Partners for Economic & Community Help

From Project to Social Enterprise

Curriculum to develop a social enterprise business plan

December 2003

PEACH

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- Sandy MacKeigan, a City of Vancouver employee working through the Carnegie Community Centre who has held the vision of making the dream of a social enterprise that trains and hires people with multi-barriers to employment come true.
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A MESSAGE FROM PEACH

In industrialized countries, more and more people are falling through the cracks of social welfare systems because national budgets are being cut to offset deficits. The commitment to creating social capital is diminishing, resulting in more people living below poverty lines. Creative answers are required to create opportunities for people to re-enter the workforce, and climb out of the cycle of poverty. Participating in the workforce requires skill sets and education. If people do not have the resources to maintain the skill sets or get an education, they face tremendous barriers to entering the workforce, putting them at a great disadvantage within a market economy.

Vancouver's Downtown Eastside is the oldest area of the city of Vancouver, Canada, and is characterized by its social and economic diversity. Over the past several years, neighbourhood stability has been eroded by an increase in significant health and social problems; particularly those related to a high level of criminal activity, the drug trade, and safety concerns. Consequently, there has been a dramatic downturn in economic activity in the area, as evidenced by a decrease in legitimate economic endeavours and by business closures resulting in a significant loss of employment opportunities. This economic deterioration has caused a general and significant decline in the quality of life in the community.

This manual emerged from an experience at PEACH (Partners for Economic and Community Help in Vancouver, BC), where PEACH was providing technical supports to a group of people with multi-barriers to employment who were interested in learning how to make a revenue generating project into a "social enterprise." They had participated in a project that designed and installed 31 historic mosaic tile sidewalk markers in the Downtown Eastside of Vancouver. A major component of this project, which had been operated by the Carnegie Community Center, was the provision of a unique low-threshold job training program with the local drug user population. The participants who had approached PEACH had been in the training program and were a core group from the original project. They had succeeded in winning contracts with the City of Vancouver to create 12 mosaics under commission for the courtyard of the Dr. Sun Yat Sen Gardens in Chinatown and five mosaic pieces for the head office of VanCity, the largest credit union in Canada. Their experience showed them that they could earn an income doing something they liked while working in their community with other residents.

Social enterprises generate revenue and are guided by a social mission. They are a means for disenfranchised populations to access work experience and/or employment in an environment that is supportive while providing stability and opportunities to exit the trap of poverty. To operate a social enterprise requires skills and knowledge in how to participate in the formal market economy.

This guide is a contribution from PEACH to the broader community of service providers. It is for those intent on providing an opportunity for disenfranchised populations to take their experiences with income generating activities and transfer them into an operational business plan that becomes a guide for exiting poverty. Preparing a business plan is a first step. Continued technical and moral support is needed to ensure participation of groups who are under-represented in the work force. Take the challenge up, and contribute to social change!

Mary Morgan

PEACH Executive Director, December 2003

Partners for Economic & Community Help

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Purpose of this manual

The purpose of this manual is to provide people who have multi-barriers to employment with the information, skills and motivation they need to make a revenue generating project into a sustainable social enterprise.

Objectives

Through the preparation of a business plan, the objectives of this manual are to:

- Build a basic understanding of business concepts and skills
- Assist people with multi-barriers to employment to create an option that will provide an income, and
- Provide facilitators with a means to teach market economic concepts in a relevant manner.

Target audience

This manual is for facilitators interested in working with disenfranchised populations who want to make positive changes in their lives. It is suggested that the participants in the course have at least six months of experience with a revenue-generating project so that their experience can become an integral aspect of the curriculum. It is also important that there is an identified leader in the group who can assist to keep the group motivated and focussed.

Learning methodology

The methodology adopted in this manual begins with the participants' experience and, through discussions and skilled facilitation, enables the participants to transfer their experience into a business plan that will guide them in going forward. The curriculum was written guided by the following adult education principals:

- Adults are autonomous and self-directed. Adults have accumulated a foundation of life experiences and knowledge that may include work-related activities, family responsibilities, and previous education. Adults are goal-oriented. Adults are relevancy-oriented. They must see a reason for learning something.
- Adults are practical, focusing on the aspects of a lesson most useful to them in their work. As do all learners, adults need to be shown respect.

Overview of the manual

Module 1: Taking the step to starting a social enterprise

In this session, participants will see what a social enterprise is and be exposed to the parts of a business plan. You will take time to learn about what has brought them together and why they want to go forward with their project as a social enterprise.

Module 2: Market research

What sort of an environment are you working in? This session will introduce participants to market research. They will begin to look at their enterprise industry and what sort of things will influence customers to purchase their product or service.

Module 3: Market research

Do people want your product? Who else is selling what you are? Participants will learn how to create surveys to learn about their potential customers and competition. They will conduct these surveys and learn how to analyze the data.

Module 4: Marketing strategy

How are you going to attract your customers? Continuing with the deconstructing of economic concepts, participants will define marketing strategy in their own words and develop a marketing strategy for their social enterprise following the Four Ps: Product, Price, Promotion and Place.

Module 5: Operations and management (Part 1)

In this module, participants will break down the tasks involved in their business activity and develop job descriptions for areas of responsibility. It will culminate in the development of an organization chart that assists them in discussing responsibilities and authority.

Module 6: Operations and management (Part 2)

In this module, participants will articulate their social mission and develop training plans for trainees and employees. They will also research suppliers.

Module 7: Developing financial statements

In this session, participants will deconstruct the costs of doing business, and place these into a cash flow, Income Statement and Balance Sheet.

Module 8: Wrapping it all up!

Having done all the work, the participants complete the task of writing a business description and an executive summary, and outline the tasks they need to accomplish before they launch.

Note: This symbol indicates a tip that the authors feel is very important.

Arranging a schedule

The eight modules take about 31 hours to complete in the classroom, without time considered for breaks. Some modules are longer than others. There are suggested breaks in the curriculum; you as the facilitator, with the group, will decide whether to do a full day or several half days. In our experience at PEACH, it was much more successful to work with full days. We tried conducting half-day sessions, but the group lost momentum and assignments were not completed. Working in a group and doing research together was much more effective than asking people to do research outside of class.

Often, employees of social enterprises are living in poverty. In addition, their workload or other obligations (for instance, medical obligations or community involvement) may not permit a schedule of regular sessions on a set schedule. If it is at all possible to do one-day, two-day, or three-day sessions at a time, this is most effective. One of the many consequences of poverty is the limitations it sets on people's lives. There may be a desire to attend sessions, but not enough bus fare. If someone has not eaten in a day or two, concentrating becomes a task requiring huge effort. On the facilitator's part, flexibility and understanding are crucial. This will demonstrate your commitment to meeting the participants in their own context. You should provide lunch, and perhaps honorariums when participants attend for a full day.

Preparing for each session

Read the whole curriculum before starting the course. By familiarizing yourself with the modules, activities and outcomes, you will be better prepared to face challenges the participants may encounter. All modules require preparation, which is outlined at the end of the preceding module. Be sure to spend some time before you get together with the participants to gather the things you need.

Materials

At the beginning of each module, you will find a list of materials and handouts to bring for that module. The materials are specific to the activities in each module. The following supplies will be needed for *all* sessions.

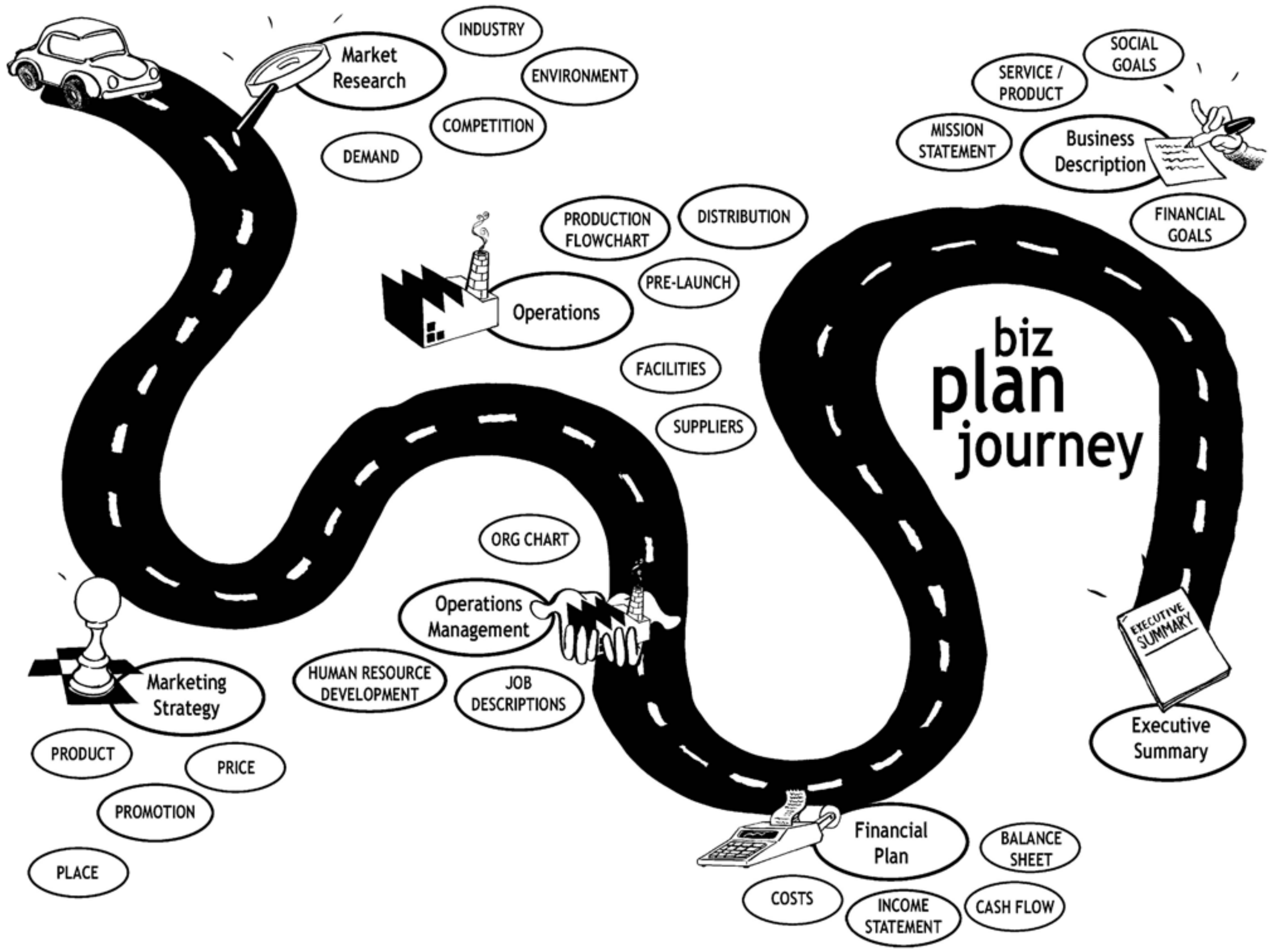
- Flipchart
- Self-stick (Post-it) notes – large size
- Markers to use on the flipchart
- Tape
- Evaluation forms
- Pads of paper
- Calendar
- Coffee, juice and snacks
- Course materials:
  Many will be developed as the course goes on, and are essential references later. You may want to bring all the flipchart pages the group makes to every session, but if you only bring some, do not forget these!
  - Biz Plan Map from Module 1
  - Learning Contract from Module 1
  - Updated Business Dictionary

About the Biz Plan Map

This course is a journey — the journey to a business plan, guided by the facilitator. The map below shows where the participants will go on this trip, and the stops they will make as they establish a viable business. The map is the visual representation of the work the group is doing, a concrete reminder of their achievements and goals.

Make as big a copy as you can of this map (see *Biz Plan Map, Module 1, Handout 3* for a full page version), and post it prominently at every session. Add personalized markings to a car in *Biz Plan Cars, Module 1, Handout 4* to create the moveable vehicle (i.e. with tape) for your group, and move it along the road as you go through the course.

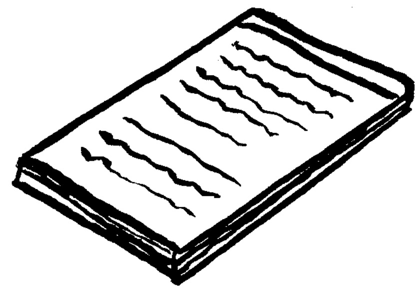
Encourage the group to take ownership of their map — for instance, they can change the illustrations to suit their context, or they can make their own vehicle.



Evaluations

Evaluations are a way to get feedback on how the module or session went, how to improve it, and what things need more time. At the beginning of the course, explain how evaluations can help you as the facilitator to ensure that the sessions are meeting the group's needs as participants. This also models a means to get a sense of customer satisfaction. At every opportunity, introduce market responsive behaviour so that participants feel comfortable paying attention to the wants and needs of potential customers.

There are several examples of evaluations at the end of the curriculum. Use the style that will be appropriate for the group you are working with.



Good luck!

Knowledge is power. Social and political status are closely linked to economic status – as income increases, people have more political and social value attributed to them. Having a basic comprehension of market economic concepts through learning how to prepare a business plan is one way for people with multi-barriers to employment to begin to participate more fully and equitably in the workforce. Use your experience and knowledge of the community you are working in to modify activities if need be.

MODULE 1

Taking the step to starting a social enterprise

Objectives

By the end of the module, participants will have:

- Determined the type of social enterprise they want to develop
- Been exposed to the parts of a business plan
- Created a learning contract

Agenda

1.	Review of agenda and objectives	5 minutes
2.	"Why are you here?"	30 minutes
3.	History of the group	15 minutes
4.	Introduction of the facilitator	10 minutes
5.	What is a social enterprise?	20 minutes
BREAK		
6.	Overview of a business plan	45 minutes
7.	Making a learning contract	20 minutes
8.	Picking a name	20 minutes
9.	Setting the schedule	10 minutes
10.	Evaluation	3 minutes
11.	Closing	5 minutes

The length of this module, without the break, is 193 minutes, or about 3.25 hours.

Materials

- Binder for each participant
- Flipchart pages with:
  - Agenda and objectives
  - *Title:* Why I am in the group
  - *Title:* What I want to get out of this course
  - *Title:* Group history
  - *Title:* Social
  - *Title:* Enterprise

- Handouts:
  - *Definition of a Social Enterprise, Module 1, Handout 1*
  - *Business Plan Outline, Module 1, Handout 2*
  - *Biz Plan Map, Module 1, Handout 3*
  - *Biz Plan Car, Module 1, Handout 4*
  - Brochures or documents with the mission and activities of your organization or your work as a facilitator

Module 1 is an important foundation – it sets the tone for the whole course. Often adults re-entering a classroom are uncomfortable – they are not used to it, and they may have bad memories of classroom situations. This is the time to let them experience learning in a different context and encourage them to engage in a new learning process.

Activities

1. Review of agenda and objectives (5 minutes)

- Review the agenda and objectives on the flipchart.
- Ask for questions and/or additions and, if needed, clarify the objectives.
- Point out the break schedule and the estimated length of the session.

2. "Why are you here?" (30 minutes)

Even though the individual participants have been working together, or live in the same neighbourhood and know each other, this activity will give them a chance as individuals to express why they want to start a social enterprise. If you already know the group, this will give you a chance to hear them each individually; if you do *not* know the group, it will provide an opportunity to get to know each individual.

- Provide each participant with two Post-it notes and a marker. On one note paper have them write one word that describes why they are in the group. On the other, they should write one word about what they want to get out of the course.
- Ask for a volunteer to come to the front of the room and say their name (if you do not know it) and share what they have written on their notes.
- Use flipchart pages with the titles: "Why I am in the group" and "What I want to get out of the course" at the top. Have the volunteer put the notes under the appropriate heading.
- After each participant has shared their name and thoughts, discuss the similarities and differences among the contributions to each category.

There are usually common threads here. People often say they are involved with the group because of camaraderie, skill building, a feeling of connection, and community. Often what they want to get out of the course is how to earn an income on a regular basis, or how to have revenue so that their project can continue. These are good places from which to go forward, and talk about what a social enterprise is, which is one of the things the group will do during this module.

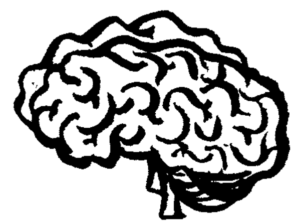
3. History of the group (15 minutes)

When people have the opportunity to describe what they have been doing and what they want to do, it affirms their experience and provides a space for them to claim that their activity is valid.

- Ask the group how they came up with their business idea, and about the history of the group involved in the revenue-generating project.
- As the group describes their story, take notes on the flipchart page marked "Group History." Try to capture how they came up with their business idea, and what motivated them to come together and start a revenue-generating project. They may have done a project and realized that it could become a business. Try to capture this on the flipchart.
- Be sure to clearly identify their business idea, and the type of product or service.

To go forward, it is important for the group to know where they have come from. The fact that they are here in the class indicates their desire to go forward. The history of the project is where they have come from, which greatly influences where they are today and the direction they will take in going forward.

- As facilitator, you might want to have the group consider some other questions, for instance, "What are your social goals?" and "How you want to run your enterprise?"
- Sum up by making the connections from the contributions made as individuals and as a group.



4. Introduction of the facilitator (10 minutes)

Now is the time for you, as the facilitator, to share your experience. For instance, you might talk about your experience working with groups starting social enterprises or with new businesses. If you are working on behalf of an organization, share your organization's mission and what activities your organization carries out to achieve it.

5. What is a social enterprise? (20 minutes)

- Brainstorm around the word "social." On a flipchart page entitled "Social," record what comes to mind for the people in the group when they hear the word.
- When that is exhausted, brainstorm and record what comes to mind when people hear the word 'enterprise.' Below are some possible responses:

Social	Enterprise
• For the good of the community • Supportive • Provides support for people in the society	• Business • Profit • Place for employment

- Discuss how the two pages might be combined. The result should be the idea that social enterprises are committed to improving people's lives *and* to being financially stable, to ensure they can be around for the long haul and not just a fly-by-night operation.
- Hand out *Definition of a Social Enterprise, Module 1, Handout 1.*
- Using the definition written on the flipchart page you brought (same as the handout), discuss the definition, and change it so that everyone understands the words and agrees on what the term "social enterprise" means.

Definition of a social enterprise

A social enterprise can be a non-profit enterprise, social-purpose business or revenue-generating venture that creates improvements in the lives of individuals or society as a whole while operating an activity that generates sufficient revenue to be economically sustainable.

A social enterprise has the following characteristics:

1. Clear financial and social impact objectives
2. Employs disadvantaged populations and/or provides services to disadvantaged populations
3. Earns income

Types of social enterprises

Now that the group has a common understanding of what a social enterprise is, you can introduce them to a variety of social enterprises (examples below). As you list these, discuss them and have the group evaluate them in relation to their own project. By the end of the discussion, they should be able to agree on which type of social enterprise they will be operating.

Social enterprises take many forms...(Source www.virtueventures.com)

- An **employer** of at-risk, disenfranchised or poor populations.
- A **seller** of products or services to poor or disenfranchised business owners or customers.
- A **for-profit subsidiary of a non-profit organization** whose revenue is used to subsidize its non-profit programs: for example, a shop that sells educational products to support its public radio parent organization.
- A **social-purpose business** that contributes to a public good by serving a less commercially attractive non-profit customer: for example, a group purchasing company that sells discounted medical products and lab services to community clinics that serve the uninsured.
- A **non-profit organization** that generates income by selling goods, commercializing services, leveraging assets or creating for-profit subsidiaries to support its social service activities.
- A **socially responsible company** that partners with a non-profit organization to strengthen its brand or public image: for instance, a long-distance phone company that contributes a percentage of profits to charities, or a fair trade coffee company that purchases environmentally friendly coffee from community farmers.

Social enterprises serve several purposes...

- **Economic development** by creating opportunities that foster self-employment or create jobs for poor people, enabling them to attain economic security for themselves and their families.
- **Workforce development** by creating employment for disenfranchised or at-risk populations so that “hard-to-employ" people can earn a liveable wage and develop marketable skills.

Social enterprises are an emerging field. There is a lot of discussion worldwide about what a social enterprise is and can be. By participating in the process of becoming a social enterprise, the group and the facilitator are all contributing to the development of the field. **Be sure to tell the group about the importance of their work!**

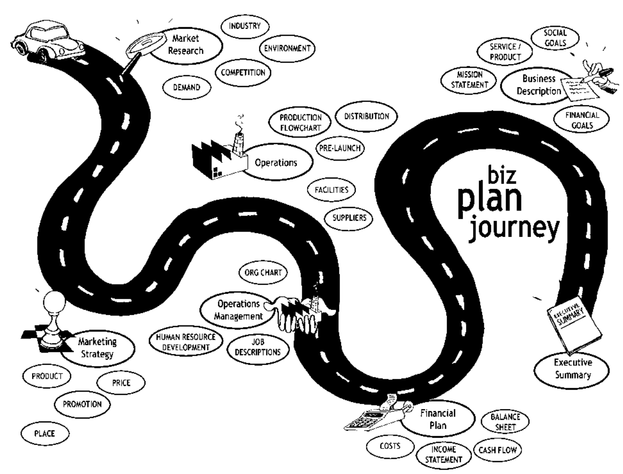
BREAK TIME

6. Overview of a business plan – The map (45 minutes)

At the beginning of the course, you were introduced to the Business Plan Road Map (Biz Plan Map). If you haven’t already, post a large copy of the map now.

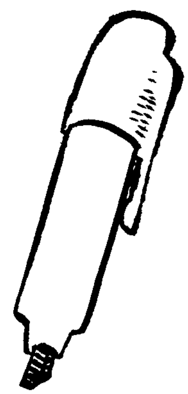
The goal of this course is to develop a business plan, and this section is where you (as the facilitator) provide an overview of a business plan and how it will be useful to the group in developing their social enterprise.

- Begin with a discussion and brainstorm: What do the participants think a business plan is? What is the purpose of a business plan?
- As the facilitator, sum up the discussion by pulling the group’s ideas together and associating them with the map which will help guide them on their journey. There is a saying, *You can’t change a plan if you don’t have a plan.* Explain that the group’s business plan will enable them to achieve the goal of being around for a long time in order to achieve their social mission.



The map

- Use the handouts *Biz Plan Map, Module 1, Handout 3.*
- Refer to the large Biz Plan Map you have posted. If you haven't already, write "Start here….." at the beginning of the road, and place an X at the end, to indicate a destination.
- Explain that when we get in the car we most often have a destination in mind, and if it is a place we have never been before we take a map with us. We consult the map along the way to be sure we are on the right road. It is the same when you are starting out on the road to setting up a social enterprise.
- Explain that the Biz Plan Map represents all the parts of a business plan, and the journey to complete it. Set out that at every session the group will move the car along the road as they move through the stages of making a business plan.
- Discuss each heading on the map, and the content of each heading. Explain that you will be going into more detail about each of these as the course goes on, but encourage the group to ask questions now, too, so you can anticipate places where they might have difficulty.
- Encourage the group to take ownership of their map – for instance, they can change the illustrations on it to suit their context and experience, or they can make their own vehicle, or put representations of themselves in the car. Be creative!



7. Going forward (20 minutes)

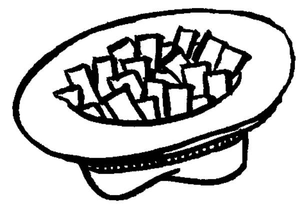
Learning is a commitment on the part of the facilitator and the participants. Before you proceed further, you will make a "learning contract," an agreement among the learners, and between the learners and you.

- Form groups of two or three participants each.
- Give the groups five minutes to come up with three things they agree they need from the rest of the group in order to participate fully in the journey to completing a business plan for their social enterprise. These could be such things as attending each session, the right to ask questions throughout the class, or creating a group phone/contact list.
- In a round, take one agreement at a time from each group, and write it on the flipchart.
- Be sure the agreements include time commitments, where required, and supports needed when something is so new that participants might feel uncomfortable completing a task.
- Ask for clarification on controversial items and test for consensus in the group.
- When there is agreement on the list, have everyone initial the flipchart paper (even you as the facilitator). This is now your learning contract!
- Bring this flipchart page to display at each meeting. Use it as a reference agreement and hold each other accountable.

8. Picking a name (10 minutes)

The group of learners has made a commitment to make a plan together. If they are going to be a team, having something to create a group identity contributes to developing a team sprit. A name can do this.

- To generate name ideas, take 15 minutes for everyone to brainstorm words that describe them as they are now, or as where they want to go. Write all the words on the board or flipchart. Then give each person a small piece of paper. Have them write their favourite word from the list they have just brainstormed, fold up the paper and place it in a bowl or hat. Then have a volunteer pull each word out and read it. Someone else then makes a check mark beside the word on the list as it is read out. The word with the most checkmarks wins. If two are very close, repeat the process with the other names eliminated. The winning word is the group's name – write it on the business plan car!
- This should be fun! Let everyone get as crazy as they want. The name does not have to be the name of the business/social enterprise (though it could be). It will be what the group calls themselves during this course. For example, other groups have called themselves Our Gang, Business Groupies, and Go-getters.



In this guide, we will sometimes use 'Go-getters' to refer to the group.

9. Setting the schedule (10 minutes)

- Using the calendar you brought, set the schedule for the next sessions. You can make weekly sessions of one module each, which does not interrupt participants' regular schedules, but can lead to attendance problems, *or* participants can agree on an intensive five day workshop. Make sure everyone agrees. Divide the modules into sessions accordingly.
- Often, prospective employees of social enterprises are living in poverty. In addition, their workload or other obligations may not permit regular sessions on a set schedule. If it is at all possible to do one day, two day, or three day sessions at a time, this is most effective. You can provide lunch, and perhaps honorariums.
- Flexibility and understanding is crucial! This will demonstrate your commitment to meeting the participants in their own context.

10. Evaluation (3 minutes)

- Pass out the evaluation forms you brought, and explain that the participants will do an evaluation after each module. Ask participants fill them out and hand them in before they go.
- Evaluations are a way to get feedback on how the session went, how to improve it, and find out what things need more time. Explain how evaluations can help you as the facilitator to ensure that sessions are meeting the group's needs.

- This process also models a means to get a sense of customer satisfaction. At every opportunity, introduce market responsive behaviour so that the participants can feel comfortable with paying attention to the wants and needs of potential customers.
- Ask individuals to fill them out and hand them back before they go.

11. Closing (5 minutes)

- In a round, each participant – and the facilitator – share one thing they look forward to in the learning process everyone will be participating in.

Preparation for the next module

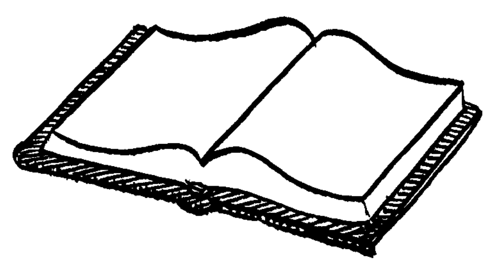
In the next session, the Go-getters will do market research. It is essential that you, as the facilitator, be prepared to provide guidance, which will increase their comfort in doing market research if it is new to them. If you have information sources identified and can provide the group with webpages, documents, magazines or newspapers that will help them get the information they need, they will feel confident going forward. Otherwise they might feel overwhelmed, lose confidence in themselves to go forward in developing a business plan, and not return to the class.

The chart on the following page provides some guidelines for you to get the exact pages the Go-getters will require to get the information they need. Some of this information is specific to Canada.

- If your group *has no experience with computers*, print out the information they will need to conduct research on the web, and make copies to pass out in the next session.
- If the group *does have experience with computers*, and you have access to computers, provide them with webpage addresses so they can go directly to the information they need. The idea is to provide the participants the opportunity to go through the process of determining:

The 4 Ws of Research

- What needs to be decided?
- What questions need to be asked?
- Where do we get the information to answer what we need to find out?
- What does the research tell us? (Analysis)



- Make the flipchart pages required and copy the handouts you need (listed at the beginning of the next module).
- Prepare market research worksheets for all the topics to be researched. See *Market Research Template, Module 2, Handout 2* for a sample Industry Analysis.
- Check out each suggestion in the Market Research Resources table and change or adapt it to your region and context.

Market Research Resources

Subject	Webpages
Industry Research	
Stage of industry – is it new or growing or declining?	For the North American Industry Classification System look up this webpage: http://www.statcan.ca/english/Subjects/Standard/naics/1997/naics97-menu.htm To get business information by sub sector go to the strategis.ca webpage: http://strategis.ic.gc.ca/sc_indps/engdoc/homepage.html? categories=e_bis This page provides access to statistics of the manufacturing industry, as well as other information.
Normal mark-up of goods at retail (for instance in the food industry it is 100% minimum to cover spoilage)	
Terms of payment standard to the industry (for instance in the construction business, it is the cost of supplies up front)	Prior to the session, identify a person who works in a business in the industry who will be willing to chat with one of the participants and share information regarding terms of payment normal to the industry. Is it 30 days, 60 days or 90 days? This information will have a big impact on the cash flow!
Economic	
Unemployment rate	Statistics Canada webpage: http://www12.statcan.ca/english/profil01/PlaceSearchForm1.cfm Enter the city and province or territory and hit the search button. You can then zero in on the area you want. This page will have the following headings: Population; Education; Earnings and Work; and, Income and Families & Dwellings. Analyze the information; provide supports to the participants in how to analyze the data and figure out what is the market potential and how much disposable income there is in the population they are targeting.
How is the disposable income for the customers we are going to try and attract?	
If exporting or importing, what is the currency exchange?	Use a currency converter, such as at http://www.xe.net/ucc/
Legal	
Zoning, licenses and certificates	Go to a search engine (such as Google) and enter the name of your area (e.g., "Vancouver, British Columbia." You can find the city webpage and from there find out the business licence, permits and zoning information needed.
Social/cultural	
Trends	Reference local magazines and newspapers; reports on the area.
Environmental	If the group is manufacturing, they need to know about the environmental protection. If the business is environmentally friendly, get data that supports the importance of your business in contributing to improving the environment.
Trends	In a search engine, enter "Environmental Trends" and name the area (e.g., city and/or province).

Market research

Objectives

By the end of the module, participants will have:

- Determined the industry in which they will be operating
- Learned what sort of things influence buying habits
- Conducted research

Agenda

1.	Review of agenda and objectives	5 minutes
2.	Defining ‘market research’	20 minutes
3.	Market research: Industry environment	20 minutes
4.	Market research: Go-getter environment	20 minutes
BREAK		
5.	Conducting market research	120 minutes
6.	Evaluation	5 minutes
7.	Closing	5 minutes

The length of this module, without the break, is 195 minutes, or 3.25 hours.

Materials

- Regular papers with one big heading per sheet: *Economic, Legal, Social/Cultural* and *Environmental*
- Flipchart pages with:
  - Agenda and objectives
  - *Title*: Our business dictionary
  - *Title*: What should be researched about the industry?
  - *Title*: Stage of industry – is it new, growing or declining?
  - *Title*: Normal mark-up of goods at retail
  - *Title*: Terms of payment standard to the industry
  - The 4 Ws of research
    - What needs to be decided?
    - What questions need to be asked?
    - Where can we get the information to answer what we need to find out?
    - What could the research tell us? (Analysis)

- Cue/filing cards with one of the research topics written on each one:
  - High unemployment
  - Currency exchange
  - Inflation
  - Taxes
  - Non chemical supplies
  - Aging population
  - Disposable income
  - Ethnic groups
  - Certificates
  - Zoning
  - Licences
  - Welfare reform

- Access to computers, if possible

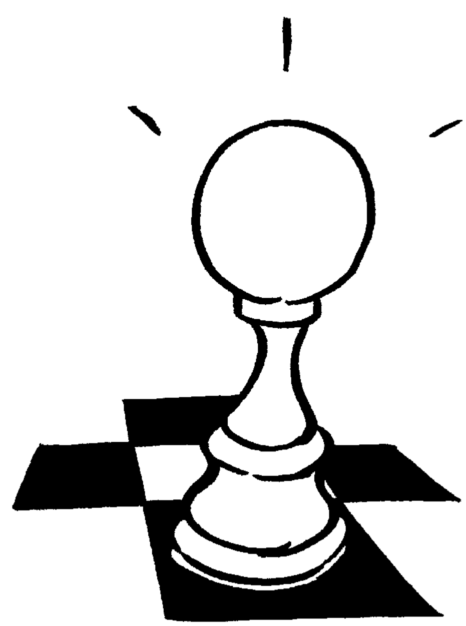
  If your group is familiar with computers and you have access to computers:
  - Diskettes
  - Enough computers so the group can work in pairs

  If your group is not familiar with computers and/or you do not have access to computers:
  - Handouts
  - Printouts from webpages that will provide the information necessary for the participants to do their market research

- Handouts
  - *Industry and Environmental Analysis, Module 2, Handout 1*
  - *Market Research Worksheet, Module 2, Handout 2*
  - Handout on economic sectors from http://www.statcan.ca/english/Subjects/Standard/naics/1997/naics97-menu.htm

- Evaluation forms

If you are able to find some assistants for this session, it will be easier to make sure each participant gets the support they need. The assistants do not need to be experienced, but you should show them the module outline before they make a commitment. If no assistants are available, participants can help each other, while you move amongst the pairs or small groups.



Activities

1. Review of agenda and objectives (5 minutes)

- Review the agenda and objectives on the flipchart.
- Ask for questions and/or additions and, if needed, clarify the objectives.
- Point out the break schedule and the estimated length of the session.

2. Defining ‘market research’ (20 minutes)

Deconstructing market economic concepts is very important in the process of making a business plan.

- Ask, “What happens in a marketplace?” As the Go-getters brainstorm, work to the following answer:
  - In the marketplace, buyers and sellers come together.
  - Sometimes we enter the marketplace as a buyer to get things we need. When we are running a business or enterprise, we enter the market place as a seller.
- Ask, “What does ‘market’ mean to you?”
  - Brainstorm ideas until you can make a definition of “market.”
- Start a dictionary for participants, so that everyone will understand terms in the same way. Write the agreed upon definition of market on the “Our Business Dictionary” flipchart page. This dictionary should be posted in each session.
  - Be sure that the words ‘customers – potential and current’ are in the definition of market that you finally agree on.
- Ask, “What do you think of when you hear the word ‘research?’”
  - Brainstorm ideas.
- Then ask, “What is ‘market research?’” Go back to your definition of “market,” and to what was brainstormed for “research,” and come up with a definition. The idea of doing market research is to find out what your customers want, in the area you are operating in.
  - Write the definition of market research that the group comes up with on the dictionary page.

Our Business Dictionary

These are possible definitions to add to your dictionary.

Market: All of our current and potential customers in a certain geographic area.

Market Research: An investigation of what the needs and wants are of our current and potential customers in a certain geographic area.

3. Market research: Industry environment (20 minutes)

- Use a handout from the North American Industry Classification System to demonstrate how economic sectors are defined and broken up. Handout from: http://www.statcan.ca/english/Subjects/Standard/naics/1997/naics97-menu.htm
    - The economy can be broken into four sectors: *Agriculture, Manufacturing, Service* (hospitality, education, health care, etc.), and *Information.*
    - Each of these sectors can be broken into many more sectors. For instance, agriculture contains fishing, forestry and crops. Then each sub sector can be broken up even further. The smallest sub sectors are industries.
- When the Go-getters go into the marketplace with their business, customers will have expectations of them based on the industry they are operating in. Therefore, it is important for the group to understand some things about their industry, to be professional and to gauge the growth potential of their industry. The following points should be researched: (This should be on a flipchart page you brought)
    - Stage of industry – is it new or growing or declining?
    - Normal mark-up of goods at retail (for instance in the food industry it is 100% minimum to cover spoilage)
    - Terms of payment standard to the industry (for instance in the construction business, it is the cost of supplies up front)
    - *Hand out Industry and Environmental Analysis Module 2, Handout 1*

4. Market research: Go-getter environment (20 minutes)

The Go-getters' business will do better if they know the environment they are operating in.

- Tape up the papers you brought that have the headings: *Economic, Legal, Social/Cultural* and *Environmental.*
- Refer again to *Industry and Environmental Analysis Module 2, Handout 1.*
- Face down in your hand, hold the cards with the following words:
    - High unemployment
    - Currency exchange
    - Inflation
    - Taxes
    - Non chemical supplies
    - Aging population
    - Disposable income
    - Ethnic groups
    - Certificates
    - Zoning
    - Licences
    - Welfare reform
    - One by one, have participants take a card from your hand and tape it under the heading they think is appropriate.
    - Discuss the placement of the card, and how the topic would have an impact on the enterprise that the Go-getters intend to start.
    - Do this until all cards have been taped on the wall.
- Brainstorm other topics that might fit each of the sections.

BREAK TIME

5. Conducting market research (120 minutes)

The effects of poverty include low self-esteem and lack of confidence. Conducting research may be a foreign concept to the people in the group of participants, and they may not feel they are able to do it.

As a result, it is critical to provide a framework and lots of support in this part of the course. Be very encouraging. Provide the resources necessary to conduct the research, including access to computers and the Internet, and to other people who can assist.

- Go over the 4Ws of Market Research on the flipchart page you brought
  - What needs to be decided?
  - What questions need to be asked?
  - Where can we get the information to answer the questions?
  - What are the answers to our questions? (Analysis)
- Have the Go-getters get into pairs or in groups of three, depending on how many are in the group.
  - There are five topics to research: Industry, Legal, Economic, Social/Cultural and Environmental. Ask each group to choose the topic they would like to research.
  - With each group, list what needs to be researched. Refer to the lists that have been created in the previous two activities.

If you are using computers	If you are not using computers
Hand out to each group a research topic with the webpages they can access on the Internet for their particular topic.	Hand out to each group the webpage printouts for the research topic they are responsible for

  - This is where you could use assistants. If you have them, they can help you move among the different groups so that everyone can get the information they need.
  - Pass out *Market Research Worksheets, Module 2, Handout 2* to each group. Give them 30 to 45 minutes to get the information.
  - At the end of the research time, return everyone to the large group. Ask each pair (or threesome) to share what they learned and what was the most interesting thing they discovered.
  - Collect the worksheets so you can enter the data gathered into the computer, to pass out at the next session.

9. Evaluation (3 minutes)

- Pass out the evaluation papers, and remind the participants they will do an evaluation after each module. Reiterate that this is a way for you to ensure that the content of the module is relevant and to get feedback from the group.
- Ask them to fill them out and hand them back before they go.

10. Closing (5 minutes)

- In a round, have each participant share one thing they learned during the module.
- Using the calendar, confirm the future meeting times with the group, and make changes if necessary.
- Move the car on the Business Plan Road Map! You can indicate which parts of Market Research the group has completed.

Preparation for the next module

- Enter into the computer the results of the industry and environmental analysis section from the worksheets submitted to you. Make copies for the next session.

It is important to enter the work that the group does into the computer, and provide it to them at the following module. This provides them with the opportunity to see their collective work, and builds their confidence in their ability to go out and get information, and then to use it to better understand the new world they are entering – the world of running a social enterprise.

MODULE 3

Market research

Do people want the product? Who else is selling it?

Objectives

By the end of the module, participants will have:

- Developed a customer and competition survey
- Conducted a survey
- Tallied the results
- Learned if there is a potential market for their product/service

Agenda

1.	Review of agenda and objectives	5 minutes
2.	Review work from last module	15 minutes
3.	Review Business Dictionary and 4 Ws of doing research	10 minutes
4.	Market research: Customers' wants and needs	45 minutes
5.	Market research: Others selling the same thing	35 minutes
BREAK		
6.	Conducting surveys	120 minutes
BREAK		
7.	Tallying the surveys	60 minutes
8.	What have we learned?	30 minutes
9.	Evaluation	5 minutes
10.	Closing	5 minutes

The length of this module, without the break, is 330 minutes, or 5.5 hours.

Materials

- A calculator
- Access to computers if possible
- Diskettes
- Have the following written on pieces of paper, one per page:

  The 4 Ws of doing research
  - What needs to be decided?
  - What questions need to be asked?

    - Where can we get the information to answer the questions?
    - What are the answers to our questions? (Analysis)
    - Market
    - Market Research
    - All of our current and potential customers in a certain geographic area
    - An investigation of what the needs and wants are of our current and potential customers in a certain geographic area
- Flipchart page with the following:

Information on customers we need	
Question	Why
1. Are people interested in your product/service?	
2. Who is the customer? (Sex, age or store or distributor, type of business – this will depend on the product/service that the group is planning on launching.)	
3. What is the maximum price they will pay?	
4. With what frequency will they purchase your product/service?	

- Flipchart pages:
    - Customer survey analysis
    - Is there a market?
    - How much are people willing to pay?
    - What do people want?
    - Is this a good idea or not?
    - Competition survey analysis:
    - What is the competitor's average price?
    - Do they carry warranties?
    - What are their terms of payment?
    - Types of customers, what they want, what they will pay:

Customer Group	What they want	What they will pay

- Handouts
    - *Demand Survey, Module 3, Handout 1*
    - *Competition Survey, Module 3, Handout 2*
- Evaluation forms

Activities

1. Review of agenda and objectives (5 minutes)

- Looking at the Biz Plan map, remind the Go-getters where they finished off and explain that in this module they will continue with their study of the market by finding out what their potential customers want, and who else is doing the same thing in the marketplace.
- Review the agenda and objectives on the flipchart.
- Ask for questions and/or additions and, if needed, clarify the objectives.
- Point out the break schedule and the estimated length of the session.

2. Review work from last module (15 minutes)

- Hand out, read and discuss the industry and environmental analyses conducted in the last module.

3. Review Business Dictionary and 4 Ws of Research (10 minutes)

You have brought pieces of paper with the following:

- The 4 Ws of research
- What needs to be decided?
- What questions need to be asked?
- Where can we get the information to answer the questions?
- What are the answers to our questions? (Analysis)
- Market
- Market research
- All of our current and potential customers in a certain geographic area
- An investigation of what the needs and wants are of our current and potential customers in a certain geographic area

There should be one paper per participant. If there are more than nine participants, make up some other papers with terms and definitions from the previous module. If there are fewer than nine, group a couple of Ws on one sheet.

- Give each person a paper with one of the terms or definitions, and have them match them up. That is, a person with a term has to find the person or persons with the definition connected to them, and vice versa.
- When everyone has found their match. have participants read out the term and the matching definition or explanation.

4. Market research: Customers' wants and needs (45 minutes)

Learning about customers is a very important part of any business plan. This is what will help the Go-getters come up with a clear description of their product/service, who their customers will be, and what the customers will pay for the product/service. Knowing the customers' wants and needs also helps define how to get the attention of potential customers so they buy from the group.

- On a flipchart page, list the products/services that the group's enterprise will provide in the marketplace. Add to this list other products/services that the group wants to provide in the first year of their operation as a formalized social enterprise. Ask the Go-getters to answer the question, "Who are your **current customers** (if they are already doing some business) for each product/service?" Write the answers on a flipchart paper on one side.
- Then ask, "Who are your **potential customers** for each product/service?" Write their answers on the list below 'potential customers.'
- Finally, ask "Where can you reach your customer groups?" Brainstorm ideas: for instance, Yellow Pages, Internet, newspaper and magazine ads, associations, the Chamber of Commerce, etc. Write these on the other side of the page, as below:

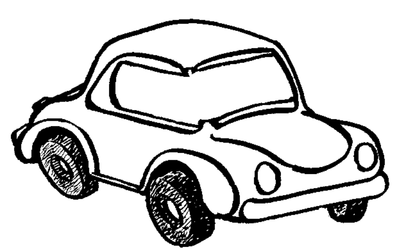
Customer groups	Where you can find them

Save this flipchart for later.

- Use the prepared flipchart you brought with the following questions:
  - Are people interested in your product/service?
  - Who is the customer? (Sex, age or store or distributor, type of business – this will depend on the product/service that the Go-getters are planning to launch)
  - What is the maximum price they will pay?
  - What is the frequency they will purchase your product/service?
- Explain that to improve the product/service, the group needs to find out the answers to these questions.
- Go over each question to make sure the group understands it. Ask them why they need to know the information, and put their answers beside each question.

It is important that the participants understand these questions, They need to know why they are gathering information, so that it makes sense to them. If they do not understand the questions they are asking, they will feel they are gathering the information for the facilitator and not for themselves.

- When you feel that the participants understand why they need the information, explain that in order to get this information it is necessary to develop a survey, or questionnaire. The next step is to design that questionnaire, keeping in mind that the group will have to tally the information.



- Using the handout *Demand Survey, Module 3, Handout 1*, explain what has to be in the survey:
  - Name of respondent (from this we can usually determine whether the respondent is male or female)
  - Where they work (this is necessary if the customer is a retailer or distributor)
  - Address and phone (if it is a business)

- Design a Customer Demand Survey with the group. Ask, "What questions should you ask to get the information we need to find out about your customers?"

Following are some possible questions:

If you have a product	If you have a service
Do you use the product now?	Do you use the service now?
If not, are you interested?	If not, are you interested?
If yes, whom do you buy from?	If yes, whom do you buy from?
What would you pay for the product? – Break down the price range and have boxes to check (for example \$50-\$100; \$101-\$150, etc.)	What would you pay for the service? – Break down the price range and have boxes to check (for example \$20-\$30/hour; \$31-\$35/hour, etc.)
With what frequency do you purchase the product? (If appropriate)	With what frequency do you need the service? (If appropriate)
At what time of year do you purchase the product the most?	At what time of year do you use the service the most?

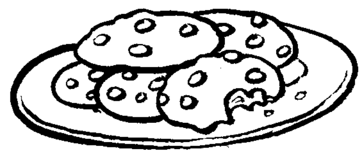
5. Market research: Others selling the same thing (35 minutes)

- Explain that learning about people who are selling the same thing – the competition – can provide important information about how to work with customers, and what kind of service to provide. You can learn about the strengths of these other businesses and try to incorporate them into your business. You can also learn about their weaknesses and improve your own business.
- Ask the Go-getters to answer the question, "What types of businesses are your competitors?" and make a list of their answers on a flipchart page.
- Then ask, "Where can you go to make a list of competitors by name?"
- On a flipchart page, complete a table like the one below:

Types of businesses	Where you can find them

You will use this flipchart later on, so keep it handy!

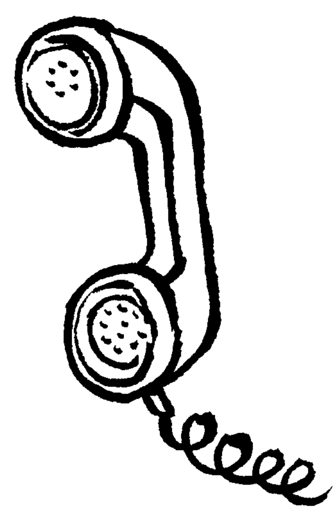
- Go over the questions on the handout *Competition Survey, Module 3, Handout 2.*
- Ask the Go-getters, “What questions should you ask to find out about your competitors?” With the Go-getters, design a Competition Survey.
- Doing interviews can be scary. Many of the participants will never have done such a thing, especially on the phone. Ask them how they are feeling, and take time doing role plays. When they call their competitors, suggest that they pretend they are a customer. For some people, this makes it less scary.

BREAK TIME 

During the break, enter the group’s survey questions into the computer and make copies for the participants. If you can get a volunteer to help you with this, do so!

6. Conducting surveys (120 minutes)

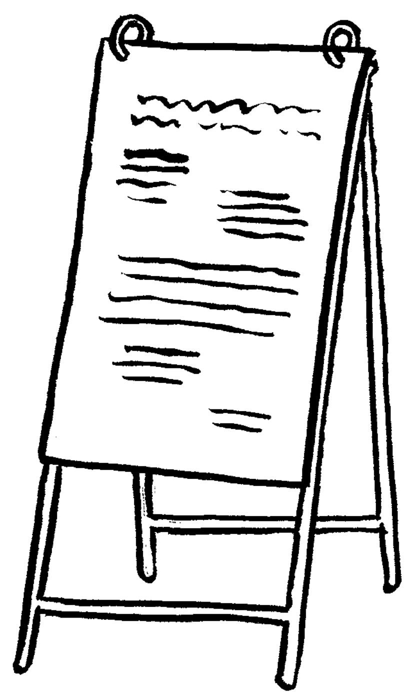
- Break the group into two groups. One group will conduct Customer Demand Surveys. The other group will conduct Competition Surveys.
- Post the flipchart pages with the lists of customers and competitors, and where they can be found, so everyone can see them.
- Have the individuals in each group work in pairs to test the surveys, one person asking the questions and the other responding. When they have completed the survey, have them switch roles, so each participant gets the opportunity to both ask and respond. Make changes to the surveys where necessary.
- Discuss how they could begin the interview – how the surveyors will introduce themselves to a respondent and explain what they are doing.
- When people feel ready, have the pairs use a phone and start to make calls to the places the Go-getters identified earlier.
- Each person should conduct no less than five surveys.
- Allow one hour for surveys.
- While the participants are conducting the surveys, the facilitator designs a tool for tallying the completed surveys. See Appendix 1 for an example of a tallied survey.
- At the end of the hour, ask the Go-getters how they felt about doing the survey. Discuss their responses, and review changes that might improve both the survey results and their own experience.



BREAK TIME 

7. Tallying the surveys (60 minutes)

- Explain that to use the information the group has gathered, they need to process it, and that this is called "tallying." Tallying the information helps the group learn from the information gathered. They can then put it to use to understand their customers' wants and needs and the strengths and weaknesses of their competitors. You, as the facilitator, will need a calculator – or an assistant.
- Gather all the completed surveys.
- Distribute the demand surveys evenly amongst the Go-getters.
- Start by asking each person how many surveys they have. Add up the numbers, and mark how many respondents there were (the total of completed surveys) on the tally sheet you prepared.
- Go through each question and tally the responses the same way. (You will take each participant's number and add up all the participants' numbers and then fill in your sheet. If any of the participants are interested in tabulating too, provide them with the tool to tally the results.)
- When you have finished tallying, refer to the flipchart with the customer survey analysis questions, and fill in the answers, discussing each briefly:
  - Are there enough people interested in the product?
  - How much are people willing to pay?
  - What exactly do people want?
  - Is this a good idea or not? Why?
- Follow the same process for tallying the responses to the competition surveys.
- When you have finished tallying, refer to the flipchart with the competition survey analysis, and fill in the answers:
  - What is the competitor's average price?
  - Do they carry warranties?
  - What are their terms of payment?
- When all the information has been processed, at this stage, this is all the competition analysis the Go-getters need, but it is important for them to continue gathering information in this area as long as the business is going.



8. What have we learned? (30 minutes)

- Ask, “From the data, what have you learned? Who are your customers? What do they want? How much will they pay for your service or product?”
- Use the flipchart page you prepared as follows:

Customer Group	What they want	What they will pay

- Looking at the tallied survey results, have the Go-getters come up with characteristics of who their customers are. For example, sex or ethnic group may be important enough to define a customer group, or a group might be a certain type of retail store, or a distributor. Depending on the business the group is going to start, come up with different customer groups.
- Explain that this information will be very important for the next module, when the Go-getters develops its “Marketing Strategy,” the plan they will develop to attract their customers.
- Repeat this process for the competitors. Ask, “From the data, what have you learned about the competition?”
  - Types of businesses
  - What do they sell – product/service
  - What they charge
  - Are there warranties/guarantees?
- Looking at the tallied competition survey results, have the Go-getters answer the above questions about their competitors.

9. Evaluation (3 minutes)

- Pass out the evaluation papers, and remind the group they will do an evaluation after each module to provide feedback to you as the facilitator.
- Ask them to fill them out and hand them back before they go.

10. Closing (5 minutes)

- In a round, have each participant share one thing they learned during the module.
- Using the calendar, confirm the future meeting times with the group, and make changes if necessary.
- Move the car on the Business Plan Road Map! They have now completed Market Research.

Preparation for the next module

- Prepare a clean copy of the customer demand surveys.
- Prepare a clean copy of the competition survey.
- Prepare the tallied results for the customer demand surveys.
- Prepare the tallied results for the competition survey.
- Prepare descriptions of customer groups, and make enough copies for everyone:
  - Customer Group
  - What they want
  - What they will pay
- Prepare the flipcharts listed in the materials section of the next module.

MODULE 4

Marketing strategy: Attracting customers

Objectives

By the end of the module, participants will have:

- Defined "marketing strategy"
- Learned the 4 Ps of marketing
- Developed a marketing strategy for their enterprise

Agenda

1.	Review of agenda and objectives	5 minutes
2.	Review work from last module	20 minutes
3.	Defining "marketing strategy"	30 minutes
4.	Describing the product/service	30 minutes
BREAK		
5.	Promoting the product/service	20 minutes
6.	Pricing the product/service	30 minutes
7.	Where you will sell your product/service?	20 minutes
8.	The Go-getters Marketing Strategy	15 minutes
9.	Evaluation	5 minutes
10.	Closing	5 minutes

The length of this module, without the break, is 180 minutes, or 3 hours.

Materials

- Survey results from last module – one for each participant

Flipchart pages

- Agenda and objectives
- The four Ps of marketing:
  - Product/service that customers want and/or need
  - Promotion that is geared to customer groups – this can be advertising, coupons, word of mouth, a webpage, strategic partnerships, etc.
  - Price that customers are willing to pay
  - Place/Distribution of how the enterprise will be located to be accessible to customers

Flipchart pages continued…

McDonald's Marketing Strategy

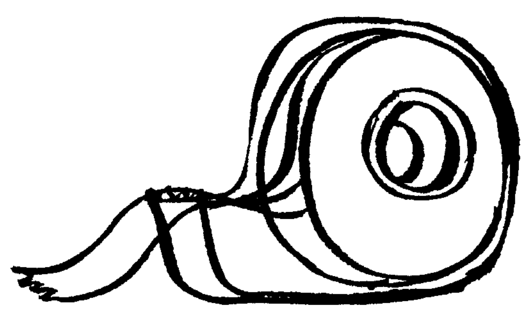
Customer Group	Children	Youth	Working Adults	Third Age (Seniors)
Product	Toys	Teen Burger	Egg McMuffin	Salads
Price	Cheap or free with meal	Cheap 2 for 1 offers	Cheap	Cheap
Promotion	Ads on TV Packaging of toys	Ads on TV Packaging	Ads on TV	Ads on TV Senior's Tuesdays
Place	Playground	In malls	Drive through Accessible locations	Clean and Safe

Our Marketing Strategy Chart

Customer Group				
Product				
Price				
Promotion				
Place				

Handouts

- *Promotional Schedule, Module 4, Handout 1*
- Evaluation forms



Activities

1. Review of agenda and objectives (5 minutes)

- Looking at the road map, remind the group that in the last session they learned about the customers and competition. With that information they will develop a plan to attract customers to buy from them so that they can have lots of sales.
- Review the agenda and objectives on the flipchart.
- Ask for questions and/or additions, and if needed, clarify the objectives.
- Point out the break schedule and the estimated length of the session.

2. Review work from last module (20 minutes)

- Hand out the clean copies you made of the surveys, the tallied results and the identified customer groups.
- Discuss the results.

3. Defining 'marketing strategy' (30 minutes)

- Post "Our Business Dictionary." Review "market" and "market research," and add "Market strategy."
- Ask, "What does marketing mean to you?" Let the Go-getters brainstorm. Record their contributions on a flipchart page.
- Often, the answers you will hear are "advertising," "promotion," and "selling." Ask the Go-getters what they think advertising and promotion is trying to do. (The answer here should be, "It is to get customers!")
- Ask, "What does 'strategy' mean?" and put the responses on the flipchart.
- Using the group's contributions, have them come up with a definition of "marketing strategy." (Essentially it is a plan to get/attract customers.)
- There are four components to a "Marketing Strategy" Have this prepared on a flipchart.

Our Business Dictionary

This is a possible definition to add to your dictionary.

Market strategy:
A plan to attract customers to buy from the Go-getters!

The 4 Ps of Marketing:

- Product/service that customers want and/or need
- Promotion that is geared to your customer groups – this can be advertising, coupons, word of mouth, a webpage, strategic partnerships, etc.
- Price that your customers are willing to pay
- Place/Distribution of how you will be located to be accessible to your customer

To develop a marketing strategy, it is essential to know who the Go-getters' different customer groups are, because each one will need a different marketing strategy.

- Use the flipchart page you prepared as an example of a marketing strategy:

McDonald's marketing strategy

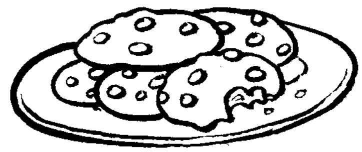
Customer Group	Children	Youth	Working Adults	Third Age (Seniors)
Product	Toys	Teen Burger	Egg McMuffin	Salads
Price	Cheap or free with meal	Cheap 2 for 1 offers	Cheap	Cheap
Promotion	Ads on TV Packaging of toys	Ads on TV Packaging	Ads on TV	Ads on TV Senior's Tuesdays
Place	Playground	In malls	Drive through Accessible locations	Clean and Safe

- In the McDonald's example, each customer group has products specifically prepared for that customer group, to attract them to McDonald's
- Promotion ads, packaging, and other promotion are different for each group
- Prices are geared for each customer group
- Locations and interior design have elements geared to each age group
- Remind the group, "As a group, you need to come up with a marketing strategy for each of your customer groups"

4. Describing the product/service (30 minutes)

- Explain to the group, "To operate in the marketplace, it is very important to be able to communicate clearly about what you do, for whom and where."
- Distribute paper and pens.
- Have participants write down at least five key words that describe their business.
- Divide the participants into two groups, and give each of these groups a flipchart page, and a marker.
- In the smaller groups, participants share the words they have, and together write a paragraph on the flipchart page to describe their product/service.
- In the large group, each group presents the description they wrote.
- From the two descriptions, the large group can write one that everyone agrees with.

If the group is small:
- Give each person 2 Post-it notes. They write a word on each one
- Have one participant at a time put their word on the wall, and group the words on the wall in the way they think is appropriate.
- On the flipchart, use the word groupings to write a paragraph-long product description.

BREAK TIME 

5. Promoting the product/service (20 minutes)

- Ask, "How are you going to reach each customer group?"
- Use the list of customer groups you developed last module, and copy them on one flipchart page along one side of the page.
- On another flipchart page, brainstorm some ideas about how to promote the product.
- Make sure the ideas make sense for the targeted audience, and match appropriate methods of promotion to each customer group. Remember how McDonald's does its marketing!

  For instance, if your customer group is single mothers living in poverty, many will not have computers in their homes, so using a webpage to reach them would not be an effective promotional strategy for this customer group.
- Pass out the *Promotional Schedule Module 4, Handout 1*.
- Have the Go-getters list their promotional activities and when they think they should be doing them.
- The result will be a Promotional Schedule.

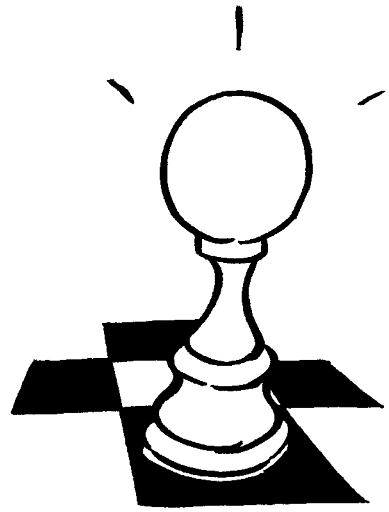
6. Pricing the product/service (30 minutes)

- There are two things to take in to consideration in developing a pricing strategy:
  - What the customers will pay – this is called "value pricing"
  - Covering all the costs of production or of service provision
- To find out how much people are willing to pay for the product/service, refer to the work from the last module, and use the responses to the surveys and the information on the flipcharts.

To cover costs:

- Ask, "How much does it cost to produce or deliver the service?" To find this out the group has to list all the business costs:
  - Ask, "What are all the supplies and materials needed? How much does each item cost?" List these with the cost beside each item.
  - Ask, "What are all the things that have to be paid for to keep the business going (for instance, rent, hydro, phone, etc.)." List these with the cost beside each item.
  - What are the labour costs (workers)?
- Save this list of supplies and costs for the Module 6 activity where the group will be identifying suppliers and costs of supplies/materials

- If there is not a clear idea what it costs to produce the product or deliver the service, use the price the respondents identified in the Customer Demand Survey. However, the group needs to keep working on figuring out their costs.
- Often, even though people have experience in their business, they do not know the costs of items. Just listing the items and the costs they are aware of will demonstrate that there needs to be more work done for them to come up with the true cost of production or service delivery. In the financial section there will be more time spent on this. Keep the above list for when the group does financials in Module 7.



7. Where to sell the product (15 minutes)

Ask, "What is the area you would like to serve with your product/service?"

- Through a facilitated discussion, ensure that the participants take in to consideration their capacity to deliver their product/service to the places they want to serve.
- For instance, sometimes people want to start to export, but do not have the capacity.
- Starting in a specific area, and then growing as part of a plan, is a sound business decision!

8. Marketing strategy (15 minutes)

- Use the prepared flipchart "Our Marketing Strategy Chart."
- Tape up the lists prepared in the last activity – the customer groups, product description, price, place and promotion flipcharts, so that everyone can see them.
- Fill in the blanks in the Our Marketing Strategy chart below. Discuss the ideas as you fill it out together.

Our Marketing Strategy

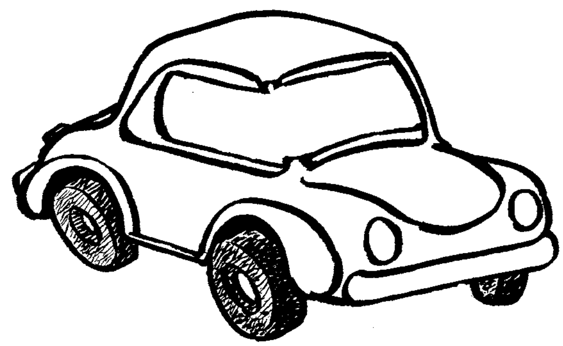
Customer Group				
Product				
Price				
Promotion				
Place				

9. Evaluation (3 minutes)

- Pass out the evaluation papers, and remind the group they will do an evaluation after each module so that you can get “customer feedback.”
- Ask them to fill them out and hand them back before they go.

10. Closing (5 minutes)

- In a round, have each participant share one thing they learned during the module.
- Using the calendar, confirm the future meeting times with the group, and make changes if necessary.
- Move the car on the Biz Plan Map! The Go-getters have now completed Marketing Strategy.



Preparation for the next module

- Enter the Marketing Strategy Chart into the computer, and make copies for the participants.
- Using the work the group did in Activity 5 of this Module, prepare the Promotional Schedule and make copies.

Operations and management (Part 1)

Objectives

By the end of the module, participants will have:

- Developed a service/production flowchart and customer flowchart
- Developed job descriptions
- Developed an organizational chart

Agenda

1. Review of agenda and objectives	5 minutes
2. Review work from last module	20 minutes
3. Identifying the steps of production	45 minutes
4. Identifying the steps from customer contact to invoicing	45 minutes
BREAK	
5. Identifying job positions from flowcharts	15 minutes
6. Developing job descriptions	75 minutes
7. Developing an organizational chart	20 minutes
8. Evaluation	5 minutes
9. Closing	5 minutes

The length of this module, without the break, is 235 minutes, or 4 hours.

Materials

- White board (if one is available)
- Marketing Strategy – one copy for each participant
- Promotional Schedule – one copy for each participant
- Flowchart examples from Appendix 2, or Appendix 3
- Flipchart page: Agenda and objectives
- Handout: *Job Description Template, Module 5, Handout 1*
- Evaluation forms

Activities

1. Review of Agenda and objectives (5 minutes)

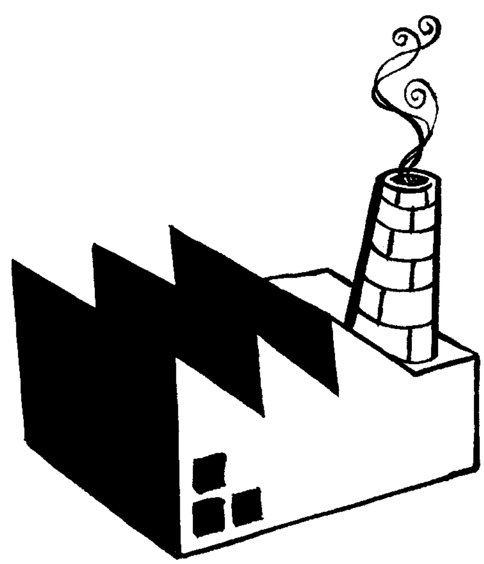
- Remind the group how far they have travelled on the Biz Plan map. They have learned about their customers and have developed a plan to attract them, and now they are going to see how their business will work. They will set up their business to meet customer demand.
- Review the agenda and objectives on the flipchart.
- Ask for questions and/or additions, and if needed, clarify the objectives.
- Point out the break schedule and the estimated length of the session.

2. Review work from last module (20 minutes)

- Hand out the marketing strategy and promotional schedule you prepared, and discuss.

3. Identifying the steps of production (45 minutes)

- Ask for a recorder to write on the board (or flipchart if you could not get a white board).
- Ask, “What are the steps to getting your product or service ready for market?”
- As the group contributes the steps, the recorder writes them down on the board.
- As the listing process goes on, there will be changes in the steps listed. Participants will start to see what comes before one step or after it. Often steps are not broken down right away, and you may be three steps into the process when someone remembers a forgotten step that has to be included near the beginning. This is why it is good to work on a white board, where it is easy to make changes.
- When the group is satisfied that all the steps are included, you, as the facilitator, write the steps on a flipchart page.
- See Appendix 2 for a sample Production Flowchart for a social enterprise.
- Complete a flowchart on flipchart paper so that people can see how the steps flow together, and in what order. Ensure that all the steps the Go-getters listed are included on the flowchart. This is the Production/Service Flowchart.



4. Identifying the steps from customer contact to invoicing (45 minutes)

- Using the same procedure as in the previous exercise, ask, “What are the steps from making contact with a customer to the final sale and invoice?”
- See Appendix 3 for a sample Customer Flowchart.
- Complete a flowchart on flipchart paper so that people can see how the steps flow together, and in what order. Ensure that all the steps the group listed are included on the flowchart. This is the Customer Flowchart.

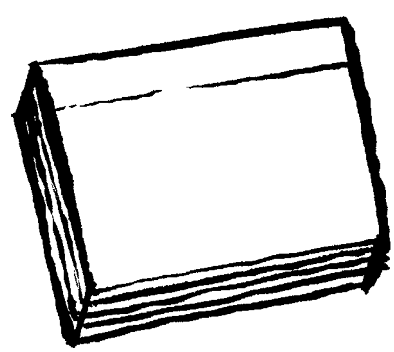
BREAK TIME

5. Identifying job positions from flowcharts (15 minutes)

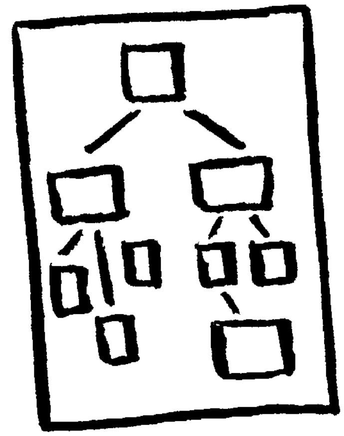
- Tape up the two flowcharts (Production/Service Flowchart and Customer Flowchart) where everyone can see them.
- At each step in the process of the **Production/Service Flowchart**, identify a job associated with it: name the responsibilities and a job title. Write these on a Post-it and put the note on the chart at the step.
- Repeat the above process with the **Customer Flowchart**.
- Many steps may be executed either by one person or by several people in one position. For instance, for a Temp Construction Labour Company, there may be several labourers doing a job. The idea in this activity is to identify job titles, and place them with activities and responsibilities as laid out in the flowcharts. Later the Go-getters will decide how many people are needed in each position.
- Once the group is satisfied that all the job positions have been identified, the next step is to develop job descriptions.

6. Developing job descriptions (75 minutes)

- Hand out the *Job Description Template, Module 5, Handout 1.*
- Divide the group so there is a job position for each smaller group.
- Each group completes the template for the job position they have been assigned.
- When each group is finished, pass the job descriptions around so that people can add on if they think something is missing.
- Collect the finished job descriptions.



7. Developing an organizational chart (20 minutes)



- Using the completed flowcharts and job descriptions, the Go-getters can step back, and prepare an overall Organizational Flowchart (Org Chart). To do this, they will combine the charts and job descriptions into a flowchart for the entire enterprise.

A word about sensitivity

This is a delicate point in the group's work, where power and authority can begin to become an issue. The people in the group have been working together on a project, and on this course, and probably see themselves as peers. But they have probably also developed lines of authority in the group. How are they going to make efficient decisions in their business? Who will take responsibility for what? These discussions will take much longer than 20 minutes, but as the facilitator, you must acknowledge these issues.

You could animate a discussion about rights and responsibilities and look at each job position in those terms. You could also ask the participants to recall a really positive work experience with a boss or supervisor. Ask them what made it a good experience, and how that could be incorporated into their structure.

Encourage the participants to discuss organizational structures and what they feel best about.

9. Evaluation (3 minutes)

- Pass out the evaluation papers, and remind the participants that they will do an evaluation after each module.
- Ask them to fill them out and hand them back before they go.

10. Closing (5 minutes)

- In a round, have each participant share one thing they learned during the module.
- Using the calendar, confirm the future meeting times with the group, and make changes if necessary.
- Move the car on the Biz Plan Map! The Go-getters are now in Operations and Management.

Preparation for the next module

- Write up the Production/Service flowchart and the Customer Flowchart and make copies.
- Make clean documents of the job descriptions and make copies.
- Prepare the Organizational Flowchart (Org Chart) and make copies.

Operations & Management (Part 2)

Objectives

By the end of the module, participants will have:

- Developed recruitment, orientation and training plans
- Researched suppliers
- Developed a mission statement

Agenda

1.	Review of agenda and objectives	5 minutes
2.	Review work from last module	60 minutes
3.	Recruiting and orienting employees	50 minutes
BREAK		
4.	Training and supervising employees	60 minutes
5.	Identifying suppliers and cost of materials	75 minutes
BREAK		
6.	Creating a mission statement	60 minutes
7.	Evaluation	5 minutes
8.	Closing	5 minutes

The length of this module, without the break, is 320 minutes, or 5.5 hours.

Materials

- Organizational flowchart copies
- Production/service flowchart copies
- Customer flowchart copies
- Job descriptions
- Yellow Pages
- Three telephones
- Workspaces with phones
- Flipchart page: Agenda and 0bjectives
- Handouts:
    - *Recruitment and Orientation, Module 6, Handout 1*
    - *Supplier List, Module 6, Handout 2*
    - *Mission Statements, Module 6, Handout 3*
- Evaluation forms

Activities

1. Review of agenda and objectives (5 minutes)

- Looking at the Biz Plan Map, remind the group how far they have come.
- Review the agenda and objectives on the flipchart.
- Ask for questions and/or additions and, if needed, clarify the objectives.
- Point out the break schedule and the estimated length of the session.

2. Review work from last module (60 minutes)

- It is essential that the group agrees on what they accomplished last module
- Hand out the flowchart copies you made, review them with the group, and make any changes that come up. When people see the charts printed out and clean, they often have suggestions.
- Review the job descriptions and make any changes.
- Review the organizational chart and make any changes.

3. Recruiting and Orienting Employees (60 minutes)

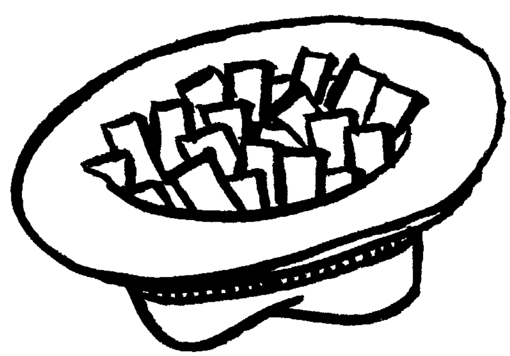
Keeping on top of personnel issues is a huge part of any business, and of any business plan. As facilitator, you should see the next sections as parts of the course where you can only give guidelines to the Go-getters. You will be pointing out some things they should watch for, and ways to set goals for themselves.

In this section, the facilitator must take the experience of the Go-getters into account. It is very likely that the people in the group are from disenfranchised populations who have faced multi-barriers to employment. If so, and if employing people who have multi-barriers is part of the objective of the planned social enterprise, the experience of group members is vital to the recruitment and training process.

In this section, the group will determine the minimal entrance level for new employees, and how to find those employees.

In the first exercise, the group recalls how they felt before they got involved in the project and the future enterprise. By looking back, they will remind themselves how prospective employees might be feeling when they begin.

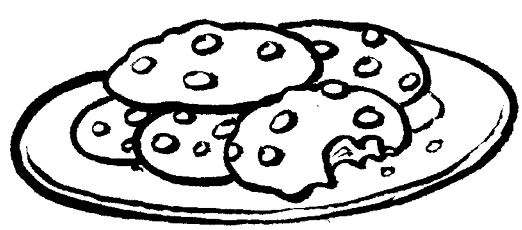
- Give each participant a piece of paper. Ask them to remember how they felt the first time they came in contact with the project, and to write the emotion on the paper. (With a disenfranchised population, common replies here are “scared,” “hopeless.”)
- Collect the papers and put them in a hat.



- Have someone pull a paper from the hat and read it out. On a flipchart page, write the word, under the heading BEFORE. Discuss the feelings experienced (go into more detail, find out whether other participants felt that way, and so on).
- When all the papers have been read, repeat the process, asking the participants to describe how they are feeling now with one word. Write their responses on the flipchart under the heading NOW.
- Then ask the participants what made it possible for them to move from a negative or low feeling (BEFORE) to a more positive state (NOW) Write their answers on the flipchart under the heading CHANGING. For example, they might talk about feeling useful, or learning, or meeting other people. If the enterprise is going to succeed, the group starting it has to remember their own process during all the business activities.

- Explain, "Now we are going to make a plan that will help others get to this place too!" The Go-getters will talk about how to recruit workers to their enterprise, then they will talk about how those workers will be trained and supervised.
    - Ask, "What are the requirements for someone to begin working in your social enterprise at an entry-level (starting) position?"
    - To answer this question, the group should look at the flowcharts and job descriptions. For instance, prospective workers might have to be available every day, or be interested in carpentry, or know how to read. Write the group's answers on a flipchart, and write down whether there are different entry level requirements for different jobs.
    - Ask, "Where can you find the employees or casual employees you are looking for?" Some answers might be, community centres, high schools.
    - List the answers on the flipchart.
    - Ask, "If there are gathering places for the employees you are looking for, how will you find the people you want? For instance, what sort of notice would you post, to tell people they could apply for jobs?"
- Use the participants' answers to animate a short discussion about their ideas. You will come back to this later.
- Pass out *Recruitment and Orientation, Module 6, Handout 1.*
- Review the listed orientation tasks on the sheet. Together, adapt the orientation steps on the template to the reality of the group's social enterprise idea.

BREAK TIME



4. Training and supervising employees (60 minutes)

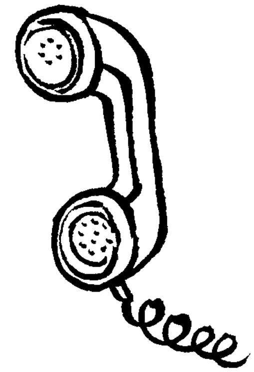
Now that the group has decided what kind of entry level employees they could have, they need to think about how those employees might move beyond entry level.

- Using the flowcharts and job descriptions, the group needs to determine how to get an entry level employee prepared to take on more responsibilities at a rate that would be good for both the employee and the enterprise.
- In Phase One – Entry Level, determine:
  - What would be the tasks that a new employee could do?
  - How long would they do it before taking on additional responsibility?
  - What would be the level of pay?
  - Which job position would be responsible for supervising the new employees in this phase?
  - How would you determine when the person would graduate to the next phase?
  - Do the same for all the phases which a person will go though before they become a full employee (or whatever term the group is using.)
- Lay out each phase on a flipchart paper.
- Ask, "What will happen if a trainee or employee disrupts the enterprise operation?"
- Do some problem solving:
  - On the board write – What would you do if…..
  - Ask each individual to finish the sentence on a piece of paper and then put the paper in a hat.
  - A volunteer draws one paper from the hat and reads it out loud.
  - Have a discussion on how to resolve the problems presented in the hat. There should be many different answers, and this is a good time to talk about the rights and responsibilities of workers again.
  - Read and discuss at least three of the sentences, or as time permits for this activity.

5. Identifying suppliers and costs of materials (80 minutes)

- Using the Production Flowchart, and the lists the Go-getters made in Module 4 in the Pricing Exercise, make a list on a flipchart page of all the supplies needed for the enterprise. This is includes everything from pens and paper to manufacturing materials.
- Group the supplies; for example, all the office supplies together, production supplies together, tool rentals, and so on.
- Break the participants into pairs and have the group decide which supplies each pair will research, so that no two pairs are researching the same supplies.

- Provide Yellow Pages to each pair, if you can. They will be looking under an appropriate heading for the supplies they are in charge of, to find possible suppliers.
- Pass out *Supplier List, Module 6, Handout 2.*
- Have the pairs role-play what they will say when they call the supplier companies. The following questions must be answered
    - Cost? (try to get prices for the same quantities of similar items)
    - Terms of payment?
    - Bulk prices?
    - Delivery charges if applicable?
    - Availability?
    - Do they offer business accounts?



- In their pairs, the participants will look up potential suppliers in the phone book, and phone to find out the cost of the supplies and terms of payment.
- For each call, the caller should fill out the Supplier List handout.
- After 60 minutes, call the group together and collect the sheets.
- Ask, “What was the most interesting thing you learned from this experience?” Discuss.

BREAK TIME

6. Creating a mission statement (60 minutes)

- Ask, “What is a mission statement?” Have a short discussion. (The statement that provides guidance about the goals and direction of the enterprise.)
- Ask, “Values are an important piece of a mission statement. What does ‘value’ mean to you?” Write the Go-getters’ answers on the flipchart, and discuss the idea of values.
- Give each participant two Post-it notes and a marker.
- Ask them to put the most important *personal value* on one note, and the most important *work value* on the other.
- One by one, have the participants come to the flipchart and share what they wrote, placing the personal value under the title Personal and the work value under the title Work on a flipchart page.
- When each participant posts their notes, have them explain why they think those values are important.

- When everyone has shared their values, facilitate a discussion about the differences and similarities between their personal values and work values.
- Pass out *Mission Statements, Module 6, Handout 3.*

  The three parts of a mission statement:

  1. The Purpose Statement – Why does our organization exist?
  2. The Business Statement – What activity are we going to do to accomplish our purpose?
  3. Values – What are the basic beliefs that we share as an organization?

- Divide the group into three smaller groups. Have each group come up with a mission statement that includes all three components.
- When the smaller groups have their mission statements, return to the larger group and share them by writing them on flipchart pages.
- On a clean flipchart page, have the whole group select the parts they like from each one. The result should be a Mission Statement that everyone agrees on.

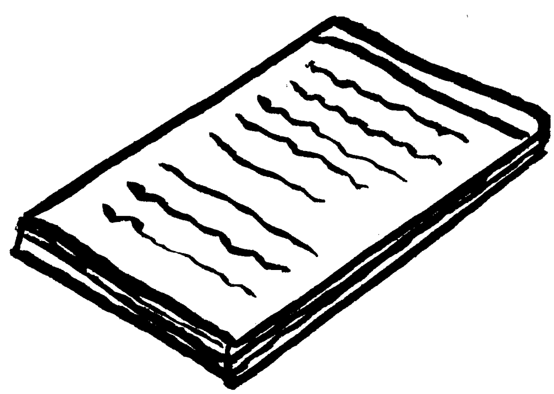
7. Evaluation (3 minutes)

- Pass out the evaluation papers, and remind the participants they will do an evaluation after each module.
- Ask them to fill them out and hand them back before they go.

8. Closing (5 minutes)

- In a round, each participant – and the facilitator – share the most important thing they learned during the module.
- Using the calendar, confirm the future meeting times with the group, and make changes if necessary.
- Move the car on the Biz Plan Map! The Go-getters are now finished Operation and Management.
- Ask people to bring calculators for the next session. Find out now which people cannot possibly bring them.

Preparation for the next module



Prepare and make copies of:

- Recruitment Plan
- Orientation Plan
- Training Plan
- Supplier List
- Mission Statement
- IF the enterprise has been in business for a bit, ask for financials

Developing financial statements

Objectives

By the end of the module, participants will have:

- Prepared a cash flow
- Prepared a Balance Sheet
- Prepared an Income Statement

Agenda

1.	Review of agenda and objectives	5 minutes
2.	Review work from last module.	30 minutes
3.	Identifying costs	30 minutes
4.	Working with sales projections	30 minutes
BREAK		
5.	Calculating costs in relation to sales	45 minutes
6.	Figuring the cash flow for the year	20 minutes
7.	The Balance Sheet	30 minutes
8.	The Income Statement	15 minutes
9.	Evaluation	5 minutes
10.	Closing	5 minutes

The length of this module, without the break, is 205 minutes, or about 3.5 hours.

Materials

- Recruitment, Orientation, and Training plans
- Supplier list
- Mission Statement
- Calculators for everyone (if possible)
- Pencils with erasers for everyone
- Flipchart pages:
  - Agenda and objectives
  - *Title*: Variable costs
  - *Title*: Fixed costs
- Handouts
  - *Cash Flow Chart, Module 7, Handout 1*
  - *Balance Sheet, Module 7, Handout 2*
  - *Income Statement, Module 7, Handout 3*
- Evaluation forms

Activities

1. Review of agenda and objectives (5 minutes)

- Refer to the Biz Plan Map and acknowledge all the work done to date!
- Review the agenda and objectives on the flipchart.
- Ask for questions and/or additions and, if needed, clarify the objectives.
- Point out the break schedule and the estimated length of the session.

2. Review work from last module (30 minutes)

- Review the Recruitment, Orientation and Training Plans.
- Review the Mission Statement.
- Discuss the results.

3. Identifying Costs (30 minutes)

- Ask, "What are the expenses that occur monthly no matter how many sales you have?" These should include:
  - Rent
  - Phone
  - Full time employee salaries
  - Benefits
  - Insurance
- List these costs on the flipchart page marked "Fixed Costs." The definition of 'Fixed Costs' is: The expenses that occur no matter how many sales you have. Write this on the Our Business Dictionary flipchart paper!
- Ask, "What are the expenses which change in relation to (depending on) the amount of sales you have?" These should include:
  - Casual labour/employees that are hired because of sales (more employees to meet demand for more product)
  - Supplies
  - Other…
- List these costs on the flipchart page marked "Variable Costs." The definition of 'Variable Costs' is: The expenses which change in relation to (depending on) the amount of sales you have. Write this in the business dictionary.

Our Business Dictionary

These are possible definitions to add to your dictionary.

Fixed Cost:
An expense that occurs monthly no matter what the sales level is.

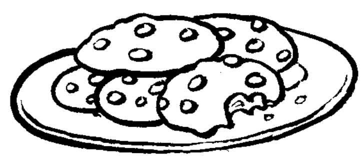
Variable Cost: An expense that is related to the amount of sales. When sales are up, this expense increases, if the sales are low, this expense decreases or does not occur.

- Write the cost next to each item on the two lists. Refer to the suppliers list if needed.
- If there are some missing cost amounts, do research to find out – check the Internet or make some calls.

4. Working with sales projections (30 minutes)

- Hand out *Cash Flow Chart, Module 7, Handout 1.* Explain the chart with the inflow and outflow of cash.
- When you are satisfied that the Go-getters understand the basic idea of how a Cash Flow Chart (sometimes just called 'cash flow') should work, explain that they will first be working on the inflow, which is the receipt of cash on a monthly basis.
- Ask, "What are the busiest months of your business? Are there seasonal differences in sales?"
- Ask, "From the Customer Demand surveys, what did you learn about sales? How much are people willing to pay? What are reasonable sales amounts in the months that are busy? In the months that are slow?"
- With the answers to these questions, use calculators to calculate potential sales based on participants' experience and on the survey results they obtained.
- Place the numbers the Go-getters calculated in the *Cash In* part of the cash flow at the top section of the cash flow.
- If there are several sources of sales, do the calculations for each source, and then add up each month's sales.

BREAK TIME



5. Calculating costs in relation to sales (45 minutes)

- Have the participants list the Expenses (Costs calculated earlier), on their Cash Flow Chart page.
- Put the amount of the fixed costs in for each month.
- Calculate the variable costs in relation to the sales estimated above.
- Add up each month of expenses (costs).

6. Calculating the cash flow for the year (20 minutes)

- The chart below demonstrates how to work out month to month cash flow:
  - Have the participants fill out the Cash Flow Chart. As the facilitator, you should be familiar with cash flow, and be able to explain the following steps:
  - Starting with month one (1); take the revenue and subtract the expenses to put in the line Cash Surplus Deficit (A-B). Add the Cash Balance (cash you have on hand or in the bank) (C). The result is your closing cash balance (D) for that month. It can be positive or negative.

• Carry (D) over to the the next month’s opening cash balance (C).

	Month 1	Month 2	Month 3	Month 4
Cash Surplus/Deficit (A-B)				
Opening Cash Balance (C)	+	+	+	+
Closing Cash Balance (D)	=$	=$	=$	=$

- If there is a deficit, go back to the expenses and figure out how you can change the outcome. Sometimes putting people on contract with no benefits until the business gets rolling will bring costs down considerably! And/or discuss how to get more sales!
- Some of the participants will be faster than others at calculating cash flow, but let everyone take their time and get the hang of it. Move around the room and work with individuals if they want help. It is common for people to use an estimate of high wages, and then realize they would be tens of thousands of dollars in deficit at the end of the first year. Don’t let people get discouraged! It should be a very empowering experience for people to actually fill out a cash flow for the first time.

7. The Balance Sheet (30 minutes)

- Ask, “Has anyone heard of a Balance Sheet? What do you think it is?”
  - Explain that there are three parts to a Balance Sheet: Assets, the things you have of value; Liabilities, which is what you owe; and Equity, which is what you have put into your business. The Balance Sheet is a tool to understand the value of a business and to see the relationship between debt and equity.
  - Some people explain a Balance Sheet by saying that, "Your Assets are what you have and your Liabilities and Equity are how you got what you have!”
- Hand out the *Balance Sheet Module 7, Handout 2.*
- On the Balance Sheet, under Assets, have the participants make a list of all the things that the business has and put a value to each item.
- The list should include items in the following groups:
  - Cash
  - Furniture
  - Equipment
  - Office equipment
- List the amount the business owes, under Liabilities in the following groups. (Even if the business has not started yet, the participants should be able to make estimates about what loans they will have, and what bills.)
  - Loans
  - Payables (things to pay, like bills and salaries)

Our Business Dictionary

These are possible definitions to add to your dictionary.

Assets: Things of value that the business owns ñ can be cash or an item.

Liability: What the business owes

Equity: Investments in the business.

- List the amounts given to the enterprise under the Equity heading, in the following groups:
  - Owner's contribution
  - Investments/grants/donations
- The three lists together are the Balance Sheet for the business!

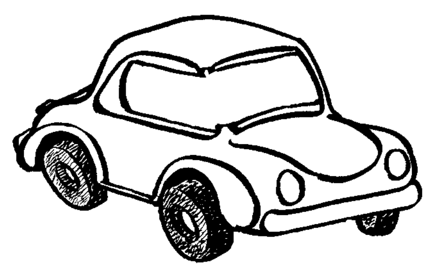
8. The Income Statement (15 minutes)

- Hand out *Income Statement Module 7, Handout 3.*
- Explain that the purpose of the Income Statement is to get a 'snapshot' of the business – of money coming in and going out, with revenue/sales and expenses. (A 'snapshot' is a picture of the business at one particular time.)
- 'Capital purchases' are not part of the Income Statement. They are reflected in the cash flow and in the Balance Sheet. ('Capital purchases' are purchases of large pieces of property that become assets for the business when they are paid off.)
- Buying an item of value is considered an investment. The cash flow indicates when it would be best to purchase the item (in relation to the sales and other expenses).
- Have participants complete the Income Statement for one month. If the business has been operating, they can use actual figures. If not, they can use the figures they have estimated.

9. Evaluation (3 minutes)

- Pass out the evaluation papers, and remind the participants that they will do an evaluation after each module.
- Ask them to fill them out and hand them back before they go.

10. Closing (5 minutes)



- In a round, each participant – and the facilitator – share the most important thing they learned during the module.
- Using the calendar, confirm the future meeting times with the group, and make changes if necessary.
- Move the car on the Biz Plan Map! The Go-getters are now at the final stage.

Preparation for the next module

- Prepare the financial statements the Go-getters made and make copies.
- Incorporate adjustments (from the review at the beginning and from financial statements) to the recruitment, orientation and training plans. Make copies.

MODULE 8

Wrapping it all up!

Objectives

By the end of the module, participants will have:

- Completed the business description
- Completed the executive summary
- Completed an action plan to go forward

Agenda

1.	Review of agenda and objectives	5 minutes
2.	Review work from last module.	20 minutes
3.	The business description	60 minutes
4.	The executive summary	45 minutes
BREAK		
5.	Next steps	60 minutes
6.	Evaluation	5 minutes
7.	Closing	20 minutes
8.	Graduation	20 minutes

The length of this module, without the break, is 235 minutes, or about 4 hours.

Materials

- Bring all the completed flipchart pages and handouts!
- Bring something to mark the end of the course – you can make diplomas on the computer, or serve special snacks
- Handout: *Executive Summary and Business Description, Module 8, Handout 1*
- Handout: *Action Plan, Module 8, Handout 2*
- End of course evaluation forms (*Evaluation Form B*)

Activities

1. Review of agenda and objectives (5 minutes)

- Refer to the Biz Plan Map and go over all the sections covered by the group since they began their journey.
- Review the agenda and objectives on the flipchart.
- Ask for questions and/or additions and, if needed, clarify the objectives.
- Point out the break schedule and the estimated length of the session.

2. Review work from last module (20 minutes)

- Hand out and review the financial statements (Cash Flow Chart, Balance Sheet, Income Statement).
- Discuss the results of the work the group did on the financials.

3. The Business Description (60 minutes)

- Review the Business Plan Map on the wall. Explain, “The Business Description is the part that pulls together all of your other work. It tells how you started, who you are, what you want to do, and what your social and economic goals are.”
- Hand out the *Executive Summary and Business Description Module 8, Handout 1.*
- Review the Business Description part of the handout.
  - Divide the group so that each smaller group tackles one paragraph of the Business Description. There should be at least two people per group. If there are not very many people, then divide the paragraphs to accommodate the number of groups there are.
  - When doing this exercise, the participants should refer to the work they have done in the previous sessions.
  - When the groups have agreed on their paragraphs, have them read them to the larger group. Discuss the paragraphs and make changes.
  - Collect the pages of paragraphs.

4. The Executive Summary (45 minutes)

- Explain, “The Executive Summary goes to potential lenders and investors. It is designed to be the first thing they will read. It is important to capture the spirit of the social enterprise, as well as stating bluntly how much money you are looking for and from whom!”
- The Go-getters should write the Executive Summary together.

5. Next steps (60 minutes)

- Now is the time for the group to assess the immediate future of their enterprise.
- Ask, “What are the steps that need to happen before the enterprise can be launched?” These are the pre-launch activities.
- Hand out the *Action Plan Template Module 8, Handout 2.*
- Examples of activities are:
  - Creating invoice templates
  - Designing business cards
  - Designing a brochure or poster or both
  - Setting up a telephone connection
- List the activities. Have the group elect the person responsible for each one, and choose the date their activity is to start and the date it is to be finished by.

6. Evaluation (5 minutes)

- Pass out the end of course evaluation paper (*Evaluation Form B*)
- Ask them to fill them out and hand them back
- See handouts for examples of course evaluations

7. Closing (20 minutes)

- In a round, have each participant share the most important thing they learned during the whole course.
- What was the thing they learned about the process with the group?
- Move the car to the final destination on the Business Plan Road Map! Set a day and time for the group to come back and pick up their finished business plan (which you will have ready for them with all their work in one document with a table of contents and cover page!)

8. Graduation Ceremony!

- Depending on what you brought with you to signify the end of the course, have a ceremony now. Hand out diplomas, give out prizes, drink coffee together, whatever. And congratulate the Go-getters!

Document List

Appendices

Appendix A: Sample Demand Survey
Appendix B: Sample Production Flowchart
Appendix C: Sample Customer Flowchart

Evaluation Forms

Evaluation Form A: Daily
Evaluation Form B: Course
Evaluation Form C: Stick Figure
Evaluation Form D: Woman Figure

Handouts

Module 1

Handout 1: Definition of a Social Enterprise
Handout 2: Business Plan Outline
Handout 3: Biz Plan Map
Handout 4: Biz Plan Car

Module 2

Handout 1: Industry and Environment Analysis
Handout 2: Market Research Worksheet

Module 3

Handout 1: Demand Survey
Handout 2: Competition Survey

Module 4

Handout 1: Promotional Schedule

Module 5

Handout 1: Job Description Template

Module 6

Handout 1: Recruitment and Orientation
Handout 2: Supplier List
Handout 3: Mission Statements

Module 7

Handout 1: Cash Flow Chart
Handout 2: Balance Sheet
Handout 3: Income Statement

Module 8

Handout 1: Executive Summary and Business Description
Handout 2: Action Plan