Communicate & Connect

Lesson Plan

## Objectives:

1. Learn the importance of effective communication and interpersonal relationships.
2. Understand the importance of networking for your business.
3. Learn how to make an effective sales pitch presentation.
4. Practice a sales pitch for the business.

## Agenda:

| **Section** | **Time** |
| --- | --- |
| 1. Welcome and recap
 | 40 min |
| Introduction to Effective communication and interpersonal skills | 130 min |
| Break | 20 min |
| 1. Networking
 |  |
| 1. My sales pitch
 |  |
| 1. Practising my pitching
 |  |
| 1. Closing
 | 20 min |
| **Total** | **4.5 hours (With 10 min. Buffer)** |

## Before the session:

* The trainer should arrive at least 30 minutes before the start of the session to ensure the venue and all other needed materials are set up and in place.
* Room prepared in a U shape (ideally with tables and chairs) with printed participant workbooks and pencils for each entrepreneur.
* Stick posters to walls.
* Prepare sound and play welcome music (optional)
* Prepare visually appealing training flip charts in advance

Materials for the session:

* Attendance list
* Name tags
* Equipment to play music and music playlist
* White Paper
* Tape
* Printed pitching template - in the workbook
* Markers
* Pens/Pencil

## Lesson Plan

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### Section 1: Welcome and Introduction

**Objective:** Create a learning environment where participants are ready to learn; this includes framing the session topics, sharing the benefits of participating in this session, implementing an icebreaker, and developing a positive emotional connection to the subject matter.

**Time: 40 Min**

**Materials needed:**

* Paper
* Equipment to play music and music playlist
* Attendance list
* Name tags

| Time | Activities |
| --- | --- |
| 15 Min | Registration and Welcoming* INVITE entrepreneurs into the room
* ASK them to sign the attendance list
* PROVIDE name tags to participants and ASK them to write their names and wear them
* GREET the participants and WELCOME them to the session
* SAY:
	+ Welcome to a new session. Today’s session is about effective communication skills and how to confidently present our businesses to the public with the goal of gaining support from financial partners, customers, and suppliers.
	+ Before we delve into today’s session, we are going first to do a short recap.
 |
| 20 Min | Session recap* ARRANGE the participants in a circle
* GRAB paper and DO a ball with it
* TELL participants the following instructions:
	+ “Ok, we are going to play ball, I’m going to throw the ball to someone and the person with the ball is going to share with the rest something they learned from the previous session, then this person is going to throw the ball to someone new, and then that person is going to share with us their learnings and so on”
* ASK if they have questions
 |
| 5 min | Framing the workshop* FRAME the workshop:
	+ In today's workshop, we shall learn how to effectively communicate about your business. Whether you're pitching to potential investors, wooing new customers, or negotiating with suppliers, your communication skills can make or break your business. By the end of the session, you will understand why communication is important for running a successful business and you will get an opportunity to practice pitching and get feedback on how you can improve.
	+ Are you ready to begin? Let's get started!
* DESCRIBE the session’s agenda
 |

### Section 2: Introduction to Effective communication and interpersonal skills

**Objectives:**

* Define elements of effective communication
* Understand verbal and non-verbal communication.
* Building interpersonal relationships

**Time: 70 Min**

**Materials needed:**

* Paper
* Tape
* Card with blue economy elements
* Rope or wool
* Equipment to play music and music playlist

| Time | Activities |
| --- | --- |
| 35 Min. | Introduction: Effective Communication* **Opening - 10 minutes:**
	+ **ASK:** Participants What they think “effective communication” is.
	+ **ASK**: Why effective communication is important for running a business
	+ **WRITE** down their views on a flipchart
	+ **EXPLAIN** that an important element of Personal Effectiveness is being able to communicate effectively.
	+ **EXPLAIN** that communication is the process of sharing information, thoughts, and feelings and that information. Can be shared through speaking, writing, or body language.
	+ **AND** that effective communication adds that the shared information was received and understood in the way that it was intended by the person communicating.
	+ **ENSURE** that you emphasize the distinction between communication and effective communication
	+ **EXPLAIN:** What is effective communication? Is not only the process of sharing information, thoughts, and feelings but also that the shared information was received and understood in the way that it was intended by the person communicating.
	+ **ASK** Why is it important to communicate effectively?
	+ **SHARE** the **ANSWER:** Prevents misunderstandings and resulting conflicts, Builds trust and stronger relationships, Saves time, Avoid mistakes, So as to get what one wants, Other …
	+ **EXPLAIN** that Communicating is easy; effective communication is difficult and it takes 3 of our senses to do it well:
	+ Our mouths to speak;
	+ Our ears to listen and;
	+ Our eyes to observe!

**EXPLAIN:** We’ll talk about how to best put these 3 senses into practice so that we can become better communicators. |
|  | ICEBREAKER: Broken Telephone* **Opening - 10 minutes:**
	+ ASK participants to stand in two lines that are at least an arm’s length apart from each other.
	+ **EXPLAIN** you are going to share a secret with the first person in each line. They will repeat it to the next person in line until the secret is passed all the way to the end of each line. Each person can only repeat the secret once!
	+ **ASK** the first participant in each line to come to you.
	+ **SHOW** the 2 participants, in separate lines, the phrase in the box below.

* + **ASK** them to repeat it to the second person in their line.
* Development - 20 minutes: ***10 Minutes for sharing about the Activity***
	+ When the secret messages have reached the end of each line **ASK** the last person in each line to share the secret they heard. Also, **ASK** the first person in each line to share the secret they gave.
	+ **ASK** them to share at which point in each line the secret changed
		- **ASK** why didn’t the secret get through correctly
		- **Answers**

Relied on verbal communication External noise – hard to hearWhispering – didn’t speak clearlyNo time to give feedback or ask questions***10 Minutes for discussion**** + - **CHOOSE** one of the answers and **ASK**:
			* “What if the message was written on a piece of paper? What if you had a chance to ask for clarity?”
				+ This question aims to get to think about effective communication
				+ You can replace the question with other potential answers participants gave in their drawings. Ensure the question accomplishes the objective of having them think about what can hinder communication.
		- Now, **EXPLAIN** effective communication is not easy and a lot of components have to be in place for a message to get through accurately!
 |
|  |  **Communication model** * **Opening - 10 minutes:**
	+ **HANG UP the communication model** POSTER on the wall. [Module 6](https://docs.google.com/document/d/1mCHWGitUOQOxJ5UaHu2qkPOfOCoqFSxJgBDVMgEDZsw/edit)

* + **EXPLAIN** the diagram is a communication model that illustrates the path an idea or information takes between being spoken by one person and being heard by another.
	+ **POINT** to the ***COMMUNICATION MODEL POSTER*** *as you are describing the communication path*
* **Opening - 10 minutes:**
	+ **EXPLAIN** that the sender perceives an idea puts it into words or gestures (formulates or encodes) and shares it with the receiver.
	+ The idea filters through the noise (the sender’s internal noise, the external environmental noise, and the receiver’s internal noise).
	+ The receiver hears and interprets (decodes) the idea and responds.
	+ **EXPLAIN** that the message can get really jumbled on this journey if we don’t communicate carefully!
	+ **ASK** the participants what they think they can do to ensure they are being understood in the way they intended
	+ **ASK** them why effective communication is important for running a business
	+ **WRITE** down their responses on a flipchart
	+ **ANSWERS:**
* Think carefully about what you want to say; think before you speak
* Pick a good time to talk when the receiver isn’t tired or distracted
* Speak in a quiet place to reduce external noises so the receiver can hear you
* Ensure understanding by observing, asking questions, and restating what you said
* Build trust with the receiver and get to know them better
* Speak clearly and simply
* Other…
	+ ASK if there are any questions.
 |
|  | Non - Verbal communication and observationOpening - 10 minutes:* + **SAY** “Oftentimes, we arecommunicating without speaking**,** this can be through facial expressions, eye contact, physical postures, gestures, head movements, etc. and this can strengthen (or weaken) a spoken message
	+ **ASK** the participants to share an example of a situation when non-verbal communication weakened a spoken message.
	+ **ALLOW** participants to give 2 examples before moving on to the next question
	+ **SHARE** some examples, eg

Saying yes, but shaking head noA politician who is advocating for strong action but is hunched behind a podiumOther…* + **ASK** participants to share an example of a situation when non-verbal communication strengthened a spoken message.
	+ **ALLOW** participants to give 2 examples before moving on to the next question
	+ **SHARE** some examples, eg.
* Saying yes and shaking head yes
* A politician who is advocating for strong action and is standing straight and tall behind a podium and waving his fist
 |
|  | Group Activity: “Tell a story”.* **Opening - 10 minutes:**
	+ **SAY** “Now, that we have learned about verbal and non-verbal communication, I'd like us to discuss “why it's important to be observant while you are communicating”
	+ **GIVE** the participants 2 minutes to think about a short story that they would like to tell.
	+ **ASK** them to **PAIR** up and assign each other a listener and a storyteller.
	+ **ENSURE** that each participant should have a chance to share a story.
	+ **EXPLAIN** to the participants instructions on how they should each act when listening to the story and when telling the story. The first word describes a non-verbal behavior that the storyteller should adopt while telling; the second word describes a non-verbal behavior that the listener should adopt while listening.
	+ **GIVE** the participants 2 minutes to share their stories.
	+ **DISCUSS AND SUMMARIZE** the activity by asking participants:
* What did you learn from the activity?
* How can you use non-verbal communication to your advantage?
* As a listener, what non-verbal communication should you use?
	+ **EXPLAIN** that both the sender and the receiver engage in non-verbal communication while communicating. Effective communicators are aware of their own non-verbal communication and also observe the non-verbal communication of the people with whom they are communicating.
	+ **ASK** the participants to share their views on “Why is it important to be observant while you are communicating?” based on the activity.
	+ **WRITE** down their responses on a flipchart
	+ **SHARE** answers based on what participants have not already shared

**ANSWER:*** So that you can adjust your approach if the listener is confused
* So as to know if the listener is following the conversation to enable you to continue or if you need to restate your communication
* So as to determine whether it is an appropriate time to communicate

 |
|  | **LISTENING*** + **SAY** “Let’s explore another important aspect of communication: “listening”. Effective communication entails listening. This is because

Information needs to be taken in and understood by the receiverThe receiver may need further clarifications or may have follow-up questions for the sender* + **ASK** the participants to share some things that they think good listeners do or don’t do.
	+ **WRITE** down their responses on a flipchart
	+ **SHARE** the following responses with them:

Don’t interrupt the other personDon’t plan your response while the other person is talkingThink before answeringFace the speakerMaintain eye contactWatch non-verbal behaviors, for example, keen listening Ask questions and wait for answersDon’t have the last wordOther…**Closing - 5 minutes*** + - **REINFORCE** that effective communication is a skill that can be used in many scenarios as it can help us communicate what we want or don't want and what we need for our business and homes. While some people are natural communicators, effective communication is a skill that can be learned. It is a key element for running a successful business.
		- **EMPHASIZE** that they always use both verbal & non-verbal communication and that mastering their communication skills can work to their business advantage as they interact with customers, suppliers, and potential financiers. Lastly, reiterate that listening and observation is a crucial part of effective communication.
		- **SAY** “Let’s practice what we have learned to improve our communication skills.
 |

| Time | Activities |
| --- | --- |
| 5 Minutes | Interpersonal relationships * **Opening - 5 minutes:**
	+ **SAY** our next topic is interpersonal relations
	+ **ASK** the participants what they understand by interpersonal relationships.
	+ **WRITE** down their responses on a flipchart
	+ **SAY** interpersonal relationship is any interaction between 2 or more people.
	+ **EXPLAIN** that Interpersonal relationships may be strong like those with your family, or impersonal like that with a parking attendant or clerk at the bank. Each relationship interaction meets some sort of need, for example, love from our families or a necessary transaction with the parking attendant or bank clerk.
	+ **EXPLAIN** that running a successful business is not just about ourselves and our internal feelings and thoughts, but also about how we relate with other people.

 |
| 10 minutes | **Mapping interpersonal relationships**Activity: No person is an island * **Opening - 10 minutes:**
	+ **WRITE** “NO PERSON IS AN ISLAND” on a flip chart.
	+ **ASK** participants to pair up and discuss what the phrase means to them as they think about interpersonal relationships. (This will take 1 minute)
	+ **ASK** each group to take 1 minute to present their thoughts to the other person.
	+ **EXPLAIN** that we can’t survive alone. We all depend on other people to help us meet our physical and emotional needs.
	+ **ASK** the participants how they think they benefit from having strong, positive, and healthy interpersonal relationships.
	+ **ASK** if there are any questions.
	+ **SAY** As we’ve discussed, not all interpersonal relationships are the same. Some are very strong, like those we have with our siblings or parents, and some are rather impersonal, like those we have with people we just met.
	+ **ASK**: What criterion influences the strength or weakness of an interpersonal relationship?
 |
| 20 minutes | Activity: Katana’s story* **Opening**
	+ Tell the participants to listen to Katana’s story
	+ Play the video on Katana's story case study
	+ Draw the RELATIONSHIP MAP poster on a flip chart before the training begins.
	+ Point to appropriate areas of the RELATIONSHIP MAP POSTER as you review it[Inter-personal Relationship poster](https://docs.google.com/document/d/1gXlrwIy6IYgbXmDU1FkgbheZYbR6G5DZ4ssMSfpu4Pc/edit) .
	+ **EXPLAIN**: Each circle of the RELATIONSHIP MAP represents a different relationship. The bigger circles outside represent our weaker relationships – we typically have more of these so the area of the circle is bigger. The smallest circle at the center represents our strongest relationship – this is a very small circle because we only have a few such relationships. We can also call this the “inner circle.”
* **DIVIDE** participants into 5 groups.
	+ **ASK** each group to take 3 minutes to map KATANAS’s relationships in their workbooks
	+ **ASK** for 1 group to volunteer to share their work with the other participants.
	+ Fill in the RELATIONSHIP MAP POSTER with Katana’s Relationship Map after all the participants have shared.]
* Closing 10 minutes
	+ **REVIEW** SESSION FOUR objectives.
	+ **ASK:** Does anyone have any further questions about the topics we have covered?

KNOWLEDGE CHECK:1. What are the components of effective communication?
2. Why are interpersonal interactions important?
3. What can you do with an interpersonal relationship map?
	* **ASK** participants to take 4 minutes and write down at least two things that were meaningful to them, or that they plan to implement.
	* **TAKE AWAY**: Ask the participants to complete their own relationship map and think about how to improve them.
	* THANK participants for their time and let them know that you are looking forward to seeing them in the next session.
 |

### Section 3: Networking

**Objective:**

* Increase awareness of the support available for running a successful business
* Understand the relationship between the business and its ecosystem
* Identify local support including institutions and people

**Time: 50 Min**

**Materials needed:**

* **Flip charts**
* **Markers**
* **Masking tape**

| Time | Activities |
| --- | --- |
| 17 Min | **Opening - 2 Min*** **SAY**
	+ Let’s start by recognizing that businesses can benefit greatly from joint activities with others or by going into business with someone else
	+ In business, you can collaborate and build partnerships where there is a common vision.
	+ Like we said “No man is an island” and so it is for every business, we intersect with customers, suppliers, and other key partners like financial institutions, Projects like BlueBiz, and so forth.
	+ Now that you understand how to communicate effectively let's dive into who are your potential partners and identify relevant contacts and supporters.

**Development - 15 minutes*** **SAY**
	+ Let's have a look at Hamisi’s business [Case study](https://docs.google.com/document/d/1CihnHUZZ1Gs_TWvyhSK1WUGH6jWBqzZxZdHivBXWRkI/edit)
	+ **ASK** participants to pay attention to the story
	+ **PLAY** the case study video/ or read out the case study story
	+ **ASK** them what Organizations and people have they identified helped Hamisi’s business
	+ **WRITE** down what they share on a flip chart
* **EXPLAIN**
	+ As you grow your business, you can learn from Hamisi’s story.
	+ It's important to form partnerships and networks to support the growth of your business.
	+ Partnerships are arrangements based on exchanges between people who have common or aligned interests, they exist to help get things done and often emerge from networking
* **ASK** the participants to think about who they need to engage and how/what value do you feel they will bring to your business
	+ Who do you think you need to engage and how/what value do you feel they will bring to your business
	+ Using the Business Canvas list of activities carefully think about who you may need to efficiently run and manage your business
	+ **ASK** them to write the answers on a blank piece of paper/their workbook
* **EXPLAIN**

**What to consider as you form a partnership;*** + **SAY** To develop a partnership, the potential partners both need to;

**See the value in it.** This value can be created by a common interest, such as working in the same locality or sector, or on the same product. A partnership can also come from the **trust or bond** that is formed by having met previously or by being friends. **Common interests or shared goals** between people, might include a business idea, getting access to a product or service, or a common need for a service, like transport* + **TELL** the participants that networking helps you identify possible partners.
	+ **ASK** them to think about and list
		- Potential buyers
		- Potential or existing suppliers
		- Potential financiers and investors
		- Any others who can help you in your business
	+ Using the Business Canvas list of activities carefully think about who you may need to efficiently run and manage your business
* **EXPLAIN**
	+ Key Partners is one of the nine building blocks of the Business Model Canvas (BMC).
	+ It focuses on identifying and defining the external organizations, suppliers, or entities with which a company collaborates to create, deliver, or support its product or service.
	+ Key Partners play a crucial role in a company’s ability to execute its business model effectively.
	+ These partnerships can involve various types of arrangements and collaborations.
* **ALLOW** the participants 10 minutes to list down their potential partners
* **ASK** if anyone has questions
* **PLAY** inspiring music in the background

**Closing - 5 Minutes*** **STOP** the music once the time is over
* **REQUEST** for a volunteer to share their business's positive impacts and what they will continue doing.
* **ASK** for a round of **APPLAUSE** for everyone creating a positive impact
 |

### Section 4: My business sales pitch

 **Objectives:**

* Draft their first sales pitch
* provide and receive feedback about an effective pitch

**Time: 60 Min**

**Materials needed:**

* Paper
* Pen / Pencil
* Equipment to play music and music playlist

| Time | Activities |
| --- | --- |
| 5 Minutes | My business pitch * + **SAY** our next session is about pitching our business ideas confidently
	+ **EXPLAIN** that pitching is presenting our businesses to the public to gain the support you need from financial partners, customers, and suppliers.
	+ **TELL** them that they need to practice sharing their business ideas with others.
	+ **EXPLAIN** that a sales pitch is what you say to people when you want to convince them to buy from you.
 |
| 10 minutes | **Preparing a pitch*** + **TELL** participants that they need to practice sharing their business growth plans with others
	+ **EXPLAIN** the meaning of pitching in a simplified way.
	+ **SAY** Pitching in business refers to presenting business ideas to another party.
	+ **REFER** them to the pitch template in their workbooks
	+ **ASK** them to work in pairs or with their peer group members to create individual pitches
	+ **ENCOURAGE** them to memorize their 1-minute pitches as they will present them to the rest of the class
	+ **GIVE** the participants 20 minutes to work through their pitches
	+ **LET** the participants know that you shall be available to offer guidance where needed.
	+ **ENSURE** you keep a strict watch on time
* **Development**
	+ **AFTER** 20 minutes, call back the participants
	+ **ASK** the participants to form two lines facing each other in pairs.
	+ **HAVE** a timer, tell participants in the first line that they will have 1 minute to share their pitch with their partner in the second line.
	+ **ASK** them to start after one minute is up ask them to switch the second line will share with the first line
	+ **AFTER** one minute is up ask them to stop and provide each other with feedback on how they did it
	+ **ASK** them to use the following questions
		- * What benefit will the customer get out of the business?
			* Was the language clear?
			* What was their body language? Were they confident? Were they comfortable?
			* Did they finish their pitch on time?
	+ **LISTEN** in during feedback and try to encourage positive and constructive feedback
	+ **ASK** them to rotate and ensure everyone is facing someone new.
	+ **REPEAT** the exercise again, one minute for each one to pitch and 2 minutes for feedback
	+ **ROTATE** and repeat the process until **EVERYONE** has had a chance to pitch at least 5 TIMES

SHARE * **DISCUSSION**
	+ **ASK** everyone to go back to the class setup
	+ **ASK** participants to volunteer and share some of the feedback they received and shared with peers
	+ **WRITE** down their feedback on the flipchart
	+ **SHARE** with them tips on delivering an effective pitch
		- Understand your audience
		- Use a story and share examples
		- Listen actively
		- Pay attention to body language
		- Have empathy and appeal to emotions
		- seek clarification if need be
		- Remember names
	+ **EXPLAIN** that each one of them can improve their pitching with practice and by overcoming fears of talking in public or to strangers
	+ **ENCOURAGE** them to work on the feedback received and improve their business pitches
 |

### Section 4: Closing

**Objective:** Share final key takeaways and define the next steps

**Time: 15 Min**

**Materials needed:**

* **xx**

| Time | Activities |
| --- | --- |
| 10 Min | Key Takeaways* **SAY** “We’ve come to the finale of today’s workshop, I would love to hear from some of you:
	+ What are your main takeaways?
	+ How what we discussed here today is going to help your business move forward?”
* **LET** 3 to 5 people share their answers
* **SAY** “Congratulations on your hard work today, we encourage you to apply the actions you’ve identified and to keep exploring new ways to improve”
* **SAY** “Let’s give ourselves a final round of applause”
 |
| 10 Min | Next steps and survey* SHARE next steps and activities:
	+ The next peer learning session will be held on [XX] at [XX] hours
	+ This is our last workshop and [Other relevant information]
* SAY “Before we go, please help us fill out the satisfaction survey”
* SAY Goodbye and wish them well.
 |