

1 – Orientation & Defining Success



Introduction

*Today is the orientation day for the **Men in Business** program. This is the time to tie up any registration and administration loose ends, introduce participants, staff and volunteers to one another and generally begin to establish group dynamic and rapport. As well, the topic of success and what it means to us individually will be examined. Before a plan can be created to attain success, it is important to define what success means to us. How will one know if they have been successful if they don't know what success really means to them?*

Quote for the Day:

*'Today is the first day
of your future.'*

Anonymous

Outcome(s)

- Participants will complete registration and administrative forms.
- Staff will introduce themselves to participants.
- Participants will introduce themselves to each other and program staff.
- Participants and staff will cooperate to establish an atmosphere of safety, trust and sharing .
- Participants will examine individual values, cultural values and their personal definition of success.
- Participants will explore group values and develop guidelines for the group.

Materials/Resources

FACILITATOR

- Handout - *Human Treasure Hunt*
- Course binder including course calendar
- Handout - *Orientation*
- Emergency Contact Forms
- YWCA Membership forms & cards (signed)
- Receipt book
- Circle of Self Esteem package
- Flip Chart & Markers
- Examples of Personal Mission Statements
- Pens (enough for each participant)

STUDENT

- Payment for Program fees

Learning Environment

- Establishing a comfortable learning environment is important. The meeting room should allow participants to face each other, preferably with desks or tables in a U-shaped configuration with adequate space for each participant.
 - A casual, comfortable seating area in the classroom is recommended. This area can be used for some sessions and encourages a more open, casual exchange.
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At A Glance

TIME	ACTIVITY	SUPPLIES	SPECIAL NOTES
15 min	Facilitator & Participant Introductions		Be sure everyone is encouraged to speak Housekeeping – smoking area, washrooms etc
15 min	Icebreaker "Human Treasure Hunt"	<ul style="list-style-type: none"> Handout – <i>Human Treasure Hunt</i> 	See Activity Description
15 min	Introductions Business Skills, Life Skills, Course Schedule	<ul style="list-style-type: none"> Course binder Course calendar Orientation page 	Explain various elements of the program (guest speakers) and the importance of integrating all of them in the program. Encourage questions. Introduce Life and Business Skills concepts, outline course calendar.
15 min	Hopes & Expectations	<ul style="list-style-type: none"> Flip Chart & Markers 	Have participants share their expectations of this program. Facilitator will list them on the flip chart.
15 min	BREAK		
20 min	Dinner Party	Paper & Pens	See Activity Breakdown
30 min	Circle of Self Esteem	Circle of Self Esteem Package	See Activity Breakdown
15 min	What are Values?	Flip Chart and Markers	Discussion of different kinds of values we have, personal, professional, cultural & family. How do we decide what works for us? Include examples of Value/Mission Statements (YWCA)
30min	Check Out – Group Values and Well of Confidentiality	<ul style="list-style-type: none"> Flip Chart and Markers 	See Activity Descriptions
20 min	Administrative Tasks and Q & A	<ul style="list-style-type: none"> YWCA membership cards Receipt book Copy of Emergency contact form Intake Questionnaire 	Administrative tasks to be completed include: <ul style="list-style-type: none"> Payment of fees Completion of Emergency Contact form Provide participants the opportunity to bring forward questions they may have.

Activity Descriptions

Challenge by Choice

For some, meeting new people in an unfamiliar situation can be very intimidating.

It is important to encourage participation but to always offer the choice to participate or not.

Participation in a task by the facilitator can also set a tone of trust and willingness to share. However, there is a line between setting a risk-taking tone to a session and offering too much personal information.

A Definition

Self-esteem:

n. 1: a feeling of pride in yourself [syn: self-pride]

2: the quality of being worthy of esteem or respect. [syn: dignity, self-respect, self-regard.]

**Source: WordNet (r)
1.7**

Human Treasure Hunt

- Handout - *Human Treasure Hunt*
- Ask participants to find someone in the room to fit each description and write their name in the appropriate box (allow about 10 minutes).
- As a group, share responses.

Well of Confidentiality

- Discuss the importance of confidentiality in a group. What does it mean in this group?
- Have all participants stand in a circle, putting their right hand in the circle with the thumb out. With the same hand they will grasp the thumb of the person to their right creating a complete circle. (Alternative – have participants sign a written agreement that they keep in their binder as a reminder.)
- Explain that by joining this circle we are making an agreement with each other to make this a safe place and maintain confidentiality.
- *Alternately*, as the group puts together their group values later in the session, special attention can be paid to confidentiality as a vital group value. After the members of the group have completed the list of values on flipchart paper, they can sign the paper, as a commitment to confidentiality and the other values listed. The facilitator can keep this paper (contract) as a point of reference.

Dinner Party Exercise:

- Ask each person to make a list of 3 people they would like to invite to a dinner party or BBQ. These people could be real or fictional, dead or living, familiar to them or they may never have met them. (I.e. Mickey Mouse, Madonna, Nelson Mandela, Great Grandma)
- Once everyone has made their list, go around the class and ask individuals to share their reasons for inviting each of their guests. (Be sure not to pressure anyone to share if they choose not to.)
- Explain to the group that they have chosen characteristics that they find valuable and that these characteristics are those important to live to their full potential. The characteristics they have chosen mirror values that they admire. Encourage participants to take a moment and list the characteristics of their dinner guests.

Some YWCA info:

- *The First YWCA in Canada was founded in Saint John, New Brunswick in 1870.*
- *In 1999, the YWCA of Canada was designated an Organization of National Historic Significance by the Government of Canada, Secretary of State (Parks).*

Circle of Self Esteem:

- Have each participant choose a slip of paper that has a profession or role written on it.
- Ask participants to line up in order of importance. (Let them stew around for about 5 minutes, as they will have a hard time deciding who is more important. Watch them struggle, and then interrupt.)
- *Ask them to stand in a circle and explain that this better represents the order of importance. Everyone has value.*

Discussion:

Why did you put the certain professions in the order that you did?

Why do we place these values on certain types of people?

Where do we learn these assumptions?

Do we think that we value ourselves enough?

Additional/Alternate Idea: Success Exercise:

(requires about 30 minutes)

Write the following questions on whiteboard or flip chart:

- Who do you consider successful, and why?
- Who does success happen to?
- When does success happen?
- What are the barriers to success that you have found?
- What have been the successes that you have achieved?

Set chairs in pairs and have participants talk for 1 minute each on the above questions. Ring a bell or make a sound at the end of each minute. After each person has shared in the same question, get pairs to change seats to pair up with someone new, and ask a new question, one minute each.

Follow with a group discussion on success and what it means.

Check Out – Group Values:

- Explain that to be a safe and respectful group, there must be some group norms that we all follow.
- Brainstorm group norms, and write them out on the flip chart,
- Encourage discussion.
- Relate this back to the discussion on confidentiality.
- See Well of Confidentiality activity above...Type them out and give them to participants next session. These will provide a framework for the remainder of the program.

10 – Filing & Organization



Introduction

The goal for this session is to understand the value of dealing with the paperwork associated with running a business, as well as the need to take care of papers associated with our personal lives. A simple, yet effective tool for creating a simple filing system for business and/or personal life will be presented. Lynda Hutt is usually the presenter for this session.

Outcome(s)

- Participants will understand the value of dealing with the paperwork associated with running a business and personal as well as the paperwork associated with our personal lives
- Participants will identify what papers are necessary to keep and which can be destroyed
- Participants will develop a basic filing system for their business and/or personal life

Quote for the Day:

*'A place for everything,
everything in its place.'*

Benjamin Franklin

Materials/Resources

FACILITATOR

- Flip Chart
- Markers
- Handout – *For 60 Seconds*
- Handout - *Audit Trail*
- Handout - *The Basic Filing Cabinet*
- Financial File – example of a small portable financial file if possible.
- Power Point (to view handouts)
- Digital Projector
- If budget allows, supplies to create filing system – at least 16 hanging files and folders per student; 16 file tabs; one desktop file folder per student

STUDENT

- Course Binder
- Textbook
- Pen/pencil

Learning Environment

- Establishing a comfortable learning environment is important. The meeting room should allow participants to face each other, preferably with desks or tables in a U-shaped configuration with adequate space for each participant.
- A casual, comfortable seating area in the classroom is recommended. This area can be used for some sessions and encourages more open, casual exchange.

At A Glance:

- There is A LOT of information provided in this session. Be aware of the group's 'saturation point'. Remember, studies have shown that we can only focus actively for a maximum of 50 minutes, so schedule breaks accordingly.

TIME	ACTIVITY	SUPPLIES	SPECIAL NOTES
15 min	Check In – name a document that you must keep e.g. Birth certificate, T-4, insurance policy		Be sure everyone is encouraged to speak
20 min	Why Get Organized?	<ul style="list-style-type: none">• Flip Chart• Markers• Handout – <i>For 60 Seconds</i>	See Activity Description
45 min	The Paper Monster – How Do I Control It?	<ul style="list-style-type: none">• PowerPoint• Digital Projector• PowerPoint slides <i>The Basic Filing Cabinet</i>• Handout - <i>Filing Package</i> (if avail.)	See Activity Description
15 min	BREAK		
70 min	The Paper Monster <i>(continued)</i>		
15 min	Check Out – Is there one thing covered today that you are going to implement immediately? Why?		Make sure to hand out "money in-money out" diaries for next session.

Activity Descriptions:

Why Get Organized?

According to Wikipedia...

- **Organizing** is the act of *rearranging elements* following one or more *rules*. It can also be seen as the opposite of *messing up*.

- Hand out worksheet "For 60 Seconds". Tell participants that you are going to give them one minute to circle the numbers in order, beginning with 1. After one minute, ask how far each person got. Ask the person who reached the highest number, how they did it. The facilitator can reveal the system behind the page which is there are four quadrants beginning at the top left hand corner with 1, moving to the top right hand corner for 2, back to bottom left hand corner for 3 and then bottom right hand corner for 4. Then back to the top right hand corner for 5 and repeat the whole process again. This is a great example of the value of organizing and the time that it can save you.
- This is a general discussion on the value of organizing for your home and business.
- Does your home or office suffer from piles? Ask the group to share examples of mislaid paperwork. What did it cost them in terms of time lost, money lost and loss of piece of mind? There are lots of examples and participants are usually very happy to share them.
- Use the 'Clean Sweep' television show as an example of how clutter and stuff can become a real negative issue in our lives and our businesses.
- Note, that we now have an entire industry based on getting people and businesses organized; everything from closets to computer files.
- Why do we hang on to so much 'stuff'? Depending on the group, the facilitator may want to touch on the emotional and internal issues related to the collection of clutter.
- We may think filing is not a priority job – but think again. Create a system before you start your business and you will save time, money and frustration!

The Paper Monster – How Do I Control It?

- Begin by handing out the package of work sheets that will begin with 'The Basic Filing System' followed by the blank folders. This package also includes 'The Audit Trail'.
- Does anyone remember the TV Show M.A.S.H.? Do they remember Radar? More specifically his filing system? Discuss the importance of having a system that is entirely dependent on one person. Create a system so that someone else could use if you are not available. One solution is to keep a legend or map to your system at the front of the file.
- Remember the K.I.S.S. rule when filing – Keep It Simple SMART!

- Also note that it is important to keep a separate system for business files and personal files.
- A basic filing system for a business is made up of 4 sections:
 - Correspondence – info that is important for the running of the business. Discuss the values of an alphabetical system and a numerical system of filing.
 - Financial Files – Includes all bills, receipts etc. Must be filed according to Audit Trail. Explain what Audit Trail is and refer to handout included in package.
 - Personnel – information about employees. By law personnel files are to be kept locked.
 - Forms & Stationary – Includes masters copies.

The Paper Monster – How Do I Control It? *(Continued)*

- **CORRESPONDENCE:** Have participants turn to the Correspondence worksheet. See Facilitator's worksheet for detailed instructions.
- **FINANCIAL:** Have participants turn to the Financial section of their package. See Facilitator worksheet for details.
- **PERSONNEL:** Have participants turn to the Personnel section of their package. See Facilitator worksheet for details.
- **FORMS & STATIONARY:** Now draw participant's attention to the Forms & Stationary section. (Almost done – hang in there!) This is very straightforward. See Facilitator worksheet for details.

11 - Financial Literacy:

Money Does Matter



Introduction

Today is designed to look at creating the mindset to prepare for financial change. It examines attitudes and issues individuals may have regarding money and suggests actions to encourage positive attitudes. A body building analogy is used throughout. Much of this session is based on the book "Build Your Money Muscles" by Joan Sotkin.

Quote for the Day:

'If a person gets his attitude toward money straight, it will help straighten out almost every other area of his life. '
Billy Graham

Outcome(s)

- Participants will examine their own attitudes toward money and begin to develop a happier, healthier relationship with money.
- Participants will be introduced to some steps to increase their awareness of their own financial situation and tools that are available.
- Participants will begin setting attainable financial goals.

Materials/Resources

FACILITATOR

- Power Point projector
- Laptop
- Power point presentation
- Handouts from presentation
- Animal Cards
- Credit History Report Form
- "Managing Money" booklets
- Handout - *Build Your Money Muscles; Nine Simple Exercises for Improving your Relationship With Money*, by Joan Sotkin (powerpoint presentation)
- Handout - *Common Financial Patterns*

STUDENT

- Binder

Learning Environment

- Establishing a comfortable learning environment is important. The meeting room should allow participants to face each other, preferably with desks or tables in a U-shaped configuration with adequate space for each participant.
- A casual, comfortable seating area in the classroom is recommended. This area can be used for some sessions and encourages a more open, casual exchange.

At A Glance

TIME	ACTIVITY	SUPPLIES	SPECIAL NOTES
15 min	Check In	Animal Cards	Have each participant choose an animal card which best represents how they feel about their current financial situation. Give everyone an opportunity to share.
20 min	Money Messages		See Activity Description
45 min	Preparing for Change	<ul style="list-style-type: none">• Power Point Presentation• Managing Money booklets for each participant	See Activity Description
15 min	BREAK		
70 min	Budgeting Basics		See MILA Module 3 – Budgeting and Activity Description
15 min	Check Out		

Activity Descriptions

Money Messages:

- Begin by reading the following quote from Suze Orman (Internationally acclaimed personal finance expert www.suzeorman.com)
"Our feelings about money today almost always can be traced back to an incident from our past/our first experience or message about money."
- Everyone has a story about money. We will explore our own unique money origins and discover how these experiences have shaped our current perceptions around money.
- In pairs, ask participants to talk about their very first memories of money. Ask how they got it, how they felt about it, what grown-ups said about it and then come up with five words to describe their first experience.
- Have participants write these five words on a piece of paper. Allow an opportunity for participants to share their words, their story or their experience if they wish to.

Preparing for Change:

- This powerpoint is based on the book "Build Your Money Muscles" Part I and uses the analogy of preparing to embark on a fitness or body building program. It is necessary to read this section of the book in order to present this section.
- Slide 2 refers to Thoughts + Beliefs + Emotions = Behaviour. This is a good time to hand out the Common Financial Patterns chart and discuss it with participants.
- Elaborate on each point and allow for discussion and questions.
- At the conclusion, hand out the "Managing Money" booklets.
- Discuss credit reports. Did anyone send theirs away? Have you ever had yours done?

MILA Budgeting Module 3:

- Divide participants into small groups and give them each a budgeting scenario from the module.
- Have them return to the larger group and share any results/challenges.

12 - Assumptions



Introduction

This session focusing on assumptions can be a very powerful day. It is intended to illustrate that we all have assumptions and biases, and how these might impact our communications. Through this activity and discussion, everyone is encouraged to examine their own assumptions and biases. This is also a strong group building day. Confidentiality and respect must be maintained throughout the process.

Quote for the Day:

'Nothing splendid has ever been achieved, except by those who dared believe that something inside them was superior to circumstance.'

Bruce Barton

Outcome(s)

- Participants will examine their own assumptions, biases and preconceptions
- Participants will reflect on how these might impact our communications

Materials/Resources

FACILITATOR

- Flipchart
- Markers
- Laptop & Projector
- Handout - *Assumptions*
- Photos for Assumptions exercise
- Lots of rocks or stones. If stones are not available, Dollar stores often have various sizes, shapes and colours of glass stones.
- Solid colored blanket (twin size would be ideal)
- Handout - *Deepest Fears*

STUDENT

- Course binder
- Pen/Pencil

Learning Environment

- The first session requires a standard classroom setup.
- The Stone Game will require chairs set out in a circle with adequate room to play the game. The playing area could be defined by laying out a solid coloured blanket. If using LEGO, consider using a large tabletop for the play area.

At A Glance

- Remind participants of the “Well of Confidentiality”. Respect for others views, experiences and idea’s of others is vital to the success of this session.
- Important Note: At some point in the group, it is essential to mention assumptions, biases and prejudices associated with oppressed groups based on skin colour, gender, sexual orientation, religion etc. and how these may prevent us from seeing the person, instead only seeing the stereotype. This can become part of the discussion at various points throughout the session.
- Read the information about the Stone Game before the session.

TIME	ACTIVITY	SUPPLIES	SPECIAL NOTES
15 min	Check In – Favourite TV Show and Why?		Be sure everyone is encouraged to speak
30 min	Introduce Assumptions	<ul style="list-style-type: none"> • Handout - <i>Assumptions</i> 	See Activity Description
45 min	Assumptions, Biases and Preconceptions photo experience	<ul style="list-style-type: none"> • Photos • List of photo identities • Laptop & Projector 	See Activity Description
15 min	BREAK		
45 min	Stone Game & Debriefing	<ul style="list-style-type: none"> • Lots of rocks/stones • Solid colored blanket 	See Activity Description
15 min	Deepest Fears	<ul style="list-style-type: none"> • Handout - <i>Deepest Fear</i> 	Read as a group Encourage discussion
15 min	Check Out – Did something challenge your thinking today? What was it? Why?		Have participants prepare questions for the lawyer who will be presenting in the following session.

Activity Descriptions

Introduce Assumptions

- Break into groups of three or four.
- Handout *Assumptions & Biases*. Ask one participant to read the selection to the group.
- Ask each group to discuss and answer the following questions, noting their responses on a sheet of paper.
 - Provide two examples of situations where it is beneficial to have preconceived ideas.
 - Provide two examples of situation where it is not beneficial to have preconceived ideas.
- These responses will form the basis for a large group discussion

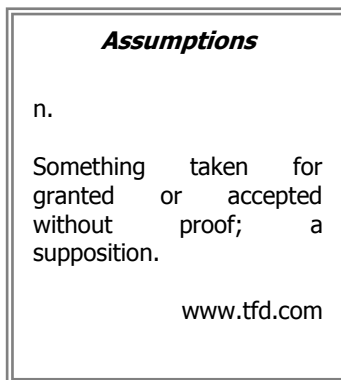


Photo Experience

- Participants will need a blank sheet of paper and a pen.
- Using laptop & projector, project the first photo.
- If projector is not available, each participant receives a numbered photo and records the number on that photo (in a way that will correspond with notes they make about the photo).
- Without any discussion, instruct the group to write down the number of the photo then look at the photo and try to speculate about that person: their age, income bracket, place of origin, place of residence, occupation, family etc. Record these observations, and any factors that led to these impressions.
- Pass their photo to the next person and repeat the process recording the photo number before making notes about the subject of the picture. Remember to do this independently.
- Starting with photo #1, invite a couple of volunteers to share their impressions. After they have finished, tell them what you know about the person. Repeat this with all the photos. Encourage everyone to participate.
- Lead a group discussion about assumptions. Ask the group to consider what they have witnessed both in this exercise and in their own experience.
- Point out that we need to be aware of our own biases in order to change them.
- Ensure that the group ends in a positive space, as this discussion can bring up some strong feelings that may leave a negative nuance to the activity.

The Stone Game

Stone Game Variation!

Instead of providing each player with a set number of stones, the facilitator can utilize a large group of stones. When it is a player's turn, they select a stone from the pile, place it on the playing area, or take a pass by placing the stone on the ground in front of them. All other rules for the game remain the same.

- May want to try this with Lego!
- Facilitators need to read background information on the Stone Game before the session.
- Participants arrange their chairs in a circle. In the empty space in the centre, place a solid coloured blanket or piece of clothing (optional). This will define the playing area.
- Hand out an equal number of stones to each participant. Everyone should have at least 10 stones. Facilitators should play the game as well. The more stones, the better the game.
- Explain the following rules of play:
 - I. Once the game begins, everyone is silent. We will go in a circle, one by one taking your turn.
 - II. A turn consists of placing one of our stones in the play area in any way we wish OR setting the stone in front of us to signal that we wish to pass this turn.
 - III. We may pass up to five turns, each time placing a stone in front of us. When we do take a turn, we use ALL the stones from the previous passed turns to add to the playing area. There may be up to 5 stones used.
 - IV. Play continues around the circle until all of the stones have been used, or when time runs out.

Debriefing the Stone Game

- Discussion will begin by asking participants what the experience was like for them. Note the pattern that was created without anyone speaking or taking control of the design. The following are highlights of the learning involved in the game as stated by its creator, Joseph Schaeffer in his book, *The Stone Game*.
 - I. In the Stone Game, each player is distinct, a unique individual
 - II. No person has power over others in the Stone Game.
 - III. No player is any better as an individual than any other player in the Stone Game.
 - IV. Many individuals with various kinds of expertise, interests, experiences, intelligence and talent can take part in the Stone Game.
 - V. Each player experiences 'reality' from their own point of view in the Stone Game.
 - VI. It is not necessary to understand what any other player understands in the game.
 - VII. We never know what another person is going to do in the Stone Game.
 - VIII. In the Stone Game, each player stands alone with other, focused within as an individual and open to others at the same time.
 - IX. The Stone Game is refreshing because I do not have to try to control others.
 - X. What I do matters, and because it matters, I feel good.

2 – The Anatomy of a Business

Introduction

Today is an overview of the business skills to be learned and the four key areas of business. The purpose of this session is to understand why business skills are valuable to learn and how they relate to the life skills portion of the program.

Quote for the Day:

'When a business has no greater purpose other than making money or the gratification of its owner, then that energy system is misaligned, resulting in confusion and its general deterioration.'

The Organic Entrepreneur

Outcome(s):

- Participants will examine how business skills and life skills are related.
- Participants will identify the 4 areas of business.
- Participants will explore their own dreams.

Materials/Resources:

FACILITATOR

- Textbook – *Building a Dream: A Canadian Guide to Starting Your Own Business, Fifth Edition.*
- Power Point Projector
- Laptop Computer with presentation
- Business Circle Handout
- Flipchart & Markers
- Binders for all participants

STUDENT

- Students are expected to bring their course binders and the textbook, along with writing tools, to each session.

Learning Environment:

- Participants will sit comfortably in a 'U' shape, making sure that the screen for power-point projection is visible to all.

Did You Know...

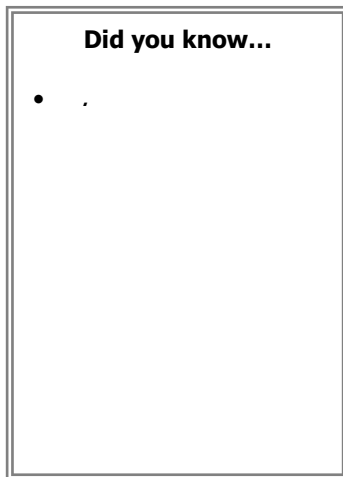
At A Glance:

TIME	ACTIVITY	SUPPLIES	SPECIAL NOTES
15 min	Check In		Have participants provide an example of a business skill and how they have applied it.
15 min	Hand out Textbooks	Textbooks	Allow time to browse through text. Put names on books. Answer any questions.
15 min	What does Entrepreneurship and/or self employment mean to you?	Flipchart & markers	List what these terms mean to the group. Is there a difference between them? Discussion Cartoon pg. 10 of textbook is fun!
30 min	So You want to be an Entrepreneur? Powerpoint	Laptop with presentation Projector Attitude Exercise Life Cycle of A Business Handout	Take questions at all stages. There is a lot of material to cover. Attitude Exercise - See Activity Description. Discussion around the Life Cycle of a Business Handout
15 min	BREAK		
40 min	The Business Circle	Business Circle handout (blank for participants)	See Activity Description.
40 min	Guest Speaker		A Business person who can share their experiences and perhaps relate them to the importance of both business and life skills.
5 min	Check Out		One new thing you learned today.

Activity Descriptions:

Attitude Exercise:

- Just a little “ha ha” for the day...
- We have all been to those meetings where someone wants us to give over 100%. Here’s a little math that might prove helpful in the future. What makes life 100%?
- Refer to power point for numeric values of each letter of the alphabet.
- Write the word HARDWORK on the flipchart and ask participants to add the value of each number and see what total they get. It should equal 98 or 98%. So HARDWORK is only 98% of the answer.
- Write the word KNOWLEDGE and have them do the math. It will equal 96. So KNOWLEDGE is only 96% of the answer.
- Write the word ATTITUDE and have participants do the addition. It will equal 100. So ATTITUDE makes life 100%!
- Now, write the word bullshit and have them do the math. It will add up to 103.
- So it stands to reason that hardwork and knowledge will get you close, but attitude takes you to the top. And if any says you need to give more than 100%, you now know what that adds up to!



The Business Circle:

- Have participants put their own name in the centre of the circle. Explain that they are at the core of all that we are going to do in this program. The skills that they learn will help and support them as the progress along their life journey.
- The outer circle represents business skills and the inner circle represents life skills. You could also note that life skills are at the core and not on the periphery.
- The circle is divided into 4 areas. These represent the 4 areas of business (Marketing, Operations, Ownership & Administration/Finance) and the corresponding life skills (Communicating, Doing, Knowing & Evaluating) which support those skills. Refer to the Program Overview at the front of the teaching manual for a completed circle.
- Begin with one business area and ask each participant to provide one of the 4 areas of business. Start with one area, for example Marketing. Fill in the blank line with MARKETING. In that quadrant, fill in various business skills related to marketing eg. Networking, Researching, Promotions etc (refer to Program Overview). Do not fill in the inner or Life Skills piece of the quadrant.
- Continue for the remaining areas of business. You will have 4 areas of business with a number of corresponding skills surrounding them.

- Now look at each of the areas and try to identify how these business skills are transferable to our day-to-day lives. For example, promotional skills require good communications skills. Fill in each of the Life Skills quadrants and add the life skills associated with each area.
- Encourage lots of discussion and questions. Note that some skills may fit in more than one category.

3 – The Language of Personality



Introduction

This session will include a True Colours, Personality Dimensions OR Medicine Wheel seminar, depending on availability of a trained facilitator for either. The concept of 'Wellness' will be introduced today.

Quote for the Day:

'Trust yourself. You know more than you think you do.'

Benjamin Spock

Outcome(s):

- Participants will identify different personality types.
- Participants will appreciate their own personality type and how they relate to other personality types.

Materials/Resources:

FACILITATOR

- Flip Chart & Markers
- Crayons, Markers, scissors, glue and miscellaneous craft supplies.
- Any materials requested by True Colours/Medicine Wheel facilitator.

STUDENT

- All materials will be provided.

Learning Environment:

- Each True Colours or Medicine Wheel facilitator will have specific requirements for set up of the classroom. These are very interactive sessions and flexibility will be required.

True Colours:

The artful blending of education & entertainment into programs that inform & delight because they are easy to understand on a daily basis and retain over a lifetime.

Medicine Wheel:

Among the oldest teachings of First Nations people. The teachings create a holistic foundation for human behaviour & interaction; the teachings are about walking the earth in a peaceful and good way.

At A Glance:

- It is recommended that the program facilitator participate fully in this session. This is a great day to get to know the participants in a fun, interactive way.

TIME	ACTIVITY	SUPPLIES	SPECIAL NOTES
15 min	Check In – What is your favourite vehicle and what colour would you like it to be?		Be sure everyone is encouraged to speak
150 min	True Colours OR Medicine Wheel	As required by Guest Facilitator	Guest Facilitator (taking breaks as required)
15 min	Check Out – What Colour are you?		

Activity Descriptions:

4 – Exploring Your Business/Life Ideas



Introduction

Today's objective is to look at idea generation and examine if your business/life goals are a good 'match' for you.

Quote for the Day:

'It takes courage to show your dreams to someone else.'

Erma Bombeck

Outcome(s):

- Participants will brainstorm to generate a range of potential ideas.
- Participants will draw on the information of last session (True Colours) to inform some of today's ideas
- Participants will identify their own strengths and compare them to the strengths required to successfully reach their goals.
- Participants will consider the value of creating a business plan, a life plan, and planning in general.
- This session will provide the foundation for further enquiry for business plan and life plan writing.
- The idea of a 'Brag Board' will be introduced.

Materials/Resources:

FACILITATOR

- Flip Chart & Markers
- Any resources needed by the guest presenter – laptop, projector...

STUDENT

- Course Binder
- Textbook

Learning Environment:

- Where does the learning need to happen? What is the physical space needed? Do you need an open space, computer lab, desks and chairs?
- Do you need to make accommodations for a particular student? I.e. visual or auditory deficit

Brainstorming

1. A method of shared problem solving in which all members of a group spontaneously contribute ideas.

2. A similar process undertaken by a person to solve a problem by rapidly generating a variety of possible solutions.

At A Glance:

TIME	ACTIVITY	SUPPLIES	SPECIAL NOTES
10 min	Check In – Where do ideas come from? Have you ever had a great idea?		Be sure everyone is encouraged to speak
90 min	Do/Be Who You Are! Play to your strengths.	Flip Chart, Markers	This session has been presented by a Career coach. Take breaks as required.
15 min	BREAK		
30 min	5 paper exercise	Different colours of paper – enough to give each participant 5 pieces	See Activity description
25 min	Brag Board		See Activity description
10 min	Check out – Identify one thing you have learned today and would like to implement.		

Activity Descriptions:

The Sidebar

This area could include:

- *Dictionary definitions of the key words for the session.*
- *FAQ's about the session*
- *Quotes from past participants*
- *Thought provoking tidbits, humorous thoughts, etc.*
- *Do not use it if it is not really needed*

Check In - Brainstorming & Idea Generation:

- Where do ideas come from? Encourage individuals to share any great ideas they have had. Did they act on their idea?
- Define brainstorming. Continue the brainstorming process by using a participant's idea and brainstorming as a group about what that participant's needs or considerations might be at this point. This is not the stage to dismiss any ideas, but rather to lay all of the ideas out on the table....

5 Paper Exercise:

- Give each participant 5 pieces of paper. One is to represent their partner, one their parents, one their children, one their friends, one their co-workers. On each of the pieces of paper (mindful that different participants will be using different headings), have the participants write the qualities that those people would describe in them. On a 6th piece of paper, have the participants write the common qualities in a circle in the middle and then list the extra qualities radiating from the centre, like spokes on a wheel. An interesting way to visualize our qualities and which qualities we use in which areas of our lives.
- Have the participants list their interests and skills as a young person and then how those skills and interests are reflected in the present. (what made/makes you happy?)
- *OR* Elise's expressive arts exercise with clay and writing with your left hand.....

Business Plan Overview:

- Judge the timing of the session so far. We may be able to leave this brainstorming discussion until the next session, when we examine the ins and outs of each Business and Life Plans.
- Based on the planning experience above, move into a discussion about "Why Bother Writing a Business Plan?".
- Some reasons that come up may include:
 - to look at the big picture
 - to define the values by which you will run your business
 - set priorities and objectives of your business
 - To define what success is in your business so you will know when you get there! If we don't know where we are going, we won't know when we get there.
- Ask the question 'Who should write my business plan?' A good answer to this question is that your business plan is first and foremost for you, so you should write it yourself. Keep in mind

however, that the greatest skill of an entrepreneur is to ask for help! So don't be afraid to ask for help where you need it.

- Ask the group if there is a difference between a Business Plan and Business Planning. Encourage discussion.
- Business Planning is the planning of the day to day operations of a business. A business plan is the overall vision for the business. Both are important, but they are different. We can be great at planning the day to day routines, yet fail to reach the goal or vision (Especially if we haven't clearly specified what that is!). We can quite easily get caught up in the little stuff that demands our attention each day and not take time to look at the long term.
- Another analogy...business planning is working IN your business. The Business Plan is working ON your business.
- Refer to the `Simplified Business Plan`. This plan is based on the four areas of business. This is NOT the standard business plan format that you will find on a banking website or elsewhere. Go through the outline and answer any questions along the way.

Brag Board:

- Participants will be creating a Brag Board for themselves over the course of the program. This is a creative exercise to help them to use multiple mediums to set goals, identify strengths, identify areas of support etc in their lives. It is a board (Bristol board) on which they'll arrange photos, magazine clippings, poems etc which will eventually form a `picture` of them and where they'd like to be.
- Participants will be expected to complete the Brag Boards on their own time. We'll set time aside near the end of the program (starting session 13-ish?) for the participants to present their completed Brag Boards to the class.

5 – Building A Plan

The Life Plan and The Business Plan



Introduction

The purpose of this session is to give participants an overview of both the Life Plan and the Business Plan so they can begin to consider which plan they will prepare and start gathering resources to put together their plan.

Quote for the Day:

'Start by doing what's necessary, then do what's possible, and suddenly you are doing the impossible.'

Francis of Assisi

Outcome(s):

- Participants will examine the Life Plan outline.
- Participants will examine the outline of a standard Business Plan.
- Participants will consider which plan they wish to complete.

Materials/Resources:

FACILITATOR

- Flip Chart & Markers
- Textbook
- Business Plan templates
- Life Plan Outline
- Examples of Life Plans and Business Plans if available.

On-Line Resources

Canada-Ontario Business
Service Centre
www.cbsc.org/ontario

Canadian Women's
Foundation
www.cdnwomen.org

Muskoka Community
Futures Development
Corporation
www.muskokacfdc.ca

Royal Bank of Canada
www.rbc.ca

ScotiaBank
www.scotiabank.ca

STUDENT

- Textbook & course binder.

Learning Environment:

- Standard Classroom set up.

At A Glance:

TIME	ACTIVITY	SUPPLIES	SPECIAL NOTES
10 min	Check In – Can you think of a time when you created a plan? Did you implement it?		Be sure everyone is encouraged to speak
45 min	Business Plan Overview		See Activity Description Text reference pgs. 270-281
15 min	BREAK		
35 min	Business Plan Templates	Handout 'Business Plan Template' Sample business plans	Text reference pgs. 293-337
60 min	Life Action Plan	Life Plan Handout Sample Life Plans	See Activity Description
15 min	Check Out – Are you considering preparing a Life Plan or a Business Plan?		

Activity Descriptions

Business Plan Overview:

- Based on the planning experience above, move into a discussion about "Why Bother Writing a Business Plan?".
- Some reasons that come up may include:
 - to look at the big picture
 - to define the values by which you will run your business
 - set priorities and objectives of your business
 - To define what success is in your business so you will know when you get there! If we don't know where we are going, we won't know when we get there.
- Ask the question 'Who should write my business plan?' A good answer to this question is that your business plan is first and foremost for you, so you should write it yourself. Keep in mind however, that the greatest skill of an entrepreneur is to ask for help! So don't be afraid to ask for help where you need it.
- Ask the group if there is a difference between A Business Plan and Business Planning. Encourage discussion.

- Business Planning is the planning of the day to day operations of a business. A business plan is the overall vision for the business. Both are important, but they are different. We can be great at planning the day to day routines, yet fail to reach the goal or vision (Especially if we haven't clearly specified what that is!). We can quite easily get caught up in the little stuff that demands our attention each day and not take time to look at the long term.
- Another analogy...business planning is working IN your business. The Business Plan is working ON your business.

Life Plan:

- Hand out Life Plan outline.
- Review the handout. Take time to highlight & define each of the six goal setting areas.
- Suggest that participants look at short term, medium term and long term goals in each area.
- Be realistic. Be real.
- This is a document for you. Make it yours.
- Encourage creativity. This does not have to be a written document. It could be presented as a visual collage, a scrapbook or a powerpoint presentation. Think outside the box and have fun (life should be fun after all!)

6 – Four Aspects of Self: Well Being, Being Well & Stress Management



Introduction

This session will focus on self care and balance in our lives. It is also closely connected to boundaries.

Outcome(s):

Quote for the Day:

'There are no short cuts to any place worth going.'

Beverly Sills

- Participants will identify the Aspects of Self.
- Participants will discuss stress and its presence in their lives.
- Participants will assess where they are at in relation to the Four Aspects of Self.
- Participants will identify what they need to achieve balance.

Materials/Resources:

FACILITATOR

- Flip Chart & Markers
- Four Scarves, each a different colour
- Ball of yarn
- Prompt Cards
- Handout – *Four Aspects of Self*
- Handout – *Stress Messages*
- Handout – *What is Stress?*
- Handout – *Past Cures for Stress*
- Handout – *Stress Self Assessment*

STUDENT

- All materials will be provided.

Learning Environment:

- There will considerable movement required for this session. Tables may be moved and chairs placed in a large circle to allow participants to move freely during sociometric activities.

The Sidebar

This area could include:

- Dictionary definitions of the key words for the session.
- FAQ's about the session
- Quotes from past participants
- Thought provoking tidbits, humorous thoughts, etc.
- Do not use it if it is not really needed

At A Glance:

- This session can bring out considerable emotion. Allow time to process.

TIME	ACTIVITY	SUPPLIES	SPECIAL NOTES
20 min	Check In	Animal Cards	See Activity Description.
40 min	Stress Brainstorm	Kraft Paper Handout - <i>Stress Messages</i> Handout - <i>What is Stress?</i> Handout - <i>Past Cures for Stress</i> Handout - <i>Stress Assessment</i>	See Activity Description
60 min	Teaching About 4 Aspects of Self		See Activity Description
15 min	BREAK		
20 min	Volunteer to Demonstrate		See Activity Description
30 min	Guest Presenter		This presenter could be someone who has completed Bill Knight's course, or someone who has a committed stress reduction practice.
15 min	Check out – How are you feeling at this moment?		

Activity Descriptions:

Check-In Activity:

- Before beginning the activities of this session, it is a good time to review the agreement to hold all things confidential in this group and revisit the confidentiality agreement. As well, remind the group of the Group Values they developed.
- Have each participant choose an 'Animal Card' which represents how they feel today. When everyone has chosen one, ask if anyone wants to share what animal they chose and why.

Being Present:

- Ask each group member to choose an item or coloured scarf to represent something that they find is creeping into their thoughts, and that they need to leave behind to be totally present in the day. (Example: 'I am worried that my mortgage is coming out of the bank today and I do not have enough money' or 'My son went to school with a runny nose and I am worried he might be getting sick again.')
- Share these thoughts and by doing so, encourage these concerns to be left behind for the session. Ask participants what they do to take care of themselves.

Stress:

- As an intro to the four aspects of self and our relationship with our own well-being, we'll discuss the role that stress plays in our lives, using the hand-outs, "What is Stress?", "Stress Messages", "Stress Self-Assessment" and "Past Cures for Stress".
- We can brainstorm what stress is and where we feel it in our bodies and where it impacts our lives, using the hand-outs as back-up tools.
- *...or....* An interesting tool that can be used is to trace the shape of one of the men on a piece of Kraft paper, and then have the group, one at a time, write what forms of stress they experience right on the outline in the area of the body where they experience it. This can be an impactful intro to the topic...

Four Aspects of Self:

- Health and Balance are synonymous. When we are healthy, we live in balance. We often can feel that we are not doing well when we are in disharmony, but what do we do about this?
- Four Aspects of Self is a way of looking at self-care, and is tightly connected to boundaries. When we do really well at self-care, we need good boundaries to uphold them.
- SOCIOMETRY: Lay out the four corners of the classroom with the four indicators:

- #1: I have a really good grasp of self-care, and I practice it daily.
- #2: I know a great deal about self-care, but I still find it challenging to do.
- #3: My life is a mess. I am feeling scattered and unbalanced, and need to learn about self care before I crash.
- #4: Other.

Ask participants to move to the place that best describes where they are today. Encourage discussion around why they put themselves in that spot. Choose a volunteer to move to the #1 spot and describe how they think they would feel if they practiced self care daily.

EXPLANATION:

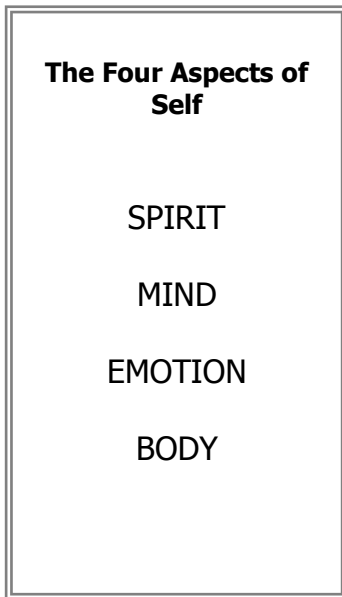
- Set up a continuum or line on the floor with one end being burnout and the other end being harmony. Explain to the group that you will describe all Four Aspects of Self at their most harmonious. Stand on this end of the continuum, and read off the handout the harmony statements one at a time. Use a prop, like a scarf, to place each aspect on harmony for a visual effect.
- Then, one at a time, act out or describe each aspect in burnout. This is often difficult for people to experience, so be aware of the group. Many people in the room will relate to burnout.

TEACHING:

- There is no shame in burnout, we have all been there, and there are often lessons to learn here. It can take only one phone call that a loved one is hurt or dying, or that we lost our job, etc to bring us to burnout. This is often when we need help, call in our supports, and do what is necessary to help ourselves move toward harmony.
- Life is like a conveyor belt, always pulling us toward burnout. That is why we need to constantly take care of ourselves, so that we do not wake up one day and realize that we are burnt out because we did not give ourselves the self care energy we needed.
- We often have a favourite aspect of self that we put a lot of energy into – such as, I love to learn so I am always reading (mental). We cannot stay healthy if we do not put energy into all aspects, but it is natural to have one that is easiest for us to access, and one or more that are more difficult.
- Taking an inventory of ourselves helps to see clearly where we are, and what we need to move to harmony.
- Ask the group to brainstorm actions, behaviours and tasks that would help to bring aspects to harmony. If time allows, this could be done on flip chart or in small groups.

Volunteer Activity:

- The facilitator can use herself as an example as to how her life is right now with respect to the Four Aspects of Self. Select one aspect at a time, and using a prop such as coloured scarves, place it on the continuum to mark where she is at the moment. Use an open monologue to bring awareness about why the aspect of self is closer to burnout or harmony. (Example: My physical aspect is here, closer to burnout, because I have fallen out of my exercise and healthy eating routine after the holidays. After doing this exercise, I can see how that is affecting my mental clarity, and I have been grumpier too with my outlet of exercise.)
- After the facilitator places all four props (one for each aspect), ask the group what they see and for some ideas as to what is needed to move to more harmony. Remind the group that there is no shame in burnout, and that this is a snippet of time, tomorrow and yesterday most likely look different than today.
- The facilitator can then ask for a volunteer to come up and repeat this activity and share where they are. Direct him to name each aspect and place the corresponding prop where it feels accurate and share why.
- As he does this, ask him to say a statement from each place. For instance, "I am the physical aspect of John. You always put everyone else's needs before me. I am important too!"
- Have the volunteer select a person from the group to remember each statement for him. There will be four statements, one from each aspect, and four group members remembering them.
- At the completion, ask the volunteer to stand and watch as the selected group members stand on the spots of the continuum of the aspect they are remembering the statement from, and one at a time, say the statements to the volunteer.
- Ask him to reflect on his experience, and what has he learned from this exercise.
- Offer the group the chance to share with the volunteer of their own experiences, and how they can relate. Sharing is only about their experiences, and a chance to give back after the volunteer has already shared his. It is not OK to comment on the volunteer's experience, only their own experiences.



Disguised Admiration Activity:

- This is an optional activity, and can be used as a discussion point within the other activities.
- Explain to the group that as we get better and better with our self care and boundaries, we may experience Disguised Admiration. This is when someone is judging some positive changes we made in our lives because of their own fears of change. For example: if we joined a gym, we may hear from others "What makes you

think that this time you will stick with it?" "Can you afford it? I think your money is better spent elsewhere." Etc.

- It is important to remember that their statements reflect their own fears, and have nothing to do with us, so don't own them. When we succeed at our new tasks, then we become a role model. We may even see some of the same people who judged us before taking some risks on changing their own lives. This is disguised admiration.

7 – Market Research: Do I Have A Market?



Introduction

*This session provides an introduction to **marketing**, and more specifically to **market research**. Information provided in this session is relevant to everyone, regardless of their business or personal goals. Market research can help anyone learn more about demographics within their own community. The facilitator should encourage a sense of curiosity, and relate the statistics to what is happening in their community.*

Quote for the Day:

'You are never given a dream without also being given the power to make it come true.'

Richard Bach

Outcome(s)

- Participants will define **market research**
- Participants will discover why they need to do use market research before starting a business

Materials/Resources

FACILITATOR

- Markers
- Flipchart
- Local population information Be sure to include your source and date (i.e. Financial Post, 2005)
- Worksheet - *Where Do I Fit In?*
- Examples of business plans, particularly the Marketing section.
- Demographic information relevant to the community i.e. Market research done by the Municipality, local job information, Local Training & Adjustment Board reports, Financial Post estimates for your community, etc. (Muskoka Profiles, The District Municipality of Muskoka, Planning and Economic Development Dept, www.muskoka.on.ca)

STUDENT

- Textbook
- Course binder.
- Any market research or data they may have already collected for their business idea.

Learning Environment

- Establishing a comfortable learning environment is important. The meeting room should allow participants to face each other, preferably with desks or tables in a U-shaped configuration with adequate space for each participant.
- A casual, comfortable seating area in the classroom is recommended. This area can be used for some sessions and encourages more open, casual exchange.

Some Useful Terms:

Demography: *the study of human population in terms of size, density, location, age, sex, race, occupation etc.*

Demographic Trends: *a general direction predicted by advertisers based on statistics on individuals and groups, regarding cultural changes, changes in birth rates, population movement etc.*

- The guest facilitator may have specific needs regarding room set-up, particularly to accommodate break-out groups. Please consult with them when scheduling their session.

At A Glance:

TIME	ACTIVITY	SUPPLIES	SPECIAL NOTES
15 min	Check In – Guess the population of your town	The population of the town, citing the source.	Write down the responses. Share the statistical information with them.
15 min	Review the 4 Areas of Business	<ul style="list-style-type: none"> • Flip Chart • Markers 	See Activity Description
30 min	What is Market Research? And Why Bother?	<ul style="list-style-type: none"> • Flip Chart • Markers • Textbook • Examples of business plans, specifically Marketing section 	See Activity Description Text page 138
15 min	BREAK		
45 min	Market Segmentation and My Competition	<ul style="list-style-type: none"> • Worksheet - <i>Where Do I Fit In?</i> • Textbook • List of local market research resources 	See Activity Description
45 min	Guest Presenter - Local Economic Development Officer		See Activity Description
15 min	Check Out – Note one new fact you learned about your community		

- There is a large volume of information being presented today and most of it is probably very new to participants. Adjust content accordingly to reflect relevance and needs of the group.
- Always try to make the information relevant to their situation. Deciding what information is not relevant can be as challenging as finding relevant information.

Activity Descriptions

Review – Four Areas of Business

- Draw a circle on flip chart paper. Divide it into four quadrants (refer to the circle from session 4.3)
- Instruct participants to name the four areas of business. A volunteer can record the correct responses in each quadrant (Operations, Ownership, Marketing, Admin & Finance)
- Focus on the Marketing quadrant. Participants will name activities that would be undertaken as part of marketing i.e. producing brochures, business cards, advertising, networking, research, surveys, competitive analysis, etc.
- Explain that Marketing can be divided into two sections: **Market Research** and **Promotions**. The initial focus will be marketing, with promotions coming later in the **MIB** program.

More Useful Terms:

Market Segmentation: *the process of breaking down the total market into groups according to customer needs and characteristics; the identification of smaller market groups.*

Psychographics: *a technique of measuring lifestyles which involves studying the things that people value and believe in, the way they live their lives and their buying patterns. It involves measuring activities, interests and opinions.*

What is Market Research? And Why Bother?

- Define **market research**. One definition...

"The process of gathering, analyzing and interpreting information about a market; about a product or service to be offered for sale in that market; and about the past, present and potential customers for the product or service."
- Refer to textbook page 138 and encourage questions about **market research**. Has anyone done this type of research before?
- Market research includes some of the following issues:
 - Understanding how people spend their money
 - Understanding your local economy
 - Understanding economic trends (see page 57-59 of text)
- On page 138, highlight 'Define the Need for Information' section.
- Pose the question: 'Why perform Market Research?' Answers should include the following:
 - To better understand potential customers, what they buy, where they buy it, etc.
 - To establish that there is a market for your product/service
 - To save money – avoid spending money on a product that may not sell and/or save you money on advertising and

- because you will be better prepared to target your potential customers.
- Define Secondary Data (text page 138) and Primary Data (text page 142). Give examples of each. Participants could begin preparing a list of possible sources for their own market research.
- How can market research help the job seeker? It will help them understand potential growth areas in their local economy. As a job seeker, our 'customer' is initially the person who we want to hire us. Getting to know their needs and the needs of their business is a great step ahead in landing that job.

Direct Competition

This includes those businesses that offer the same product or service to prospective buyers as you do.

Direct competition for retail or service businesses would consist of businesses offering the same product or service within a 100 km radius of your business.

Indirect Competition

This is anything your target market can substitute for your product or service. Buyers may choose a similar product or service, or choose to do without the product. Some may decide to perform a service for themselves. It may be impossible to measure indirect competition, but be aware of the many alternatives buyers have available.

What is Market Segmentation?

- Define the terms **demographics**, **demographic trends**, **psychographics** and **market segmentation** (see side bars).
- Handout worksheet - *Where Do I Fit In?*
- Participants should imagine their ideal customer and describe as much about that customer as possible. Work through the questions in the Target Market section. This is the market segmentation process. They are narrowing down the larger group and getting more specific about who will actually buy their product or service.
- Provide participants with some local resources to help them 'guess-timate' the size of their target market within the geographic area they wish to serve.
- Have participants consider the My Competition portion of the worksheet. These questions could be answered with a partner.
- Discuss **direct competition** and **indirect competition**.
- Some participants may prefer to complete a S.W.O.T. analysis. (Strengths, Weaknesses, Opportunities, Threats)
- Be sure to point out that a weakness in a competitors business is an opportunity for you.

Guest Presenter – Economic Development Officer

- The Local Economic Development Officer can speak about trends happening in the community. What sectors are expanding, what sectors are shrinking? How is the population changing?
- They can also provide some insight into what directions the local government is taking to encourage economic development. Is there a certain sector they are trying to attract? Are there any incentives? Etc.
- Also ask them to share any source of market research information they may have themselves or suggestions where to find specific information.

-
- For anyone living in the community, this is important information that can greatly inform marketing and product/service decisions.

Do Not Forget to Consider Your Indirect Competition!

The Animal Farm planned to operate a boarding/kennel service for pet horses, ponies, dogs, goats and sheep. During their marketing analysis, the owners discovered one competitor; Merrydale Horse Farm, a boarding service 40 km away. Knowing how many pet livestock owners were nearby and that little direct competition existed, the Animal Farm hung out their shingle.

Surprisingly, business was poor. Soon the owners realized they had neglected to consider indirect competition. People leaving extra food for dogs, neighbors feeding stock while families vacationed and family members staying home to care for the stock were all forms of indirect competition. Potential customers felt that "do-it-yourself" actions were more competitive than The Animal Farm boarding service. In this case, indirect competition was so severe The Animal Farm owners were unable to successfully establish the enterprise.

Many primary research techniques can be used to evaluate your competitors. As you do market research think about the product or service like a customer. Place yourself in the role of a customer to become more sensitive to the factors both big and small, which make an impression on buyers.

Taken from [http://www1.agric.gov.ab.ca/\\$department/deptdocs.nsf](http://www1.agric.gov.ab.ca/$department/deptdocs.nsf) - Marketing: Will it Sell?

8 – Identifying Your Learning Preferences



Introduction

Participants will discover their personal learning style and discover all the ways in which they are smart.

Quote for the Day:

'Life is not a problem to be solved, but a reality to be experienced.'

Soren Kierkegaard

Outcome(s)

- Participants will discover their personal learning preference or style.

Materials/Resources

FACILITATOR

- Flip Chart
- Markers
- Laptop
- Digital projector
- Any supplies or materials required by the guest presenter

STUDENT

- Course binder
- Pen/pencil

Learning Environment

- Today will require sufficient working area for each participant to begin working on a Bristol board presentation.
- Set up for viewing a PowerPoint presentation will also be required.
- Any other set-up considerations that may be needed by the guest presenter

What are Learning Styles?

It is commonly believed that most people favor some particular method of taking in and processing information. Based on this concept, the idea of individualized "learning styles" originated in the 1970s.

A learning style is the method of learning particular to an individual that is presumed to allow that individual to learn best. It has been proposed that teachers should assess the learning styles of their students and adapt their classroom methods to best fit each student's learning style.

Taken from Wikipedia

At A Glance

- Discussions around learning styles can often lead to some internal reminiscing by participants about past school experiences. For some, this can draw on some understandably negative memories. It may be worthwhile for the facilitator to check-in with the group about their feelings after the guest speaker has left. If a participant is carrying some negative feelings, this will provide an opportunity to share that with the group, and for the facilitator to help the participant re-frame the experience so that the topic is concluded on a more positive note.

TIME	ACTIVITY	SUPPLIES	SPECIAL NOTES
15 min	Check In – your favorite teacher in school. Why?		Be sure everyone is encouraged to speak
75 min	Learning Styles with guest presenter	<ul style="list-style-type: none">Digital projectorLaptopFlip chartMarkers	See Activity Description Take break as required
15 min	BREAK		
60 min	The Gift of Dyslexia with guest presenter	<ul style="list-style-type: none">PowerPoint projectorLaptopFlip chartMarkers	See Activity Description Take break as required
15 min	Check Out		What is your learning style?

Good to Know...

The Multiple Intelligences concepts and VAK ([or VARK or VACT](#)) learning styles models offer relatively simple and accessible methods to understand and explain people's preferred ways to learn and develop. Occasionally well-intentioned people will write that the use of such models and tests is wrong because it 'pigeon-holes' people, and ignores the point that we are all a mixture of styles and preferences, and not just one single type, which is true. Please remember that over-reliance on, or extreme interpretation of, any methodology or tool can be counter-productive.

Taken from www.businessballs.com

Activity Descriptions

Learning Styles

- This is an opportunity for a guest presenter who is a knowledgeable and skilled educator to present on Learning Styles and Multiple Intelligence theories.
- Self-assessment tools for various learning styles that participants can use are recommended (e.g. Gardner; Kolb; etc.)

9 – Change, Fear & Risk Taking



Introduction

The only constant in life is change. In this session, participants will explore change: how they make change, how they respond to change, how they feel about change, and how fear may play a role in their responses to change. This can be an emotional and challenging topic for some participants, yet it is important to examine how we respond to changes in our lives to ensure that we are not stifled by fear of trying something new.

Quote for the Day:

'The key to change...is to let go of fear.'

Roseanne Cash

Outcome(s):

- Participants will analyze a change they have made based on the 6 stages of change.
- Participants will explore the emotions surrounding change.
- Participants will develop a list of tools to help overcome the fear of change.

Materials/Resources:

FACILITATOR

- *Flip Chart & Markers*
- *Handout - Understanding the 6 Stages of Change*
- *Handout – Change Diagram*

The Sidebar

This area could include:

-

STUDENT

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Learning Environment:

- There will be a great deal of sociometric activity today, so there should be enough space for participants to move around the room freely.

At A Glance:

- A reminder to the facilitator that this is a topic that can be difficult for some people. Sharing should always be voluntary.
- There is a lot of material to cover today. Try to be aware of the energy of the groups and of balancing more challenging topics with less challenging. Ie make sure that you cover 'Joy'.
- It is important that the facilitator stays within their comfort level when presenting this material, as the facilitator is essentially the 'container' for the thoughts and the emotions of the group members.

TIME	ACTIVITY	SUPPLIES	SPECIAL NOTES
10 min	Check In – A change you have experienced		Be sure everyone is encouraged to speak
30 min	Discussion on Change	<ul style="list-style-type: none">• Flip Chart• Markers	See Activity Description
45 min	Understanding the 6 Stages of Change	<ul style="list-style-type: none">• Handout - <i>Understanding the 6 Stages of Change</i>• Handout – <i>Change Diagram</i>	See Activity Description
15 min	BREAK		
30 min	Group Discussion & Partner Exercise on Fear as it relates to change	<ul style="list-style-type: none">• 	See Activity Description
45 min	Exploring Fear, Sadness, Anger & Joy	<ul style="list-style-type: none">• Handout – <i>Change Rollercoaster</i>	See Activity Description
5 min	Check Out – name one thing you have the ability to change		

Activity Descriptions:

Discussion on Change:

- Ask group to give some examples of change. Write them down on the flipchart.
- Are these major or minor changes? What is the difference?
- Allow time for examples to be given. Encourage discussion around how change was handled and the diversity of possible choices.
- Where those changes comfortable? Where they necessary?
- What types of change are we afraid of? Work, relationships, family, health?

Understanding the 6 Stages of Change:

- Handout 'The 6 Stages of Change'.
- Read each stage. For each stage, have the group come up with examples and share how they or others have dealt with this stage.
- As examples are being shared, and as you work through the stages, bring the discussion back to previous stages, previous examples. You will likely find that certain examples did or did not travel through each stage – or spent a lot of time in one stage, or skipped a stage or repeated a stage.
- Handout Change diagram (circle).
- Have each individual choose one change in their life and explore how they traveled through the six stages of change. Using the circle write how they traveled through the stages. They could also choose to examine a change they would like to make.
- Some questions to discuss at the completion of this;
 - Where you successful in making this change?
 - Did you skip any stages? Which one(s)?
 - Did you stay longer in one stage than another?

Sad

adj.

sad·der, sad·dest

- 1.** Affected or characterized by sorrow or unhappiness.
- 2.** Expressive of sorrow or unhappiness.
- 3.** Causing sorrow or gloom; depressing: a sad movie; sad news.
- 4.** Deplorable; sorry: a sad state of affairs; a sad excuse.
- 5.** Dark-hued; somber.

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Group Discussion on Fear:

- Discuss as a group how fears are associated with change.
- Brainstorm on the flipchart different types of fear. Fear of change, fear of risk taking, fear of commitment, fear of failure, fear of success, etc.
- What do we stand to lose or gain from fear and change?
- In small groups or pairs, share a fear that you or a friend has overcome. What was the cause of the fear and what made you or your friend confront it and move beyond it?
- What do you really want but are afraid of achieving? What are the benefits of holding on to your fear? What are the

disadvantages? Make a list of both the benefits and disadvantages and share with a partner.

- Bring the group back together. Hand out 'Rollercoaster of Change'. Encourage discussion particularly around the various responses to change. This is an opportunity to segue into the remainder of the session which will explore emotions.

Exploring Emotions:

- Set out four areas in the classroom. Name them Fear, Anger, Sadness, and Joy. Ask participants to stand in the place that is easiest for them to access. Now ask them to stand in the place that is hardest for them to access.
- Emotions and the Body: Discuss myths and misunderstandings around emotions.
- Vague idea that emotions and the body are connected – i.e. Stress and ulcers etc.
- To simplify – Fear, Anger, Sadness, Joy – All have a continuum.
- All emotions affect the body – somatization. When emotions are not released in a natural way, it can manifest in the body as the body's way of communicating to us. Illness is another form of release.
- Body holds unexpressed emotions – based on Shiatsu and acupuncture:
 - Anger – TMJ, Neck pain, liver/gall bladder, alcoholism
 - Sadness – cold/flu, asthma, constant coughing, heart/lung area
 - Fear – peeing, hearing, sweaty palms, low back pain, nightmares, feeling ungrounded, panic attacks
- Each emotion has its challenges:
 - Anger – mistaken for violence, misdirected, judgmental language – righteousness, labeling. Offers release, but clouds the issue and does not communicate
 - Sadness – Societies reluctance to feel grief. Unexpressed moves to other circumstances – affects closure
 - Fear - Ignorance and denial (no role models) – do not recognize symptoms. Fascinated by fear – reality shows and horror movies. Dissociation – when can't fight or flight
 - Joy – Fleeting – have to take it when we can and stop what we are doing

Fear

n.

1.

a. A feeling of agitation and anxiety caused by the presence or imminence of danger.

b. A state or condition marked by this feeling: living in fear.

2. A feeling of disquiet or apprehension: a fear of looking foolish.

3. Extreme reverence or awe, as toward a supreme power.

4. A reason for dread or apprehension: Being alone is my greatest fear.

v. **feared, fear·ing, fears**

v.tr.

1. To be afraid or frightened of.

2. To be uneasy or apprehensive about: feared the test results.

3. To be in awe of; revere.

4. To consider probable; expect: I fear you are wrong. I fear I have bad news for you.

5. Archaic To feel fear within (oneself).

v.intr.

1. To be afraid.

2. To be uneasy or apprehensive.

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Exploring Fear

- Ask each participant to identify where fear sits in their body.
- Discuss the body's reaction of fear – sweaty palms, breathing difficulties, shaking, peeing, cold, tired, giggling etc.
- Meridians (only if the facilitator is comfortable with this topic)
- Fear Continuum
 - Fear of expressing or recognizing fear (sleepy, rapid talk, laughing)
 - Body symptoms without recognizing them as fear
 - Shivering and shaking
 - Full fear release
- Healthy fear option – note and work with fear
- Fear that holds us back is usually old messages that we have adopted

Exploring Sadness

- How do you express your sadness?
- Body reactions
- Meridians
- Sadness continuum:
 - Fear of Sadness – fear of being taken over by it, it not ending, looking weak
 - Crying with little or no sound
 - Muffled sounds with occasional sobs – fighting for control and apologizing
 - Sobbing and full release
 - Grief/wailing/keening – loud and deep
- Other things about emotions:
 - Gifts from the emotions, vulnerability, power, intuition
 - Doubling
 - Ghosts and Transferences
 - Switching
 - Bracketing
 - Blocking Styles and Healing
- Conclude with "Happy & You Know It" song.

Exploring Anger

Anger

n.

A strong feeling of displeasure or hostility.

v.

an·gered, an·ger·ing, an·gers

v.tr.

To make angry; enrage or provoke.

v.intr.

To become angry: She angers too quickly.

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- What is your present relationship with anger?
 - I am very angry, and it jumps out of me in inappropriate ways
 - I feel anger, but I suppress it
 - I am never angry
 - I have a good relationship with my anger, and I express it in healthy and supportive ways
- Emotion vs. Behaviour, Violence, Suppression, Self Care
 - Healthy anger is not harming self, others or environment
 - Violence/Guilt/Suppression Cycle
 - Sideways Anger
- When Anger is Stored in the Body
 - Touch areas and say 'Ouch' if it hurts
- Anger Continuum
 - Suppression, Anger and Fear, Body movements and anger, Angry Statements, Full fear release
 - Blind Rage
 - Importance of making noise
 - Grounded and directed
 - Blaming vs. non-blaming anger – need both
- Anger Exercises – Karate Punches

Exploring Joy:

- What is your relationship with Joy? Do we allow joy into our lives? Sometimes we have a come/go relationship with joy, where we're almost afraid to be fully in the experience.
- What are the body experiences of joy? Feeling of lightness, sparkling eyes....
- Is there a continuum for Joy?