Partners?
- Which Key Resources are we acquiring from partners?
- Which Key Activities do partners perform?

#### Suppliers

- Who are our key suppliers?
2. When they are done ask them to show it to each other for constructive inputs and feedback and ask questions that will guide them in making a short write up on their key parnters, which is put on the canvas.

## EXERCISE 5 - STEP 2 FIND 3 STAKEHOLDERS



### OBJECTIVE

The objective of this activity is for the participants to find some stakeholders, who can help qualify their business idea. Furthermore, they will learn how to prepare themselves before contacting potential stakeholders.



### DESCRIPTION

1. Ask the participants to brainstorm on persons who would have any interest in their business idea.
2. They should find at least 3 people, who could be potential stakeholders on their idea.
3. Prepare for contacting these people. They can use this template.

## EXERCISE 5 - STEP 3 CONTACT STAKEHOLDERS



### OBJECTIVE

The objective of this activity is for the participants to train how to prepare before contacting potential stakeholders and how to practice what they want to say in the situation.



### DESCRIPTION

- Ask the participants to prepare for contacting each of the 3 stakeholders
1. Exactly what are you going to say?
  2. Practice it - practice together in groups by listening to each other.
  3. Do it! - Call the stakeholder or pay him/her a visit.

### STAKEHOLDERS

Who	Telephone	Adress
Relation (how is my relation to this person?)		
Action plan (what to do, when)		

You can find the contact form for stakeholders in Annex 6

## EXERCISE 6 - COST STRUCTURE



### OBJECTIVE

The objective of this exercise is for the participants to know their business' cost structure.

Cost structures describe the most important costs incurred while operating under a particular business model. Creating and delivering value, maintaining Customer Relationships, and generating revenue all incur costs



### DESCRIPTION

1. Ask the participants to visualize their COST STRUCTURES according to the future business by constructing it in play dough or other materials of their choice.

When they work with COST STRUCTURES these questions can guide their work:

- What are the most important costs in our business model?
  - Which Key Resources are most expensive? Which Key Activities are most expensive?
2. When they are done ask them to show it to each other for constructive inputs and feedback and ask questions that will guide them in making a short write up on their key resources, which is put on the canvas.

## NEXT STEPS

This concludes the first 9 modules of our entrepreneurship model.

The entrepreneurs should receive training on financial management and Marketing & Branding.

These trainings differ depending on your organisation's way of engaging the entrepreneurs and the progress of the entrepreneurs.



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## **BRANDING & MARKETING**

- How to develop your brand
- How to market your product or service



# INTRODUCTION

## BRANDING & MARKETING

Branding and marketing are two very important aspects of securing a successful business as they help you sell your product or service in the best way. They are related but it is important to understand the difference between branding and marketing, as they are often mistaken/confused.

**Branding is who you are - marketing is what you do**

This is the simplest distinction between the two.

Marketing is actively promoting a product or service. It's pushing out a message to sell your product: "Buy our product because it's better than theirs."

Branding comes before marketing and it underlies and steers your marketing activities.. Branding is the expression of the essential truth or value, of a business, product, or service. It is your business' characteristics, values, and attributes that clarify what this particular brand is and is not.

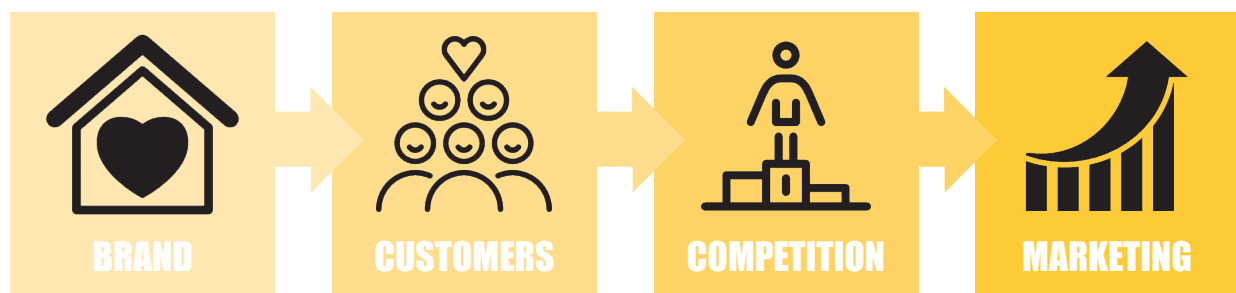
## STEPS IN THE MODULE

This module has been divided into 4 different steps or components and the overall objective is for the participants to understand what branding and marketing is and how they can use it in their own businesses. They should outline their brand identity, their customers, and their competition and set/develop specific marketing activities.



### BRANDING & MARKETING

- What is your brand?
- How to market your product or service





## BRANDING

A strong brand can give you the competitive edge you need.

Strong brands can:

- Create greater customer loyalty
- Make you less sensitive to competitive pricing
- Increase support from partners
- Give focus to your marketing activities
- Help you to attract the resources you need such as talent and capital

Keeping this in mind, it becomes easy to see that a strong brand is a powerful tool for all businesses — large or small — whether you are selling a product or service, selling to consumers or to other businesses.

### 8 Questions You Need To Ask

So now, you know you need a strong brand. The real question is, "How do you build one?" Building a strong brand is about having a clear understanding of what your brand stands for, and then making sure everyone else understands it too. It is as simple — and as complicated — as that.

Building your brand starts with answering some questions about your product or business:

1. Who are my customers?
2. What customers do I want to have?
3. Who are my competitors?
4. What is my competitors' brand?
5. What problem does my business solve?
6. What is my value proposition? Is it distinctive? Is it relevant to my customers?
7. When people think about my company or product, what are the feelings and associations I want them to have? Are they unique?
8. What kind of "personality" will my brand have?

#### Facilitators note:

Create enabling environment by putting the 8 questions and what strong brands can do on flipcharts before you start the exercises, so that you and the participants can refer to these throughout the day.

## EXERCISE 1 - YOUR BRAND IDENTITY



### OBJECTIVE

The objective of this exercise is for the participants to develop their brand identity by working with the essential brand components:

- a. Who we are and our values
- b. Our mission
- c. What makes us unique?
- d. Our Value proposition

The exercise will use a house as an analogy that symbolises their whole brand identity: It is all of who they are and what they do. The house is divided into different rooms or components that need to go in there to make a full and complete house.



#### Facilitators note:

Draw a house on a flipchart that are divided into four (who we are, what we do etc.) and give each business their own house. (Or draw one that the participants can copy themselves)

### STEP 1 - WHO WE ARE

#### OBJECTIVE

The objective of this exercise is for the participants to identify who they are; what are the characteristics, values and beliefs that are important to them as a brand. What drives them?

#### DESCRIPTION

1. Ask the participants to go into groups of 3-4 participants (the mastermind groups). The participants will work individually on their own businesses and brands, but will use the mastermind group for discussions, feedback and help.
2. Each business/participant gets a house flipchart.
3. Ask the participants to think about and explain who they/their business are briefly to each other and what their branding thoughts and challenges are.
4. Ask the participants to draw, build or illustrate with materials of their choice "Who they are".
5. Each participant should write keywords on his or her house to present.

These questions can guide them:

- Why did we start this business?
- What are beliefs and values that are important to us as a company?
- What do we do better than anyone else?
- If we could describe our brand in three words, what would they be?
- What are the three words we would want our customers to use to describe us?

The facilitators should take pictures of the products built by the participants. Have a printer ready and print them out so that the participants can put them on the house.

### STEP 2 - OUR MISSION

#### OBJECTIVE

The objective of this exercise is for the participants to identify what is their mission, what do they want to accomplish? They should complete the exercise with one sentence capturing this

#### DESCRIPTION

1. Ask the participants to go into groups of 3-4 participants (the mastermind groups). The participants will work individually on their own businesses and brands, but will use the mastermind group for discussions, feedback and help.
2. Ask the participants to draw, build or illustrate with materials of their choice "What they do".
3. This can guide them: Your brand's mission statement should clearly explain what you're doing and why. What do you hope to achieve as a brand, both now and in the future?
4. Each participant should write keywords or the mission statement on his or her house to present.

The facilitators should take pictures of the products built by the participants. Have a printer ready and print them out so that the participants can put them on the house.

## STEP 3 - WHAT MAKES US UNIQUE?

### OBJECTIVE

The objective of this exercise is for the participants to know what specifically makes their business, products or services unique. Why would a customer prefer this to something similar?

### DESCRIPTION

1. Ask the participants to go into groups of 3-4 participants (the mastermind groups). The participants will work individually on their own businesses and brands, but will use the mastermind group for discussions, feedback and help.
2. Ask the participants to draw, build or illustrate with materials of their choice "what makes them unique".
3. Each participant should write keywords or the mission statement on his or her house to present.

This can guide them:

- Think of things important to your business: How you run your team, how you interact with people, how you approach customer, what you value as a company, where you're located, how you talk, how you look. All the things that make people special and different are things that can set your business apart as well

The facilitators should take pictures of the products built by the participants. Have a printer ready and print them out so that the participants can put them on the house.

## STEP 4 - OUR VALUE PROPOSITION

### OBJECTIVE

The objective of this exercise is for the participants to know what specifically makes their business, products or services unique. Why would a customer prefer this over something similar?

### DESCRIPTION

1. Ask the participants to go into groups of 3-4 participants (the mastermind groups). The participants will work individually on their own businesses and brands, but will use the mastermind group for discussions, feedback and help.
2. Ask the participants to draw, build or illustrate with materials of their choice "their key value" that they want customers to think of when they hear your name.
3. Each participant should write their keys value(s) on his or her house to present.

This can guide them:

They can look at their business canvas and their value propositions. What are the main value of their service or product?

The facilitators should take pictures of the products built by the participants. Have a printer ready and print them out so that the participants can put them on the house.

## EXERCISE 2 - YOUR CUSTOMERS

Without understanding who your brand is talking to, your product development and marketing strategies will likely be misaligned with what delights your customers. Identifying exactly who your brand wants to serve, what their interests are, where they spend time, and what they care about will guide your marketing efforts and your business development.

### OBJECTIVE

The objective of this exercise is for the participants to understand their customers in relation to their brand identity. What do the customers want? And how can they communicate the brand in the best way?

### DESCRIPTION

1. Ask the participants to think back on your business canvas and your customer segments. What were your customer segments – are they the same? Give the participants 10 minutes to reflect on this and make adjustments.
2. Divide the participants in groups of 5-6 and asked them to do a reversed – or negative – brainstorm on: What do I really hate when I am a customer/come into a shop? What can I do to make sure I will have absolutely NO costumers? They have 10 minutes.
3. They should put the suggestions on a flipchart as they come.
4. Roleplay: Ask the participants to stay in the same groups and make a roleplay where they reverse the negative brainstorm into portraying what you can do better/instead. Or what you can do to get a lot of customers. It should not take more than 3-5 minutes.
5. The groups play out the role-plays.
6. Each participant gets 10-15 minutes to write down ideas and inputs on their on customer segments and how your brand fits with that.

### Facilitators note:

Facilitators note: Remind the participants of the key questions from the business canvas' customer segments – they can guide them.

## EXERCISE 3 - YOUR COMPETITION

### OBJECTIVE

The objective of this exercise is for the participants to understand and analyse their competition and how they can make sure their brand and products are competitive. How can they use the uniqueness of their brand to attract and retain customers?

### DESCRIPTION

1. Invite two people from similar businesses (preferably business run by young people). You can also visit them beforehand and take pictures or video of their businesses to give the participants a better understanding of them. Alternatively, you can arrange an excursion to the businesses if they are located close to each other)

Ask them to prepare a short presentation on their:

- Business brand
  - Their products
  - What makes them unique?
  - How do they compete with other businesses?
  - What are their 5-bestselling products?
  - What marketing strategies do they use?
2. Q&A session - Let the participants ask the two business men/women questions either in plenary or make two cafés in the room where the participants can circulate and discuss and ask the role models questions.
  3. Ask the participants to write down what their competition looks like and what they can do to stand out and get their brand noticed.

## EXERCISE 4 - MARKETING ACTIVITIES

Start by showing the short movie "The Noble Kebab Shop". You can find it on VIMEO.com.



### OBJECTIVE

The objective is for the participants to know about different marketing strategies or activities and what to consider when you do marketing. The participants should have a simple marketing strategy of 2-3 activities that they can implement when they get home. It will be their next best steps.



### DESCRIPTION

1. Introduce the participants to some of the relevant questions and areas to look at when developing good marketing activities. The list below can serve as inspiration and you can give the participants a handout with them.
  - How can I package my product so that it is different from others?
  - How do I attract customers?
  - How do you make them remember you and come back?
  - How do I make the best of my location?
  - How do I prize my products?
  - Can I have special offers (first buy, 2 for 1 etc.)?
  - What do I want the customers to do? (Buy, recommend, etc.)
  - Invite or go to them?
  - What is more cost-effective?
  - How does your customer want to receive information?
2. Put the participants in groups of 4-5 people.
3. Each group will now get a marketing scenario presenting a business and its brand and products. The groups will also receive a Marketing Action Plan template (introduce this shortly).

### SCENARIO

Kamal is starting up a smock shop in Karaga where he weaves the fabric himself and his partner sows the smocks. He is a talented weaver and makes beautiful fabrics with new and creative patterns. They are located in a room in his uncle's house close to the market, but it is hard to see from the road. There are also other smock weavers in Karaga and many of them have been there for years and are well known.

1. Ask the group to come up with 2 marketing activities for that business together.
2. Ask each participant to try to come up with 2 or 3 marketing activities for their own business and write them down in the Marketing action plan. (Make sure to have handouts ready for the participants).

## ANNEX 10 - MARKETING ACTION PLAN TEMPLATE

**Describe the idea/activity briefly**

**What is the goal?**

*(What do you want the customers to do or know?)*

**What customer segment do I target?**

*(Choose one, What do they like, how should I communicate to them?)*

**What does it cost?**

*((What do I need to carry out the activity? Materials, services from others, distribution, etc. – list all with costs)*

**Who will do it?**

*Who will carry out the activity and where?  
Do I need other people? What channels will I use?)*

**When?**

*(When will it start and end?)*





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## **FINANCIAL MANAGEMENT**

- CALCULATING COSTS**
- KEEPING RECORDS**
- MANAGING YOUR MONEY**

# INTRODUCTION

## FINANCIAL MANAGEMENT

This module seeks to give the participants tools to manage the finances in their businesses e.g. making simple budgets, keeping records, and developing their businesses.

The training in financial management should be adjusted to fit the needs of the participants. Therefore, the module is divided into 3 parts:

1. Starting up your business
2. Running the business
3. Expanding the business

It is recommended that the first two parts are done within a short period of the participants leaving the boot camp as they will need them to get a good start.

The third part can be done when the entrepreneurs have run their businesses for a while and are ready to start thinking about expanding their businesses.



## FINANCIAL MANAGEMENT

- Calculating costs
- Keeping records
- Managing your money

## EXERCISE 1 - MY START UP COSTS



### OBJECTIVE

The objective of this exercise is to introduce the participants to costs involved in starting up their businesses and make a simple budget to guide them in planning their finance accurately.



### DESCRIPTION

1. Put participants into their mastermind groups.
2. Ask the participants to identify and discuss all the things they need to start up their businesses
3. Ask the participants to list all the things needed. They can divide the list into 3 groups: 1) What do I need to have? 2) What would I like to have? and 3) What would I love to have? This can help them to prioritise their costs.
4. Ask the participants to use Lego or other creative materials to construct items identified and discussed
5. Ask the participants to cost each item and enter it in a simple budget.

## EXERCISE 2 - WHAT DO I HAVE?



### OBJECTIVE

The objective of this exercise is for the participants to get an overview of the means (items and financial resources) they have at their disposal. It is important to know if they can afford their start up costs or if they need to make adjustments.



### DESCRIPTION

1. Ask the participants to make a list of the items that they already have to start the business and a list of the money they have. This also include what they have in their VSLA box or what they are able to borrow in the VSLA at this time.
2. Ask the participants to compare the budget they made in exercise 1 with what they actually have. Can they afford the things they need?

No.	Item	Cost
<b>Total</b>		

## EXERCISE 3 - FINDING SUPPLIERS



### OBJECTIVE

The objective of this exercise is for the participants to find good suppliers and get familiar with negotiating prices and agreements.



### DESCRIPTION

1. Put the participants into their mastermind group.
2. Ask all participants to prepare a sales pitch that they can use when meeting suppliers or business partners.
3. Ask the participants to stage a play on how to identify suppliers and how they can negotiate with them:
  - Group the participants into two.
  - One group represents suppliers and the other group as retailers looking for suppliers. They will now take turns in playing retailers and suppliers practicing how to get the best agreement.

## EXERCISE 4 - KEEPING RECORDS



### OBJECTIVE

By the end of the exercise, participants will be able to record daily income and expenditure of their business and use the income and expenditure records to determine how their business performs.



### DESCRIPTION

1. Put the participants into their mastermind groups.
2. Guide participants to mention some of the expenses and sales they make daily in their business.
3. Guide the participants to develop a template that they will use to record the daily sales and expenditure that they mentioned as seen below.
4. Ask participants to compare the daily balance on the record with the money in their drawer. They should add up.

DATE	DESCRIPTION	IN GHC	OUT GHC
10/2/18	2 bottles of water @ 3 cedis	6	
10/2/18	2 packs of matches @ 50 pesewas	1	
10/2/18	Payment of electricity		10
10/2/18	6 loaves of bread @ 3 cedis	18	
<b>TOTAL</b>		25	10
<b>BALANCE</b>		15	

## EXERCISE 5 - FINDING SUPPLIERS



### OBJECTIVE

The objective of this exercise is for the participants to discuss the importance of keeping their private money and the money from their business separated.



### DESCRIPTION

1. Facilitator guide participants to discuss situations where businessmen mix personal money with business money, social events and business money etc.
2. To get a discussion started among the participants the facilitator will give them a scenario:

"A young lady had started a business where she sold lunch nearby a school. The business was going well. She had many customers and the business was growing. Every time she made a sale she put the money into her purse and she took it home at night.

One day creditors came by her shop and asked her to pay her personal bills and when they did she used the money in her purse.

Her family also stopped by and asked her to contribute food or money to social events and when she had money in her purse she gave them. One day she had spent all the money she had made selling food paying other people and the following day she could not buy supplies to cook again.

Her customers were disappointed and started going to a nearby food joint instead."

#### Discuss:

**Why did her business go down?**

**What can you do to avoid this?**

## EXERCISE 6 - EXPAN- DING MY BUSINESS



### OBJECTIVE

The objective of this exercise is to equip participants with knowledge in business development and expansion after operating their businesses



### DESCRIPTION

- Participants are expected to reflect on their individual running costs to see if they can save in order to expand their businesses.
  - Participants also get support and new ideas from their Mastermind Groups to save and expand their businesses.
1. Ask participants to reflect on and write/draw the running cost of their individual businesses. NB: Facilitator should guide participants to write down cost elements that savings can be made on towards the growth of their businesses. Eg. Can savings be made on communication, purchase of charcoal etc.?
  2. Put participants into their Mastermind Groups to reflect and share their experiences on the cost of running a business.
  3. Participants at the Mastermind Groups write/draw cost elements that savings can be made on, in running their business.
  4. Groups present to plenary.

**NB: Facilitator to guide other groups to give feedback that can be incorporated into the cost of running a business.**

## EXERCISE 7 - EXPANSION COSTS

### OBJECTIVE

The objective of this exercise is for the participants to outline the expenses related to expanding their businesses.

### DESCRIPTION

1. Ask participants to go into their Mastermind Groups.
2. Ask groups to use Lego/play materials/drawing materials to construct.
3. Guide participants to cost their businesses to be expanded taking into consideration feedback given and savings made.
4. Participants volunteer to share their images or constructions.
5. NB: Facilitator to guide participants to use one existing business from the Mastermind Group.

## EXERCISE 8 - INVESTING IN ME

### OBJECTIVE

The objective of this exercise is for the participants to be inspired to incorporate the expected savings into their businesses.

### DESCRIPTION

1. Participants in the mastermind group are referred to the drawings or construction of their expected savings or profits.
2. Invite an investment advisor to discuss and coach participants on investment opportunities for SMEs. He/she can use the models to give them feedback.
3. Groups are guided in an open discussion with the investment advisor.
4. NB: Facilitator to arrange in advance for the investment expert.





## EXERCISE 9 - WOMEN AND MONEY

### OBJECTIVE

The objective of this exercise is for the participants to discuss what women can do to keep the money they make in their businesses and encourage them to save them.

### DESCRIPTION

1. To start discussions and reflections the facilitator gives the participants directions for a role play.
2. Following the roleplay probe the participants to talk about why women can't keep their money and how they can all help to solve this problem.

### Directions for role play

There are two women both of whom are businesswomen and two men who are relatives to the business women.

The first businesswoman sells and the relative collects the money to keep.

The second woman sells and save the money in the VSLA box that the young entrepreneurs formed at the beginning of the boot camp or a local bank.

After some period, the first woman went to the relative for the business money to buy stock and the money could not be gotten.

The second woman, who saved in the VSLA Box or the local bank, easily went for her money and purchased her stock.

At the end, while the first woman's business collapsed, as a result of the relative spending the money, the second woman's business flourished.

## ENERGIZER - BUILDING TRUST

### OBJECTIVE

The objective of this exercise is to build trust between the participants. It can be used anytime during the modules.

### DESCRIPTION

1. Ask the participants to arrange a table or something like it that they can stand on.
2. One climbs onto the table and stands with her/his back to the edge of the table.
3. The other participants will stand in two lines behind the one standing on the table holding their hands together tightly (see photo).
4. The one standing on the table will now - without looking back - fall back into the arms of his/her friends.







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## **ANNEXES**

# **ENTREPRENEURSHIP BOOTCAMP MANUAL**

# ANNEX 1 - VIA CHARACTER STRENGTHS



## CLASSIFICATION OF CHARACTER STRENGTHS

The VIA Classification of Strengths is the “backbone” of the science of positive psychology.

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**WISDOM & KNOWLEDGE**

**CREATIVITY:** Originality; adaptive; ingenuity

**CURIOSITY:** Interest; novelty-seeking; exploration; openness to experience

**JUDGMENT:** Critical thinking; thinking things through; open-minded

**LOVE OF LEARNING:** Mastering new skills & topics; systematically adding to knowledge

**PERSPECTIVE:** Wisdom; providing wise counsel; taking the big picture view

---



**COURAGE**

**BRAVERY:** Valor; not shrinking from fear; speaking up for what's right

**PERSEVERANCE:** Persistence; industry; finishing what one starts

**HONESTY:** Authenticity; integrity

**ZEST:** Vitality; enthusiasm; vigor; energy; feeling alive and activated

---



**HUMANITY**

**LOVE:** Both loving and being loved; valuing close relations with others

**KINDNESS:** Generosity; nurturance; care; compassion; altruism; compassion; altruism; “niceness”

**SOCIAL INTELLIGENCE:** Emotional intelligence; aware of the motives/feelings of self/others, knowing what makes other people tick

---



**JUSTICE**

**TEAMWORK:** Citizenship; social responsibility; loyalty

**FAIRNESS:** Just; not letting feelings bias decisions about others

**LEADERSHIP:** Organizing group activities; encouraging a group to get things done

---



**TEMPERANCE**

**FORGIVENESS:** Mercy; accepting others' shortcomings; giving people a second chance

**HUMILITY:** Modesty; letting one's accomplishments speak for themselves

**PRUDENCE:** Careful; cautious; not taking undue risks

**SELF-REGULATION:** Self-control; disciplined; managing impulses & emotions

---



**TRANSCENDENCE**

**APPRECIATION OF BEAUTY & EXCELLENCE:** Awe; wonder; elevation

**GRATITUDE:** Thankful for the good; expressing thanks; feeling blessed

**HOPE:** Optimism; future-mindedness; future orientation

**HUMOR:** Playfulness; bringing smiles to others; lighthearted

**SPIRITUALITY:** Religiousness; faith; purpose; meaning



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# ANNEX 2 - STRENGTH CLASSIFICATION

## VIA Classification of Character Strengths and Virtues

*The Character Strengths of a Flourishing Life*

 <b>Creativity</b> Originality; adaptive; ingenuity	 <b>Bravery</b> Valor; not shrinking from fear; speaking up for what's right	 <b>Love</b> Both loving and being loved; valuing close relations with others	 <b>Teamwork</b> Citizenship; social responsibility; loyalty	 <b>Forgiveness</b> Mercy; accepting others' shortcomings; giving people a second chance	 <b>Appreciation of Beauty and Excellence</b> Awe; wonder; elevation	
 <b>Curiosity</b> Interest; novelty-seeking; exploration; openness to experience	 <b>Perseverance</b> Persistence; industry; finishing what one starts	 <b>Kindness</b> Generosity; nurturance; care; compassion; altruism; "niceness"	 <b>Fairness</b> Just; not letting feelings bias decisions about others	 <b>Humility</b> Modesty; letting one's accomplishments speak for themselves	 <b>Gratitude</b> Thankful for the good; expressing thanks; feeling blessed	
 <b>Judgment</b> Critical thinking; thinking things through; open-minded	 <b>Honesty</b> Authenticity; integrity	 <b>Social Intelligence</b> Emotional intelligence; aware of the motives/feelings of self/others; knowing what makes other people tick	 <b>Leadership</b> Organizing a group; activating; encouraging a group to get things done	 <b>Prudence</b> Careful; cautious; not taking undue risks	 <b>Hope</b> Optimism; future-oriented; aware of the future; orientation	
 <b>Love of Learning</b> Mastering new skills & topics; systematically adding to knowledge	 <b>Zest</b> Vitality; enthusiasm; vigor; energy; feeling alive and activated	 <b>VIA INSTITUTE ON CHARACTER</b>			 <b>Humor</b> Playfulness; bringing smiles to others; lighthearted	
 <b>Perspective</b> Wisdom; providing wise counsel; taking the big picture view	{where the world finds strength} <a href="http://www.viacharacter.org">www.viacharacter.org</a>					 <b>Spirituality</b> Religiousness; faith; purpose; meaning

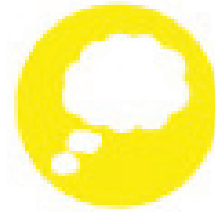
## ANNEX 3 - STRENGTH CARDS



**CREATIVITY**



**CURIOSITY**



**JUDGEMENT**



**WISDOM  
PERSPECTIVE**



**ZEST  
ENERGY**



**HONESTY**



**BRAVERY  
COURAGE**



**SOCIAL  
INTELLIGENCE**



**KINDNESS  
GENEROSITY**



**PERCEVE-  
RANCE**



**LOVE**



**LEADERSHIP**



## ANNEX 3 - STRENGTH CARDS



**FAIRNESS**



**TEAMWORK**



**FORGIVENESS**



**LOVE OF  
LEARNING**



**GRATTITUDE**



**SPIRITUALITY**



**SELF-  
REGULATION**



**HUMILITY**



**APPRECIATION  
OF BEAUTY**



**PRUDENCE**



**HOPE &  
OPTIMISM**



**HUMOUR**

## ANNEX 3 - STRENGTH CARDS

<p>Originality Adaptive Ingenuity Innovation</p> <p><b>CREATIVITY</b></p>	<p>Interest Novel-seeking Exploration Openness to experience</p> <p><b>CURIOSITY</b></p>	<p>Critical thinking Thinking things through Open-minded</p> <p><b>JUDGEMENT</b></p>
<p>Providing wise counsel Taking the big picture view</p> <p><b>WISDOM PERSPECTIVE</b></p>	<p>Vitality Enthusiasm Vigor Feeling alive and activated</p> <p><b>ZEST ENERGY</b></p>	<p>Authenticity Integrity</p> <p><b>HONESTY</b></p>
<p>Valor Not shrinking from fear Speaking up for what's right</p> <p><b>BRAVERY COURAGE</b></p>	<p>Emotional intelligence aware of others' feelings etc. Motivational</p> <p><b>SOCIAL INTELLIGENCE</b></p>	<p>Nurturance Care Compassion Niceness</p> <p><b>KINDNESS GENEROSITY</b></p>
<p>Persistence Finishing what one starts</p> <p><b>PERCEVE- RANCE</b></p>	<p>Both loving and being loved Valueing close relationships with others</p> <p><b>LOVE</b></p>	<p>Organising group activities Encouraging a groups to get things done</p> <p><b>LEADERSHIP</b></p>

## ANNEX 3 - STRENGTH CARDS

Just  
Not letting  
feelings bias  
decisions about  
others

### FAIRNESS

Citizenship  
Social  
responsibility  
Loyalty

### TEAMWORK

Mercy  
Accepting others'  
short-comings  
Giving people a  
second chance

### FORGIVENESS

Mastering new  
skills and topics  
Systematically  
adding to  
knowledge

### LOVE OF LEARNING

Thankful for the  
good  
Expressing thanks  
Feeling blessed

### GRATTITUDE

Religiousness  
Faith  
Purpose  
Meaning

### SPIRITUALITY

Self-control  
Disciplined  
Managing  
impulses & emo-  
tions

### SELF- REGULATION

Modesty  
Letting one's  
accomplishments  
speak for  
themselves

### HUMILITY

Awe  
Wonder  
Elevation

### APPRECIATION OF BEAUTY

Careful  
Cautious  
Not taking undue  
risks

### PRUDENCE

Future oriented  
Positive

### HOPE & OPTIMISM

Playfulness  
Bringing smiles to  
others  
Light hearted

### HUMOUR

ANNEX 4 - WHAT AM I WAITING FOR?

What am I waiting for?	How long do I have to wait?	Who am I waiting for?	What can I do instead of waiting?

## ANNEX 5 - SWOT ANALYSIS MATRIX

### STRENGTHS

Work experience  
Education  
Technical skills  
Personal characteristics  
Network, associations etc.

### WEAKNESSES

Lack of work experience  
Lack of education  
Limited network  
Negative personal characteristics, habits  
Resources

### OPPORTUNITIES

Positive trends in business area  
Enhance education, training, skills  
Geography - ability to move?  
Strengthening your network  
Collaborations, partnerships

### THREATS

Negative trends in business area  
Competition in business area  
Training obstacles

ANNEX 6 - MASTERMIND SPEED DATING

Name	I can offer	I am looking for

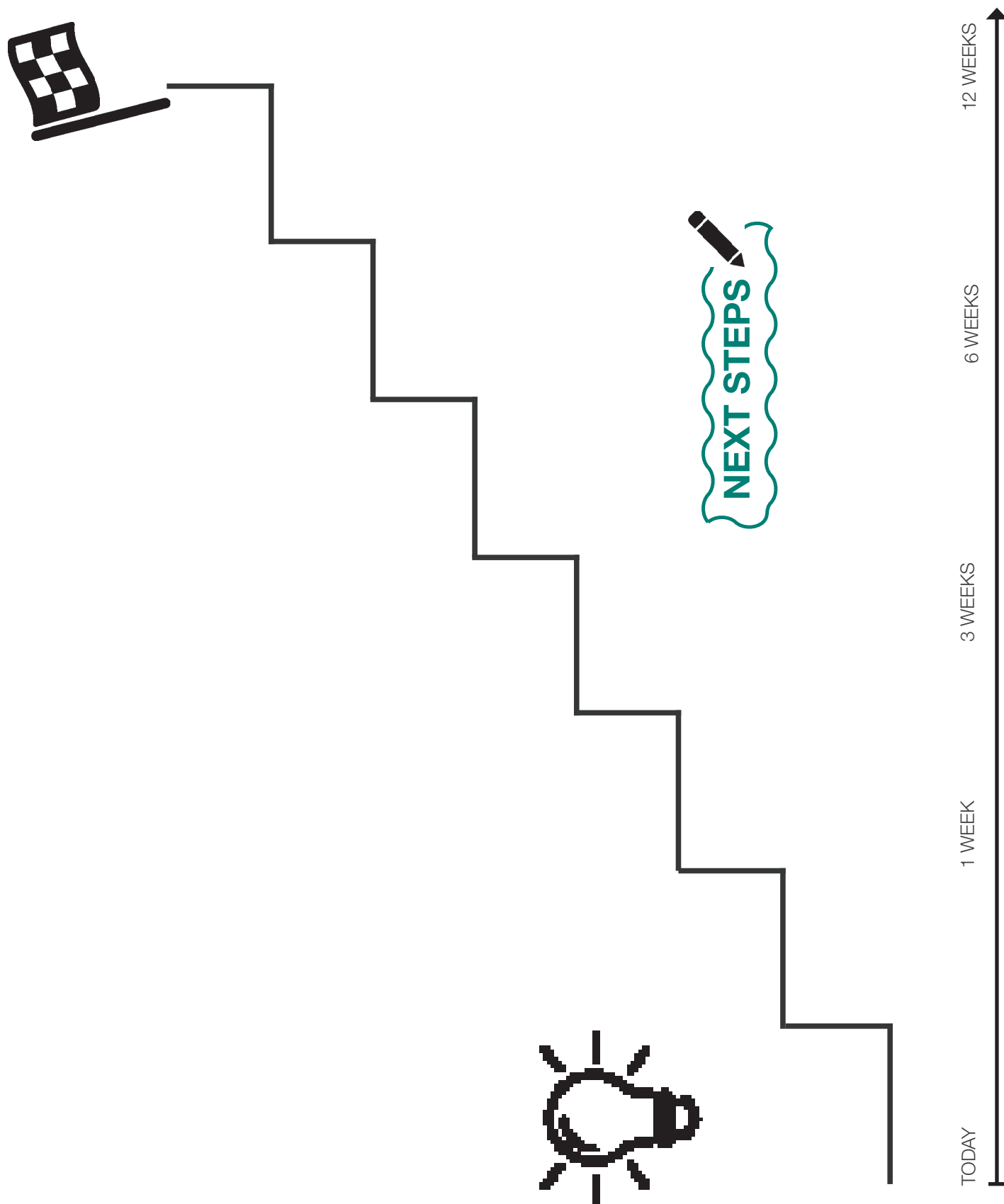


## ANNEX 7 - IDEA SCORE CARD

IDEA	Is it a new idea in your context?	Does it have value to others?	Is it possible for you to do this?	Does it fit your means?	Total score

Give each idea point from 1 to 10 (1 if it has low novelty and 10 if it has high novelty)

ANNEX 8 - MY NEXT 5 BEST STEPS



NEXT STEPS





NOTES



## ANNEX 9 - STAKEHOLDERS

### STAKEHOLDERS

<b>Who</b>	<b>Telephone</b>	<b>Adress</b>
<b>Relation (how is my relation to this person?)</b>		
<b>Action plan (what to do, when)</b>		

### STAKEHOLDERS

<b>Who</b>	<b>Telephone</b>	<b>Adress</b>
<b>Relation (how is my relation to this person?)</b>		
<b>Action plan (what to do, when)</b>		

The participants may need more than one copy - depending on the number of stakeholders they need to contact.

## ANNEX 10 - MARKETING ACTION PLAN TEMPLATE

<b>Describe the idea/activity briefly</b>	<b>What is the goal?</b> <i>(What do you want the customers to do or know?)</i>
<b>What customer segment do I target?</b> <i>(Choose one, What do they like, how should I communicate to them?)</i>	<b>What does it cost?</b> <i>((What do I need to carry out the activity? Materials, services from others, distribution, etc. – list all with costs)</i>
<b>Who will do it?</b> <i>Who will carry out the activity and where? Do I need other people? What channels will I use?)</i>	<b>When?</b> <i>(When will it start and end?)</i>

# THE FACILITATORS' TOOLBOX

## CONTENTS:

- PAPER
- SCISSORS
- POST-ITS
- WHITEBOARD MARKERS
- MARKERS/CRAYONS/PENCILS
- STRAWS
- MATCHES
- PLAY DOUGH
- TAPE (DIFFERENT COLOURS)
- STRENGTH CARDS
- WOODEN BUILDING BLOCKS
- STRING IN DIFFERENT COLOURS
- FLIP CHARTS

**REMEMBER TO BRING ALL THE MATERIALS AND HAVE THEM READY FOR THE INDIVIDUAL EXERCISES**









**GHANA FRIENDS**  
Partnership for change

