



# Outward with Others

**Interpersonal Skills for Success in Agribusiness**





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# Notes to the Facilitator

This workshop process has an important philosophical and pedagogical framing that is worth knowing. Fundamental to this is the **Paolo Freire** concept that people (and adults in particular) come to educational processes with their own knowledge and experience, not as “empty vessels” that need to be filled by an expert. When this knowledge and experience is surfaced, participants feel confident in themselves and open to learning new things. This also allows a particular type of group-learning to emerge. Each exercise in this manual therefore starts by drawing out what people already know. The facilitator’s role is then to introduce, or simply offer, new information, an alternative point of view, a range of other options or more depth to the discussion.

## Pedagogical and psychological approaches used in developing this curriculum

The following principles of adult learning are embedded in this curriculum:

- Adults are self-directed.
- They learn by doing.
- Build on what people already know from their own experiences.
- Theory should be relevant.
- Multisensory ways of learning are important.
- Adults learn well and self-efficacy is enhanced if they can practice new skills in a safe environment.
- Adults have an intrinsic desire for personal development.
- Involvement from participants is essential - sharing their own stories, experience, knowledge, and expertise as well as inviting feedback and consulting about pace and content.

The approach to learning is **Constructionist** rather than **Instructional**, which suggests that learning depends on what we already know: new ideas come as we change and adapt old ideas; and rather than the teaching of facts and figures, it involves the development of ideas.

**Experiential Learning** is learning through reflection and doing. This happens continuously in a workshop. People tell their experiences, reflect on what new insights they have gained and how they might do things differently, or not, in the future.

The **Person-Centred** approach is fundamental to this workshop – all exercises stem from the experiences of participants and all theory goes back to questions like “What does this mean for me?” and “What, if anything, will I do differently now that I know this?”

The **Open-Ended** approach is often employed – not all situations, case studies, role plays or questions have comprehensive answers provided. Complex problems are introduced and problem-solving skills are used to generate multiple solutions. Participants are invited to take away anything they deem useful from this process.

**Relating Theory and Practice** – bite size pieces of theory are dropped into sessions and participants are invited to debate the theory, say whether they think it applies to them, try it out in the workshop and in their daily lives. **Case Studies or Scenarios** are an important approach that enable the practical application of learning and draw out concepts that participants recognize and already know.

**Learning Conversations** are continuously engaged in as participants share and reflect on learning and new insight in pairs and in groups. Facilitators are expected to engage in **Modelling** the concepts taught in the workshop.

Additionally, the manual draws from various Psychology-based approaches and traditions. **Client-centred Therapy** developed by Carl Rogers, posited that human beings are the experts on their own lives, that they have a deep capacity to heal themselves given the right environment – when they are held in a relationship of “positive regard”. **Narrative Therapy**, an approach founded by Michael White, encourages the telling of stories, as we make meaning of our lives through language. White emphasizes the belief that individuals have major skills, gifts and talents that can be used to creatively solve problems they confront if these can be surfaced through stories and actively brought to bear in their lives.

**Brief Solutions Focused Therapy** suggests that if people can gain some insight into their own lives, they are able to change their trajectory and this can make all the difference. **Positive Psychology** grew in reaction to the deficit model in psychology – that everyone needed to be “fixed”, with a neutral aim of moving towards being free of illness. Positive Psychology is preventative and involves lifestyle approaches and actions that bring more happiness and meaning. In particular, research on what builds resiliency is drawn on to design exercises and teach skills that are relevant.

## A Note on the Manual

The workshop also has an arc (or a building process) that layers knowledge and concepts as people are ready for them. This assists participants to better integrate what they are learning into their own lives.

The facilitator manual may be slightly different to other training manuals as it is designed to capture workshop process. This means that it anticipates some of the important ideas that will emerge from the group at a particular moment, and makes the linkages to the next concept, providing a more seamless facilitator process. Pieces of information are layered and linked, forming connecting pieces of a puzzle. For this reason, the manual includes a suggested script for the facilitator that gives an idea of how an exercise should be introduced or concluded. However, it is expected that you, as facilitator, will deliver the gist of this in your own words. You are not expected to learn this off-by-heart or to read the scripted parts of the manual aloud to the group. The manual is designed to capture a nuanced and quite sophisticated process that can be delivered successfully by a facilitator with relatively minimal training. We know that simply giving people new information doesn’t necessarily change their behaviour. This particular approach is used because it enables participants to better integrate new information into their lives and, most importantly, they are more likely to do things differently. The impact of this approach is therefore greater than many typical training interventions.

# Programme

DAY 1	
Time	Session
08h30 – 10h30	Session 1: Welcome and Introductions
10h30 – 11h00	Break
11h00 – 11h30	Welcome and Introductions
11h30 – 13h00	Session 2: Interpersonal Relatedness
13h00 – 14h00	Lunch
14h00 – 14h30	Session 2: Interpersonal Relatedness
14h30 – 16h30	Session 2: Interpersonal Relatedness Practice
DAY 2	
Time	Session
08h30 – 10h30	Session 3: Listening and Empathy
10h30 – 11h00	Break
11h00 – 12h00	Session 3: Listening and Empathy
12h00 – 13h00	Session 3: Listening and Empathy Practice
13h00 – 14h00	Lunch
14h00 – 16h00	Session 3: Listening and Empathy Practice
DAY 3	
Time	Session
08h30 – 10h30	Session 4: Interpersonal Influence and Expression
10h30 – 11h00	Break
11h00 – 12h30	Session 4: Interpersonal Influence and Expression
12h30 – 13h00	Session 4: Interpersonal Influence and Expression Practice
13h00 – 14h00	Lunch
14h00 – 16h00	Session 4: Interpersonal Influence and Expression Practice
DAY 4	
Time	Session
08h30 – 10h30	Session 5: Negotiation and Collaboration
10h30 – 11h00	Break
11h00 – 13h00	Session 5: Negotiation and Collaboration in Practice
13h00 – 14h00	Lunch
14h00 – 16h00	Session 6: Workshop Closure

# Materials List

- Notebooks (1 per participant)
- Name tags
- Pens
- 1 ream A4 paper
- 1 block post-it notes
- Flipchart stand
- Flipchart paper
- Marker pens
- 3 packets oil pastels
- Masking tape
- Sweets/pieces of fruit



# Session 1: Welcome and Introductions

## Getting to Know Each Other

**TIME:** 2 hours 30 minutes

Activity	Time	Objectives	Materials
Check in & Welcome	10 min	To help all participants feel welcome	A4 paper for name tags
Welcome Circle	25 min	To introduce participants to one another and break the ice	
Programme	15 min	To understand what the workshop is about	Programme
Expectations	20 min	To share personal expectations of the workshop	Flipchart Post-it notes
Setting Group Guidelines	20 min	To set clear group guidelines	Flipchart
Getting to know each other	60 min	To deepen participants' knowledge of one another and to begin to cultivate EQ skills	

### Preparation

Read through the session the night before and make sure you understand the process of each activity and that you have the materials needed.

Prepare 3 flipcharts labelled

- Programme
- Expectations
- Group Guidelines

Prepare a flipchart with Getting to Know You Questions:

- What are some of the most important things in your life?
- Is there a particular challenge that you come to this workshop with?
- How would your best friend describe you?

Set the room up well in advance and be ready to welcome each participant as they arrive.

Prepare the room with chairs in a circle. There should be no tables in front of the participants. On each chair, place

- Workbook
- Pen
- Programme
- Piece of A4 paper



## 1. Check-In and Welcome

*Time: 10 minutes*

Say: *Good morning everyone. I would like to welcome you to the start of this workshop. Please feel relaxed and welcome in this space. This is your room for the week. We are going to spend the first part of this workshop getting to know each other.*

Introduce yourself and your co-facilitator. Give some interesting and fun information about each other.

## 2. Activity Welcome Circle

*Time: 25 minutes*

### Step 1

Ask the participants to form a big circle.

### Step 2

Invite them to step into the circle and say their first name (what they would like to be called in the group) loudly and clearly and to share a secret talent that they have! When each person steps into the circle the rest of the group should clap, stamp their feet, ululate, whistle, copy the move and say "Welcome Tuli!"

### Step 3

Once everyone has been in the middle (including the facilitators) affirm the group for their lovely names and their secret talents.

### Step 4



When they return to their seats, ask them to find the A4 page that was on their seat. Show them how to fold the page and ask them to write their name clearly with a marker (first name only). Demonstrate this with your own name. If they are not able to write, say they can ask a neighbor, or the facilitators will come around and help them. Also say that not every person in the room has had the opportunity of going to school and learning to write and those who can write need to help those who can't. Say that these labels will be used for a few days so that everyone can learn each other's names.

Distribute the pre-test and ensure that all participants fill it in and return it to you.

### 3. Programme

*Time: 15 minutes*

#### Step 1

Say: *You will see at your place you have a programme, a workbook, and a pen. We will be following the programme, but sometimes certain sessions will go a bit longer or be shorter. Don't worry about this. We, as your facilitators will make sure we will get to the end of course and cover everything you need to know.*

Share the details of the printed programme with participants and make sure to include all start and end times including teas and lunch. Ensure that each participant is available for the full four days of the workshop.

#### Step 2

Say: *During this week we will be covering interpersonal skills. These are the really important skills we need to build relationships with others – in life and in business. We will introduce each skill and then we do other exercises each day to practice the skills we have learnt.*

The interpersonal skills will allow us to look at our interactions with others through:

- Interpersonal relatedness
- Listening
- Empathy
- Expressiveness
- Interpersonal influence
- Collaboration and
- Negotiation

Say: *The core reason for us to develop these skills is to be able to better **influence others**.*

### 4. Expectations

*Time: 20 minutes*

Say: *In this time together, we will be sharing our experiences, supporting one another, learning some new things, talking and listening, singing and dancing, playing games, trying out new ideas and growing together. As WYEP APPEALS participants, this workshop gives us the chance to learn skills that we can apply to our own agribusiness. Throughout the workshop, you are always welcome to share examples from your own business and we can discuss them together to help each other succeed.*

Distribute two post-it notes to each person. Write up these questions on the flipchart:

*Why are you here?*

*What do you hope to gain from this?*

Ask each person to come and paste their post-it note on the flipchart headed “expectations”.

If anyone has an expectation that is unrealistic, gently explain that it will not be covered as part of the course but that they can speak to you afterwards. It is helpful if you can be a resource here and refer participants to someone who may be able to help them realise that particular expectation.

## **5. Discussion: Setting Group Guidelines**

*Time: 20 minutes*

Say: *In every group of people that ever exists, there are always guidelines for how they will live or work together. Sometimes these are formal – like in schools where they have very clear formal rules. Some are more informal, or everyone just knows what they are. In a family, they are not written down, but everyone knows them.*

*This workshop is not a classroom or a school. We facilitators are not teachers and so we don't need rules. We will not be punishing people. But it will help us to be clear with each other how we want to be in this room together for the next week if we develop some guidelines together. We will write them up on the flipchart and they will stay on the wall for the week.*

Write: **Workshop Guidelines**

Discuss with the group what these guidelines should be. Check with the group if they agree with individual's suggestions, particularly if they don't feel right to you. Remember that this is a negotiation with the participants.

The following issues should definitely be discussed:

- Time keeping (start and finish times, also keeping time during activities and lunch)
- How cell phones should be managed during the session (prefer off completely!)
- Respect for one another.
- Support to each other.
- No judgement (about behaviour or attitudes that are different to yours)
- Keeping the room tidy.
- Confidentiality (outside and inside the workshop) – no gossiping!
- Talk about literacy – that there are different levels in the group. This should not cause shame and embarrassment. Those who did not go to school, or did little schooling often were denied the possibility. EVERYONE should support each other.

## **6. Activity: Getting to Know You**

*Time: 60 minutes*

Say: *We are now going to do a fun listening activity. Find yourself a partner.*

Once everyone has found a partner, invite them to greet them warmly! Explain that they will have a series of short sharing sessions that will help them practice their listening skills and get to know one another better.

Each person will answer three questions. Show these on the flipchart:

- What are some of the most important things in your life?
- Is there a particular challenge that you come to this workshop with?
- How would your best friend describe you?

Say: *The other should listen actively and not speak. When the facilitator says STOP! they should change over, and the other person should speak. Each person has 3 minutes to share on each question.*

Ask them to find another partner (someone they don't know well) and repeat the exercise.

### **Group Processing Questions:**

Ask:

- *How was that?*
- *What did you hear that you really liked?*
- *Was there anything that surprised you about the person you listened to?*

# Session 2: Interpersonal Relatedness

## Growing Relationships

**TIME:** 4 hours 30 minutes

### SKILLS

Interpersonal Relatedness

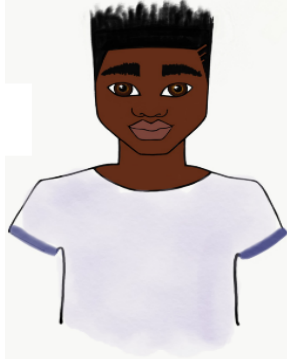
Activity	Time	Objectives	Materials
<b>Interpersonal relatedness activities: 2 hours 30 minutes</b>			
Relationships: Who are we close to	30 min	To identify who we are close to and the reasons why we have formed close bonds with this person	Journals Flipchart and markers
African Truths	30 min	To extract some important cultural truths about relationships from mostly African proverbs.	Proverbs cards Prestik
Business Relationships	40 min	To identify all the people we might have a relationship with in business and apply the truths of the proverbs to these relationships	Flipchart and markers
Trust Walk	20 min	To experience what it is like to have to trust someone	
Ingredients of Trust	30 min	To know the ABCD elements of trust in a relationship – able, believable, connected and dependable	ABCD of trust cards
<b>Interpersonal relatedness in practice: 2 hours</b>			
Tree of Trust	60 min		Paper, art materials
Proverb Role Plays	60 min		Proverbs cards

### Preparation

1. Draw a person you are close to on a flipchart page. Around the figure, write down the reasons the two of you have a good relationship. Some of these might be common interests, shared values, you trust them, you admire them, you feel comfortable with them, they don't judge you, there is mutual respect etc.

**Family is important to us**

**We go to same church and have similar values**



**Known each other since we started grade 1 together**

**Generous and kind**

**Both love football**

2. Prepare relationship proverbs on A5 cards

If you want to go fast, go alone. If you want to go far, go together.	<i>African</i>
No Man is an Island	<i>English</i>
If you choose to make a friendship with a pig, be prepared to live in the mud.	<i>African</i>
Whenever you give, be sure of getting over 10 times back.	<i>Yoruba</i>
Always hold a true friend with both your hands.	<i>Nigeria</i>
Sticks in a bundle are unbreakable.	<i>African</i>
Choose your fellow travelers before you start your journey.	<i>Nigeria</i>
In good times friends know you and in bad times you know them.	<i>Nigeria</i>

Prepare ingredients of trust A5 cards:

<b>Being Reliable</b>	<b>Being Constant and Consistent</b>	<b>Having Integrity</b>
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## 1. Relationships – who are we close to?

*Time: 30 minutes*

### Step 1

Say: *In this session we are going to think about relationships – personal relationships as well as business relationships. Let's start by brainstorming all the different relationships we have in our lives. Capture these on the flipchart.*

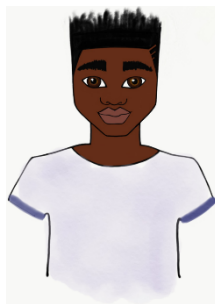
- *Extended family relationships – partners, children, parents, siblings, aunts and uncles and cousins*
- *Friendships*
- *Neighbours*
- *Community*
- *Business relationships*
- *Church relationships etc.*

### Step 2

Say that the group will be drawing a person close to them. Share your example briefly with the group.

*Family is important to us*

*We go to same church  
and have similar  
values*



*Known each other since we  
started grade 1 together*

*Generous and kind*

*Both love football*

### Step 3

Say: *Now think of someone who you are most close to. Spend 5 minutes drawing that person in your journal. Then around them, write down the reasons why you have a good relationship with them. Some of these might be common interests, shared values, you trust them, you admire them, you feel comfortable with them, they don't judge you, there is mutual respect etc.*

Divide participants into pairs and ask them to share their picture and description with each other. They have 10 minutes for this.

### Step 4

Ask:

- *What are some of the "ingredients" of your closest relationship that make it work? Capture all the ideas on the flipchart.*

- Shared interests
- The same values
- We are able to talk honestly and openly, even when things are not going well for us.
- There is trust
- Known each other a long time.
- Friend is honest/reliable/trustworthy/has integrity
- Mutual respect
- Non-judgmental
- Love each other

## 2. African Truths

*Time: 30 minutes*

*Say: As humans, we were built to be connected to, and in relationship with others. There is a lot that can be learnt from our African proverbs about relationships. A proverb is a wise saying that people in a culture know and understand. One generation tells another generation. You may recognize some as they are Nigerian. I will divide you into groups of 3 or 4 and give you a proverb. Spend time working out together what the proverb means. You have 10 minutes for this.*

### Step 1

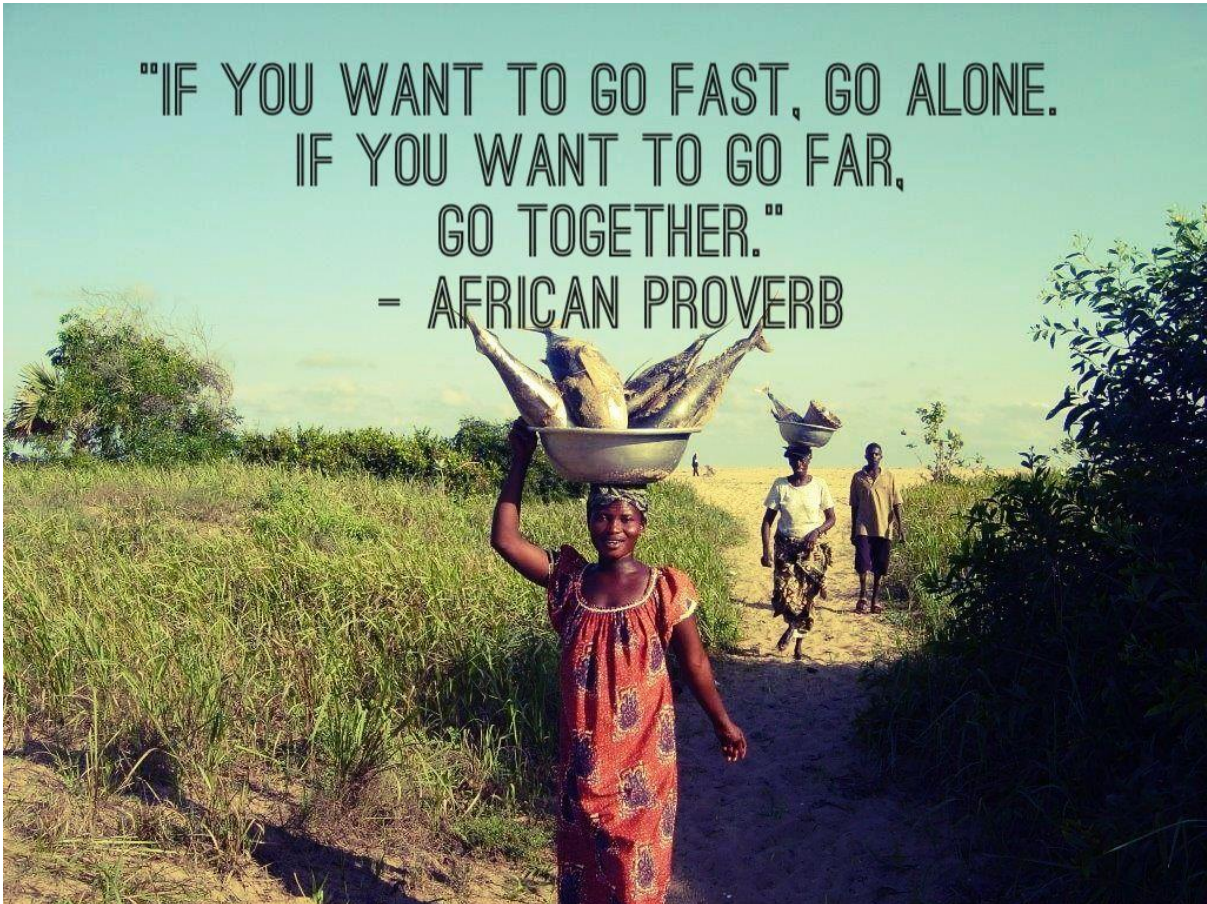
- Divide participants into 8 groups and give them the proverbs card and a blank card to write what it means. Keep time.

### Step 2

- Ask a representative from each group to come up and stick the proverb up on the wall and read what it means. Clarify if there is any confusion based on the meanings below.

*Say: These ancient proverbs give us a wonderful sense of why we need to choose good relationships in business and in life.*

<b>Group</b>	<b>Proverb</b>	<b>Meaning</b>
1	If you want to go fast, go alone. If you want to go far, go together. <i>African</i>	While it can be very efficient to do things on your own, if you want to do more, achieve greater things, you need to do it with others.
2	No Man is an Island <i>English</i>	Men and women cannot survive alone. They need others for their happiness, success, and protection.
3	If you choose to make a friendship with a pig, be prepared to live in the mud. <i>African</i>	Be careful who you choose to be friends with. If you choose the wrong people they will take you down with them. You will find yourself behaving in ways that you are not proud of and others don't admire you for.
4	Whenever you give, be sure of getting over 10 times back. <i>Yoruba</i>	Give what you have because those who are generous and kind will receive that generosity and kindness back from others.
5	Always hold a true friend with both your hands. <i>Nigeria</i>	It is difficult to find and keep true friends. When you find them, protect the friendship, and do everything you can to keep them.
6	Sticks in a bundle are unbreakable. <i>African</i>	When we are alone, we are more vulnerable and can be broken, when we join with others we are stronger together.
7	Choose your fellow travelers before you start your journey. <i>Nigeria</i>	If you want to do something, be careful who you choose to work with.
8	In good times friends know you and in bad times you know them. <i>Nigeria</i>	It is easy for people to be friendly with us when things are going well but when things are not easy for us, our true friends are the ones who will still be there, checking on us, caring and supporting. We need to be sure we are good friends when others are going through a bad time too.



### 3. Business Relationships & Networking

*Time: 40 minutes*

Say: *Now let us consider the relationships we have in our agri-businesses.*

Capture participant's ideas on the flipchart. Ensure these are included on the list:

- With a business partner
- With those we employ (staff)
- Those who support our business informally – perhaps family members, friends – might help with planting or harvesting
- Our suppliers – those who supply us with equipment, seed, animals, fertilizer, feed etc.
- Service providers – who provide transport, or specialist support and machinery
- People in financial institutions – where we bank, borrow money etc.
- Other business people – our network
- Customers
- Competitors
- Collaborators
- Experienced individuals (mentors/ teachers)

- Government agents (extension officers, field support staff, business facilitation and regulation agencies - SMEDAN, CAC etc)

Say: *Although we call these our “professional relationships”, it is many of the same qualities that still apply to building good relationships with business partners, customers, and teams. Let’s take a look at the proverbs again and see which of these apply to business relationships.*

<b>Note to the Facilitator:</b>	All of the proverbs apply to business as well. Be careful who you choose to go into business with, if they don’t turn out well, people will judge you based on your association with that person. Working with others makes us stronger together. Nurture the good business relationships you have. Be generous and others will return the favour.
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Say: *All of these relationships together form our NETWORK. We establish a network by making connections with people who can support us, provide knowledge and access, expertise, partnership and alliances etc. When we start out in business we have to actively develop our network by forming new relationships. Sometimes that can be challenging, particularly if we are shy or reserved and not used to reaching out to others.*

*Let’s think about how we look for a potential partner to date! For some us this is happening right now, for others, it might have been a long time ago since you last had to worry about how to approach a person to ask them if they would go on a date with you or be your girlfriend/boyfriend.*

Ask: *Who can tell us how they might initiate or start a relationship?*  
 Ask a friend to introduce you, make an arrangement with your parents to talk to her parents, send the person a letter, talk to them, impress them with your skills, send a gift, flirt with them, give them compliments, assure them of your sincere or good intentions, help them out in a difficult situation, go to the places where they go.

Say: *In African culture it would be really important to show the family that your intentions are good. They would need to trust you before they would let you near their daughters!*

*In many ways it is no different with building a network – you need to “woo” (attract or approach) the right people.*

Ask: *How would you do this?*

- Arranging an introduction from someone who already knows the person you want to get to know.
- You can approach the person through writing a letter, talking to them, sending a message.
- You can invite them to see/taste/experience your produce or to see you demonstrating something

- You could send them a gift – particularly some of your produce to try
- Think about what contacts you have that you could offer them
- You could go to the places where they are – where they hang out. Where are these?
- You can find out more about them and what they do well.
- You can compliment them. “I was hoping to buy my chicks from you because I hear from others that you are a reliable and trustworthy person to do business with”.
- Look for opportunities to do them a favour.
- Ask for some advice, but don’t take up too much time.
- Always remember to say thank you.
- Follow up.

### **Personal Journal Work**

Say: *In your workbooks write down who is already in your network.*

- *Now identify some of the people are that you would like to, or need to, include in your network.*
- *Identify the person whose relationship you would most like to cultivate or develop.*
- *Decide which of these strategies we have talked about today could be used to network with that person.*

*Give 10 minutes for this exercise.*

### **Work in 3’s**

- Divide participants into groups of three and give them 10 mins to share their strategies for getting one more person into their network.
- Bring group back to plenary.
- Ask if one or two people would like to share their strategies with the group.

Say: *Once we have initiated a relationship with someone to be part of our network, the important thing is to continue to build that relationship through being reliable, trustworthy, accountable and authentic.*

## **4. Activity: Trust walk**

*Time: 20 minutes*

Say: *A big part of building healthy relationships at home and at work is about building trust.*

Ask: *What does trust mean to you?*

Invite some of the participants to share their thoughts.

Thank the participants for their responses.

Say: *Now we are going to play a game that can help us explore trust a bit more.*

**Step 1:**

Divide the participants into pairs. Try to pair up people that still do not know each other very well.

**Step 2:**

Say: *We are going to do something called a trust walk. One of you is going to close your eyes, and the other is going to guide you around the room. Spend a moment deciding who will close their eyes and who will lead.*

**Step 3:**

Give the participants a moment to decide who will have their eyes closed and who will lead. Invite the person who will be leading to stand behind their partner and put both of their hands on their partner's shoulders.

**Step 4:**

Invite the followers to close their eyes and the leaders to guide their partner gently and safely around the room, making sure not to bump into anybody. Give them a few minutes to do this.

**Step 5:**

After a few minutes has passed and the participants seem to be more comfortable with the activity, tell the leaders to stop and tell the followers they can open their eyes and then swap roles and do it again.

**Step 6:**

When the second round is complete, invite everyone to take their seats.

Ask:

- *What did it feel like to have your eyes closed and be led around the room?*
- *Was it difficult to keep your eyes closed? Why?*
- *What made you trust or not trust this person?*
- *What was it like to try and lead someone around the room with their eyes closed?*
- *Why did we do this exercise when we are talking about trust?*



## 5. Ingredients of Trust

*Time: 20 minutes*

Say: *We had to trust the leaders to take us safely around the room. It is an important part of any relationship. We do not want to be with someone who would lead us into danger. It is not easy to decide who we can trust and we may have more trust with some people than others.*

Ask:

- *Who is someone you trust?*
- *Why do you trust them?*

Say: *Sometimes it is difficult to trust because of things that have happened to us in the past.*

Say: *Some of the important ingredients of a trust relationship in business or personally can be remembered as the ABCD's of trust: (show cards)*



**Able** – means you are good at your job and you have the necessary skills and abilities needed, as well as a track record to support this.

**Believable** – means that you need to show integrity and do the right thing in all aspects of your life.

**Connected** – means you are kind and sincere and show concerns for all those you work with and do business with.

**Dependable** means you are consistent and reliable at all times.

Say: *In your workbook answer the questions:*

- *Where are you strong in these four aspects?*
- *Where can you improve?*

Say: *You will not be able to build trust if your work is poor, and sometimes there is a question mark about your integrity or your honesty. If you do not treat the people around you with respect and care and you are not reliable in doing what you promise, it is impossible to build trust. **And the strange thing is that if you are just bad at ONE of these, trust can be broken.***

Ask: *In your experience what are some of the things you can do if you have to work with someone who is difficult or not trustworthy?*

Answers could include:

- Keep it very professional with them
- Don't share personal or private or confidential information
- Set very specific deadlines and expectations (write these down if possible)
- Don't let little things slide when they do things that make you feel uncomfortable. Point these out to them immediately.
- Keep good records (which is why it is good to write things down) of unreliable behaviour or poor work.



- Make sure you don't react emotionally with that person – they can use this against you.

Say: *We have learnt some of the important ingredients of good relationships in this session, with trust at the centre of this, but also reminded ourselves that there are people we have to work with who are not trustworthy. Sometimes it is difficult to walk away from these. We have shared some ideas for how to protect ourselves against these people.*

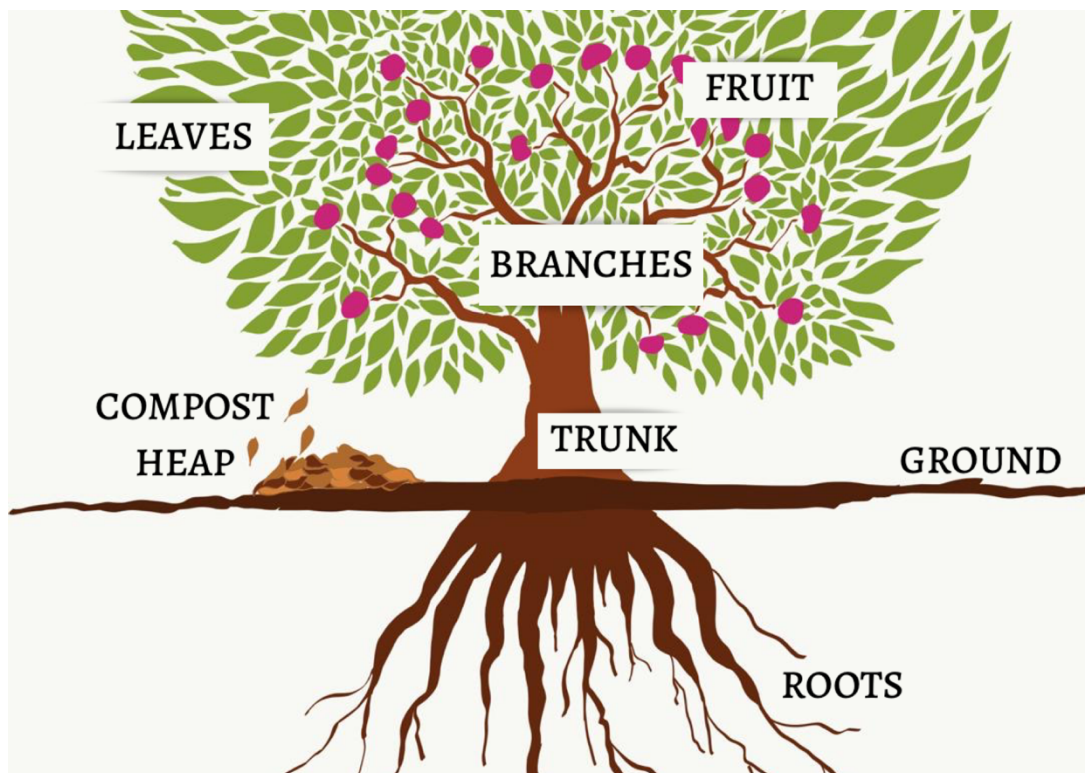
# Session 2


## Growing Relationships in Practice





### Individual and pair work: Tree of Trust (60 minutes)

#### 1. Introduction

Say: *Now, we will begin to think more deeply about trust and building relationships. We will start off by creating a Tree of Trust which will bring together our history with trust and look ahead to how we can build trust in our business.*



My Tree of Trust	
<b>Roots</b> 	The roots represent the trust relationships you had with the people around you when you were growing up. Were they good or bad? Could you trust the people around you?
<b>Trunk</b>	The trunk represents your strongest trust relationship. Who is this person? What have they done to earn and keep your trust?

	
<p><b>Branches</b></p> 	<p>The branches represent the different people in your business that you will need to build trust relationships with. From the list we developed earlier, who do you need to build trust with?</p>
<p><b>Leaves</b></p> 	<p>The leaves represent all of the things you will do to build trust with the people around you. From the people you identified above, how can you best build trust quickly with each group? Try and be as practical as possible.</p>
<p><b>Compost heap</b></p> 	<p>Trees lose their leaves in winter. We lose people and other things. The compost heap is also where we can discard our negative experiences where our trust has been broken and the painful emotions that came along with it.</p>

## 2. Facilitator Shares Their Story

### Step 1

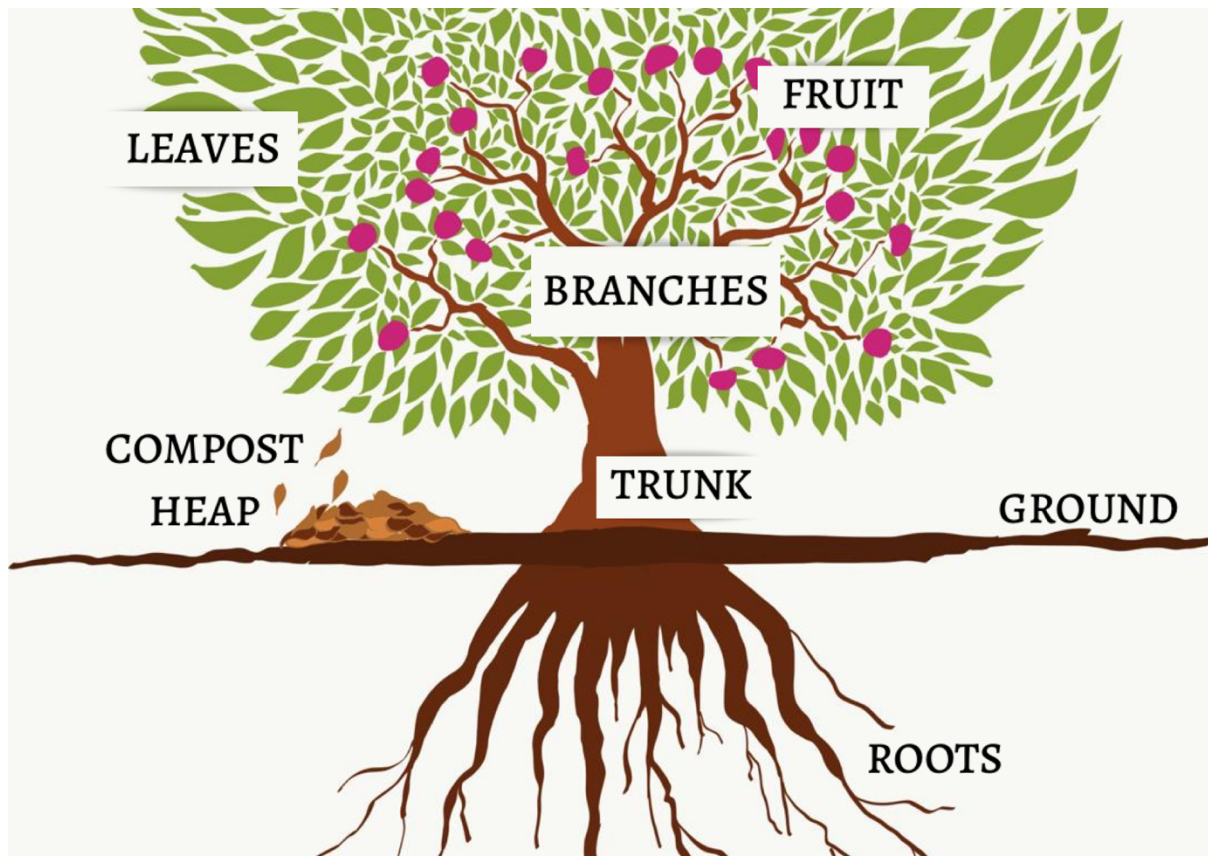
Say: *To think about our story, we are going to do a creative activity that uses a tree to represent our lives. We are going to draw our "Tree of Trust". To show you how this should be done I am going to share my Tree of Trust first. Then you will have some time to draw your Tree of Trust.*

### Step 2

The facilitator should share their Tree of Trust with the group. The more honestly you share the story, and the deeper you are prepared to go, the deeper the group will go.

## 3. Drawing Our Own Tree of Trust

Put up the poster of the drawn tree with the labels and explain to the group what each of the parts of the tree represent. Ask them to take some time to really reflect on their own lives to this point and to draw their own trees. Distribute A4 paper, put on some gentle music and give them 20 minutes to do this exercise. They can spread out in the room. Let them use all the art materials you have available.



Ask:

- *How was it to think about trust in this way?*
- *Was there anything new you learned about trust?*

#### 4. Sharing in Pairs

Divide participants into pairs and invite them to share their Trees of Trust. They should pay particular attention to ways of building trust in their business relationships. Each participant has 10 minutes to share.

When the 20 minutes is up, invite each pair to choose their two best trust-building strategies to share with the broader group.

#### 5. Our Best Trust Tips

Bring the group back into plenary and invite each pair to share their top two trust-building strategies. Write them all up on the flipchart.

Say: *Building and maintaining trust is key in building and growing our business. It has been amazing to hear all of your strategies for building g trust and moving towards ensuring the success of your business!*

### **Group work: Proverb Role Plays (60 minutes)**

Say: *We will now be going back to those beautiful proverbs we explored. In this activity, we will be doing some role plays.*

Divide the participants into 5 groups and give each group a proverb. Each group must come up with a 5-minute role play that shows a real-life scenario of their proverb. At the end of the role plays, the other groups will try to guess which proverb the group demonstrated and will vote for the best actors!

Each group has 15 minutes to prepare their role play. When the 15 minutes is done, the first group can act out their role play. Once the first group is done, the other groups should try and guess which proverb the role play was about. When the other groups have guessed correctly, ask:

*What was it that communicated to you that this was the proverb they were acting out?*

Then call up the actors from the second group and repeat the process until all the groups have performed their role plays.

Ask:

- *What was it like to see the proverbs in action like this?*
- *Was there anything new or interesting you learned?*

Bring the day to a close by inviting each participant to share their biggest learning of the day.

# Session 3: Listening and Empathy

## Hearing and Feeling Others

**TIME:** 5 hours 15 minutes

### SKILLS

Listening

Empathy

Activity	Time	Objectives	Materials
<b>Listening and empathy activities: 2 hours 20 minutes</b>			
Active Listening	50 min	To learn what active listening is and practice it	
Empathy	40 min	To practically demonstrate a simple definition of Empathy	
How can we show empathy?	30 min	To understand the various aspects of empathy – feelings and perspective	Flipchart and prepared cards
Meet Mardea	20 min	To use empathy as a lens to understand more about the experiences of people with albinism	Show photos of albino models
<b>Listening and empathy in practice: 2 hours 45 minutes</b>			
My Business Journey	165 min		

### Preparation

Read through the session the night before and make sure you understand the process of each activity and that you have the materials needed.

Prepare cards for the flipchart with the following:

Be kind.	Let them know they are not alone in these feelings.
Be curious.	Listen to the person's perspective – their point of view
We don't need to fix anything or offer advice.	Sympathy is feeling sorry for someone – that is often not helpful for them. Empathy enables us to feel WITH a person.
Try to understand how the person is feeling.	Let the person know that you are grateful they shared with you.

## 1. Active Listening

*Time: 50 minutes*

Say: *Listening is one of the most important skills we need to build relationships. We are going to do some exercises to learn what active listening is.*

### Listening Exercise 1: What is active listening?

#### Step 1

Divide participants into pairs. Ask them to each think of something really great that happened to them recently. Explain that they will each have a turn to speak about that experience. They have 2 minutes to tell the story. The other person should show them in every way that they can that they are NOT listening. Time them and then swap roles.

#### Step 2

Ask:

- *What was it like to NOT be listened to?*
- *How did you know your partner was NOT listening to you?*  
*Looking away, doing something else, body language.*

#### Step 3

Say: *Now in the same pairs, think of something that has been difficult to deal with recently. Describe this situation to your partner in two minutes. Your partner should listen actively and with all their hearts.*

Time the first person and then get them to swap roles.

Ask:

- *What was it like to be listened to?*
- *How did you feel?*
- *How did you know your partner was listening?*  
*Eye contact, head nodding, focused on you, body is faced towards you and is still, not doing something else.*

### Listening Exercise 2: Listening for Facts and Feelings

#### Step 1

- Ask participants to now describe their plans for how they will be developing their agri-business.
- The listener should be listening for the FACTS of the story, as well as the FEELINGS the teller has about what happened.
- Give 2 minutes for this and then ask the listener to feedback the FACTS of the story and what they think the person might FEEL about it.
- Then swap around and time the other story for two minutes. Ask the other listener to feedback what they heard.



## Step 2

Ask:

- *How accurate was your listening?*
- *How could you identify how someone FEELS about something they are describing? Their tone of voice, they may tell you, body language, the words they use to describe the event etc.*

## Step 3

Say: *We can practice active listening when we:*

- *Make and maintain eye contact*
- *Listen with our whole body*
- *Display positive, open body language*
- *Observe the body language of the other person*
- *Listen for facts and feelings*
- *Respect and value the stories of others*

## 2. Empathy

*Time: 40 minutes*

<b>Note to Facilitator:</b>	This exercise should be done with a very serious tone that sets the scene for the gravity of the experience. You need to hold people's burdens very carefully and ask the group to do the same. At the end, collect the pieces of paper and keep them safely until after the workshop.
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Say: *We will now be learning about empathy. In this first exercise we are going to think of a particular burden we are carrying around right now and anonymously write this onto a piece of paper. We will then choose someone else's paper and imagine ourselves into that person's situation.*

### Step 1

Distribute post it notes (make sure they are all the same colour and therefore not identifiable as belonging to someone else) or a small piece of paper to each of the participants. Ask them to write on the paper something difficult they are carrying with them in their lives; something that is heavy and worries them a lot. This should be anonymous – it should **not** have their name on it. They should fold it in 4.

### Step 2

Collect the pieces of paper from each person into a small basket or container. Shuffle these around and distribute them back to the group. If they receive their own paper they should say so and swap it for another in the container.

### Step 3

They should quietly read the challenge someone in the group has and use their imagination to think about how it would be to have that particular challenge. They should try to stand in that other person's shoes for a moment.



Then they should pass on the paper to the person on their right around the circle and sit for a few minutes holding this new problem and using their imaginations to think about what it would be like to deal with this issue in their life. Give people 3 experiences of different problems. Then ask them to carefully put them back into the basket or box.

Say that you will be holding these challenges carefully and respectfully for people for the duration of the workshop.

#### **Step 4**

Ask:

- *How did it feel to write your challenge down and put it into the box?*
- *How did you feel when you read about other people's challenges?*

Say: *Empathy is our ability to connect with others and stand in their shoes, in their world, for a moment. It is not always a very comfortable experience!*

*It is about connecting to the emotion the person is feeling, rather than the experience (we may not have had the experience before, but often we have had the feeling before). This requires us to use our imagination to think about how we might feel in the situation, or how we felt in similar situations, and to listen carefully for feelings when they speak.*

*It is also about hearing someone's perspective, their point of view, their attitude towards something - what do they think about something?*

*Harper Lee who wrote a famous book called To Kill a Mockingbird said, "You never really understand a person until you consider things from his point of view... until you climb into his skin and walk around in it."*

*Empathy is not always easy to show to everyone. Usually when a friend loses a loved one we can find it easy to have empathy for that. We can imagine how it would be to lose our mother, father, child etc. And we are able to use our experience to connect with the experience of others. Some people are harder to empathise with.*

Ask:

- *Are there any people in your life or your business who are difficult to empathise with?*
- *What are the barriers we experience to feeling empathy with someone?*  
*It is sometimes hard to empathise with people who are different to ourselves, who have different values and our judgement gets in the way.*
- *Why is it sometimes worth trying to empathise, even if we don't feel like it?*  
*When someone expressed genuine empathy towards us we feel we are not alone. This can help us to cope better, to be better husbands, children, workers, suppliers, customers etc.*
- *How can empathy with customers help us do well in business?*

It helps us to anticipate what they need and want. They feel understood and helped and the relationship is strengthened.

Say: *So empathy is about just being there for someone. It is about connecting with someone so that they know they are not alone.*

<b>Note to Facilitator:</b>	Some participants may ask you the difference between sympathy and empathy. Empathy is the ability to understand someone's feelings as if we were having them ourselves. Sympathy refers to the ability to take part in someone's feelings, mostly by feeling sorrowful about their misfortune. Sympathy is not helpful for the other person and becomes very draining for the person who has the sympathy.
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### 3. Activity: How can we show empathy?

*Time: 30 minutes*

#### Step 1

Divide the participants into groups of 3. Ask them to discuss the following questions:

- When I share something painful or personal, what do I like the person who is listening to do?
- When someone shares something painful and personal with me, how do I feel?

#### Step 2

Invite the groups to share some of the things that came up from this discussion.

Say: *We usually like people to make eye contact but also not stare at us so we don't feel self-conscious. Some might like a hug; others might need space. Some might want a response; others might like the person to listen and stay quiet.*

*When others share painful and personal things with us, we worry about saying the wrong thing and we want to say something comforting. We can get nervous and worried that they expect us to fix things or to offer solutions. Often this stops us from just being there for someone.*

Say: *So empathy is about just being there for someone. It is about connecting with someone so that they know they are not alone.*

#### Step 3

There are a few ways we can do this. Paste up the prepared cards on the flipchart one by one:

- Be kind.
- Be curious.
- We don't need to fix anything or offer advice.

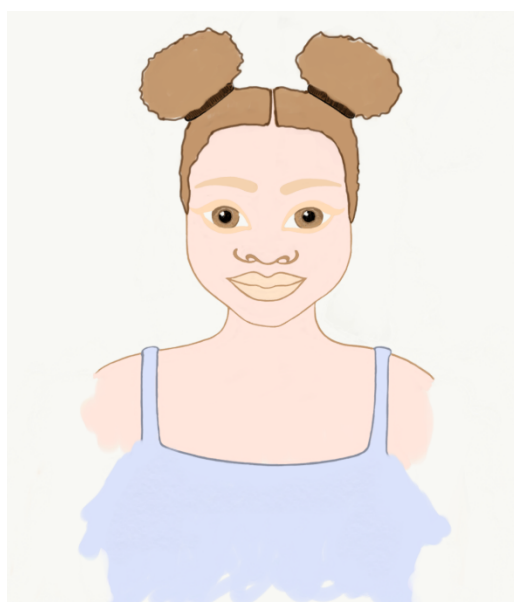
- Try to understand how the person is feeling.
- Try to understand their perspective or point of view.
- Let them know they are not alone in these feelings.
- Sympathy is feeling sorry for someone – that is often not helpful for them. Empathy enables us to feel WITH a person.
- Let the person know that you are grateful they shared with you.

#### 4. Activity: Meet Mardea!

*Time: 20 minutes*

##### Step 1

Say: *Today we are going to meet Mardea. She has inherited albinism and that makes her life quite challenging. Let's hear a little bit of her story:*



Hi Everyone, I am Mardea. I have inherited albinism. This means that I was born with a genetic condition and I don't have enough melanin in my skin to give me colour. This impacts on how I look but also makes me vulnerable to cancer and eye problems.

Many days are quite challenging for me. Firstly, I look different and that sets me apart. I get a lot of strange looks from people and they can say horrible things. I was bullied at school when I was younger. Now I am at College and people know I am smart and do well at academics and sports, so they leave me alone. I am very friendly with Hawa, a girl in my class because we go to the same church. My parents are teachers and they

support me and we have a loving family.

My biggest fear though is the community beyond the town where I live. In my country albino people are considered to be bad luck. Also, traditional medicine people sometimes want albino body parts to make amulets and they arrange to have us killed. My parents had to really watch me when I was young. I don't like going out at night and I am careful where I walk. I worry about moving away to the city to start a job one day.

##### Step 2

Ask: *If we were a friend or neighbour of Mardea, how could we show empathy to her? In your same group of three, discuss this.*

Give ten minutes for this. Suggest they look at the list of things on the flipchart.

##### Step 3

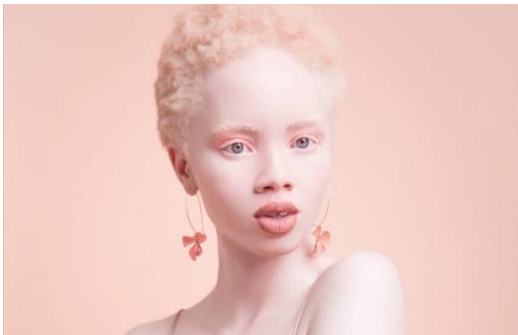
Invite the groups to share how they could show empathy to Mardea.

#### Step 4

Ask if they know any young people in their community who are albino. Some of them may well be your customers.

Ask: *How could you show empathy to them and support them?*

Say: *Most of us are not albino, but we can still feel empathy for Mardea even though we don't share her exact experiences. We can draw from other experiences we might have had of being different or being excluded.*



Say: *In April 2019 Vogue magazine in Portugal featured a model like they always do, but this edition was ground-breaking. It is about the diversity of African beauty and it is the first Vogue cover to feature a woman with albinism. Her name is Thando Hopa and she is a lawyer and activist from South Africa.*

*She said, "I got really emotional because growing up, I didn't see myself. I looked through these magazines wanting to see myself represented – and I never did".*

*Thando said, "Growing up, my parents were absolutely wonderful and taught me that I was beautiful all the time, but then when I went into society and I looked at the media space, I wasn't represented with respect with what was portrayed as beautiful".*

*Thando was a lawyer who prosecuted sexual offence cases. Then she became a model and realized that was an incredible way to be an activist.*

*There are a growing number of albino models and here are some photos of them. Aren't they beautiful?*



Say: *People who live with albinism are often excluded from many aspects of life. There are other people who are excluded too.*

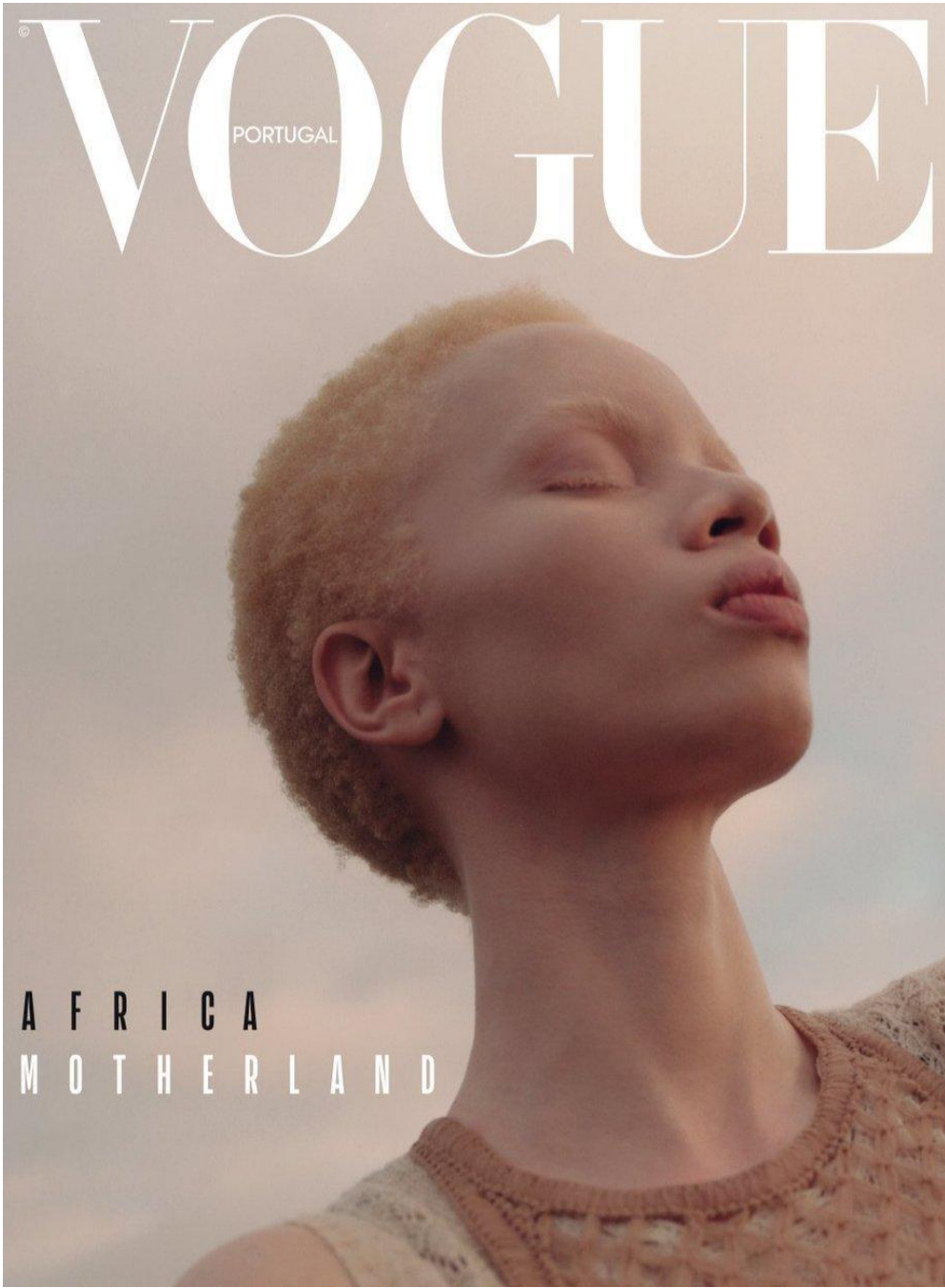
Ask:

- *Who are some of the other groups who are excluded in our community?*
- *Often women and girls, people with a disability, LGBTI people, people who are poor, those of a particular religion etc*
- *How could we include them in our businesses?*

# VOGUE

PORTUGAL

A F R I C A  
M O T H E R L A N D



# Session 3

## Listening and Empathy in Practice

### My Business Journey (2 hours 45 minutes)

#### 1. Introduction

Say: *We have done some practicing with listening and empathy, but now we are going to take it to a whole new level. We will start by outlining our business journeys before moving into groups to hear each other's stories.*

Hand out pieces of paper and art materials. Invite each person to write or draw their business journey by using the questions below:

My Business Journey

- *When did I first become interested in business?*
- *Why did I decide to go into business?*
- *What are some of the challenges I have faced in my business?*
- *What are some of my greatest successes?*
- *What do I want for the future of my business?*

Invite participants to find a quiet and private space to do this. They have 20 minutes to do this in their journals.

#### 2. Explaining the format

*Facilitators should note the time for this exercise. It needs to be tightly held or can lead to a long discussion which will lead to timing problems later.*

Now we are going to tell our stories. Each of us will have the chance to tell our stories while the others listen and reflect back, and then we will have the chance to listen to and reflect on other's stories.

When we LISTEN and REFLECT on another person's story, we need to use some important skills we learnt today – ACTIVE LISTENING.

There are also different levels of listening that are useful to be aware of;

- We can listen at the level of the HEAD – about what has happened.
- We can listen at the level of the HEART – about how the person feels about what has happened.

- We can listen at the level of the FEET – what is their will, and intention – what they want to do.

We also need to have a FORMAT for the REFLECTION. *As you talk about each stage, stick the flipcharts you have already prepared up on the wall.*

### **3. Doing the Activity**

#### **STAGE 1: Telling the story and listening to others**

(While the rest of the group uses active listening skills)

Listening at the level of the:

- Head (thoughts)
- Heart (feelings)
- Feet (will)

#### **STAGE 2: Asking clarifying questions – who, what and how?**

This stage is when the group has an opportunity to ask questions that makes the story richer and more fleshed out – to find out more about the details. It works best if we have a genuine CURIOSITY and INTEREST in the story.

Examples of questions:

- What happened when...?
- And then what happened?
- How did you feel when...?
- I was wondering whether there was any link between ... And ...?
- Who decided this?

#### **STAGE 3: Reflections – focusing on the positive**

The group should then offer their comments on the story they have heard. They should focus on pulling out:

- When the person used their Voice to say “no” or to stand up for themselves.
- Moments of hope and resilience (ability to bounce back from difficult things that happen to us).
- When a person showed courage, competence, a sign of strength.
- Used skills to overcome obstacles.
- Notice positive themes.

You can simply make comments about what you have heard, and you can ask a few more questions for clarity.

*Reflections should not just be given as fact. They should be tentative and enquiring. Sometimes the “reflectors” may not get something exactly right. The storyteller should feel free to clarify what they meant at any time. Absolutely NO ADVICE should be given.*

Examples of reflective questions would be:

- How did you find the courage to do that?
- What do you suppose you did to make that moment happen?
- Where did you learn to do that?
- How did this happen?
- How have you managed to cope with the difficult things that have happened to you?
- What was most helpful in getting through what you went through?
- What would the people who know you really well say about why you have been so strong?
- What in your past helped you to be ready to cope with this?

*Please note these questions are just to give you ideas and prompts. You do not have to use any or all of these. You probably will not get through all the stories if you go through each of the suggested questions!*

#### **4. Facilitators demonstrate the story telling, listening and reflecting**

At this point it is useful for the facilitators to demonstrate a telling of the story (one facilitator to do this) while the other facilitator should do the reflection; or you can use a volunteer from participants – someone who is happy to share their story publicly. This demonstration is important to do and the depth of this, and the genuineness of this will help the group go deeper with more skill and sense of what they need to do.

#### **5. Participants tell their stories, listen and reflect**

Divide participants into groups of 3. Now give the groups 40 minutes to complete this exercise (12 minutes per person).

Once they have completed the whole exercise, return to plenary and discuss the questions below:

Ask:

- *What was it like telling your story?*
- *What was it like having others reflect on your story?*
- *Were there any new insights that you had about your story that grew from the telling or the reflections?*
- *Were there things you noticed about listening to other’s stories?*



# Session 4: Interpersonal Influencing

## Positively Influencing Others

**TIME:** 4 hours

**SKILLS DEVELOPED:**

Expressiveness

Interpersonal influence

Activity	Time	Objectives	Materials
<b>Interpersonal influencing activities: 2 hours 20 minutes</b>			
Introduction	20 min	To understand the importance of constructive communication and to see the consequences of unclear communication	
Expression and Reception	20 min	To discuss the steps we need to take to ensure that we express ourselves clearly and thoughtfully	
Presentation: I Statements	30 min	To become familiar with an influencing tool for constructive conflict resolution	Flipchart Markers
Trying it out Together	30 min	To see an example of how to use the "I" Statement tool	Flipchart Markers Hawa poster Jennifer poster
Doing it for Ourselves	30 min	Practice using the tool through agribusiness scenarios	Scenarios Paper Art materials
Planning for Success	10 min	To plan specific scenarios in our personal lives and in business where we can use "I" Statements to resolve conflict	Workbooks Art materials
<b>Interpersonal influencing in practice: 1 hour 40 minutes</b>			
Using I Statements to Write a Letter	40 min	To use this tool for ourselves in a written format	Flipcharts, markers
Practicing I Statements through Role Plays	60 min	To gain a deeper practical understanding of I Statements and put learning into practice	

### Preparation

Read through the session the night before and make sure you understand the process of each activity and that you have the materials needed.

Prepare the following poster:

## "I" Statements

When you.....

I feel...

I understand that...

It would be helpful if...

### "I" Statement Scenarios:

**Scenario 1:** A customer returns produce claiming it is not up to his standard but you can see that there is nothing wrong with it. The customer demands a refund. Develop an "I" Statement to communicate effectively with him.

**Scenario 2:** Your supplier seems to be giving discounts to others but not to you. Develop an "I" Statement to tell her how this impacts you.

**Scenario 3:** In the last 3 months, your agribusiness has not been doing well but your partner is always wanting money from you, even though you do not have any. Develop an "I" Statement to tell him or her how this makes you feel.

**Scenario 4:** A fellow agribusiness owner is always asking to borrow money from you and never pays it back. Develop an "I" Statement to tell them how this makes you feel.

**Scenario 5:** Your family want you to use your agribusiness money to buy a car and are putting a lot of pressure on you to find a job. Develop an "I" Statement to tell them how this makes you feel.

## 1. Introduction

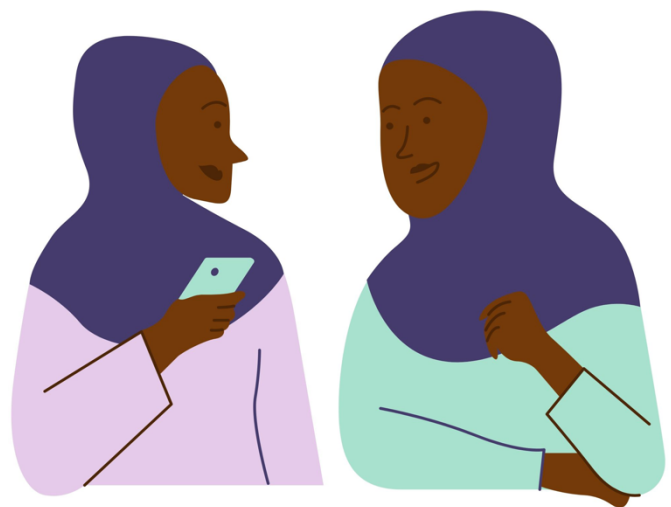
*Time: 20 minutes*

**Say:** *In our last session, we looked at some of the skills we can use to relate with others. In this session, we will look at how to positively influence others through building trust, expressing ourselves clearly and openly and dealing with conflict in constructive ways.*

*Let us first talk about the role of expression in influencing others by looking at some of the different ways to communicate how we feel.*

**Ask:** *What are some of the unhelpful ways people communicate their feelings? People shout or go very quiet, sometimes they might ignore you, some people become violent, cry, or tell their neighbour or a family member about it.*

**Say:** *A lot of the time, people do not find it easy to communicate how they are feeling, but it is really important. If we do not clearly communicate how we feel, people are left to guess, and that can bring more problems.*



**Ask:** *Why do you think it is important for us to communicate clearly about how we are feeling?*

*It is very hard for another person to know what we are thinking and feeling if we are not clear they could completely misunderstand us if I never say anything my jug will slowly fill to the top and one day I might just explode.*

**Say:** *When we communicate with others, we also need to take steps to ensure that we have been heard. Part of this is being clear with what we are saying but the other part is being able to speak clearly and to check that we have been understood by the other person.*

*We will now play a quick round of 'broken telephone'.*

Explain to participants that you will whisper a message to the person next to you that they must pass on to the person next to them and so on. When the message reaches the last person, they must say the message out loud for the group to hear. Compare that message with the original message you shared! Feel free to play another round or two if you have time.

**Say:** *It is quite easy for messages to get confused!*

Ask: *What can we do to ensure that we are heard and that our message is clear and understood?*

## **2. Expression and Reception**

*Time: 20 minutes*

Say: *In the game of broken telephone each of us received a message and then shared a message. Both of these required a lot of skills, and both of these were also places where the message had the biggest chance to get lost or changed.*

Ask:

- *What skills were you using when you received the message?*  
Active listening skills, concentration, paying attention, body language, etc.
- *What skills were you using when you shared the message?*  
Clarity, word choice, memory, speaking clearly and slowly, etc.
- *Why did the message change as we received and then shared it around the circle?*  
The receiver did not clearly hear what the sharer was saying or they understood it differently, the sharer did not speak clearly or became confused

Say: *Every time we communicate with another person, it is an exchange. We can receive what they are saying through using listening and empathy and we can share what we think and feel to them using clear communication and body language. We saw in 'broken telephone' how easy it is for a message to get lost in translation.*

*We have spent time in the previous session on how we can be good at receiving messages, but now, let us think about how we can be better at sharing as well.*

Ask: *What can we do to share our thoughts and feelings clearly?*

Write responses up on the flipchart. These might include:

- Understand our thoughts and feelings
- Think through what we want to say and how we want to say it
- Think about the person we want to share with
- Think about how they might receive our words
- Choose words that will best communicate your thoughts and feelings to the receiver
- Speak clearly and loud enough for them to hear you

Once participants have shared, make sure to add anything from the list above that they may have missed.

## **3. Presentation: "I" Statements**

*Time: 30 minutes*

Say: *We can do our best to share well but we also need to know that we cannot always control how the receiver understands what we are saying. BUT there is a lot we can*



*do to improve our chances of a positive response! We already know that feelings are complicated. If we walk up to someone and start shouting at them, they will normally start shouting back.*

*If we walk up to someone and talk to them in a calm and clear way, there will be a much higher chance that they will also be calm and clear. Isn't that amazing? We can control how other people respond to us, simply by controlling our own feelings and by using all our skills to share clearly!*

*Sometimes it can be scary to tell someone how we are feeling, especially if we are feeling angry or frustrated with them. But there is a really simple way for us to learn how to do this in a safe way. They are called "I" Statements and they can help us take the steps we need to in order to share our message clearly and increase the chances of the receiver hearing us. Now we are going to learn and practice this.*

### **Step 1**

Say: *Who do we tell? This tool is best when we use it to communicate our feelings to a person who has done something that has made us feel hurt or annoyed in some way.*

### **Step 2**

Say: *We need to tell them what action they did that upset us. Perhaps your boyfriend or girlfriend has been out drinking every night with their friends.  
How do we say it? Like this:*

***When you...upsetting action...***

***Example: When you go out drinking every night...***

### **Step 3**

Say: *Now we need to tell them how their action made us feel.*

*How do we say it? Like this:*

***It made me feel...emotion/feeling.***

Example: When you go out drinking every night, it makes me feel worried and lonely.

#### **Step 4**

Say: *We need to see things from their point of view. If they see that we are trying to understand them, they will be less likely to respond in anger. Try and put yourself in their shoes...imagine what they might be thinking or feeling.*

*How do we say it? Like this:*

***I understand that...what the person might be thinking or experiencing...***

Example: When you go out drinking every night, it makes me feel worried and lonely. I understand that you are having fun with your friends after a long day at work...

#### **Step 5**

Say: *Our final step is to tell them how we would like things to be from now on. It is important to always have a helpful solution ready so that the person knows very clearly about how they can change the action that upset you.*

*How do we say it? Like this:*

***It would be helpful if...solution/what you would prefer in the future...***

Example: When you go out drinking every night, it makes me feel worried and lonely. I understand that you are having fun with your friends after a long day at work, but it would be helpful if you could let me know when you will be home, and maybe we can go on a date night once a week so that we can spend more time together.

Say: *This is something that you can use in all areas of your life: at home, at school, in your relationships and out in the community.*

#### **4. Activity: Trying it out together**

*Time: 30 minutes*

Say: *Now that we have learned how to use the "I" Statements, we can try it together.*

Show them the flipchart you have prepared earlier.

Say: *Here is a situation where "I" Statements would be useful in our personal lives:*



*Meet Hawa and Jennifer. Hawa and Jennifer have been best friends since they were children. They love each other dearly but like every relationship, sometimes their friendship had ups and downs. One day as Hawa was leaving home, she overheard Jennifer complaining to a group of women that Hawa never makes time for her anymore because of her business. Hawa feels really upset but she feels she wants to talk to Jennifer using "I" Statements so that they do not fight.*

*How can we help Hawa to come up with a really good "I" Statement?*

### **Step 1**

Ask: *Who does Hawa need to talk to?*  
*She needs to talk to Jennifer.*

Invite a few of the participants to share their thoughts.  
Thank the participants for their answers.

### **Step 2**

Ask: *What is Jennifer doing that is upsetting Hawa?*  
*Jennifer is gossiping, saying things that are not true, talking behind Hawa's back.*

Invite a few of the participants to share their thoughts.  
Thank the participants for their answers.

Ask: *So how can we put that into the tool? When you....*

Invite the participants to finish the sentence.  
Congratulate the participants .

**Example:** *When you say bad things about me behind my back...*

### Step 3

Ask: *How do you think this might have made Hawa feel?*  
Hawa may have felt sad, betrayed, hurt, confused.

Invite a few of the participants to share their thoughts.  
Thank the participants for their answers.

Ask: *So how can we put this into the tool? I feel....*

Invite the participants to finish the sentence.  
Congratulate the participants .

**Example:** When you say bad things about me behind my back, I feel hurt and confused.

### Step 4

Ask: *How can Hawa put herself in Jennifer's shoes? I understand that....*

Invite the participants to finish the sentence.  
Congratulate the participants .

**Example:** I understand that maybe you are feeling upset with me...

### Step 5

Ask: *And finally, how does Hawa want Jennifer to behave in the future? It would be helpful if...*

Invite the participants to finish the sentence.  
Congratulate the participants.

**Example:** I understand that maybe you are feeling upset with me, but it would be helpful if, in future, you would tell me what is bothering you because I value our friendship.

### Step 6

Say: *Now we can read all of this together.*

**Example:** When you say bad things about me behind my back, I feel hurt and confused. I understand that maybe you are feeling upset with me, but it would be helpful if, in future, you would tell me what is bothering you because I value our friendship.

Say: *This might feel like it is a bit difficult, but the more we practice it, the easier it will get!*



## 5. Doing it for Ourselves

*Time: 30 minutes*

### Step 1

Divide the participants into 5 groups. Give each group one of the scenarios below and ask them to develop an “I” Statement together. Each group has 15 minutes to do this.

**Scenario 1:** A customer returns produce claiming it is not up to his standard but you can see that there is nothing wrong with it. The customer demands a refund. Develop an “I” Statement to communicate effectively with him.

**Scenario 2:** Your supplier seems to be giving discounts to others but not to you. Develop an “I” Statement to tell her how this impacts you.

**Scenario 3:** In the last 3 months, your agribusiness has not been doing well but your partner is always wanting money from you, even though you do not have any. Develop an “I” Statement to tell him or her how this makes you feel.

**Scenario 4:** A fellow agribusiness owner is always asking to borrow money from you and never pays it back. Develop an “I” Statement to tell them how this makes you feel.

**Scenario 5:** Your family want you to use your agribusiness money to buy a car and are putting a lot of pressure on you to find a job. Develop an “I” Statement to tell them how this makes you feel.

### Step 2

When the 15 minutes is done, invite each group to share their “I” Statements. Congratulate them on their hard work. When the group is done, you can share the below examples with them.

**Scenario 1:** A customer returns produce claiming it is not up to his standard but you can see that there is nothing wrong with it. The customer loudly demands a refund. Develop an “I” Statement to communicate effectively with him.

**Example:** When you ask for a refund without considering the impact this could have on my reputation, it makes me feel disrespected and pressured. I understand that you are not happy with the quality of the produce, but I would prefer if you would speak to me quietly and respectfully so that we can come to an agreement.

**Scenario 2:** Your supplier seems to be giving discounts to others but not to you. Develop an “I” Statement to tell her how this impacts you.

**Example:** When you give discounts to others, it makes me feel worried and concerned. I understand that you are making decisions that are best for you, but I would appreciate if in future, you could charge us all equally.

**Scenario 3:** In the last 3 months, your agribusiness has not been doing well but your partner is always wanting money from you, even though you do not have any. Develop an “I” Statement to tell him or her how this makes you feel.

**Example:** When you continuously ask me for money, I feel taken for granted. I understand that you are used to someone supporting you financially, but it would be helpful if we could sit down and talk about what we can and cannot afford together.

**Scenario 4:** A fellow agribusiness owner is always asking to borrow money from you and never pays it back. Develop an “I” Statement to tell them how this makes you feel.

**Example:** When you borrow money from me and never pay it back, I feel disrespected and taken advantage of. I understand that things are tough for you financially, but I would appreciate if you would not ask to borrow money from me in the future.

**Scenario 5:** Your family want you to use your agribusiness money to buy a car and are putting a lot of pressure on you to find a job. Develop an “I” Statement to tell them how this makes you feel.

**Example:** When you tell me that I must use my agribusiness money for other things, I feel scared for my future. I understand that we need money, but allowing me to run my business will help give me a better chance of supporting all of us for a long time.



## 6. Planning for Success

*Time: 15 minutes*

Say: *Now, we will work together to make our own “I” Statements. In your notebooks, I want you to*

- *Draw a picture or write about someone in your personal life you think you want to have a conversation with using “I” Statements. What is they have done that has upset you?*
- *Draw a picture or write about a scenario in your agribusiness where “I” statements could help.*

Participants have 10 minutes to do this.

Invite participants to share the two scenarios they are planning to use “I” statements in.

Say: *As we draw our session to a close, I wish all of you the greatest success with using these “I” statements to positively influence others in your personal lives and in your businesses.*

# Session 4: Interpersonal Influencing

## Positively Influencing Others in Practice

### Using “I Statements” to write a letter (40 minutes)

Say: *Another way we can use “I Statements” is to write a difficult letter to someone. I will give you an example of how Ijemma used letter writing to talk to her pastor/Imam about an awkward situation.*

**The situation:** Ijemma is in charge of the catering at church. People are supposed to give donations to the pastor/Imam for catering and he passes it on to Ijemma every month to bake something after important services. The money has been getting less and less each month. Last month there was no money. Ijemma feels too shy to speak to the pastor/Imam, so she decides to write him a letter:

*Dear Pastor/Imam*

*As you know, I have been in charge of the catering at the church/mosque for 10 years and I enjoy the responsibility.*

*Recently, I have felt worried because the money for our catering is getting less and less. Last month I paid it myself and we had nothing to eat at home.*

*I realise that the drought is making things difficult for people in our community so the church/mosque is getting less money, but I know how much people look forward to the food that is served after church/mosque as it gives them time to socialize with each other.*

*Is it possible for us to think of another way to make this happen? I would be very grateful as I am unable to continue to pay for this myself.*

*Yours sincerely  
Ijemma*

Ask:

- *Why do you think Ijemma was shy to talk to the pastor/Imam?*  
*People who have power and status in our community can be difficult to talk to.*
- *How did writing to him help her?*  
*She was able to get her thoughts clearly on paper and use I statements to express how she felt and what she was worried about.*
- *How do you think this letter will be received by the pastor/Imam?*

Say: *Notice how clearly Ijemma was able to say what the problem was and what her needs were in the situation. She asks the pastor/Imam if they can sit together to*

*come up with a solution that will work. By doing this, she doesn't just hand over the problem to the pastor/Imam to solve on his own.*

### Steps

- Ask participants to join their same group again.
- Distribute a flipchart page and a marker to each group.
- They should come up with a situation at home, in the community or in business, where they need to write a difficult letter to someone.
- They should use their flipchart page to write the letter using “I statements”.
- There should be a clear introduction to start the letter and a clear ending.
- Give them 15 – 20 minutes to write the letter.
- Each group should come and put up their flipchart on one wall in the room.
- Invite a volunteer to explain the situation and read their letter out, one by one.
- Check that they have used “I Statements” correctly.



### Practicing “I Statements” Through Role Plays (60 minutes)

<b>Note to the Facilitator:</b>	“I Statements” only become a part of our internal communication toolkit if we practice them enough. In this session, in groups, participants will come up with two conflict scenarios of their own that has or could arise in their business or personal/community life where “I Statements” would be useful. They will demonstrate this first through a role play and then for the second scenario they will use “I Statements” to write a letter to a person where there is something difficult to be said or potential conflict.
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Say: *In this session we are going to practice using “I Statements” in a couple of different ways. The first way will be doing this is through role plays.*

### Steps

- Divide the participants into groups of 3 or 4 and number each group.
- Ask the groups to spend 10 minutes thinking of a situation or scenarios where there is conflict in an agri-business situation.
- They should plan a role play that shows how the conflict evolves and how they use I statements to change or positively influence the situation and the other person.
- They should try to include as many people in the role play as possible. The role play should be no longer than 3 or 4 minutes
- Time their planning for 10 minutes.
- Invite each group to the front to do their role plays. Keep them to the 3- or 4-minute time limit.
- Group 1 should go first and someone from group 2 should be ready to define the problem in the scenario and give feedback on how well the “I statements” tool was used. When group 2 does acts out their role play, someone from group 3 should give them feedback etc.



After each role play ask the group to clap, stamp their feet, snap fingers or whistle. Then ask:

- The volunteer from the next group to say in one or two sentences what the problem was (define the problem)
- Give them feedback about how well they used “I Statements” to improve the situation.

# Session 5: Collaboration and Negotiation

## Working with Others

**TIME:** 4 hours

### SKILLS

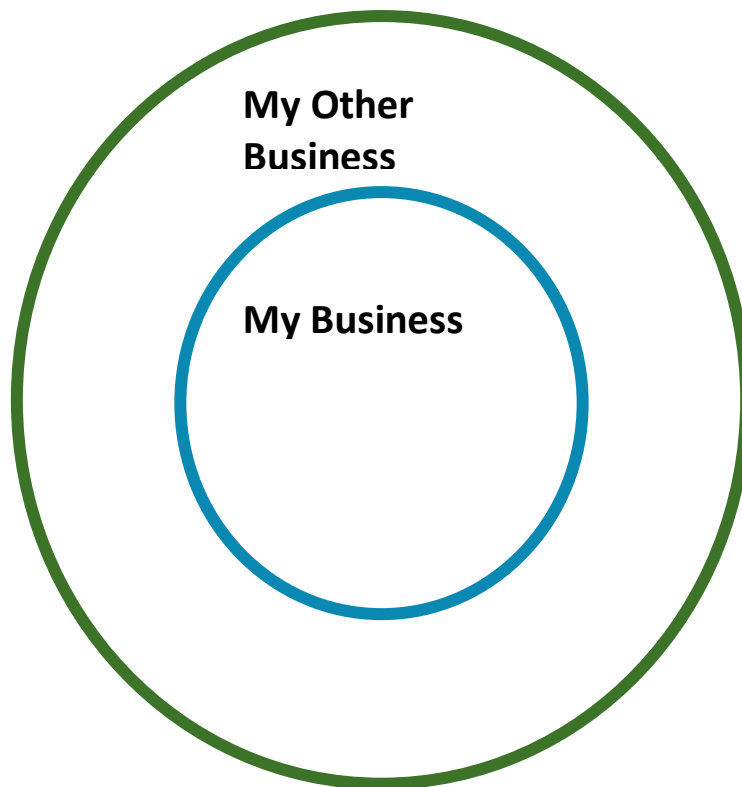
Collaboration

Negotiation

Activity	Time	Objectives	Materials
<b>Collaboration and negotiation activities: 2 hours 20 minutes</b>			
Let's work together to go far!	20 min	To understand why it is worth our while to collaborate with others	
How Groups Work Together	20 min	To create an experience that requires work as a team and extract important learning principles from this	
The Stages of Group/team Development	20 min	To understand the various stages of team development	Graph on flipchart & cards and prestik
Collaboration in Business	20 min	To understand why developing a reliable team around us is essential to the success of our business	Flipchart with circles
Negotiating with Others	20 min	To understand what the ingredients are of successful negotiation to achieve a Win-Win result	
Aggressive, Passive and Assertive Behaviour	20 min	Understand the difference between assertive and aggressive behaviour	
What is assertive behaviour?	20 min	To identify assertiveness in a real-life situation	
<b>Collaboration and negotiation in practice: 1 hour 40 minutes</b>			
The Indoor Marketplace	60 min		Small paper pieces, small paper balls
Transactional Analysis	40 min		Flipchart

## Preparation

Draw the following diagram on a flipchart:

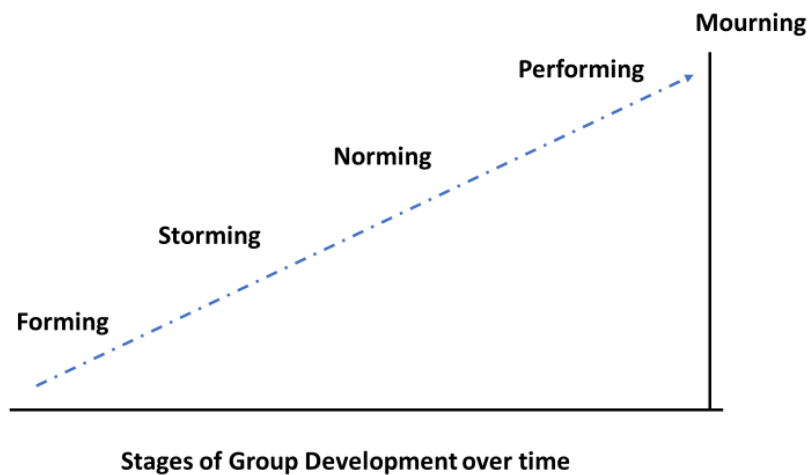


Prepare coloured cards with the following LABELS:

<b>FORMING</b>	<b>STORMING</b>	<b>NORMING</b>	<b>PERFORMING</b>	<b>MOURNING</b>
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Prepare a flipchart with the following graph:



## NOTES FOR FACILITATORS ON GROUP DEVELOPMENT

All groups go through a series of different stages when they start.

### FORMING

People come together often not knowing each other very well so they may feel a little bit anxious. This can show itself in some people by their being very quiet and watchful. Others are noisy and loud and appear to be confident, but sometimes they are covering up their feeling of anxiety. This is a process of introductions and thoughts and feelings are shared. Individuals start finding a role for themselves in the group. It is a little bit like two dogs meeting and sniffing each other's butts!

### STORMING

Individuals try to find a role in relation to other team members and the leader. This may involve some conflict. Some people may question the way things are done and the usefulness of the group. Groups may form within the bigger group. There may be a little bit of rebellion. People may feel frustrated, and angry at times. Conflict is completely normal in any group. The leader of the group holds the group tightly and supports the group resolve conflict.

### NORMING

The group eventually settles down. Roles and responsibilities are clearer. The group starts operating well together. Members become more committed and identify strongly with the group. Members feel content.

## **PERFORMING**

The group needs less leadership and knows what it has to do and when. People's strengths are used and there is generally more harmony. When conflict occurs, it is quickly resolved. It is very pleasing and exciting to be part of a group that is performing.

## **MOURNING**

This group will eventually come to an end and it can be very sad for everyone, but also a sense of achievement. Sometimes people make an effort to continue to meet after the formal group ends.

Prepare a flipchart with the following headings:

- Doing research and being prepared
- Building your case
- Bargaining
- Knowing your fallback position
- Confirming the agreement
- Be ready to walk away if necessary

## 1. Let's work together to go far!

Time: 20 minutes

Say: *In our earlier session where we dealt with relationships and looked at some African proverbs. We learnt the proverb that says, "If you want to go fast, go alone. If you want to go far, go together". This means:*

- *If we want to get something quickly and efficiently done, sometimes it is worth just doing it ourselves*
- *However, if we want to build something that is greater, that will last longer and have a bigger impact, it is more efficient to do this with others.*

Ask:

- *What are the benefits of working with others?*  
*We can get more done, quicker. People can have the same views and approach as we do, and together we can be very strong. We can pool our resources. Different people have different skills and resources that can be shared. We can achieve much more in the long run.*
- *What are the challenges?*  
*The challenges come when people see things differently and want to do things differently. Also when not everyone puts in the same effort. Some people might think their skills are worth more than others. Some people might wish for more important roles in the group, like being the leader, but others may not want to follow them.*

Say: *When we work together to achieve something in particular, a goal, we call this **COLLABORATION**. A good example of when we collaborate is when we arrange a family marriage, an important event in our lives here in Nigeria. If there is a marriage coming up in our family, we usually don't try and do everything, or pay for everything ourselves. Someone arranges a **family meeting** and we get help from other relatives and friends. At the family meeting, a list of things that need to be done or paid for will be drawn up and people will be asked how they are able to **contribute**. Certain family members will be asked to approach other family members for assistance. **Everyone pulls together for the same thing** – a successful wedding for a brother or a sister. Planning can start more than a year in advance. Let's make a quick list of the kinds of things we need for a wedding.*

Here are a few ideas that can be shared if the group doesn't come up with them:

- Bride price (if appropriate)
- Wedding clothes for the whole wedding party and parents
- A venue & equipment, music & decorations
- Food & drink
- Animals need to be slaughtered (if appropriate)
- Transport
- A photographer
- A priest or imam to marry the couple
- The legal documents required

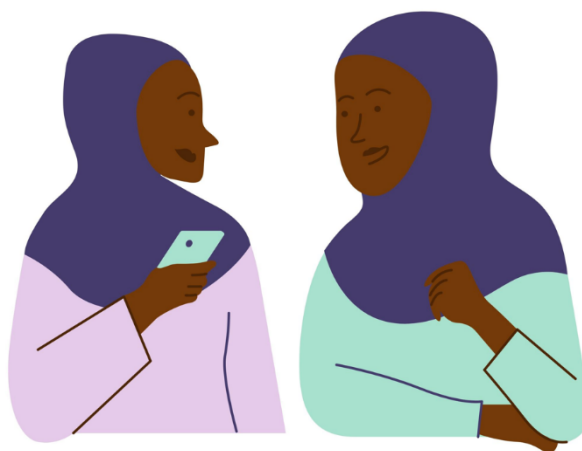


<https://holidayparty.com/party-planning/Nigerian-Wedding-Yoruba-Ibo-Style>

Say: *There are a lot of things that have to be organized and paid for. Mostly family will help with*

- **Providing money** or paying for certain things
- **Providing resources**, like loaning a car to carry the bride
- **Offering their skills** (like cooking the food, sewing clothes or organizing the music).
- **Organising an aspect of the event.** For instance, an aunt might take on the role of organizing the food preparation. An uncle might offer to pay for the drinks, transport them to the venue and arrange the “bar” or drinks area.

Often **there can be conflict**, particularly when some people have a different idea of how things should be done, or how money should be spent, but in the end the job gets done because we have **a common goal of organizing a family marriage together**. Now, let us put this theory into practice and see what happens!



## 2. How Groups Work Together

*Time 20 minutes*

<b>Note to the Facilitator:</b>	This activity is experiential. This means that the group has an experience, and then they talk about what they learnt from the experience. Here the group is given the task of organizing the chairs in the room to spell out the letters IPA. Once this is done, each person should stand on a chair. If the chairs do not look stable enough, just ask them to sit on their chair once they have formed the letters. But if possible, get them to stand on the chairs as some people may have to help others up and more collaboration will happen. Although you will mention a leader you will not appoint a leader. While the group is attempting the task both facilitators should watch how the group organizes itself, who takes leadership, how roles are shared and how they manage to include everyone. Afterwards you will discuss how people worked together, whether some leaders emerged, who took on the important roles and responsibilities etc.
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Say: *In this session we are going to learn more about working with others through collaboration and negotiation. I am going to give you a task to work with others to accomplish a goal, and see what we learn from this.*

*Organize the chairs in this room to spell out the letters IPA in a neat row together and then sit on them. A person should stand on a chair at the pinnacle of each letter. Ensure that the right people stand on chairs – not everyone is agile enough, or young enough or dressed for this. The leader should let the facilitator know when the group has finished the task. Everyone needs to be included in the task.*

If the task is taking too long you may need to stop it. Ensure that all participants are safe climbing on the chairs or just ask them to stop.

### **Discussion: How groups work**

Discuss with the group how they went about the task. The following questions can help you to draw this out of the group but it may not be necessary to use all of them if you can feel the discussion is covering the different areas.

- *How did the group organize themselves? Who took leadership, and how did they do this?*
- *How were roles and responsibilities organized? How were decisions made about where to position the chairs?*
- *How was everyone included?*
- *How was success celebrated?*
- *How did the group manage frustration?*
- *How did the group manage safety with climbing on chairs? (if they did this)*
- *Was there a moment of conflict/disagreement at any time? How was it resolved?*
- *Ask gently whether there was anyone excluded...*



### 3. The stages of group/team development

*Time: 20 minutes*

**See notes for this at the start of the session.**

*Say: We are now going to learn about how groups form and develop to work well together. It is important to know about this when we are developing a business team.*

#### **Step 1**

Explain the different stages of group development (referring to the notes at the end of this session) using your coloured cards.

#### **Step 2**

Ask:

- *Where is our group in our development now?*
- *How do you know we are still in this phase?*
- *What is the next phase?*
- *Why is it good for us to understand how teams work?*

Think about where this group is now. Explain that this group might be in the forming stage, but the storming phase might begin as individuals start to get irritated with one another, strong personalities emerge, the “newness” and first excitement wears off. It will be important for the group to notice when this happens and figure a way of sorting out the conflict.

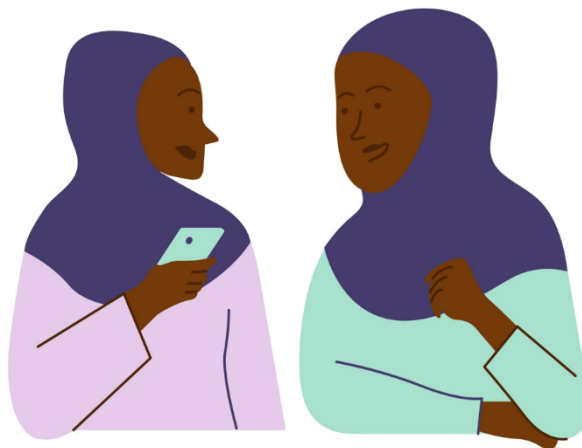
*Ask: What is it like to be part of a group when it is in the performing stage?*

*Say: This is something to really look forward to. Point out that there can be cycles when a group is together for a long time. They can get to performing and then cycle back to the storming phase over a particular issue but get back to performing again quite quickly*

*It is useful to know this about groups and teams.*

Ask:

- *If you already have a team in place in your agribusiness where do you think they are in their development?*
- *How do you know this?*



#### **4. Collaboration in Business**

*Time: 20 minutes*

*Say: In our agribusinesses, collaboration is going to be very important. In fact, it may be necessary to build a team around you to help you make the business really successful.*

*Ask: What sort of people might you include in an agri-business team?*

It is possible that you will have an internal team doing the work, like another partner or staff, but also a bigger team who you need and are important for the success of the business.

- Staff or family who help you plant, harvest, process or tend animals
- Suppliers that you rely on for various equipment and resources like seed and fertilizer or feed
- Service providers – who provide you with transport, milling or other kinds of services
- Distributors who help you get your goods to the right markets
- Financial institutions where you might get loans or save your profits etc.
- Mentors who provide guidance or advice

##### **Step 1**

*Do: Spend 10 minutes writing down a list of all the people who you do/will collaborate with in your agri-business. Then draw two circles in your journal (show the flipchart). In the circle in the middle, write your own name and also the names of the people who are in your close team. These could be people like a partner, staff who you pay or friends and family who work for you for no pay.*

*In the second circle write down all the other people you collaborate with who are important for the success of your business. Don't forget to include someone who might be a good mentor to you, who you admire and who has some experience to share.*



## Step 2

Pair participants up and invite them to share their business collaboration teams with the other person. Give 10 minutes for this.

Ask: *How do you feel seeing your team and collaborators written down like this?*

Say: *When we work and collaborate with others, another important skill is negotiation.*

Ask: *Can anyone tell me what negotiation is?*

## 5. Negotiating with others

*Time: 20 minutes*

Say: *A negotiation with someone is **a discussion that resolves an issue in a way that both parties find acceptable**. By negotiating, all involved parties try to avoid arguing but agree to reach some form of compromise. Negotiations usually require some "give and take" from both parties.*



Ask:

- *When was the last time you had to negotiate for something? What happened?*
- *What was the outcome?*

Ask: *What are some of the daily things we negotiate about in our families?*

- Who will take care of the children and when
- How we will spend our money
- How the children will be disciplined
- What the children can and can't do (and this changes as they grow!)
- The roles in the family

Say: *We may also have had to negotiate a salary or an increase with a boss, marriage dates with our bride/bridegroom's family, a lease on some land. In business we negotiate prices and contracts and delivery dates and many other things.*

**Communicating clearly and building trust** are two very important skills in negotiations. *If you don't trust the person you are negotiating with, it is hard to reach a compromise. It is important to do business with people we trust.*

*There are a few stages to successful negotiations:*

- *Doing your **research and being prepared**. For example if you want to negotiate a salary, it is best that you know what others earn for the same job or in the same business. You may need to establish for yourself what salary you are aiming for, but also what you are happy to accept if you can't achieve that (we call this your fallback position)*
- *Then you need to successfully communicate your perspective or **build your case**. It is important here to build trust.*
- *Then you enter a stage of **bargaining**. It is important to hear the perspective of the other person. You may have to move to your "fallback position".*
- *Once you have agreed to a compromise that works for everyone, you can bring the negotiation to an end by **confirming the agreement** and working out how it will happen (by this time, in this way etc.).*
- *You would need to check that this actually happens.*

Say: *When we successfully reach a compromise in a negotiation we call this a "**Win-Win**" negotiation – meaning we have managed to achieve a decision that works for everyone – both parties win. This is ideal, but sometimes we end up with a "**Win-Lose**" situation where one party loses in order for the other person to get their way or improve their situation. Generally the party who wins is really happy but the one who loses can be angry, sad, or resentful. In the worst-case situation, both parties can lose in a "**Lose-lose**" battle.*

Say: *I will read a few situations to you and you can identify what kind of result the negotiation has had.*

- John confronted his boss about a salary raise. His boss said he is a valuable staff member, but refused. John resigned and was unemployed for the next 6 months. (Lose-Lose)
- Elizabeth asked her husband to look after the children while she went to the clinic. He complained that he had lots of work to do in the fields. She suggested he should take the children to the fields with him and have the older one take care of the younger one. He reluctantly agreed. When she came home from the clinic the kids were happily helping their father in the fields and he said it had been a good morning. The kids were very excited about the work they had done with their father. (Win-Win)
- Elias's supplier of fertilizer put up his prices ridiculously high after Christmas. He complained that the fertilizer plants were charging too much. Elias asked if he could delay 25% of the payment until after his harvest. He had heard of another supplier encouraging this. His supplier refused. Elias moved his business to another more supportive supplier. (Win-Lose)
- Olu's 16-year-old daughter wants to go out in the evening with friends. They hang out together in the village. Olu worries about her, and would like to say no, but understands she needs to see her friends. Her older brother argues in her favour. He agrees she can go if she goes with her older brother and returns home by 10 pm. She happily agrees and her brother promises he will make sure she is delivered home on time. (Win-Win).

## 6. Activity: Aggressive, Passive and Assertive Behaviour

*Time: 20 minutes*

*Say: In order to be successful at negotiating, we need to become assertive in our manner. In this activity we will be understanding more about what this means.*

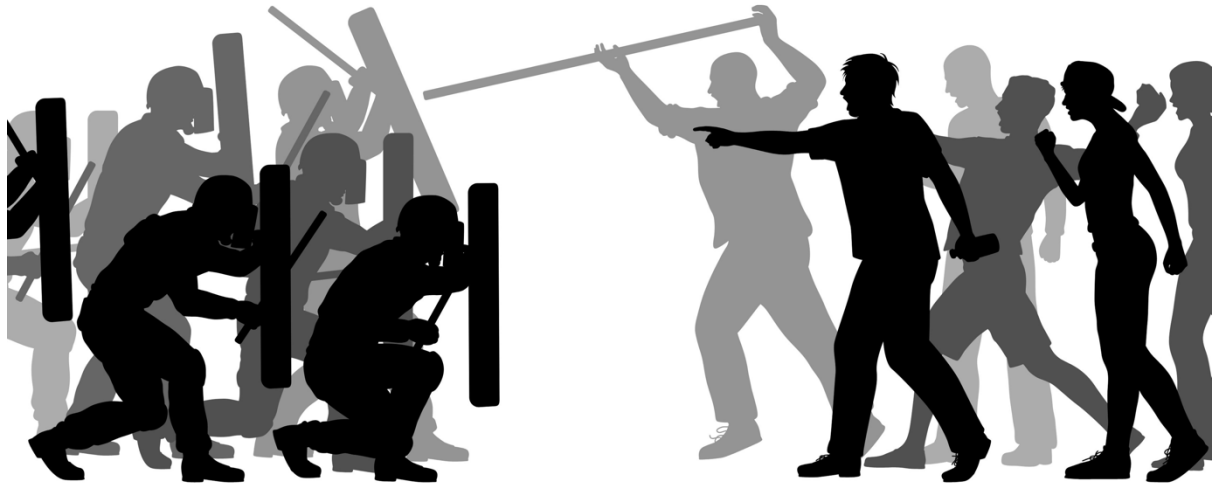
### **Step 1:**

Divide the participants back into pairs. They should move and stand around the room facing each other.

### **Step 2:**

Ask the participants on the right to think about an action that shows ATTACKING behaviour. The participants on the left should think about an action that shows AVOIDING behaviour. Give them an example of each. Attacking could be acting as though you will hit the other person. Avoiding could be turning away from the other person and shielding their head. They should perform this as a tableaux – a frozen still image of attacking and avoiding.

Give them a few minutes to quietly think about what they will do.



**Step 3:**

Explain that you will count 1,2 3...and they should stand in the pose that shows attacking or avoiding (they should not actually hurt someone!).

**Step 4:**

Move around the room and comment on some of the positions that the participants have got themselves into. See if the rest of the group can identify which one is attacking and which are avoiding.

Say: *Attacking behaviour, when someone shouts, blames, explodes or hits is the kind of behaviour we call AGGRESSIVE. This is unlikely to achieve a Win-win compromise.*

*Avoiding behaviour is what we often call PASSIVE actions. Passive actions can be sulking, calling yourself a victim, feeling ill, trying to forget about the problem. Again, this can end badly in a Lose-lose or Win-lose situation.*

Ask:

- *Which of these behaviours are better?*
- *Is there another way to act?*

Say: *There is a healthier way of responding to situations when we feel people are being aggressive, or we feel forced or ignored or we need to stand up for ourselves. We call this ASSERTIVE behaviour. This means delivering a message by honestly expressing our thoughts and feelings, being direct and clear without putting down the rights of others, showing mutual respect.*

## 7. Activity: What is assertive behaviour?

Time: 20 minutes

### Step 1:

Read the following story and ask the participants to notice the behaviours of the three characters. Which one is aggressive, passive, and assertive?



*Maria and Sarah are in business together. They raised goats for selling at the market. As their business has expanded they have needed more ground for grazing. They made a deal with a farmer neighbour to use his land. He is a rather lazy farmer who would rather receive rent than actually farm himself. Recently he has been trying to persuade them to increase rent. He says he has children to send to secondary school now and his costs have increased.*

*Recently Maria noticed there have been other animals in these pastures. She spoke to a young herdsman who told her that his boss was renting this land from the landowner. Maria was furious. The landowner was double renting his land to two people. She first attacked the young herdsman, accusing him of cheating her goats of their food. He stood by silently, looking at the ground. Then she raced up to the landowner's house and demanded from his wife that she speak to him immediately. She raised her voice and accused him of cheating them by renting the same land to other people. He shouted back at her that the rent she paid was not enough for him to meet his monthly expenses. She accused him of being lazy. He said he was not interested in doing business with women any more and she must take her goats and leave.*

*When Sarah got back from the market, all the goats had been herded into the small plot of land around her house and they were eating her vegetables! After calming Maria down, she walked over to the neighbour and asked his wife politely if it was convenient for her to speak to the landlord at this time. He was still angry and accusing, but she gently reminded him of their agreement and their regular payments to him over two years. She said they would be*

happy to increase the rent in a couple of months and said she would draw up a formal contract with him, but that this would **exclude** him renting out his land to others. After much discussion, he finally agreed.

**Step 2:**

Ask the group to identify which of the characters is passive, aggressive, and assertive. (Maria and the landowner were both aggressive, the herdsman was passive and Sarah was assertive until she managed to resolve the issue in favourable ways. Sarah negotiated a win-win situation.)

Ask: *What were some of the clever arguments Sarah used in her interaction? She reminded the farmer of the agreement they had and how they had been very good paying tenants. She promised they would increase the rent soon and that she would draw up a formal contract for their agreement.*

Ask: *What could Maria have done differently? Maria could have contained her angry emotions by using some deep breathing techniques. If she had waited until she took the walk home and discussed a strategy for this with Sarah, they could together have made a plan. The danger of Maria’s reaction is that the farmer might have been so offended that he was no longer prepared to negotiate with them and they would lose their convenient and close grazing rights.*

**Step 3:**

Divide the participants into three groups. Give them one of the three flipcharts labelled passive, aggressive or assertive. Ask them to brainstorm what behaviours would be typical. Give them 15 minutes to do this.

**Step 4:**

Ask them to share their examples with the group.

**Note to the Facilitator:** the following chart gives some ideas for this. Only share if the group is unable to come up with these ideas.

PASSIVE BEHAVIOUR	AGGRESSIVE BEHAVIOUR	ASSERTIVE BEHAVIOUR
Giving in to others	Expressing feelings or opinions in way that threatens or punishes the other person	Telling someone what you want in a way that does not seem rude or threatening to them.
Hoping to get what you want without saying it	Standing up for your own rights with no concern for the other person	Standing up for your rights without ignoring the rights of others.
Leaving it to others to guess	Putting yourself first at the expense of others	Respecting yourself as well as others.
Letting others decide for you	Overpowering others	Stating clear consequences if the person does not respond
Taking no action to assert your rights	Shouting, screaming	
Putting others first at your own expense	Physically threatening	
Remaining silent when something bothers you		

<p>Apologising a lot Acting submissive – for example talking quietly, laughing nervously, avoiding disagreement, hiding face with hands</p>	<p>Dominating behaviour – shouting, demanding, not listening, saying others are wrong, leaning forward, looking down on others, threatening or fighting.</p>	<p>Listening and talking Expressing positive and negative feelings. Standing up for others. Being confident but not too pushy Saying I feel, using I statements, no whining or mocking; using body language that shows you will not be pushed over.</p>
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Say: *This session has covered a lot of new information and skills that are very important in life and in business. We have learnt:*

- *Why collaboration is so important*
- *How teams develop*
- *How to get ready for a Win-Win negotiation*
- *How to be assertive when we negotiate.*

# Session 5

## Working with Others in Practice

### The Indoor Marketplace (60 minutes)

Ask: *What kind of skills do you think you need to be successful as an entrepreneur in the agricultural sector?*

Allow the participants to give some answers.

Make a list of the qualities that the groups share.

Thank them for their participation.

Make sure this list includes:

- *Knowing talents and strengths*
- *Using listening and empathy to predict what people want*
- *Being a good negotiator*
- *Collaboration*
- *Marketing*
- *Good customer service*
- *Planning*
- *Decision-making*
- *Assertiveness*
- *Resilience*

Say: *All of us have some of these skills already, and we have covered some of these in this workshop, but it will be fun to put them to the test. That way, you can also think about which of these skills you need to improve on.*

#### Step 1

Say: *For us to use some of our skills and talents in business, we are going to create an indoor marketplace right here and right now for our agri-business. Each of you will spend some time thinking about what you could sell in an outdoor market.*

## Step 2



Hand out one piece of A4 paper and art materials to everyone. They must invent a product, or a service that they want to sell. Explain that this piece of paper will be the sign for their business!

Reveal the questions you have written up on the flipchart and invite participants to spend 5 minutes thinking about this.

Flipchart questions:

- *What is my best talent or skill that I could turn into a business for this marketplace?*
- *How can I make my stall look different and unique?*

When the 5 minutes is up, invite each participant to advertise their product on their sign – they have 15 minutes for this!



## Step 3

When everyone's signs are ready, divide the participants into two groups. To Group 1, hand out 4 small pieces of paper to each person. These will represent their products, goods or



services. To Group 2, hand out 4 small paper balls to each person. Explain that 1 piece of paper costs 2 paper balls.



#### Step 4

Invite Group 1 to stand or sit in a big circle around the room. They should have their poster set up and their 'goods' or 'services' ready for sale! The marketplace is now ready.

Invite Group 2, to be the marketplace customers. Encourage them to move around the stalls, talking to the stall owners and finding out about what they are selling.

It is the job of Group 1, to collect as many balls as possible by selling their goods. They need to think about which skills they need to connect with their customers.

Give the customers 15 minutes to move through the stalls and spend their paper balls. Feel free to have some fun with this.

#### Step 5

Once the 15 minutes is up, ask each person in Group 1 to count their number of paper balls. Whoever has the most paper balls wins the first round!



#### Step 6

Now the groups should swap, so now Group 2 is standing in a big circle holding their papers and Group 1 become the customers. Repeat the process of buying and selling, again, they have 15 minutes. Once the 15 minutes is up, ask each person in Group 2 to count their number of paper balls. Whoever has the most paper balls wins the second round!

Ask:

- *How was that?*
- *What were the most important skills?*
- *Which skills do you think you need to improve?*
- *Why do you think the winners of round 1 and round 2 were so successful?*

Say: *Clear communication, listening and empathy are all key skills in our business, but we have seen here that negotiation, collaboration and assertiveness skills are also very important.*

Invite each participant to spend some time in their workbooks thinking about something that they will need to negotiate in the near future. This could be negotiating a wage, negotiating prices with a wholesaler or supplier or negotiating sharing household duties at home.

They should then plan for this negotiation using the following steps as shared on the flipchart:

- Do research and be prepared
- Build your case
- Be ready to bargain
- Know your fallback position
- Confirm the agreement
- Be ready to walk away if necessary

They should also think through how to bring assertive behaviour into this negotiation.

Participants have 15 minutes for this.

When they are done, divide participants into pairs and invite each person to share their negotiation strategy. Each person has 5 minutes to share.

## Transactional Analysis (40 minutes)

Ask: *Has anyone heard of transactional analysis?*

If you have some participants who are familiar with TA, invite them to briefly give an outline.

Say: *Transactional analysis is a fantastic concept developed by psychoanalyst Dr Eric Berne as a way of unpacking or analysing social interaction or transactions. He observed three primary ego states that we operate from interchangeably. These states are the parent, the adult and the child.*

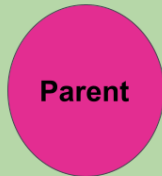
*Berne's theory is based on the idea that the human personality is multi-faceted or multi layered, and these different parts of us frequently collide with each other. These manifest themselves in an individual's thoughts, feelings and behaviour.*

Ego States	Where They Come From	Subcategories
PARENT	The parent represents a lot of recordings the brain made of events experienced with the parent in the first 5 years of life – this ego state is borrowed from our parents and from other adults around us that might have taken on a parent role.	The parent can be <ul style="list-style-type: none"> <li>● Nurturing and gives permission, sets limits in a healthy way</li> <li>● Critical</li> </ul>
CHILD	The Child is the seat of our emotions and thoughts remembered from childhood	The child can be <ul style="list-style-type: none"> <li>● Compliant child</li> <li>● Free child – playful and fun</li> <li>● Rebellious child</li> </ul>
ADULT	This develops from the age of 1 year. This is our “data processing centre”, our logical, reasonable, accurate, decision making state.	

*Each of us operates in all of these at various times.*

- *The parent role can be seen when we are caring for others, providing support or being critical.*
- *The compliant child is when we listen to spouse or boss or others. They can be dependent, helpless and docile. The free child is our humorous, fun loving side. The rebellious child sometimes comes into play when others treat us like a child!*
- *The adult role is what we need to interact with other adults, particularly in the workplace.*

## Our 3 Ego States



**Parent**

Nurturing parent

Critical parent



**Adult**

Rooted in the present. Our ability to think and act based on what is happening here and now. Operates from a logical, calm space & interactions are straightforward. Not emotive and few triggers.



**Child**

Compliant child

Playful/free child

Rebellious child



*Each of us has roles that are more dominant for us than others. And we may operate in a particular role with a particular parent. When we are in a role, we can often bring about a “complementary role” in others. For example, if you operate primarily in parent role then people respond to you in their child role. Or if you primarily operate in the child role then others will respond to you in their parent role. The child role complements the parent role; they fit together like pieces of a puzzle.*

Invite participants to spend a moment identifying the ego states they think they operate from. They might need to think of different scenarios that bring out or ‘activate’ the different ego states for them.

Ask for some reflections.

Ask:

- *What does it look like when we relate the ego states to business?*
- *What ego states do you see people using in business?*
- *How can we use transactional analysis to improve our business relationships?*

Say: *What we can find is that some roles in business generally occupy particular ego states. The boss may behave like a parent, but this will only bring out the childlike ego states of their employees and partners. It is important in business to be in our adult state as much as possible.*

# Session 6: Saying Goodbye

## Bringing Things to a Close

**TIME:** 2 hours

Activity	Time	Objectives	Materials
Introduction	5	To introduce the session	
Gallery Walk	50	Summary of content covered on the workshop and for participants to identify the most important aspects they will be taking away	Journal
Case Study: Overcoming Obstacles	20	To inspire participants with opportunities available in agribusiness in Nigeria through a story of overcoming obstacles	
Celebrating each other and saying goodbye	45	Affirming each participant and saying goodbye	A4 page and art materials

### Preparation

Read through the session the night before.

Prepare for the “Gallery Walk” by ensuring that all the flipcharts, posters and cards are up on the wall. If you can order them in the way they were covered, this will help you, but otherwise it is okay to ask the group to move around the room from section to section.

Prepare a flipchart with the following exercise:

- The most important thing they will be taking away for themselves
- What they will be implementing in their business
- What skills they are most likely to use

## **1. Introduction**

*Time: 5 minutes*

*Say: We have now come to the end of our workshop. We have learnt so many new things and new skills to use in our lives at home and in the community, as well as in our agri-business. As we finish off this workshop, we are going to revisit all the various topics we have covered.*

## **2. Gallery Walk**

*Time: 50 minutes*

A “gallery walk” takes the participants through all the content they have covered in the course of the workshops by referring to posters, cards and drawings that are up on the wall.

### **Step 1**

Ask the group to get up and walk with you around the room admiring the work they have done on the walls, and being reminded of the territory they have covered in terms of content. Do this in the order of the sessions you have covered.

Once you have done this, invite the participants to move back to their seats.

### **Step 2**

Ask the participants to reflect and write or draw in their journals:

- What the most important thing they will be taking away for themselves
- What they will be implementing in their business
- What skills they are likely to most use

Give 15 minutes for this.

### **Step 3**

Divide the group into 3's and to share this with their group. Give 15 minutes for this.

*Ask: Please could each person share ONE of the most important things they will be taking away with them from this training in ONE sentence.*

## **3. Overcoming obstacles – True Story**

*Time: 20 minutes*

*Say: We would like to share a very inspiring story with you of a young woman in Nigeria who overcame many obstacles and failures before achieving success in agribusiness in Nigeria. She believes that the future of agribusiness in Nigeria is very bright.*

## Farming is where the money's at, says Nigerian entrepreneur



“Now if the average Nigerian spends ₦100 (\$0.6) per meal, and we are a population of 170m people, my question to you is this: why have we neglected an industry that has the potential of generating ₦51bn (\$300m) on a daily basis? Those are numbers you should begin to think about,” says Cynthia Umoru, a Nigerian woman who has spent the last 10 years building her entrepreneurial career within agriculture.

She started Honeysuckles PTL Ventures straight out of college, and today the business is engaged in farming, food processing and distribution. The company runs its flagship retail outlet Farmshoppe in Ikeja, Lagos offering a wide range of farm produce, including poultry products, eggs, snails, catfish and vegetables.

She says it is up to young people to revolutionise agriculture in Nigeria and solve its problems. “We did a survey and realised the average age of our farmers today is 55 to 60. This means in another 10 years these guys will age and not be able to work. What is going to happen to food production? We have ignored the sector completely. It’s about time we begin to think of a revolution in [agriculture] and begin to effect change,” she told the audience. “And you and I are the people who will effect that change, and the time to act is now.” Umoru noted young people often aspire to be doctors and lawyers rather than farmers because they see agriculture as less glamorous, and do not think they can accumulate wealth. However, she emphasised entrepreneurs can be successful in farming, and that she is living proof of this.

But it has not always been easy sailing for Umoru, and success has come after learning some hard lessons. For example, after the first five years of running her company, and at just age 27, she was bankrupt. “A 27-year-old lady had lost ₦27m (\$150,000). I had gone bankrupt, and interest was still piling up on some of the funds I’d borrowed from the bank. And then people said I was a failure,” she recalled.

However, within three years she had managed to turn the business around and owes this to persistence, hard work, and learning from mistakes. “It has been 10 years of hard work, 10 years of discipline, 10 years of learning and 10 years of preparation.”

Article from “How we made it in Africa”

<https://www.howwemadeitinafrica.com/forget-doctors-and-lawyers-farming-is-where-the-moneys-at-says-nigerian-entrepreneur/45915/>

Ask:

- *What inspires you about this story?*
- *What opportunities does Cynthia describe in the agricultural sector? She points out that in a country with such a big population as Nigeria, all needing to be fed, agricultural business has great opportunities. She also explains how the sector is aging, so there is opportunity for young entrepreneurs and farmers.*
- *How did Cynthia overcome obstacles? Through perseverance, hard work and determination. Also learning from her mistakes and doing things differently.*

Say: *Take 5 minutes to think quietly to yourself about the qualities that you might have to get you through challenges and obstacles.*

Give the participants 5 minutes to think about this for themselves.

#### **4. Celebrating each other and saying goodbye**

*Time: 45 minutes*

##### **Step 1**

Say: *And now, it is time for us to say goodbye! We have a special way that we do this.*

Hand out a piece of paper and drawing/writing materials to each participant.

##### **Step 2**



Explain that they should each place their hand on a piece of paper and draw an outline of their hand. When that is done, they should write their name at the top of the paper.



**Step 3**

Once this is done, invite each participant to pass their paper to the person on their right. That person should then write one word about what they admire in that person.



The participants should continue doing this, writing one word inside each person's hand until the hands are full of love and admiration.

The activity ends when your hand comes back to you.



**Step 4**

Say: *Thank you everyone, for your dedication and participation this week. It has been very special to get to know you. I hope that those hands will remind you of the special qualities you possess in times where you might doubt yourself.*