

# BUILD-IN-A-BOX FACILITATORS' M A N U A L



African Leadership Academy  
Developing the next generation of African leaders

AFRICAN LEADERSHIP ACADEMY  
**BUILD  
IN A BOX**





## Acknowledgements

It goes without say that the input of all the contributors mentioned below have built onto the standing BUILD-in-a-box Facilitators' Manual. How each member will impact the end user remains the forever growing mystery. As the program reaches new heights, it will always be recognised as a pioneer in essence.

We are grateful to be able to provide the global community at large with a little bit of what we collectively took time to create, and now sharing it, in the hopes of continuing its journey. This book does not belong to any single person. It is for whomever chooses to make use of it.

We personally would like to thank the utilisers of this manual for all intents and purposes towards making long lasting positive change.

We would also like to thank African Leadership Academy and The MasterCard Foundation for making this program a possibility.

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# Contents

<b>BUILD-In-A-Box Introduction</b>	<b>06</b>
<b>Two Day Camp Schedule</b>	<b>12</b>
<b>Day One Lesson Plans</b>	<b>14</b>
Unit 1. Introduction to Camp (40 minutes)	15
Unit 2. The Marshmallow Challenge (40 minutes)	17
Unit 3. Introduction to BUILD (30 minutes)	18
Unit 4. BELIEVE-Proactivity (55 minutes)	20
Break (10 minutes)	21
Unit 5. UNDERSTAND-Problem/Challenge Identification (55 minutes)	22
Unit 6. INVENT-Creative Problem solving (145 minutes total excluding lunch)	24
Lunch (60 minutes)	24
Idea Filtering	24
Feedback	24
Break (15 mins)	25
<b>Day Two Lesson Plans</b>	<b>28</b>
Unit 1. The ALA Business Model Canvas (90 minutes)	29
Unit 2. Broken Telephone Activity (30 minutes)	31
Unit 3. Pitching (60 minutes)	31
Break (10 mins)	32
Unit 4. LISTEN: Feedback from Facilitators (60 minutes)	33
Lunch (50 minutes)	33
Unit 5. ALA and Anzisha Information (25 minutes)	33
Unit 6. DELIVER- Ideas Festival: Presentations of Business Solution (90 minutes)	35
Unit 7. Surveys (30 minutes)	37
<b>Appendix: Resource Materials</b>	<b>38</b>
Resource 1. BUILD, a Human-Centered Approach	39
Resource 2. Case Study (Believe)	41
Resource 3. Human Centered Entrepreneurship	42
Resource 4. Information on ALA	43
Resource 5. ALA Business Model Canvas Glossary	43
Resource 6. Judges Rubric for Ideas Festival	46



# BUILD-IN-A-BOX INTRODUCTION

## BUILD-IN-A-BOX INTRODUCTION



African Leadership Academy (ALA) participants and alumni often take the initiative to run Entrepreneurial Leadership camps in their home countries during school holidays and during their gap years.

The Global Programs department at ALA provides support to these camp facilitators through BUILD-in-a-Box, a portable toolkit that provides content and teaching materials that allows a team of facilitators to run a professional Entrepreneurial Leadership camp. The BUILD-in-a-Box curriculum is designed for a two-day BUILD Camp. There are several occasions when participants can do one of these camps, such as the June-to-September holiday, the December holiday or even during weekends throughout the year.

Several ALA participants and alumni piloted the beta version in 2013. The success of these camps was an indication that BUILD-in-a-Box could be scaled up. BUILD-in-a-Box will always be in Beta, which means that it is not perfect and is constantly improving for the next iteration. This will be a continuous process and we constantly seek the feedback and thoughts of participants. We trust that ALA participants or BUILD Educators will be able to use their Entrepreneurial Leadership skills to manage and deliver an excellent camp. This is also why all facilitators in the team are encouraged to teach lessons, manage experiential activities and help in the overall running of the camp.

The BUILD Camp is a 2-day camp that focuses on teaching the BUILD model. The lessons are short but require the full attention of all facilitators. There are several parts to BUILD-in-a-Box, which include facilitator notes and lesson plans, experiential activities and additional support material such as checklists. Reading and understanding the facilitators' notes and lesson plans will assist in being prepared for lessons and activities.

Facilitators are encouraged to adapt the material to the specific audience they are teaching. You are encouraged to use your initiative to create interesting methods to engage participants and help them understand the BUILD process.

BUILD-in-a-Box is enabled in partnership with The MasterCard Foundation.

## CAMP OBJECTIVES



### Participant Objectives

- Participants will understand the BUILD model.
- The camp will enable participants to create and explore solutions to address community challenges and learn how to communicate these ideas effectively.
- Participants will learn to believe in themselves through an increase in confidence and motivation.
- Participants will develop a set of entrepreneurial leadership skills and change their mind-sets and behaviour after attending a BUILD camp.
- Participants will learn about ALA, the Anzisha Program and other programs available at ALA.

### Facilitator Objectives

- Facilitators will learn how to manage and plan an effective entrepreneurial leadership camp with measurable objectives.
- Reinforce their understanding of the BUILD model as teaching calls for the complete understanding of a concept.
- Learn and practice the key competencies of being a good facilitator such as public speaking, objectivity, listening and effective questioning.
- Gain the opportunity to practice their leadership skills such as the ability to communicate effectively and manage a large group.
- Gain confidence in their ability to effect change by motivating and empowering participants.
- Learn reporting skills as they are required to document and collect data from the camp so as to account for the process and their personal learnings.

### TEACHING METHODS

Facilitators are encouraged to use their own experience, skills, and knowledge gained from Entrepreneurial Leadership classes or programs. While the material supplied in this toolkit is comprehensive, a more hands-on approach is necessary. Facilitators will play the role of mentors, advisors and coaches to the participating teams so that they can reach objectives. It is encouraged to engage participants through questions, challenge them to think outside of the box and work hard over the two days. We believe a peer-to-peer approach is valid and successful. A 1:5 teacher learner ratio is encouraged. Facilitators are encouraged to make use of icebreakers to build teams and keep energy going.

### TEACHING MATERIALS

BUILD-in-a-Box consists of the following:

- The Facilitators' Notes which has all the printed copies of lesson plans, handouts, checklists and an appendix.
- Stationary supplies.
- Information about ALA and the Anzisha Program.
- Facilitator and participant surveys.
- Participant permission forms.
- Copies of the ALA Business Model Canvas.
- Copies of Case Study.

Additional materials to be supplied to the Facilitator team (dependent on budget):

- A camera for photos
- A USB consisting of all curriculum documents
- Any other material deemed necessary

### CAMP LOGISTICS

30 or more participants are ideal because this will result in 6 teams of 5 people. The facilitator team is encouraged to make sure teams are created early in the camp.

### CHECKLISTS, SURVEYS AND REPORTING

Checklists should be used during the camp to assist with planning. The following expectations are required of facilitators.

- Facilitators must ensure participants complete the pre and post camp surveys. This information will be used to measure the impact of BUILD-in-a-Box.
- Facilitators will be required to give feedback containing important information such as location, number of participants and what should be changed along with completing the facilitator surveys.
- All materials are to be returned to the Global Programs department at the end of the camp. The facilitator and facilitation team are responsible for taking photos from the beginning to the end of camp. Examples of photos: team, location, participants, activities, lessons, work time and presentation of ideas.
- Any other feedback is appreciated.



### PARTNER ORGANIZATIONS

Each BUILD camp team will be assigned a BUILD Partner that has vested interest in and/or is actively doing work around entrepreneurial education within the respective country. The

BUILD Partner acts as a support system for facilitators by providing mentorship for the facilitators and is also in charge of providing a venue for a 2-day camp as well as recruiting the participants. The BUILD Partner will therefore maintain a collaborative relationship with the facilitator team and will need to communicate with the team throughout the duration of the camp.

### ROLES AND RESPONSIBILITIES

The recommended roles and responsibilities for the facilitator team are as follows:

- Project manager
- Logistics planner
- Partner Relations officer
- Administration officer

The facilitator or teams may decide who gets which role. Everyone in the team is expected to be responsible for teaching.

# BUILD-IN-A-BOX

## INTRODUCTION

### BUILD-IN-A-BOX CHECKLISTS

Read through the lists below and tick them when accomplished.

**CHECKLIST 1**  
Pre camp tasks:

☐ Divide tasks among facilitators

☐ Set deadlines

☐ Complete tasks

☐ Ensure you communicate with your partner organisation

☐ Finalise the location/ venue of the camp

☐ Document and keep all receipts

**CHECKLIST 2**  
Create a budget that may include:

☐ Accommodation

☐ Catering

☐ Transport

☐ Stationary

**CHECKLIST 3**  
Book the following ahead of time:

☐ Accommodation

☐ Catering

☐ Transport

**CHECKLIST 4**  
Keep track of expenditures:

☐ Pay for all costs

☐ File receipts

☐ Find a guest speaker (optional)

☐ Confirm time of arrival/ departure of participants

**CHECKLIST 5**  
During the camp

☐ Prepare the venue

☐ Assign catering areas

☐ Assign communal areas

☐ Assign activities areas

☐ Set up desks and chairs

☐ Take photos of all events and activities

☐ Administer pre and post surveys

☐ Share ALA and Anzisha program information

**CHECKLIST 6**  
Check materials in the Box

☐ Markers for white board

☐ Chalk for black board

☐ Eraser for writing board

☐ USB with all digital material

☐ A packet of marshmallows

☐ Pens

☐ Tape

☐ Printed handouts

☐ Camera

☐ Spaghetti

☐ Scissors

☐ String

☐ Prestick

**CHECKLIST 7**  
Post camp tasks:

☐ Write 'Thank you' letters for all who helped

☐ Thank the partner organisation

☐ Ensure all receipts have been documented

☐ Return all surveys to ALA

☐ Return the camera

☐ Return all receipts

Good luck, we look forward to seeing how you use BUILD-in-a-Box!



# BUILD-IN-A-BOX CAMP SCHEDULE

## BUILD-IN-A-BOX TWO DAY CAMP SCHEDULE



### DAY ONE SCHEDULE

TIME	ITEM	TYPE
	<b>Day 1. Believe, Understand and Invent</b>	
07:30	Pre-camp participant and facilitator survey & permission form	Worksheet
08:00	Introduction to camp, objectives, schedule and expectations, setting up teams	Plenary
08:40	Team formation: Marshmallow challenge and debrief	Activity
09:20	Introduction to <b>BUILD</b> and application	Lesson
09:50	<b>BELIEVE</b> lesson on proactivity, individual skills and interests – Inspiring self-belief as change agents using case studies and individual reflection	Lesson
10:45	Break	
10:50	<b>UNDERSTAND</b> lesson on identifying challenges and needs within communities.	Lesson
11:45	Problem and challenge identification, mapping and prioritisation. One problem identified.	Work time
12:35	Lunch	
13:25	<b>INVENT</b> : lesson on creative problem solving. Brainstorming multiple solutions to problems previously identified, and grouping solutions into categories / themes	Lesson
14:25	Break	Work time
14:40	<b>INVENT</b> : Solution filtering and prioritisation, cont. to select top idea per team. Individual team feedback on solutions from facilitators.	Work time
15:25	End of Day 1	
Evening	<b>Facilitator debrief</b>	Team



### DAY TWO SCHEDULE

TIME	ITEM	TYPE
	<b>Day 2. Invent, Listen and Deliver</b>	
08:00	Introduction to Business Model Canvas, and team initial development of canvas for their solution / idea	Lesson and Activity
09:00	Individual team feedback on Business Model Canvas from facilitators	Work time
09:30	<b>LISTEN</b> : Broken Telephone experiential to highlight importance of communication and listening	Activity
10:00	Lesson on pitching to instill presentation skills in participants	Lesson
11:00	Break	
11:10	<b>LISTEN</b> : Individual team practice and feedback from facilitators on idea delivery model and presentation	Work time
12:10	Lunch	
13:00	Information Session on ALA Programs for Youth	Lecture
13:25	<b>DELIVER</b> - Ideas Festival: Team presentation on refined top idea	Event
14:45	Post-camp participant and facilitator survey and clean up	Wrap up
15:15	End of Day 2	



# DAY ONE | LESSON PLANS

## DAY ONE LESSONS PLANS



### UNIT 1. INTRODUCTION TO CAMP (40 MINUTES)

The camp begins! All your preparation will amount to a wonderful two days! Ensure that you arrive at the venue ahead of time to check that everything is in order before you start registering participants.

#### REGISTRATION OF PARTICIPANTS (15 MINUTES)

Use the registration form that is provided in the Box to capture all the participants' information. This is important so that we can keep in touch with them in the future.

If all participants are not present at 8:00 AM, then place one of the team members outside the building or room to get latecomers up to speed.

#### INTRODUCING TEAMS NAMES AND ROLES (5 MINUTES)

The leader of the camp should start by modelling introductions with a brief explanation of who he/she is and what he/she is currently doing, followed by team members introducing themselves. This should be short and to the point. This will also be a great opportunity to introduce the partner organisation that you are working with to the participants.

#### INTRODUCTION TO CAMP, OBJECTIVES, SCHEDULE AND EXPECTATIONS (10 MINUTES)

When everyone has been accounted for you should start on the camp introduction. The camp should start as promptly as possible at 8:00 AM.

Introducing the camp will set expectations and enable participants to understand the purpose of the camp. By clearly explaining the schedule and the objectives, participants will be motivated, engaged and ready to learn.

One of the facilitators will then explain the objectives of the camp. Below is a reminder of the camp objectives:

- Participants will understand the BUILD model.
- The camp will enable participants to create and explore solutions to address community challenges and learn how to communicate these ideas effectively.
- Participants will learn to believe in themselves through an increase in confidence and motivation.
- Participants will develop a set of entrepreneurial leadership skills and change their mind-sets and behaviour after attending a BUILD camp.
- Participants will learn about ALA, the Anzisha Program and other programs available at ALA.

This is a good opportunity to establish class norms, guidelines and a good rapport between facilitators and participants. While the camp will be taught by peers it is important to clearly state ground rules that will be adhered to throughout the two days. A good exercise to encourage discipline is to explain that when a facilitator holds up his hand, everyone else should do the same and remain quiet. This is helpful when addressing the whole group. Practice this before the camp.



## DAY ONE LESSONS PLANS

After the class guidelines have been set up, ensure that you have included the following as expectations:  
Expectations

- Participants will be present for the full two days.
- Everyone is expected to be on time, engaged, and proactive.
- Everyone will participate and share with a positive attitude.
- Communication should be open and honest.
- Everyone should respect different opinions.
- Everyone should take notes, ask questions, and learn a lot.
- Everyone should have fun!



**NOTE:** Do not tell participants your ages yet, this could affect their mental model of the team.

### TEAM ASSIGNMENTS (10 MINUTES)

After the camp guidelines are set, create teams of four to five people, depending on the total amount of participants. Selection could be according to friends, ages, or at random. Teams could also self-select depending on which approach your team chooses. These teams will work together throughout the entire camp. Each facilitator will act as a mentor/coach/advisor for his or her own team. THIS IS IMPORTANT AND NEEDS CAREFUL CONSIDERATION FROM FACILITATORS. While each facilitator has his/her own team/s to manage through the two-day camp, the teaching load should be divided evenly between facilitators.

### PERMISSION FORMS AND PRE CAMP SURVEYS (10 MINUTES)

All participants are required to complete the Permission Form because this gives the Global Programs department the right to use all media products from the camp for reporting and marketing purposes. The pre camp survey will also be given out at this point. Facilitators should also ensure that they have also completed their pre camp surveys.

The post camp Survey will be completed after the Ideas Festival on the second day. The purpose of the survey is to measure the impact the camp will have on participants and to collect their contact information. This will give the Global Programs department the opportunity to maintain contact with camp participants and establish a platform for young African entrepreneurs to share projects, seek advice and find support.

## DAY ONE LESSONS PLANS



### UNIT 2. THE MARSHMALLOW CHALLENGE (40 MINUTES)

The camp has officially begun and the first activity is the marshmallow challenge!

#### INTRODUCTION TO CHALLENGE (5 MINUTES)

Introduce the marshmallow challenge as one of the activities that are used at ALA, allowing teams to work together. Also let participants know that this is a competition that will have a winner at the end.

#### THE CHALLENGE

Teams have to build a freestanding structure with a marshmallow at the top. The team with the tallest structure wins.

#### MATERIALS

- 1 Marshmallow
- 20 pieces of spaghetti
- 1 meter of string
- Masking tape
- 1 pair of scissors

#### INSTRUCTIONS (10 MINS)

Facilitator should read out instructions and repeat if necessary. Set the timer for 18 minutes.

1. Build the tallest freestanding structure: the winning team is the one that has the tallest structure measured from the table top surface to the top of the marshmallow. That means the structure cannot be suspended from a higher structure like a chair, ceiling or chandelier.
2. The entire marshmallow needs to be on the top of the structure. Cutting or eating part of the marshmallow disqualifies the team.
3. Use as much or as little of the kit: the team can use as many or as few of the 20 spaghetti sticks, as much or as little of the string or tape. The team cannot use the paper or scissors as part of its structure.
4. Break up the spaghetti, string or tape: teams are free to break the spaghetti, and to cut up the tape and string to create the structure.
5. The challenge lasts 20 minutes: teams cannot hold on to the structure when the time runs out.
6. Those touching or supporting the structure at the end of the exercise will be disqualified.
7. How the teams manage their time is up to them.

### OBJECTIVES



Do not read this to participants; this is for the facilitator's use.

- Team members should learn effective communication skills to express their ideas and opinions.
- Members should learn to work collaboratively and listen to new ideas of building the best structure.
- Participants experience the value of prototyping.
- Participants should be able to learn to work in a team, with time constraints, and limited resources.
- Participants have fun and learn the names of their team members.

## DAY ONE LESSONS PLANS

Ensure that everyone understands the rules: don't worry about repeating the rules too many times. Ask if anyone has any questions before starting.

### MARSHMALLOW CHALLENGE (20 MINUTES)

Allow participants to try and build the structure in 20 minutes. Do not interfere while they create their structure. Remind them when they have 5 minutes left.

### PICK A WINNER

Decide who the winner of the challenge is and give the team the packet of marshmallows as a prize. The winner is the team with the tallest structure, with a balancing marshmallow at the top.

### TEAM DEBRIEF (10 MINUTES)

Debrief in smaller teams with each team's dedicated facilitator.

- Did the teams succeed or fail? Why?
- What constraints did you face? How did time impact your work?
- When you first heard about the task, what were your initial thoughts? Did you believe you could accomplish the task?
- Did you understand the challenge? Did you ask questions?
- Did you try many different versions? How did you arrive at your final structure? Did you invent something new?
- Did you listen to your team members and all of their ideas? What did good communication look like in this activity?
- Did you deliver what was asked?
- Other observations.

End the debrief with a summary of what the participants have learned during the activity.

## UNIT 3. INTRODUCTION TO BUILD (30 MINUTES)

This is the first theoretical lesson. Introduce the BUILD model to the participants, referencing the marshmallow challenges that the participants have just been through.

### THE BUILD MODEL (15 MINUTES)

The BUILD Model is an entrepreneurial leadership tool. It is a human-centered, iterative approach to entrepreneurial thinking used to develop innovations that address the root cause of problems.

### OBJECTIVES



- Understand what BUILD is.
- Understand why it is an important tool and why it is useful to young entrepreneurs and other young people who intend on making a positive change in the world.

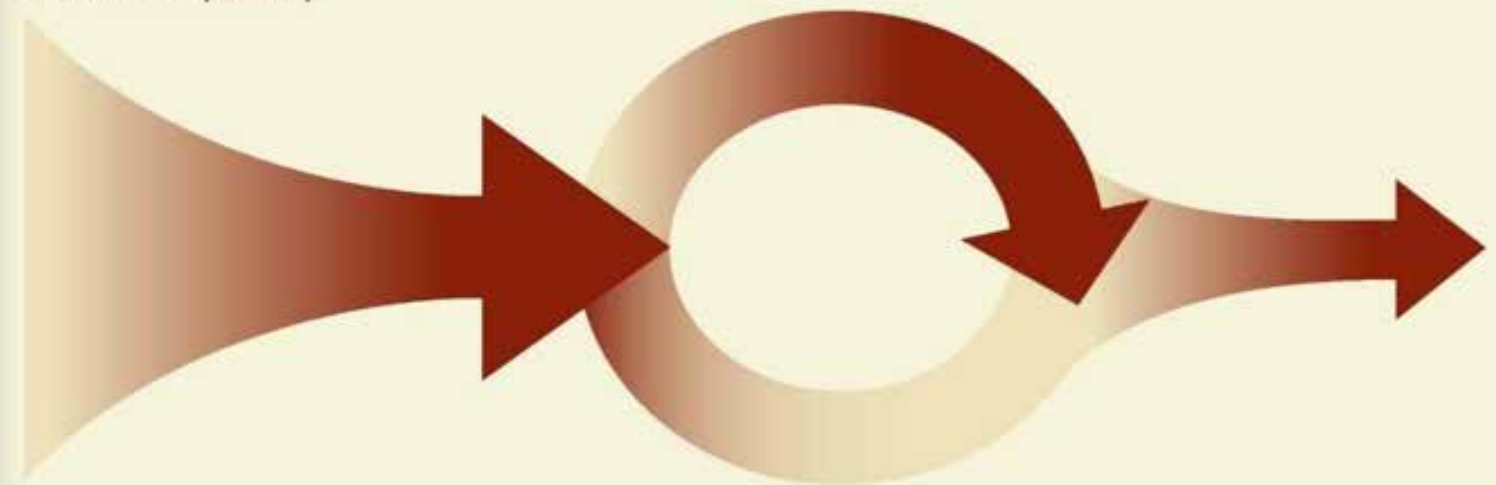
## DAY ONE LESSONS PLANS



**NOTE:** It is not important to go into depth for each of the five components of BUILD. This is only an introduction and participants will dig deeper and put the BUILD model into practice in the following lessons. An overall understanding of BUILD is needed to move forward. Facilitators are encouraged to make use of their own experience in using BUILD to help explain the process.

ALA participants can relate BUILD to their BUILD Lab, OID, and Student Enterprises, Service projects or even their schoolwork.

### HUMAN-CENTERED ENTREPRENEURSHIP: The BUILD Process African Leadership Academy



### BELIEVE UNDERSTAND INVENT LISTEN DELIVER

Entrepreneurs must **BELIEVE** that they have the power to change the world around them and must embrace a mindset of continual improvement.

Before designing solutions to meet needs of the community, entrepreneurs must build deep empathy to **UNDERSTAND** both individuals they are designing for and the system in which they reside.

Output: NEEDS

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To meet needs, human-centered innovation requires a cyclical process to arrive at the right idea. Entrepreneurs **INVENT** a wide range of possible solutions, making them tangible through prototyping.

Then entrepreneurs **LISTEN** to feedback from potential customers and other stakeholders to iterate and improve these solutions.

Output: IDEAS

Solutions are evaluated for viability and long-term sustainability to discover which are true opportunities. Entrepreneurs **DELIVER** these solutions by mobilizing resources, venture planning and leveraging networks.

Output: OPPORTUNITIES

### APPLICATION OF THE BUILD MODEL (15 MINUTES)

To help explain the BUILD model, one of the facilitators may go through one of the experiences they've had during their 1st year, in which they learnt how to use the BUILD model. This is a good example from personal experience. They can walk through the BUILD model and how they used it to come to a solution to any particular issue, whether through OID's or BUILD labs.

## UNIT 4. BELIEVE-PROACTIVITY (55 MINUTES)

The third lesson of the day is when facilitators begin to motivate participants to encourage them of their ability to change their communities and the world around them. If they believe in themselves, they can be proactive and change their environment.

### CASE STUDY (10 MINUTES)

To introduce participants to the process of believing in yourself, give them 10 minutes to read the case study of Grace Nanyonga found below and in additional resources at the end of the Facilitator notes. Each participant should have their own copy of the case study. Make sure that you have read the case study before the day of the camp. The case study is meant to highlight how Grace fought through her situation and fought for her livelihood by coming up with an idea that would make her money and help her family. She believed in herself and her ability to start her own business, even within agriculture, a sector that is not typically for young girls.

### CASE STUDY – GRACE NANYONGA BY FRANCIS KAGOLO

At the age of 12, Grace and her siblings lost their parents. From that point, she believed that her education and her sibling's future depended on her hard work. As she tried to pick up the pieces, Grace struggled as she thought the world hated her but she would not give up. To start off with, she sent both her brothers to work in a stone quarry, which was near their home. Though they did not earn much, it was enough for her to buy chickens that she could roast and sell as she noticed that a large number of people in her community liked to buy food in the evenings on their way home.

She would attend school during the day and then roast chickens in the evening, sometimes she would stay up roasting them up to midnight. She would buy each chicken at sh3,000 (USD 0.98) from the suburbs of Kampala and sell three every evening, thus earning sh15,000 (USD 4.88) in profits a day. From these low earnings, Grace paid for her secondary education up to Senior Three, fed her siblings, bought them clothes, and paid for their medical bills.

But the business also caused her class mates to tease her, calling her Chicken-girl. It was abusive and saddening but she ignored the insults as she was determined to fight her way out of her situation and provide for her family. Her fortune came when she had the opportunity to sell her roasted chicken at a well-attended musical show at Namboole stadium in 1998. She made profits of sh60,000 (USD 19.51).

In 2001, Grace's story was profiled in a local newspaper. Ruth Kavuma, the then chairperson of the Female for African Women Educationalists (FAWE), a local NGO, read her story of perseverance and gave Grace a bursary for school. This allowed Grace to sit the Uganda Certificate of Education exams. For the first time she did not have to worry about school fees but she did still worry about her siblings.

### OBJECTIVES



- Analyse the Grace Case study and identify how she believed in herself
- Make participants believe in themselves as well as their ideas.
- Make participants believe that they can achieve beyond their immediate constraints
- Introduce proactivity to participants



After senior six, the FAWE bursary ended, and she had been late in applying for a university government sponsorship. But amidst these troubles, Grace decided to return home to Kavuma. One of the local fishermen taught her how to smoke fish, and with sh150,000 (USD 48.78) capital that she had raised from roasting chickens again, she started fish smoking which turned into Grace's lifetime business. She would sell fish during the day, and attend lectures in the evening and with the daily profits of sh40,000 (USD 13.01) she was able to pay her University tuition.

Her fish enterprise, Grana Supplies, earns her about sh50,000 (USD16.26) in profits a day and she is able to employ a number of women in Mukono. With these profits she was also able to give back to the family by taking her siblings back to school and mentoring to gain employment after they had completed school.

The former "Chicken girl" has now earned respect, and is recognised as one of Uganda's flourishing female entrepreneurs. Grace has become an inspiration to others, even those who are troubled. She is often invited to secondary schools and international conferences to teach entrepreneurship skills.

Her success principle is: "Have a plan in life; else life will plan for you."

### CASE STUDY DISCUSSION (15 MINUTES)

Now that the participants have read the case study, bring them back together as a group and ask them the following questions about the case study:

1. What were Grace's businesses exactly?
2. What was the first step that Grace had to take to start her business? (She believed in herself)
3. What challenges did Grace face?
4. How did she overcome those challenges?
5. What problem was Grace's business trying to solve?
6. How did she make money from the business?
7. How did she help the people around her?
8. Do you believe you can start a business in your community to solve a problem?

### WARM-UP (10 MINS)

Now that you have used a real life example of what believing in yourself could result to, it is important to zone in and ask participants about their own experience. Ask participants to think of something that has "gone wrong" in the last two weeks that could have been avoided/fixed/remedied if they had acted proactively? Participants are encouraged to write this down on a piece of paper.

### DISCUSSION (10 MINS)

Lead participants through a discussion of their own reflections with the key outcome being a basic understanding of "proactive" behaviour. The following questions may be useful to ask about the items they have written in their list of things that have gone wrong:

- Do you believe you can make a change?
- Why is this important to you?
- List things you have at your disposal to make a change.
- How can you make a change/ have you made a change?



## DAY ONE LESSONS PLANS

Discuss with the participants and help them understand that it is through their own belief they can do something. Give examples of famous inventors/singers/actors that had once been rejected but then made it. Give an example of an African entrepreneur that you know who has failed many times.

### ACTIVITY (10 MINS)

Write on the board “I BELIEVE” ask the participants to come up one by one and write a dream aspiration or goal that they have. When all participants have come up to the board. Encourage each one to shout out what they wrote with confidence that it will be achieved

### BREAK (10 MINUTES)



**NOTE:** Facilitators should take the time to learn more about their team. Who they are, what they hope to become etc.

## UNIT 5. UNDERSTAND-PROBLEM/ CHALLENGE IDENTIFICATION (55 MINUTES)

It is now time to move into the Understand phase of the lessons. It is time to take participants through a series of activities where they can identify the challenges in their communities that are important to them.

### INTRODUCTION TO THE BUG LIST (10 MINUTES)

Have participants create a list of 20-30 things that frustrate or annoy them in their home, school, or community. This list should be a continuation of the list that participants created in the BELIEVE lesson plan. This is when participants can use sticky notes to write down their list.

After participants have completed this individually, show them that in this list there is the potential to identify many solutions and that everything on their list is a problem that they can find a solution to. Often this is a sure fire way to identify opportunities.

### PROBLEM/ CHALLENGE IDENTIFICATION LECTURE (20 MINUTES)

Let participants know that it is important to completely understand the challenges/ problems that they have identified on their bug list.

## DAY ONE LESSONS PLANS



Go through the following three tools of how to engage and learn more about a community and the problems that they face. It is necessary to speak to people by having conversations. To have conversations, it is important to establish good relationships and be able to guide conversations. Knowing what questions to ask and when to ask them is a skill that requires practice. They may use these tools to gather more information when they go home on that day!

### PROBLEM/CHALLENGE IDENTIFICATION TOOLS

- 1. Questionnaires.** Example: many researchers use surveys, questionnaires, and polls to get information about individuals in a community. They may randomly select certain households. A problem with this method is the worry that people may lie in their responses.
- 2. Interviews.** Example: interviewing people is another good way to analyze and discover the needs of a community. Speaking to various community leaders, politicians, families, and participants can give the researcher many perspectives.
- 3. Observations.** Example: watching and listening may allow a researcher to understand the community. Be sure to not just go off your instincts but talk to other community members.



**NOTE:** Participants may get lost at this point; it is imperative that facilitators remind them that these are tools that they can use after the camp to research further on the problems that they have identified.

### PROBLEM/CHALLENGE MAPPING (20 MINUTES)

Participants should now take up the individual lists of problems that they identified in the Understand lesson plan and arrange their problems/challenge into categories as a team. This is when they put all the problems that they wrote on their sticky notes together, moving them around to find categories. In these teams they will go through conversations to help them group similar problems that they face. This will help teams pick **one problem** that they would like to find a solution to.

After grouping the problems and picking the one that they would like to tackle, ask them questions to ensure that the problem/challenge is realistic. They should scrutinize the problem by asking questions of “why” and “how” to get to the root of the problem. The real root of the problem will typically be found after your questions have been exhausted.

Participants will have to be helped to reach a consensus. Facilitators have to help manage the conversation and ensure that teams choose **one problem**/challenge before moving into the Invent stage. All teams should pick ONE problem at the end of the session!

### WRAP UP (5 MINUTES)

This is a time to reflect. Do the teams need anything? Is anyone behind? What else is going on? Any updates or good news to share?

**Deliverable:** One Problem/Challenge/Need



**NOTE:** This is a good time to connect with teams.

## UNIT 6. INVENT-CREATIVE PROBLEM SOLVING (145 MINUTES TOTAL EXCLUDING LUNCH)

Remind participants of how they have found one problem that they will now find a solution to.

### INTRODUCTION (15 MINS)

The facilitator will lead a lesson on Invent of the BUILD process. Recap on BUILD. Briefly explain Believe and Understand again and also explain to facilitators that they are now in the Invent stage. Using their final Problem/Challenge that the teams came up with from the previous day, the teams should now move into finding multiple solutions.



**NOTE:** This is a hands on period of work time where facilitators have to manage their team and keep ideas and energy flowing. The big idea is to think outside the box, find innovative ways to address Problem/Challenge/Needs and give quality feedback.

### BRAINSTORMING MULTIPLE IDEAS (30 MINUTES)

This is work time for the participants. Allow the participants to work in their teams to begin brainstorming ideas. Explain that the concept of brainstorming is to come up with as many ideas as possible, even if they sound crazy. Write the rules of brainstorming on the whiteboard or chalkboard:

- Defer Judgment
- Go for Volume
- One conversation at a time!
- Be visual
- Build on the ideas of others
- Stay on topic
- Encourage wild ideas

The participants should brainstorm and have 20 solutions/ideas or more to address their one final problem from the last lesson. After they have taken about ten minutes to find their 20 solutions/ideas, have them start to connect the ideas. Have them first classify related solutions together.

### LUNCH (60 MINUTES)



### IDEA FILTERING AND FEEDBACK (60 MINUTES)

Facilitators should continue spending time with their teams, asking them questions that help them think through their various ideas and how they can develop them.

This is done by facilitators helping participants filter their 20+ ideas to one solid, pragmatic idea. This will require hands on coaching from the facilitator, who should be constantly asking the following questions to

### OBJECTIVES



- Teach participants how to brainstorm solutions
- Participants practice coming to a consensus as a team
- Teams pick one solution to a problem that they have identified



challenge participants to think beyond their perceived capabilities:

- Does the idea address the Problem/Challenge/Need?
- Can different ideas be combined to create a single idea?
- Does the team have the skills to tackle the idea?
- Does the team have the resources to tackle the idea?
- Who will benefit from the idea?
- How will they benefit from the idea?
- Will you be able to make money from this idea?
- Are there other similar ideas out there?
- What makes their idea different/better?
- Which sector does their idea fall into?
- Are they thinking outside the box?
- Will they be able to execute the idea?
- How will they execute the idea?
- What do they need to be able to execute the idea?
- How will they get the resources needed to be able to execute the idea?
- Will they be able to support themselves/ their community in any way by their idea? (Please note that \ support is not always financial)

When the participants begin to dig deeper into their solution and what sector it falls into, facilitators should continue to ask participants the questions mentioned above.

### NOTES ON FEEDBACK

- Be candid and honest with them.
- Challenge them to think differently.
- Always provide positive feedback as well as providing critical feedback.
- Remind the participants that BUILD is a cycle – a project and idea is always constantly “under construction” to find ways to improve and be more effective.

**Deliverable:** At this point, participants should have one solution that they have identified!

### BREAK (15 MINUTES)



### FEEDBACK AND DISCUSSIONS (45 MINUTES)

Facilitators should continue to have conversations with their designated teams ensuring that they give them feedback so that teams can come to one idea.

The participants need to deliver a single top idea at the end of this stage, within one of the sectors.

Facilitators should wrap up on a positive note, remind participants to arrive on time the next day. Get everyone to clean up.

**Facilitators debrief** As a team, discuss strong teaching methods, who did what well and find ways to strengthen the team to push for the next day

**End of day one**



**NOTE:** It's the end of the day! Congratulations for finishing your first day. Keep it up – One day left.

## DAY ONE NOTES SHEET



## TEAM REFLECTIONS

[illegible]

## DAY ONE NOTES SHEET



## TEAM REFLECTIONS

[illegible]





## DAY TWO LESSON PLANS

### DAY TWO LESSONS PLANS



When you begin day two, please recap on the events of Day One and ask participants to share what they learnt and some of the solutions that they came up with. This is a great way to start the day.

#### UNIT 1. THE ALA BUSINESS MODEL CANVAS (90 MINUTES)

In the second day the participants propel their solution from the day before into a business. The idea is propelled by using the Business Model Canvas to think through various components of a business including how to make money from the business.

#### INTRODUCTION TO THE BUSINESS MODEL CANVAS

For every great idea that has shaped our world, there are thousands that have been unsuccessful. In order to succeed, a great idea needs a great business model. Once your idea meets the world, it will meet customers, if they don't care about the problem you're solving then its game over. You need to understand how you will act on this idea. To pursue your idea, you will need to figure out a plan and develop your idea!

In the case that customers love your idea, it will fail if it's not scalable or sustainable no matter how awesome it is. To avoid its failure, you can use The ALA Business Model Canvas that allows you to turn your idea into a business by asking the right questions to track your progress and test your idea, if it can be a business.

#### THE ALA BUSINESS MODEL CANVAS APPLICATION (60 MINUTES)

Facilitators will find the ALA Business Model Canvas in this lesson plan and in the appendix. Thirty copies are provided in the BUILD-in-a-Box toolkit to handout to participants.

Facilitators will handout a Business Model Canvas to each participant and tell them that they will use one as a team. They will then introduce the ALA Business Model Canvas as a tool that will allow teams to plan out their idea and Deliver a clear action plan.

The ALA Business Model Canvas has 8 sections, each dealing with specific aspects of a business:

- |                             |                           |
|-----------------------------|---------------------------|
| <b>1. Need/s Identified</b> | <b>2. Client/Customer</b> |
| <b>3. Big Idea</b>          | <b>4. Activities</b>      |
| <b>5. Resources</b>         | <b>6. Partners</b>        |
| <b>7. Costs and Revenue</b> | <b>8. Impact</b>          |

More information on each section is provided in the appendix. Each section of the Canvas asks specific questions that will enable participants to expand on these sections of their businesses. Through completion of the canvas participants will have a better understanding of their ideas and a business framework.

#### OBJECTIVES



- Participants learn how to use the ALA Business Model Canvas as a thinking tool.
- Participants discover what they need to research to turn their idea into a business.
- Each team has a business framework that they will use to present to the rest of the group at the end of the camp.

## DAY TWO LESSONS PLANS



**NOTE:** Also be sure to tell participants that this framework is what they will use to present to the rest of the group at the end of the day!

It is also important to note that as you are delivering the session within a short time span, participants might not always be able to answer the questions. During the sessions, you should highlight this to them and assure them that you understand that some questions can be answered by other stakeholders. Similarly, not all questions might be applicable to their specific ideas, so participants should focus on what they feel is applicable to them.

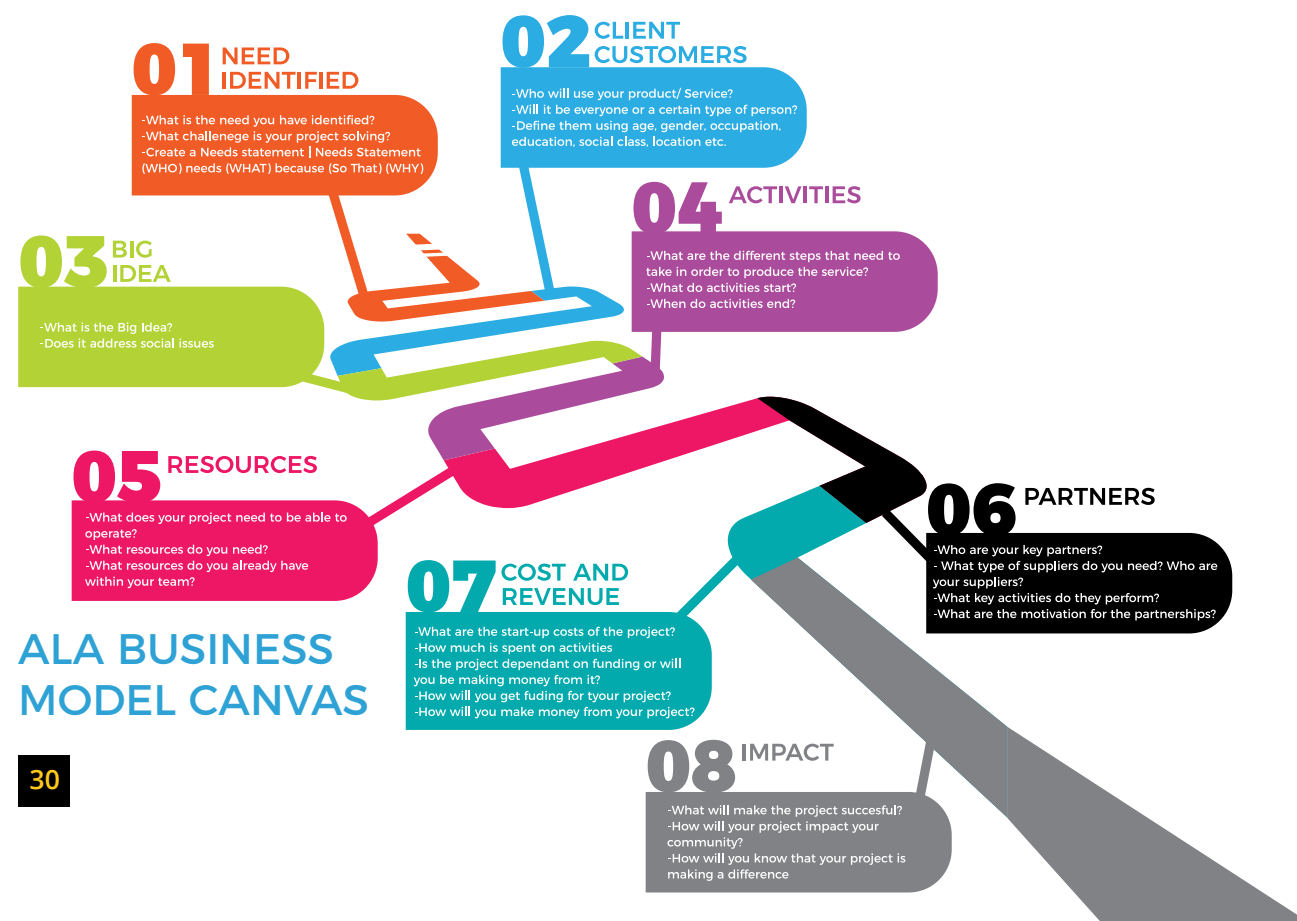
As a facilitator you should also emphasize that the ALA Business Model Canvas is a living document and the final answers will not be established during the first iteration. Participants need to recognize that the Canvas is a tool that provides them with the basics needed in establishing and running a business, it assists with a better understanding of the key factors, internal and external, that affect a project, whether positively or negatively.

We suggest taking participants through each section, spending no more than 5 minutes per section before leaving participants to work through it themselves, providing support as needed.

Participants are told that they can keep the Canvas and work on it after the camp and reach out to ALA at [build@africanleadershipacademy.org](mailto:build@africanleadershipacademy.org) for more assistance. Below is the canvas for reference.

## FEEDBACK ON THE BUSINESS MODEL CANVAS (30 MINUTES)

Facilitators should take the time to give feedback to participants as they work through the canvas, reminding them that they will be presenting on this framework at the end of the day.



## DAY TWO LESSONS PLANS



## UNIT 2. BROKEN TELEPHONE ACTIVITY (30 MINUTES)

This activity is a good way for participants to take a break from all the thinking and to understand the importance of clear communication. This will be useful in their final presentation of their business.

### INTRODUCTION TO THE ACTIVITY

First, as many players as possible line up such that they can whisper to their immediate neighbours but not hear players further away. The facilitators will tell a phrase and the first player whispers it as quietly as possible to his/her neighbour. The neighbour then passes on the message to the next player to the best of his/her ability. The passing continues in this fashion until it reaches the player at the end of the line, who says to the judges the message he or she received. You can play this multiple times.

The game has no winner: the entertainment comes from comparing the original and final messages. Intermediate messages may also be compared; some messages will become unrecognizable after only a few steps.

### DEBRIEF

Ask participants the following questions:

- What went wrong?
- What went right?
- How could you have done better?
- What is the importance of communicating clearly?

## UNIT 3. PITCHING (60 MINUTES)

This is a fun lesson that gives participants guidelines on how they can most effectively present on the business solution that each team came up with in the ALA Business Model Canvas.

### PITCHING LESSON (30 MINUTES)

Facilitators will lead a thirty-minute discussion on how to pitch an idea, reminding participants that they will be pitching from the questions that they answered in the Business Model Canvas. Facilitators should build on the Broken Telephone Activity to demonstrate two main mistakes that people make when giving a pitching. The first is yelling when speaking. Secondly, mumbling and talking too softly is problematic. The facilitator should demonstrate using voice control to be confident and

### OBJECTIVES



- To appreciate/understand how to communicate effectively.
- Using appropriate voice volume, not yelling or speaking too softly.

### OBJECTIVES



- Participants gain pitching skills.
- Participants practise pitching their business from the ALA Business Model Canvas.
- Participants understanding the Ideas Festival and what is expected of them.
- A 5 minute pitch!

## DAY TWO LESSONS PLANS

charismatic. Facilitator should also be involved with hearing the participants practice and offer feedback. Use Tips for Pitching as a guide.

### IDEAS FESTIVAL

Announce to participants that after this pitch lesson they will practice pitching, using their ALA Business Model Canvas answers and present as a team at the Ideas Festival at the end of the day.

At the Ideas Festival, teams will be asked questions about their ideas. The team's should prepare by finding areas of improvement and take time to reflect on what has been done.



**NOTE:** Each team will have 5 minutes to pitch their idea and then receive 5 minutes of feedback from facilitators. Teams are encouraged to take notes during the Ideas Festival.

### TIPS FOR PITCHING

A pitch is a short presentation on your idea. When crafting your pitch, there are two key things to keep in mind: its content and its form. In other words, it's not just what you say but about how you say it. Here are tips to keep in mind as you craft your pitch.

1. Keep it short. Be succinct. An adult's attention span is eight seconds, so be sure to give just enough information (and more importantly, the right information) so that after only hearing a sentence or two, someone knows what you do - and if it's a pitch, what you need.
2. Have a hook. As Mel Pirchesky advises, "The objective of the first ten or fifteen seconds is to have your prospective investors want to listen to the next forty-five or fifty seconds differently, more intently than they would have otherwise."
3. Don't forget the pitch. It's easy to get so caught up in the details of who you are that you neglect to communicate the BIG IDEAS.
4. Don't overwhelm with technical or statistical terminology. While being able to tout one or two amazing and memorable phrases or figures can be useful, don't fill your elevator speech with numbers or jargon. Use simple explanations and powerful examples that are relatable to anyone.
5. Practice. Rehearse your elevator pitch so that when the opportunity to give it comes, you can deliver it smoothly. Practice it out loud and in front of the mirror.
6. Listen. When seeking to build strong networks, remember it can be just as important to listen, as it is to talk. Get feedback and ideas from other people on how to improve your pitch.

This is taken from: <http://www.readwriteweb.com/start/2010/04/the-art-of-the-elevator-pitch-10-great-tips.php>. Revised for BUILD-in-a-Box use.

### BREAK (10 MINS)



### PITCH PREPARATION (30 MIN)

The teams are now given work time to refine their solution as they work through presenting the Business Model Canvas, if necessary, and plan their pitch. The facilitator should still be hands-on with the groups, making sure that there is no conflict and teams are working efficiently together.

**Deliverable:** 5 minute team speech of their top idea.

## DAY TWO LESSONS PLANS



### UNIT 4. LISTEN: FEEDBACK FROM FACILITATORS (60 MINUTES)

This is an exciting time of the day where participants are given the time to practice everything that they have been working on with feedback from the facilitators that they have been working with throughout the day.

#### PRACTICE AND FEEDBACK ROUND 1 (30 MINUTES)

Participants are encouraged to practice their 5-minute presentation, as a team, to be able to Communicate for Impact (my messages and delivery inspire understanding and engagement and can effect positive change).

Grounded in research around "deliberate practice" (the magic behind Malcolm Gladwell's "10,000-hour theory" from Outliers), the Entrepreneurial Leadership Pillar of Practice stresses the value of intentional, repetitive actions that result in marked improvements in practiced behaviours. To that end, ALA has established itself as a real-life laboratory where participants could purposefully and intentionally pursue excellence in a chosen area or field. Specifically, in regards to the Entrepreneurial Leadership curriculum, the Academy has designed a two-year program that allows participants to practice, receive feedback, improve, and try again. Regardless of? The premise of the Pillar is not that "practice makes perfect." Research shows, rather, that perfect practice makes perfect.

### LUNCH (50 MINUTES)



#### PRACTICE AND FEEDBACK ROUND 2 (30 MINUTES)

Participants continue to practice their pitch in preparation of the Ideas Festival.

### UNIT 5. ALA AND ANZISHA INFORMATION (25 MINUTES)

This is the opportunity to have the BIAB participants to gain information on ALA, the Anzisha program and any other ALA programs that they may be interested in such as ALA MAU.

#### INTRODUCTION TO ALA



**African Leadership Academy**  
Developing the next generation of African leaders

Handout the ALA information sheet to all participants and explain the application process. Depending of the participants' age, they may be eligible to apply. Place special emphasis on the

### OBJECTIVES



- Share information on ALA and the Anzisha program.
- Instil some interest in ALA and the Anzisha program so that participants are motivated to apply.



## DAY TWO LESSONS PLANS

website ([africanleadershipacademy.org](http://africanleadershipacademy.org)) to find more details about important dates, requirements, and the application. For those participants who are older or younger, encourage them to disperse the information to those who are eligible.

African Leadership Academy seeks to enrol the most outstanding young leaders from across Africa and around the world – ALA is not only looking for young people who are smart and excel in the academic environment, we are looking for young people with the potential to lead and impact the world around them through their courage, initiative and innovation. ALA's application and selection process is very rigorous to ensure that we select the most outstanding participants from across Africa with the potential to drive change.

### INTRODUCTION TO THE ANZISHA PROGRAM



Handout the Anzisha flyer to all the participants and explain the prize and who is eligible. Below is some useful information to help you explain.

### WHAT IS THE ANZISHA PRIZE?

The Anzisha Prize is Africa's premier award for her youngest entrepreneurs. The award seeks to award and celebrate young African entrepreneurs who have developed and implemented solutions to social challenges or started successful businesses within their communities. 15 finalists are selected to come to South Africa for an all-expense paid trip to South Africa for entrepreneurial leadership training and to be inducted into the Anzisha fellow network pool and share prize money worth US\$100 000!

### WHO CAN APPLY FOR ANZISHA PRIZE?

In order to apply for the Anzisha Prize, you must demonstrate the following:

- You are between 15 and 22 years old up until November of the year you are applying
- You are a national of an African country as demonstrated by your passport
- The beneficiaries and target market for your business are in Africa
- Your business is active and you have proof of this
- You are the founder or co-founder of the enterprise. One person can apply for the Prize on behalf of the team.

### HOW CAN I APPLY FOR THE ANZISHA PRIZE?

The deadline is every April of each year. If participants work hard on their business now, they can apply next year! They can visit [www.anzishaprize.org](http://www.anzishaprize.org) for more information.



**NOTE:** Remember that ALA and Anzisha program promotional materials are found in the Box. Please ensure that you hand them out to participants.

## DAY TWO LESSONS PLANS



### UNIT 6. DELIVER- IDEAS FESTIVAL: PRESENTATIONS OF BUSINESS SOLUTION (90 MINUTES)

Each BUILD-in-a-Box Camp team will have time to present its top business solution to everyone. This would be an opportune time for Facilitators to invite their BIAB Partners to be judges for the presentations.

Before the presentations begin, arrange the classroom such that teams present at the front, there is a panel of 3-4 judges to ask questions and give feedback. Lastly that participants can sit around the classroom and watch the presentations. There is a judging rubric provided in the appendix for teams that would like to use it.

### GUIDELINES

- Allow each team 5 minutes to present its Idea.
- The Facilitator/ judge's team will give feedback to the team and advice on the next steps of their business solution.
- Keep an eye on time.
- Be realistic when giving feedback to teams, make sure it is helpful, kind and can be used positively going forward.
- Do not have a one sided conversation, allow the team to answer questions.

At the end of the presentations and feedback, facilitators should wrap up by congratulating everyone for their hard work and effort and hand out certificates to every participant (included in the Box). Participants should be given time to complete the Survey (included in the Box).

### UNIT 7. SURVEYS (30 MINUTES)

Facilitators should hand out surveys to the participants to complete the surveys. Allow thirty minutes for the participants to completely fill out the survey. If the participants or facilitators wish to provide more feedback please provide extra sheets of paper. Comments may be emailed to [build@africanleadershipacademy.org](mailto:build@africanleadershipacademy.org).



**NOTE:** It is the facilitator's duty to bring back all the surveys and to complete their own surveys! After the surveys, get everyone to clean up classrooms and thank your hosts. It's the end of the camp!

**Congratulations for completing the camp and changing the lives of young people on the continent!**

### OBJECTIVES



- Participants gain confidence in presenting in front of a crowd
- Their solution is questioned, forcing them to think critically about it.
- Participants are given feedback

**DAY TWO**  
NOTES SHEET

## TEAM REFLECTIONS

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**DAY TWO**  
NOTES SHEET

## TEAM REFLECTIONS

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## APPENDIX

# RESOURCE MATERIALS TO USE DURING THE CAMP

## APPENDIX

Resource Materials to use during the camp



### RESOURCE 1.

## BUILD, A HUMAN-CENTERED APPROACH

The BUILD approach is a formula that can be applied for any time frame. At ALA, we have created and tested BUILD programs that have been as short as 3 hours and as long as 2 years with both African and international participants as well as educators. This model helps people understand the fundamentals of Entrepreneurial Leadership. The BUILD model is broken into 5 stages: Believe Understand, Invent, Listen and Deliver. It is important to understand that the process is not linear, but iterative.

### **BELIEVE - I DREAM BIG AND TAKE CALCULATED RISKS WITH CURIOSITY AND DETERMINATION AS I SEEK TO INITIATE POSITIVE CHANGE**

Belief is a critical step because it is a time for dreaming and imagining a changed process/ organization/ world that is better because of the entrepreneurial leader's involvement. At its core, Believe is about the belief that change is possible and that the BUILD Model user is a change maker. Without this belief, the rest of the process cannot commence. To the extent possible, this is the idea stage in which other beliefs, mindsets and assumptions are acknowledged and put forth for examination. For instance, is it believed that a for-profit solution is preferable or a for-purpose solution, or is a consensus-based approach or an autocratic-based approach best for making decisions? Team Building is critical in this stage, as well. Understand- Before I design solutions, I seek to understand the affected individuals and the systems in which they operate.

Embracing the Human Centred Entrepreneurship approach, the Understand phase is critical to getting into the hearts, minds, and souls of the people at the epicentre of your BUILD process. Exercising empathy, the entrepreneurial leader seeks to understand the user/customer as completely as he/she can through observation, interviews, and Problem/Challenge identification a for-profit situation, the entrepreneurial leader will bolster his/her understanding of the environment through in- depth market research, which would inform him/her about competitors, different user bases, and general best practices.

### **INVENT - I ENGAGE IN AN ITERATIVE, HUMAN-CANTERED CREATIVE PROCESS OF IDENTIFYING AND ANTICIPATING NEEDS AND RAPIDLY INVENTING AND TESTING POSSIBLE SOLUTIONS.**

With a solid understanding of the issues at hand—and a determination of the root cause(s)—the entrepreneurial leader is prepared to begin the solution-oriented phase of the project. Using a creative and iterative process, the BUILD user generates multiple solutions that he/she manifests through various forms of prototypes. The goal of this phase is to think as broadly and innovatively as possible about solutions that would meet the needs of the users/customers.

### **LISTEN - I ACTIVELY LISTEN TO FEEDBACK FROM POTENTIAL STAKEHOLDERS TO IMPROVE MY INITIAL EFFORTS, UNDERSTANDING THAT LEARNING FROM FAILURE IS A KEY TO SUCCESS.**

After creating many solutions and prototypes, he/she shares the initial solutions/products with the user/ customer for immediate feedback. Remembering that feedback is a gift, the leader listens carefully and openly to all comments and criticisms that the user/customer may have. He/she should ask probing, open-



## APPENDIX

### Resource Materials to use during the camp

ended questions that would elicit the honest feedback. The Listen stage is about embracing feedback and eliminating solutions that will never work well before any serious time or resources have been invested in them. The mantra is “fail fast, fail often, and fail early.” As feedback comes in, the entrepreneurial leader will return to the Invent stage where he/she will generate newer, better ideas, which he/she will bring back to Listen about again. This process will continue until the user/customer at the centre of the BUILD process has embraced the invented solution and is eager for the leader to Deliver it.

**DELIVER - I EVALUATE SOLUTIONS FOR LONG-TERM VIABILITY AND SUSTAINABILITY TO DISCOVER THE GREATEST OPPORTUNITIES. I DELIVER THESE SOLUTIONS WITH CAREFUL PLANNING AND THE MOBILIZATION OF RESOURCES.**

Equipped with the feedback and stamp of approval from his/her user/customer, the entrepreneurial leader is prepared to Deliver the solution. When delivering, it is critical to be mindful of a couple key elements: systems for implementation, scaling solutions, and assessing impact. If delivered on a large scale, the entrepreneurial leader must attend to the logistics of executing the solution. If not delivered on a large scale, he/she will want to consider how it might be, perhaps through new markets or flexible uses. Finally, he/she will want to consider how impact is measured and accounted for. For-profit solutions are often measured in financial terms, but for-purpose solutions don’t always have such clear indicators, so the net effect of the BUILD process must be carefully considered.

BUILD Human-Centered Approach	I am an agile thinker who takes a systematic, iterative approach to develop innovations that address the root causes of challenges.
<b>Believe</b>	I see and am thankful for opportunities. I dream big and take calculated risks with curiosity and determination as I seek to initiate positive change.
<b>Understand</b>	Before I design solutions, I seek to understand the affected individuals and the systems in which they operate.
<b>Invent</b>	I engage in an iterative, human-centered creative process of identifying and anticipating needs and rapidly inventing and testing possible solutions.
<b>Listen</b>	I seek and actively listen to feedback from potential stakeholders to improve my initial efforts, understanding that learning from failure is a key to success.
<b>Deliver</b>	I critically evaluate solutions for long-term viability and sustainability to discover the greatest opportunities, mobilize resources, deliver with careful planning and excellence, and measure the impact of the solutions on addressing the needs.

## APPENDIX

### Resource Materials to use during the camp



## RESOURCE 2.

### CASE STUDY (BELIEVE)

## CASE STUDY – GRACE NANYONGA BY FRANCIS KAGOLO

At the age of 12, Grace and her siblings lost their parents. From that point, she believed that her education and her sibling’s future depended on her hard work. As she tried to pick up the pieces, Grace struggled as she thought the world hated her but she would not give up. To start off with, she sent both her brothers to work in a stone quarry, which was near their home. Though they did not earn much, it was enough for her to buy chickens that she could roast and sell as she noticed that a large number of people in her community liked to buy food in the evenings on their way home.

She would attend school during the day and then roast chickens in the evening, sometimes she would stay up roasting them up to midnight. She would buy each chicken at sh3,000 (USD 0.98) from the suburbs of Kampala and sell three every evening, thus earning sh15,000 (USD 4.88) in profits a day. From these low earnings, Grace paid for her secondary education up to Senior Three, fed her siblings, bought them clothes, and paid for their medical bills.

But the business also caused her class mates to tease her, calling her Chicken-girl. It was abusive and saddening but she ignored the insults as she was determined to fight her way out of hr situation and provide for her family. Her fortune came when she had the opportunity to sell her roasted chicken at a well-attended musical show at Namboole stadium in 1998. She made profits of sh60,000 (USD 19.51).

In 2001, Grace’s story was profiled in a local newspaper. Ruth Kavuma, the then chairperson of the Female for African Women Educationalists (FAWE), a local NGO, read her story of perseverance and gave Grace a bursary for school. This allowed Grace to sit the Uganda Certificate of Education exams. For the first time she did not have to worry about school fees but she did still worry about her siblings.

After senior six, the FAWE bursary ended, and she had been late in applying for a university government sponsorship. But amidst these troubles, Grace decided to return home to Kavuma. One of the local fishermen taught her how to smoke fish, and with sh150,000 (USD 48.78) capital that she had raised from roasting chickens again, she started fish smoking which turned into Grace’s lifetime business. She would sell fish during the day, and attend lectures in the evening and with the daily profits of sh40,000 (USD 13.01) she was able to pay her University tuition.

Her fish enterprise, Grana Supplies, earns her about sh50,000 (USD16.26)in profits a day and she is able to employ a number of women in Mukono. With these profits she was also able to give back to the family by taking her siblings back to school and mentoring to gain employment after they had completed school. The former “Chicken girl” has now earned respect, and is recognised as one of Uganda’s flourishing female entrepreneurs. Grace has become an inspiration to others, even those who are troubled. She is often invited to secondary schools and international conferences to teach entrepreneurship skills.

Her success principle is: “Have a plan in life; else life will plan for you.

### RESOURCE 3. HUMAN CENTERED ENTREPRENEURSHIP

A human-cantered entrepreneur puts people at the centre of their thinking as they design multiple solutions to address a need that they identify. They look beyond current resource constraints to see a wealth of opportunities that they pursue. A human-cantered entrepreneur creates value that improves everyday lives through sustainable enterprises. These are the characteristics of a human- centred approach:

1. “Looks beyond current resource constraints.” Human-Centered Entrepreneurs do not limit the scope of their ideas based on resources they have access to at a given time.
2. “...pursues opportunities.” Human-Centered Entrepreneurs are constantly alert of opportunities for improvement and innovation across all sectors—business, government, education, healthcare and a whole lot more.
3. “...creates value.” The value they see can take the form of wealth generation, intellectual property and the response to community needs.
4. “...benefits the larger society.” Benefits may include jobs, wealth generation, economic opportunity and improvement of everyday life through sustainable enterprise.

#### The Principles of Human-Centered Entrepreneurship

- Challenges are just opportunities waiting to be pursued.
- View the world as a place of boundless possibilities.
- Complex problems suggest not one, but a diverse set of solutions.
- Treat ambiguous challenges as an opportunity to define your own boundaries.

#### Need-Based Innovation enables an abundance mind-set.

- Solutions that meet true human needs create value that benefits everyone.
- The world offers an abundance of ideas: be inspired by people around you.
- Exposure to diverse experiences increases creativity.

#### Networked Minds are greater than the sum of their parts.

- Seek team members with diverse perspectives and strengths that compliment yours.
- Treat your networks as thought partners.
- Share ideas widely so others may build on your ideas to make them stronger.
- Prioritize the people over the idea.

#### A lifestyle of iteration enables a lifetime of innovation

- Seek continual improvement of your ideas and yourself.
- The process you take is as important as the end solution.
- Treat setbacks as learning opportunities to drive teams forward.

These tools above are useful when explaining how participants can think through the Invent stage of the BUILD process.



### RESOURCE 4. INFORMATION ON ALA

Participants will ask about life at ALA and how they should apply. Here are some guidelines for sharing your ALA experience.

#### EXPLAIN LIFE BEFORE ALA

- Introduce yourself: name, age, year at ALA
- What were you like in your old high school?
- What projects were you involved in?
- How did you feel during the ALA application process?

#### EXPLAIN LIFE DURING ALA

- What did you find most challenging?
- What external opportunities did you go for?
- What SEP did/do you work for?
- What did you enjoy the most?
- How did your thought process change?
- Did you correct any pre-/mis-conceptions?
- Were there any stereotypes that you encountered, addressed, etc.?
- What were the main skills you got from ALA?
- Talk about your friends, networks, etc.
- Talk about the college guidance department and wellness department as examples of how ALA supports participants.

#### HOW DO THEY APPLY TO ALA?

Emphasize that acceptance is not based on financial status. There is a one-pager that will help explain the application process with all relevant contact details.

### RESOURCE 5. ALA BUSINESS MODEL CANVAS GLOSSARY

This section gives you more information on the ALA Business Model Canvas so you can explain it more easily. (Source: BusinessModelGeneration.com).

As you work through the Anzisha Business Canvas Model with your teams, please refer to this glossary of terms for further description on each outlined category

#### 1. NEED IDENTIFIED (UNDERSTAND)

Your project has to address the need you’ve identified. An opportunity to launch a project occurs when a current need is not met or being adequately met by existing goods, products or services. In order to identify unmet needs, accurate and detailed observations are important to know what is happening in your community.

## APPENDIX

### Resource Materials to use during the camp

#### Questions to consider:

- What is the need identified?
- What challenge is your project solving?
- Create a Needs statement using the Formula for a Needs Statement: [WHO] needs [WHAT] because (so that) [WHY].

## 2. CLIENT/CUSTOMERS:

One needs to analyse and focus on the individuals whose needs one is satisfying. A better understanding of the customer helps to customize the product or service.

#### Questions to consider:

- Who will use your product / service?
- Will it be everyone or a certain type of person? Define them using age, gender, occupation, education, social class, location etc.

## 3. BIG IDEA/VALUE PROPOSITION

After you determined the need and for whom you are solving the problem, what is unique and compelling about my product or service? How can I create and deliver a product/service, which solves the Client/Customer/End User' problems or improves their situation and delivers specific benefits. The potential Client/Customer/End User should be convinced that the product or service will add value or better solve the problem.

#### Questions to consider:

- What is the Big Idea?
- Does it addresses social issues?

## 4. ACTIVITIES

Activities are what the project does with the resources. They are used to bring about the intended program changes or results for example training, camps or conferences. Every project requires Key Activities, and they naturally differ depending on the project. It is how one can use the resources together with the key partners to deliver the value.

#### Questions to consider:

- What are the different steps that need to be taken in order to produce the product or service?
- When do activities start?
- When do activities end?

## 5. RESOURCES

What types of physical resources are needed which are necessary to create and deliver value to the end user. It can be:

- Physical: Physical assets such as manufacturing facilities, buildings, vehicles, machines, systems, point-of-sales systems, and distribution networks come into this category.
- Financial: Some business models depend especially heavily on financial resources and/or guarantees as cash, lines of credit, or a stock option pool for hiring key employees.
- Human: All enterprises need human resources, but those resources are particularly prominent in knowledge-intensive and creative industries.

#### Questions to consider:

- What does your project need to be able to operate?

## APPENDIX

### Resource Materials to use during the camp



- What resources do we you already have within your team?

## 6. PARTNERS

All the individuals/entities to partner with in order to deliver the value effectively and efficiently. It can be for instance suppliers, since a company rarely owns all the resources needed to perform every activity by itself, it enters into partnerships with companies who can supply at optimal cost.

#### Questions to consider:

- Who are the key partners?
- What type of suppliers do you need? Who are your suppliers?
- What key activities do they perform?
- What are the motivations for the partnerships?

## 7. COSTS AND REVENUE

Using the activities and corresponding resources, teams can, with the help of the organization they are working with calculate an estimate of how much the project will cost. The final amount will only be determined at a later stage, but it is important to understand that the cost of any project determine its feasibility.

- Funding
- Funding is often found through key partners who understand the value of the project and are willing to the project through monetary or resources.
- Revenue/ Money
- Revenue represents how the cash is generated from potential customers. It also includes the pricing of the product or service. Revenue can be generated from asset sale or service fee. Existing or new income generating activities can be considered as a source of revenue.

#### Questions to consider:

- What are the start-up costs of the project?
- How much is spent on activities?
- Is the project dependent on funding or will you be making money from it?
- How will you get funding for your project?
- How will you make money from your project?

## 8. IMPACT

From BUILD - Deliver: I critically evaluate solutions for long-term viability and sustainability to discover the greatest opportunities, mobilize resources, deliver with careful planning and excellence, and measure the impact of the solutions on addressing the needs.

#### Questions to consider:

- What will make the project successful?
- How will your project help your community?
- How will you know that your project is making a difference?



**NOTE:** Remember to ask these questions as participants walk through the ALA Business Model Canvas.



## APPENDIX

### Resource Materials to use during the camp

## RESOURCE 6.

### JUDGES RUBRIC FOR IDEAS FESTIVAL

Below is a rubric that can be used for judging if the facilitators choose to do so.

## PRESENTATION EVALUATION

Please ask judges to tick where appropriate and discuss who the winners are.

Skill	Excellent	Good	Fair	Weak
Made eye contact with the audience				
Organised presentation logically				
Presented material in an interesting way				
Spoke loudly and clearly				
Each member contributed to the presentation				
Their solution has business potential				
Took feedback well				

**Gather all feedback sheets and choose a winner if you would like to!**

[illegible]



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