



Session 6: Case Studies

The goal of this session is to allow the entrepreneur to fulfill the role of banker by critiquing a Business Plan and then to understand what constitutes a “Good” Business Plan. Three Business Plans will be used and the audience will be divided up into 3 groups. Specific questions will be answered for each BP. Adequate follow-up time will be provided for each group to share their BP and their findings. The case studies are attached and all 3 should be given to the entrepreneurs at the end.

Session Plan

The trainer organizes the case study and cooperative learning process such that each entrepreneur is able to gain greater understanding of how to use the business plan as a tool to communicate to investors. The following activities and roles are suggested:

Step 1: Introduction to Case Study: 15 minutes to introduce, 10 to select groups, 45 minutes to read.

The trainer will provide a brief introduction to each case study and then allow the audience to sign up for a case study according to their interest. This process must be monitored to make sure that each group has a fair number of people in each. Then each person will read the case study for 45 minutes, while also having a tea/coffee break. Trainer must ensure that the audience is excited about this process and gives it their all.

Step 2: Case Study work session: 1 hour

The participants will be given one hour to review the case study as a team and answer each of the questions. A trainer will be present in each group while the participants are working in order to spot any communication problems and be able to make helpful suggestions (technician role). The role of the trainer is to tie in the fact-finding, feasibility and business planning issues learned thus far.

Step 3: Presentation of Findings: 1.5 hours (30 minutes per group)

The case study and the conclusion reached by each group is presented to the whole class and trainer facilitates a guided discussion to reinforce what each group has learned about what it takes to convince an investor.

Here are some particulars about each:

TaTEDO: how much is needed to actually launch versus how much will be self-funded (IE, how much working capital is needed?) Not clear what they are asking for. Not clear if existing artisans in Dar are competitors or partners.



Red Ribbon: while the presentation isn't the best, the back data are good! Why debt, why these terms, why not equity so she doesn't risk bankruptcy in a bad year.

SunSpot: What about weather risks? What if the grid is extended politically rather than practically? What if a give-away program enters their market?

Training Technique: Cooperative Learning

The cooperative learning refers to the organization and linking of desired learning outcomes, resources and people in such a way that achievement of individual goals is contingent on the achievement of the goals of the group as a whole. In other words, an individual wins only if the other members of his or her group win. This approach contrasts with competitive learning, which allows only one winner.

Summary of Trainer roles:

- Facilitator: Organizes the groups and interact.
- Presenter: Trainer supplies new information about business planning.
- Contributor: Adds missing points of view and points out interpersonal dynamics that may hinder the group while participating in cooperative learning.
- Challenger: Asks probing questions designed to encourage deeper understanding of the need for a business plan, why a business plan must be structured the way it is.
- Monitor: Keeps an eye on the overall training process; makes on-going adjustments to content and process where necessary; and ensures that the needs of the participants are being met and that the objectives of the program are being realized.
- Technician: Contributes special skills to cooperative group processes to help them reach consensus, etc.).
- Resource librarian: Provides the group with access to print materials required for the cooperative learning.

SUMMARY

Delivery Method:	Lecture, Group Case Studies
Teaching Technique:	Cooperative Learning
Toolkit Chapter:	Chapter 3
Total Duration:	3 Hours
Participants' materials:	Case Studies and Exercises