



**PRACTICAL ANSWERS
TO POVERTY**

MARKETING TRAINING MANUAL

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BACKGROUND AND OVERVIEW

These modules are aimed at helping small-scale entrepreneurs to improve their business productivity through better marketing. Many businesses start yet few businesses survive. Effective marketing is the difference between failure and success.

This training is based on the experiences of the ITDG-EA-Energy Programme, Upesi Project activities. The project aim is to develop and market rural domestic stoves.

It is written in consideration of the fact that many small-scale entrepreneurs particularly need basic marketing training to conduct successful business in the rural areas. The modules help to communicate the concept, provide a practice exercise and finally an opportunity to test the ideas on the ground depending on which business one is conducting.

The manual will be used by organizations working with rural communities to strengthen their marketing skills and to enable sustainable marketing of their products and services.

MARKETING TRAINING GOALS

- Understand the four components of marketing: Product, Price, Distribution and Promotion
- Evaluate how well the product or service meets the needs of customers
- Determine the best price for the product or service
- Select the best way to distribute the product
- Create new ways to promote the business
- Identify ways to expand the business
- Solve the specific marketing problems that arise
- Develop a marketing plan for a defined period of time

Key to experience sharing is the fact that with marketing training alone the dissemination is not automatically successful. But successful dissemination comes also with good leadership and organization in the case of groups. Thus the organizations working with communities need to realize that groups market successfully when their production, marketing earning is well streamlined. Thus along this manual it will be useful to consider looking at the manual on "Organizing Communities for Success", produced by the same author.

INTRODUCTION TO THE MANUAL

The manual is written from modules developed by the training team on the stoves commercialization project and the OEF international Small businesses book.

The manual consists of sessions which are in order, and each session has the objective spelt out, the training materials and preparations required, and possible discussion questions. At the end of each session there is the facilitator's notes to be used for reference. It is important that the facilitator is able to revise the notes in preparation for each session. Handouts have developed from these and need to be given out at the end of the training session.

Appendix V shows a summarized list of materials required before one sets off this marketing training and it is important that the facilitator has all of them.

Appendix VI has a few energizers to be used during this training.

SESSION ONE: LEARNING ABOUT EACH OTHER

Objective: To create a positive beginning, know each other better, build a team and share the training goals and plans.

Methodology: Individual participation

Training Materials/Equipment Required:

Felt pens, newsprints, notebooks, pens, pencils and rulers.

Preparation Required:

1. Write the training goals on a large paper
2. Cut the papers in required designs
3. Prepare what to tell the participants during this session
4. Have the programme schedule at hand
5. Cut manila papers into 5x3 inch pieces (name tags)

Time: 1hr 30 min

Content:

Step I

- a) Agree on the language to be used during the training programme
- b) Evaluate the sitting arrangements and discuss the possibilities of changing from time to time to suit the session.

Step II

Introduction of participants.

Cut the shapes into two, distribute and ask people to find their partners. They need to introduce each other and familiarize with any aspects of their lives they want people to know. Give them time to introduce one another on the plenary. Ask each participant to write the name they wish to be called by during the workshop.

Step III

Ask participants to define marketing. Summarize their definitions into one agreed definition. Post the four marketing components posters and ensure that the team understands what they mean. Internalize the visual expressions

Step IV

Distribute cards to the participants and ask each participant to write **one expectation** of the meeting and **one problem** that they face in their business on separate cards.

Step V

Ask participants to paste the cards with their expectations and problems on the wall. Mount the big poster with training goals on the wall then ask the participants to match their expectations with the training goals.

Agree on how important expectations that may not be covered during the session will be covered (these could be covered during another training programme).

Step VI

Discuss appropriate training methods with the team (Use the Facilitator's notes below).

Step VII

Present the programme schedule and find out if there are questions. Keep the programme for the day written on newsprints and posted everyday on the walls.

Step VIII

Agree with participants on the workshop norms

Discussion notes (for the facilitator)

- Is the session objective clearly understood?
- What do the participants think about the programme?
- Find out how prepared the team is to go through the training
- Find out what difficulties the participants themselves go through during the training
- Is the training environment conducive?

Facilitator's Notes

- ◆ *Keep the training goals throughout the training*
- ◆ *Keep the group norms posted*
- ◆ *Keep 4 components of marketing posted*

Business is about constant interaction with partnerships (Business partners)

Customer – buyer etc

Customer – service provider

Producer – service provider – user etc.

Definition of marketing and marketing concept

Marketing is a 4- step process, which aims at increasing sales and profits by concentrating on giving customers what they need/want.

STEP ONE Understand what customers need /want

STEP TWO Develop a product which gives customers what they need/want.

STEP THREE Promote the product to customers.

STEP FOUR Keep on improving the product (keep up with the customers)

MARKETING CONCEPT

The concept holds that the key task of the business is to determine the needs/wants of the target markets (customers) and to adapt all the activities at delivering the desired satisfactions more effectively and efficiently than its competitors.

CUSTOMER

Anyone (individual or organization) with a need for a product or service which he/she is willing to buy and has a purchasing power)

Types of customers

Retailers – *Buy mainly from wholesaler and sell to the customers*

Wholesalers - *Buy product in bulk from producer and resell to the retailers and sometimes to final customers*

Consumers or end users. - *Persons who use the products to satisfy their needs*

To emphasize the concept, post some of the slogans below at the business place:

"A customer is a King"

" A customer is the most important visitor"

" Have it your way"

"You are the boss"

What is a market?

Physical place where buyers and sellers gather to exchange goods and services

Useful tips

The training programme is a problem -solving activity

Being adults, experience sharing will make a big contribution to what you come up with during the training

There will be no teacher since participants already know many things and can help each other

For each session covered, participants should ensure that they apply it to the business they are doing or they are planning to do

By the end of the training programme participants will have a new plan for marketing their product and perhaps a plan to expand their business.

Key Training Methods

- ◆ *Individual contributions*
- ◆ *Group discussions*
- ◆ *Role plays*
- ◆ *Field visits*
- ◆ *At the end of this session give handouts*
 - a) *Marketing Training Goals*
 - b) *Important Definitions of marketing*

Experience sharing

In this session the facilitator needs to ensure that all the definitions are examined in light of the businesses that the trainees are involved. After defining marketing e.g.

Customers – after determining the customer, identify with the trainees the product they are selling and who their customers are and what type of customers they are

SESSION TWO: INTRODUCTION TO MARKETING

Objective: To understand the importance and challenges of small-scale businesses

Methodology: Role play and group discussions

Training materials /equipment required:

Newsprints and felt pens

Preparation Required:

During the break before this session, ask for 8 volunteers. Explain to the volunteers that they will be involved in a role-play in the next session. Explain to them the role-plays and give them time to prepare.

Time: 1 hour

Content

Step I

Introduce participants to the session.

Define with the team what is considered on small scale-business. Ask them to list some of the small-scale businesses they know.

Tell them that they will watch 2 role-plays. Ask them to record the problems faced by small-scale businesses and strengths of small scale as depicted in the two role-plays.

Step II

Invite group II to present their role-play.

Invite group I to present their role-play

Step III

In plenary ask the team to list the problems and importance of small scale businesses mentioned in the two role-plays.

Record all the feedback on the newsprints.

Step IV

Compare the information recorded to those on the facilitator's notes and add what has not been recorded then, summarize challenges and strengths of small-scale businesses. Ask the participants to discuss question 1 in groups

Discussion Notes

1. How can we make our small businesses survive? Or What are the possible solutions to challenges faced by small scale businesses?
2. What happens in your situations? What problems do your businesses face?
3. Why do you think you face these problems?

Conclusions

To conduct a successful small-scale business, it is important to have a clear marketing strategy and practical market plan. The training sessions in this manual will:

1. Help to improve marketing and solve marketing problems
2. Help to teach marketing concepts for participants to use in their situations

Facilitator's Notes

Many times, small-scale businesses are largely practiced and they often face a number of challenges

Characteristics and examples of small scale businesses:

- ◆ *Produce and sell in small scale*
- ◆ *Less use of heavy machinery*
- ◆ *Belong to individuals and small groups and small associations*

Role play

Divide the volunteers into two groups and explain to them the following:

Group 1: Challenges for Small scale Businesses

Assume the role of an entrepreneur. Discuss among themselves the problems faced by small-scale entrepreneurs. Practice to act this for presentation in the plenary

Key items to capture

- *Product quality, acceptability, price and availability*
- *Packaging*
- *Method of selling (how selling is done)*
- *Awareness and effective promotion of the product*
- *Profitability*

- *Maintenance (Problems easily eat away capital)*

Group II: Strengths of small-scale businesses

Tell them that they will discuss and act out the strengths of small-scale businesses. Practice to act this for presentation in the plenary

Key items to capture

- *Requires minimum capital to start*
- *Easy to manage, monitor and control*
- *Quality control is easy*
- *Can be practiced anywhere including rural areas*

Ask the participants to write their problems and keep them for the handout 'introduction to marketing - session on problem solving'. Effective marketing involves dealing with the problems faced.

EXPERIENCE SHARING

- ◆ *Small businesses need to be run as business in order to survive*
- ◆ *For development activities – marketing aspect of interventions is important*
- ◆ *Sustainable marketing*
- ◆ *Sustainable marketing is obtained by allowing the commercial element*
Profitable
Carried out by independent
Indigenized
Improved levels of skills
- ◆ *We have to clearly develop the marketing strategies and implement*

SESSION THREE: IMPORTANT COMPONENTS OF MARKETING

Objective: To understand the four components of marketing and the things about each of them.

Methodology: Group discussions

Training Materials/Equipment Required:

Newsprints, felt pens and masking tape

Preparation Required:

Have at hand the four posters on marketing components and clear notes on definition of the components.

Time: 3 hours (with a 10-min. break)

Content

Step I

Introduce the session by posting the four posters on the wall one by one and clearly defining the components.

Ask the Participants to think of the important things to consider regarding each particular marketing component. Allow only up to two answers for each component.

Step II

Inform the participants that they will work in four groups. Each group will choose a Chairperson, Secretary and Presenter. Explain to them their roles.

Step III

Give the assignment and allow 30 minutes for group discussion.

Step IV

Plenary presentation - allow 5 minutes for presentations and 15 minutes for discussions. Look at the facilitator notes and add what may not be included

Discussion Notes

Have we been looking at these things in our businesses?

Conclusions

These four components of marketing are the foundation for the rest of the training program. The facilitator may already have thought a lot about distribution and promotion. Pay special attention to these areas. Keep the poster posted on the wall for the rest of the training session

Facilitator's Notes

Important components of marketing

Product: *The item you are selling*

Distribution: *Finding the best way to get your product to the selling point*

Price: *Setting your price to make a profit*

Promotion: *Creating ways to persuade customers to buy your product*

Roles –

Chairperson - to moderate the discussions

Secretary - to record discussions on the newsprints

Presenter - to present the group results to the plenary

Assignment

Supply posters with the definitions written on them and ask the group to highlight key things to consider in marketing under these components:

Group I – product

Group II – distribution

Group III – price

Group IV - promotion

(NOTE: If the participants can read, make a large copy of this to post on the wall or give each person her own copy. Show this list after participants have given their own ideas.)

Things to consider about the four Marketing Components

PRODUCT:

The item you are selling

Deciding which item to sell

Deciding which product will appeal to customers

Finding out if similar products are sold, how they are made, priced, and what customers like or dislike about them

Finding quality raw materials at a good price

Deciding how many products can be made within a specified time

Improving the quality of your product

Making packaging more attractive

A) DISTRIBUTION: finding the best way to deliver your product to the selling point

Who you should sell your product to

Whether to use a retailer or sell directly

Whether to use a middleman

Getting your product to the market or customer

Type of transportation

Cost of transportation

Cooperation with other business people

Where to sell: house to house, markets, shops etc.

Methods of storage and their costs

B) PRICE: Setting your price to make a profit

Setting your priceMargin of profit over costs

Prices of competitor's products

Special prices for quick sales

Special prices to entice customers into the shop

Deciding whether customer purchases are based on price or quality

Price changes in different seasons of the year

PROMOTION: Creating ways to persuade customers to buy your product

Display of the product at the shop

Signs about pricing

Signs with information about product benefit for the customer

Manners of the salespeople

Cleanliness/dress of the salespeople

Things to entice a customer to visit a business

Ways to introduce a new product, such as free samples

Ways to advertise with signs, music, loudspeakers

Location and condition of business

Demonstration of how to use the product

Creating messages about the product

Appealing look of shop and the way the products are arranged

Creating an image of the product in the customers' minds

Experience sharing of the upesi stoves or a related product.

- ◆ *Product*
- ◆ *Distribution*
- ◆ *Price*
- ◆ *promotion*

SESSION FOUR: PRICING

Objective: To learn key pricing principles or important elements to consider in the costing and pricing of a product

Methodology: Brainstorm, group discussion

Training Materials/Equipment Required:

Newsprints and felt pens

Time: 1 hour 30 min

Content

Step I

Discuss with the participants the importance of setting prices for the product that is being sold

Step II

Ask the participants to identify a well-known product and brainstorm on how they would cost the product. Record the discussions on newsprints.

Step III

Compile the list and identify what is not included.

Step IV

Discuss with participants.

Discussion Notes

- Could we try to price the product you are selling?
- When do price changes take place?
- Do prices of products like pots have to be controlled?
- What is the danger when one sells at a lower price than other competitors?
- What are the problems of setting exorbitant prices?
- What pricing problems do you face with the product you are selling?

Conclusions

- It is always important to cost the time element when calculating costs.
- Always ensure that you set a profit margin when setting prices.
- Always investigate through market tests what prices people are willing to pay.

Facilitator's Notes

Importance of setting prices

- To determine the price at which the product can be sold*
- To ensure a profit*
- To remain in the business*
- Helps you reduce and control your prices*
- Helps you make better decisions about your business*
- Helps you plan the future of your business*

Product example: **Water Pot**

Pricing of a Water Pot. The costing should include the following:

	ITEM	TIME	COSTS
A. Production Costs	<i>Cost of clay</i>		
	<i>Time for clay collection</i>		
	<i>Time for moulding</i>		
	<i>Firing costs</i>		
	<i>Losses</i>		
	<i>Storage costs</i>		
	<i>Labour</i>		
		TOTAL PRODUCTION COSTS	
B. Marketing Costs	<i>Transportation</i>		
	<i>Seller's time</i>		
	<i>Storage</i>		
	<i>Taxes</i>		
	<i>Losses</i>		
	<i>Promotion</i>		
	<i>Packaging</i>		
		TOTAL MARKETING COST	
C. Profit Margin	<i>Mark up of Production Cost+Marketing costs = Profit Margin</i>		
	<i>Wholesale prices</i>		
	<i>Product price = production cost + marketing cost + profit margin</i>		
	<i>Retail prices</i>		
		TOTAL PROFIT MARGIN	

Hand out - Pricing

SESSION FIVE: PROMOTION

Objective: To learn the role of promotion in marketing and how to effectively promote a product.

Methodology: Discussion, brainstorm and case studies.

Training materials/equipment required:

Newsprints, pens, radio cassette & video machine.

Preparation Required:

Facilitator to have enough copies of the related case studies at hand.

Promotion materials

Case cassette

Case video

T - shirt

Poster to show where the *Upesi* stove is sold.

Time: 1hour 30 min

Content

Step I

Re-visit the definition of promotion as one of the components of marketing.

Step II

Take the participants through the different methods used to promote a given product. Use the case studies.

Discussion Notes

What methods have you used to promote your product to date?

What other methods could you explore?

Do you face any promotion problems?

Conclusions

Products must have a name in order to be promoted.
 One needs to have to have a clear promotion strategy.
 For demonstrations to be effective, they must be well planned and audible (practical, step by step, and use of loudspeakers).
 Clear marketing messages are important for effective promotion.

Facilitator's Notes

*Definition of promotion: creating ways to persuade customers to buy your product
 During this session, reflect back on the things to consider regarding promotion as a marketing component. But remember the product must be promoted under a suitable name (Identify logo)*

Promotion Methods

- a) *Practical demonstration to potential users/customers*
 - *Demonstrate at local institutions and local functions (Schools, churches, women groups, chiefs' barazas, mosques, weddings, funerals, fundraising events)*
 - *Market demonstrations (at market centres, posho mills etc)*
- b) *Production of promotion materials (encourage use of local artists and local languages where possible)*
 - *Road signs, leaflets posters in local languages, T - shirts, murals, tapes, stockists posters, calendars, price list etc.*

*It is important that the product identified appear on all the materials used for promoting it.
 There must be a distribution strategy*
- c) *Word of mouth*
 - *"Spread the gospel by word of mouth" very important for rural products. What others say about you and your business is very important. If good then it provides free promotion to your business.*
- d) *Use of local mass media*
 - *Shows*
 - *radio services if available*
 - *field days – quite often organized by various departments*
- e) *Local market video shows*
- f) *Publicity events. Articles to newspaper, field days, open fires, explore cultural methods and events e.g. cultural music and traditional dances*
- g) *Sales promotion – everything you do to make customers buy more once they come to your business. School events :*
 - *Sports competitions*
 - *Music festivals*
 - *Poetry competitions*

Assignments

Divide participants into groups and give the following assignments. Tell them that the results will be used during a latter session (Nine) so they need to do them to their best.

“Using information gathered on promotion”

Group I Road sign + stockist's poster

Group II Mural

Group III Leaflet

Group IV Price list for promotion + calendar

Group V Any other.

SESSION SIX: CREATING MARKET MESSAGES

Objective: Learn how to create effective messages for promoting and selling products

Methodology: Brainstorm and group discussions

Training materials/equipment required:

Newsprints and felt pens

Preparation Required:

Have at hand samples (Models/pictures), cassettes of sample messages and songs.

Prepare 2 marketing messages written on large posters.

Time: 1 hour 30 min

Content

Step I

Explain to the participants the meaning of “marketing messages”.

Step II

Tell the participants of the characteristics of a good sales message

Step III

Ask the participants to think of some products that are sold in their community. Discuss the messages from these sellers that have persuaded them to buy their products and not products from other sellers.

Step IV

Let the participants create two messages on a given product and discuss which of them they prefer and why.

Step V

Ask the participants to think of some messages which have made them buy other products

Step VI

Group up the team to come up with messages on the product they are selling. Ask the pairs to team up with one other pair to discuss their messages.

Step VII

Let the groups share their ideas and messages in the plenary and have them recorded. See if there is any they think is not good enough.

Step VIII

Good messages are also effective if are properly relayed to the customer. Role-play: "*Talking to customers*". Invite four volunteers and explain to them the two role-plays. Give them time to act it out and then to present the play in the plenary while the others observe.

Step IX

Ask the following questions:
What did you observe in the two plays?
What happened thereafter?
Were the messages effective?
How did the seller treat the customer?
What did they do to persuade the customer to buy?

Discussion Notes

Applying these ideas to participant's own businesses:
What are their new ideas for selling their own products? Which ideas were most helpful?

Conclusions

By using simple clear messages and good sales presentations one can make more sales.

Facilitator's Notes

Messages that when seen or heard can make customer buy.

Sales messages do not have to involve large or expensive advertising. They can be simple. Good messages can help the products stand out more than others.

Sales messages need to:

- a) Be clear and effective*
- b) Be related to the benefits of the product*
- c) Tell something special about the product e.g. an ingredient like Tamarind has natural citric*
- d) They must be tested before they are used*

Characteristics of a good sales message

- *Simple and short*
- *Clear and effective*
(Records something on people's minds and make them have a desire to buy)
- *Include the known name and identity of the product (logo)*
- *Be related to the benefits of the product*
- *Tell something special about the product*
- *Must be tested and proven*

Role- play: To be a successful sales person

Divide the four volunteers into two groups. Each of them will present a play.

Play I

You are a seller in a market and you do not know how to talk to customers. Your product is of poor quality and badly presented. You are selling your product to the customer.

Play II

You are a seller in a market and you are selling a quality product and you know how to talk to customers. Your product is well packed and well presented. You are attending to a customer.

To be a successful sales person

- *Know your customers and their needs*
- *Know how to treat your customers*
- *Know your products and how to sell them*

SESSION SEVEN: SOLVING MARKETING PROBLEMS

Objective: To get a practice in solving marketing problems

Methodology: A game

Training Materials/Equipment Required:

Marketing game materials (Pebbles and identification cards)
Posters of various marketing components

Preparation Required:

Make sure that the four posters showing the components of marketing are placed around the room. If participants can read, write the one-line explanations for each poster.

Read "Some Things to Consider about the Four Marketing Components". For literate groups write the lists on large paper or make individual copies

Read the "Marketing Game Instructions" in Appendix III. Prepare the necessary game materials using these instructions. If possible, play the game with a friend before the session.

Set up the game board and materials on tables or the floor before the session begins. Have one board for each group. The smaller the group, the more opportunities each person will have to participate. (Note: Make sure that each small group includes both experienced and new business people, both articulate and quieter participants)

Scheduling: If you have group members who are reluctant to talk very much during sessions, it is helpful to play the game until all cards have been used.

The game usually draws more participation and excitement from some of the quieter members than the other activities with large group discussions. If your group plays the game near lunch time, schedule a break rather than going on so long that lunch is delayed. People can concentrate better once they have eaten. You may identify game coordinators and prepare them in advance.

Time: 3 hours

Content

Step 1

Identify and prepare the game coordinators. They will read the questions in each group and keep the game moving and promote discussion. Show the game board to the coordinators before the session. Explain the symbols and how to play the game. Discuss these ideas with the coordinators:

The purpose of this game is to explore as many marketing ideas and problems as possible. Participants should be encouraged to discuss the options, but discussion on one question should not go on too long. This will be the coordinators' most difficult job.

When players give solutions to problem cards, the coordinator should ask the other players what they think. If the coordinator has an opinion she may express it after encouraging the others to give their ideas. The participants, not the coordinator, should do most of the talking and be encouraged to feel like the experts on marketing their own businesses. This may be the first time they really think about marketing.

There can be more than one solution to a problem. Sometimes, to keep the game moving, the coordinator may have to say something like this:

"We need to move on to the next person now. There are many good ideas here, including that of the person who drew the card. Hers may not be the only solution, but it is an acceptable one and she can move one square forward"

After true/false answers are given, ask questions to stimulate thought and discussion, such as questions that begin with "why" or "what?"

Before the group disperses the coordinator should ask them to give their list of problems from session two. Let the groups discuss them. Ask each group to bring one challenging problems to plenary for discussion

Discussion Notes

After the game is completed, conduct a discussion by asking these questions:

- What did you learn from this game?
- What new information or ideas did you gain about marketing?
- How can you use this information in your own business?
- Discuss challenging problems per group

Conclusions

Facilitator's Notes

The marketing mix game provides an interesting and fun way to learn about marketing. It introduces the four components of marketing on which the rest of the training program is based. More than 100 marketing problems and situations are covered in the game. As an activity in the training program, the game quickly gets participants excited about learning and working together to solve their marketing problems

Provide copies of problems to participants and ask them to keep for their use in their business or for discussion with their business colleagues

Hand out – Marketing Problems (Appendix IV) and the game board to be given in groups so that they could practice in future.

SESSION EIGHT: BUILDING MARKET LINKAGES

Objective: To learn how to establish links with customers (Consumers and market intermediaries).

Methodology: Discussion, mapping

Training materials/equipment required:

Newsprints and felt pens.

Preparation Required

Have facilitation notes.

Time: 1 hour

Content

Step I

Clarify what is meant by “market linkages”, and why developing marketing linkages are important

Step II

Divide the participants into two groups and give them assignments

Step III

Ask the presenters to do their presentation. Identify common linkages and agree on them.

Step IV

Discuss how to use the common linkages.

Discussion Notes

Link pricing and distribution with market linkages.
Discuss what needs to be done to maintain the linkages.

Conclusions

- It is important to note that in the early stages of a business the focus should be on local customers if they can use the product.
- For rural marketing, it is important that the market expands slowly from where the producer/installer is to overcome problems of marketing costs.
- Establishment on individual selling/installers is very ideal as the seller has full control.
- It is sometimes good for small-scale producers to sell as a group to distant markets in order to reduce marketing costs and be able to supply large numbers

Facilitator's Notes

Market Linkages:

This refers to potential customers who could buy the product or services. They could buy to use or to sell. They are also referred to as market chains

Deciding Factors

- a) Distance and cost of transportation. This should be kept to a minimum as will reflect to product price*
- b) Losses*
- c) Ability of customers to pay in advance for an order or pay in cash for a delivery*

Why develop linkages

- *For the product to move*
- *Have an established and sustainable market. It is not dependent on one individual*
- *To reduce marketing costs*

Assignment

In your group identify and list potential customers for your product. Put them in the following categories. Mention where they are. Map them by indicating where you are and plot where they are in relation to your business point. Where possible indicate distances.

- a) Consumers*
- b) Intermediaries (Retailers, stockists, other middlemen)*

Take into consideration the factors mentioned earlier

Mapping:

- *will enable you to work out distribution networks*
- *help you advice your new customers etc*

SESSION NINE: DEVELOPING A MARKETING STRATEGY

Objective: To learn how to develop a marketing strategy for the product being sold.

Methodology: Discussion and practical sessions on developing the strategy

Training Materials/Equipment Required:

Newsprints, manila papers, felt pens, pencils, rubbers etc

Preparation required:

Photocopies of marketing practices form. Give the participants to fill over the previous night. ***This is only done if you do not have any information on the product being marketed.***

Content

Step I

Introduce the session highlighting the pre requisites for of a good marketing strategy, and involve the participants as much as possible. Also explain why it is important to develop a marketing strategy.

Step II

Explain to the participants that they may not be able to go out at this point to conduct a market study but each of them has filled the market practices form, which will be used to answer questions a)–g)

Ensure that the information is available

Step III

Consolidate the information required by asking questions a) – g) on Facilitator's notes and record on the newsprint. Once this is done treat it as information from the market study.

Step IV

Introduce participants to step II of the marketing strategy and explain what it means. Ask them to brainstorm on whom they will be interacting with on the business. List this on a flip chart. After the brainstorm, tell the participants that

as part of implementation of the marketing strategy the people they have listed should be talked to and explained to what they are about to do on marketing. It is important that the roles of various stakeholders are clarified

Step V

To develop the pricing strategies ask participants to share experiences they have on pricing. Use information consolidated from the marketing study in this exercise. For producers show a brief production economics and for promoters show marketing costs. Discuss with the team the realistic prices they wish to set for the product. Remind them of some of the conclusions made during pricing and have further discussions on problems of price standardization, undercutting, etc.

Step VI

Introduce participants to supply and demand issues. Ask the participants to discuss what reasonable demand they could work towards. Inform them that they will be able to follow up this during the market testing.

Step VII

Explain to the participants that market links are established by thinking through them and testing them continuously.

Step VIII

Divide the team into seven groups. Give them the following assignments:

Facilitator's Notes

Pre-requisites for developing a good marketing strategy

- 1) *Be conversant with the four key components of marketing (Product, Price, Distribution and Promotion)*
- 2) *Be in the actual business for which the market strategy is being developed*

Why develop a Marketing Strategy?

- a) *Helps the entrepreneurs increase their sales by improving their marketing and solving the marketing problems*
- b) *Helps the entrepreneurs to control sales and income to suit their needs*

- c) *To develop skills necessary for the sustainability and long term profitability of the business e.g. stove production*
- d) *Gain skills for life – e.g. understand how to develop a marketing strategy for stoves and how it can be applied to suit other market products e.g. farm produce or any other business*

Step 1

Conduct a brief market study or ensure clear understanding of the product and how it is currently marketed through encouraging people involved to fill the market practices form.

Use the forms to gather information in this format

- a) *Who are the producers – where are they located?*
- b) *What raw materials do they use to produce?*
- c) *What key resources do they need to produce?*
- d) *What does the production process involve?*
- e) *What is the quality of goods they are producing?*
- f) *What production problems do they face?*
- g) *What are the related products –*

How are they produced?

How are they sold?

What are the prices?

What are their profit margins?

Who are the key customers?

What are the key marketing problems they face?

Users/non users

What fuels do they mostly use for cooking?

- a) *What kind of stove do they use?*
- b) *Do they ever buy fuel?*
- c) *How much do they spend on fuel for cooking?*
- d) *What are the key benefits of the product to the user?*
- e) *Do they know the stove in question? (Awareness levels)*

To effectively conduct a market study use the marketing practices form.

Key Expected Results of the Study

1. *Develop understanding between producers/sellers with the other people involved . This helps decide the direction to which the marketing goes*
2. *Feasibility assessment of technical, social, financial and marketing aspects*
3. *Decide and develop strategy step by step*

Step II

Gain support of the people involved e.g. artisans

Explain that the process you are about to go through may mean changes in their current marketing. These changes will not lessen the impact but will help improve the business. Find out their thoughts concerning any changes to the business. Find out their thoughts concerning any changes to the business. Changing roles should be discussed.

Step III

Define clearly the marketing strategy considering the 4P's. Find out production and marketing costs involved. Show a brief production economics

Product

Estimating Potential Supply and Demand

- a) *First promotion of a new product creates demand more than supply – use this opportunity. Obtain stockists and retailers should there be need/or who else to offer the necessary service*
- b) *Second promotion moves stocks and informs of availability.*

4.1 Supply

- *Refers to quality product availability*
- *Quality product should be available all through*
- *Problems that affect quality production must be addressed during strategy implementation*
- *Ensure feedback on quality*
- *An increase in supply is the means to reduce price*

4.2 Demand

- *Refers to potential sales of the product*
- *Establish what the current demand is*
- *In case of stoves demand focuses to potential households which will use the stoves*
- *Some times there are seasonal variations in demand e.g.*
 - *Economy*
 - *Family needs and priorities e.g. when to buy what. Low purchasing power during dry spells*

Plan supply and demand through looking at the following:

- *Total population*
- *Number of households*
- *Size of household*
- *Percentage number of people using the fuel in question*
- *Percentage able to afford the minimum price*
- *Existing users*
- *Potential purchasers*
- *Estimate demand*

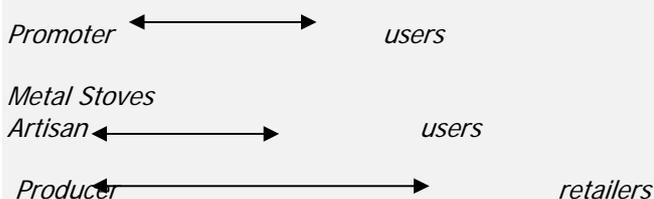
Place

Explore distribution opportunities

- *Identify possible market linkages*
- *Distance and marketing costs hence affordability is the limiting factor there*
- *Ability of customer to buy in advance or pay cash on delivery*

Come up with a chain looking at all the above issues.

E.g. mudstoves



Market chains that are dependent upon subsidies are likely to suffer so it is important to examine the chain and have it as independent as possible.

Promotion

The promotion plan is developed using feedback from users:

- *Benefit of product valued by users*
- *How they get information on new product*

Steps to go through before promotion

- Name the quality product (the name should be suitable)*
- Identify a mark by which you want the product known (Logo). This will be used by all the producers. It will also be used on all promotion materials.*
- Develop sales message(s)*
- Decide on promotion methodology (Strategy)*
Production of promotion materials could include–
 - *Road signs, bill boards, posters, brochures, stove collars, murals, calendars, etc*
 - *Demonstrations*
 - *Mass media**Identify socio-cultural events, which could accommodate such a promotion*
- Explore possibility of free publicity*

Price

In your strategy include the initial costing done, as it will help you to identify need for price changes

Step IV

Write up the strategy

Step IV

Test the strategy

Step VI

Draw your marketing plan from the strategy (This will take into consideration costs and how they will be met)

Step VII

Implement the strategy and monitor

Step VIII

It is important to look at the long-term strategies in relation to the developed marketing strategy

- a) *Equipment accessibility – what are the tools needed for production and are they easily available*
- b) *Production and marketing training capacity.*
Who is the trainer now and who will be in future?
Who is the marketing trainer and who will be in future?
- c) *What approaches have been successful/what key lessons are learnt and how will they be shared?*

How does this work (marketing activities) here relate to other activities conducted by the stake holders

Group I

You are producing groundnut paste in the rural areas. You have an opportunity to attend a church function and you have been asked to conduct a demonstration. Plan and explain how you will do it.

Group II

Design some of the promotion materials you will use to promote your product. Use the manila paper if required.

Group III

You have an opportunity to meet some users. Assume the people in your group are possible customers and practice how you would talk to them to promote your product. Present this to the other participants in plenary.

Group IV

Formulate 3 messages, which you would use for promotion of your stoves on the local radio if you had a chance.

Group V

Prepare and recite cultural music that could be used to promote the stove

SESSION TEN: TESTING MARKETING MESSAGES AND PROMOTION MATERIALS

Objective: To test the effectiveness of the messages and materials for product promotion

Methodology: Field visits, discussions with potential customers and observation

Training Materials/Equipment Required:

Newsprints, felt pens

Preparation Required:

- Prepare enough promotion materials and have them at hand. Use the materials developed during the session on marketing strategy.
- Prepare sample/models to be used to show the product
- Prepare an outline/guidelines on what needs to be done in the field (Appendix II)
- Organize for transport and packed lunch for participants

Time: 1 day

Content

Step I

Prepare the team for the field-visit

Step II

Assign tasks and take each group through information expected for every question. Explain to the participants that they will re-assemble at the venue later for a feedback session. Agree on logistics for lunch, converging to travel back. Agree on when feedback session takes place.

Step III

Field visit

Step IV

Feedback

Discussion Notes

- Identify changes that need to be made on various strategies for product promotion, distribution and pricing.
- Discuss problems the team realized they are likely to face
- Find out from the team if they can now finalize their marketing strategy
- Discuss what happens when testing of marketing strategies is not done

Conclusions

It is important to test new marketing ideas before implementing or applying them.

Facilitator's Notes

Preparing the Team

- *Inform them of the objective of the field visit*
- *Inform participants the materials they need for the field visit to ensure that they have everything ready before leaving for the field*

Assignment

Divide the team in two groups and inform them which aspect of the strategy they are going to deal with

Group I Product

Group II Price

Group III Promotion

Group IV Distribution

The key aspects to find out are in Appendix II

SESSION ELEVEN: CONDUCTING A DEMONSTRATION

Objective: To learn how to conduct a successful demonstration for product promotion

Methodology: Discussions / role play

Training Materials/Equipment Required:

In case a demonstration on stove installation will be required prepare the raw materials required.

Felt pens and newsprints

Preparation Required:

Brief the teams performing the role-play in advance

Time: 1 hour 30 min

Content

Step I

Explain why demonstrations are important in product promotion

Step II

Ask the first group of volunteers to present their play

Ask the second group of volunteers to present their play

Discussion Notes

- What key differences did you notice on the two plays?
- Which one was more effective?
- Why?

Conclusions

- For demonstrations to be effective, they must be structured (Prepare everything before hand, set the demonstration, draw the audience closer, tell them what you are about to do)
- The product being promoted must be available during promotion if the stove is the Product then you must have the stove cooking

- If the product needs installation before use, one installation should be done in advance and another during the demonstration to show the steps involved. The installation instructions must be simple, clear and brief as many people are likely to be standing during the demonstration or may not be willing to wait longer before seeing the result.
- The product must be tested e.g. if it is food, people must taste it, or if it is a stove, it should be used to cook. If a stove in the end it is important to ask the audience or volunteers to talk about the cooking time, smoke emissions, firewood management, amount of wood used and size of firewood. Also ask the audience to compare to their current cooking practices and devices in case of a stove demonstration.

Education on what you are promoting must be given.

APPENDICES

APPENDIX I MARKETING PRACTICES FORM

Name _____

Business _____

HOW I MARKET MY PRODUCT

PRODUCT: The Item I Am Selling

Why do customers buy from me instead of other sellers?

How can I find out about any changes or new products customers would like?

Should I improve my product? _____

Should I produce more? Less? _____

How can I improve my production process or reduce production costs?

What problems do I have regarding what I produce? _____

PRODUCT PROBLEMS

DISTRIBUTION: Finding the Best Way to Distribute My Product

Is my product sold in the most convenient place for my customers? _____

How can I distribute in the least expensive way? _____

Can I reduce transportation or storage costs? How? _____

Do I need to use a middleman? What are my other options? _____

How can cooperating with other sellers improve distribution or reduce costs?

What are my other unsolved problems regarding distribution? _____

DISTRIBUTION PROBLEMS

PROMOTION: Creating Ways to Persuade Customers to Buy My Product

How do I let customers know about my product? What else could I do? _____

What are the key benefits of the product to the users _____

Do I have a good name or slogan for my product to make it different from another seller's product?

Are there new ways to get customers to visit my business or to stay longer when they visit? (See examples in box) _____

Some examples of promotion:

- Give free samples
- Develop a slogan for your business or a special name for your product
- Use a loudspeaker or handbills to advertise in the market
- Ring bells to attract customers to your store

- Demonstrate the use of your product at your shop
- Use interesting packaging, signs or displays to sell your product
- Serve refreshments to customers
- Find another popular item in the village that everyone buys and sell it at your shop to draw customers

What promotion problems do I want to solve?

PROMOTION PROBLEMS

PRICE: Setting a Price to Make a Profit

How did I determine my price? _____

What do other businesses charge? _____

What would happen if I lowered my price? Raised it? _____

“Cost-Plus-Profit” is a method many businesses use to determine price. Here is how to calculate your price:

COST-PLUS-PROFIT=PRICE

- 1) List monthly costs:
 - Materials _____
 - Transportation _____
 - Facilities _____
 - Labor/salaries _____
 - Packaging _____
 - Promotion _____
 - Loan Payments/Taxes _____
 - Other _____
 - Total Costs _____
- 2) List the number of items you produce each month _____
- 3) Divide: $\frac{\text{COSTS (Total of \#1)}}{\text{ITEMS (\#2)}} = \text{PER ITEM COST}$
- 4) Discuss how much do I add to each item’s cost for my profit? What is a reasonable amount to add as profit? How will I know if this is reasonable? (Note: Market tests are a good way to find out what customers are willing to pay)
- 5) Add the PER ITEM COST and the PROFIT MARGIN for each item and you have your SALES PRICE for each item

EXAMPLE: 5 coins + 1 coin = 6 coins per item

Do I have any other pricing problems I need to solve?

PRICING PROBLEMS

APPENDIX II MARKET TEST FORMS

PRODUCT

- Acceptability? Name, logo etc _____

- Find out what the potential customers see as the benefits of the product

Identify other related products and list them _____

- Why would customers buy this particular product? _____

- Gauge quantities of the product required in the market (Demand) _____

- Is the product known? _____

What problems did you realize are with the product during the field visit _____

PRICING

- What was the response of the customers on pricing? Acceptability _____

- What was the price at which the product would move? _____

- Are you making a profit at this price? _____

- What are the prices at which related products are sold? _____

- What are the pricing problems? _____

DISTRIBUTION

- Find out who is willing to sell the product _____

- Specify what prices they are accepting to pay to get the product to sell

- Try to plot where they are located in relation to one another (Selling points) on a plain piece of paper _____

- Identify the type of transport you will use to get your product to them

- If there is need for storage, think of how storage will take place _____

- How do you recommend that you will package the product to send to your selling points?

PROMOTION

- Show the promotion materials and ask people what they think and record

- Did they laugh? _____

- Share the slogans _____

- What was their response? _____

- Look at how related product are packaged and presented for sale _____

- How do you recommend that we package our product for sale _____

- Any changes required on promotion materials _____

- What promotion problems do you foresee _____

APPENDIX III HOW TO PLAY THE MARKETING GAME

1. Arrange the game boards and sets of cards (in five piles for each board) in your meeting place. Assemble individuals or teams around each board
2. Explain the meaning of the four marketing symbols (if you have not done so in a previous training activity). Explain that the “woman’s face” symbolizes a general marketing problem
3. Read these instructions to the participants, and ask them if they need more explanation of any item:
 - (a) To complete the game, each person or team must move through the squares to the end of the game board
 - (b) Choose a marker to represent each person or team on the board
 - (c) Decide which person goes first and then take turns
 - (d) In your turn, determine how many squares to move your marker and then advance that number of squares
 - (e) Draw a card that matches the square you land on
 - (f) For product, price, distribution or promotion cards: have another person read the card to you and answer “true” or “false.” Have the person read the answer. If you answered correctly, move ahead one square. If the group wants to discuss the statement, do so
 - (g) For a problem card: have someone read the card, then give your best solution to the problem. The group should discuss the problem and give their ideas. If the group or game coordinator decides that your answer is a good one, move ahead one square
 - (h) When you have reached the end of the game-board, you can help other until all have completed the course

APPENDIX IV: SOME MARKETING PROBLEMS

PRODUCT

You should make your product special or different from others.

True. (You should try to create an “identity” for your product in the market.)

Your product or service must meet your customers’ needs.

True. (Selling excellent products that no one feels they need is more difficult, but sometimes you can create a new need for a product.)

Customer demand for a product always remains the same.

False. (It can change with seasonal needs, price, and competition.)

A new item may sell poorly at first but sales improve when its reputation grows.

True. (Usually, If it is a good product.)

There are three good ways to find out what customers want: asking them in customer surveys, observing what they buy, and trial sale of products.

True.

If you can meet the needs of your customers better than your competition, this can make your business successful.

True.

Find someone who is successful in business and make your product like hers. Then you will be successful.

False. (You should make your product “special”, different from anyone else’s on the market)

Only price determines whether customers will buy from you or your competition.

False. (Quality and location are also important.)

Customers choose repair services based on price.

False. (Customers often choose repair services based on reputation of the shop.)

Sales do not remain the same over long periods of time, so you must think of other ways to improve or expand your business.

True.

You have decided to sell chickens. You need to re-examine that decision every five years.

False. (You should evaluate the decision every few months.)

Sales records help evaluate which products sell and which do not.

True.

The surest path to success is to sell what you are already good at producing, rather than what your customers want.

False. (You should first produce what customers need or want.)

There is a small bicycle repair shop in your town. The market for this business is everyone who lives in the town and you should advertise to all ages and kinds of people.

False. (You should create your product and promotion for a particular audience.)

You should sell the same products that are popular in the capital city.

False. (Sell products that your customers want.)

Your friend's tailoring business has been very profitable this year, so it will probably be profitable next year too.

False. (Many unexpected things could change her sales from year to year.)

A market test means selling your product or service for a short time to see if people buy it. But this method is a waste of time.

False. (It is important to try a product before putting lots of money into production.)

When you change a product, you need to decide: are you trying to create additional sales with present customers or to attract new customers.

True.

Every new businesswoman should not expect to make a profit in the first few months or, sometimes, the first year.

True. (It takes time to establish a reputation for your project and costs in the first year will be high.)

The women were selling brown eggs but their customers preferred white eggs. The only thing that they could do was to try and get white eggs to sell.

False. (They could also start an advertising campaign to persuade customers that brown eggs were better.)

PRICE

To set the price of your product, you need to include:

“Fixed costs” (costs that don’t change, such as rent), “variable costs” (such as supplies) and planned profit.

True.

Fixed costs are your business expenses such as rent and equipment that usually stay the same regardless of how many products you sell.

True.

It is always a good idea to sell your product at a lower price than other sellers in your areas.

False. (Sometimes you will lose money by selling at too low a price, even if you sell more.)

If you charge more than another seller, customers will not buy from you.

False. (Sometimes people buy because of location, quality, and service.)

The price of your product should cover your production costs, be fair to your customers and provide some profit to you.

True.

It is easy to compete with a larger business on the basis of price.

False. (Large businesses can sell at lower prices so small business people must find other ways to attract customers, such as quality, service and location.)

“Cost-Plus” (adding your cost of producing and selling, plus a certain amount of profit) is a good way to set your prices.

True.

Your sister sells high quality cloth. A new seller offers a lower quality cloth at a lower price. Your sister should reduce her price too.

False. (She should change her promotion methods to emphasize quality and see if customers continue to buy.)

The amount of your profit depends on how much you charge, on customer demand competition, and other factors.

True.

Your profits should always be at least ten percent off your costs.

False. (It depends on many things.)

You are the only chicken seller in your area. Consequently, you can raise prices as high as possible and stay in business.

False. (Customers usually have some idea of “fair price” If your chicken meat is too expensive, customers may buy fish instead.)

Setting prices below your costs is risky.

True. (You will lose money over time. However, you may decide to price below costs if: you are promoting a new product for a short time or you expect your production costs to drop.)

Lower prices CAN increase your profits, if you attract more customers.

True. (But, you must sell enough to make up the difference.)

It is more important to review the price of your product or service on a regular basis

True. (Circumstances and customer needs can change, even in a few months.)

These are things to think about when you set your price:

(Your costs, your production levels, your competition, and your customers.)

True.

Customers always buy at the lowest price available.

False. (Some buy for quality, service and location.)

The price of your product does not need to include the costs of your rent and equipment.

False. (Price must include both fixed costs, such as rent, and variable costs, such as supplies.)

Variable costs changes depending on how much business you do; for example, the amount of supplies and packaging you use.

True.

Higher prices mean higher profits.

False. (High prices might stop people from buying from you. Reduced prices can sometimes attract more customers and result in more profits.)

Your price should remain the same all year long.

False. (You may want to have special sales to attract new customers or increase sales.)

DISTRIBUTION

There are two ways to sell your product: by yourself or through middlemen.
True.

You will always make more money selling by yourself.
False. (Selling your product by yourself can involve higher costs for transportation, storage, and so on. It takes more time too.)

A middleman can sell your product for you or sell it to retailers to sell.
True.

Middlemen always charge unfair prices.
False. (Some middlemen can save you money, if they charge less than your own costs for selling)

Your choice of how to distribute your product is an important decision.
True.

In most places, middlemen are the only way to distribute your product.
False. (You can sell it yourself or join with other sellers in a cooperative.)

Distribution means getting the product from the producer to the buyer.
True.

Usually, you can save money on distribution by reducing the number of people between you and the buyer.
True.

The grain producers in your area sell their product to a middleman to take to the city. They might reduce costs by renting a truck together and selling the grain themselves.
True.

Women in your area want to sell jam they make at home. A local store could be a good distributor for their product.
True

People in your village sell the fish they catch to a middleman to take to a nearby town. You think the middleman pays too little for the fish, but friends tell you there is no alternative.
False. (Producers often set up cooperatives for transportation, storage, and retail sales.)

Many businesses lose part of their products because of poor storage facilities.
True.

Middlemen are never willing to change their prices or policies.

False. (Middlemen, like you, want to make some profit.
They need your business. Sometimes you can negotiate a change in what you pay middlemen)

The greater the distance to the market, the greater the need for a middleman.
True. (Transportation and storage costs usually increase with distance.)

A good idea for a new business can be a gap in distribution. For instance, women in one community started a bus service to help vegetable growers take their produce to a nearby city.
True

Good business produces as much as possible all year around.
False. (It's important to plan your inventory, to avoid loss or spoilage and to have products available when demand is the greatest.)

The best way to sell eggs in a small village is always door to door.
False. (A small stand or local grocery store can be good outlets too.)

Your place of sales should be near your customers.
True.

Selling your product yourself usually takes more time, but it is always worth it.
False. (Agricultural or other goods can spoil and cause you to lose money.)

PROMOTION

“Promotion” means building a good image of your business in the community.

True

Promotion adds to the cost of your product or service.

True. (But effective promotion also increases sales.)

Good promotion tells everything about your product or services.

False. (Emphasize the strong points, especially how the product benefits customers.)

Here are some good promotion methods: posters, home visits, loudspeakers, radio ads, handbills, good signs, and an interesting look at your place of business.

True.

Villagers with small businesses do not need to advertise their products.

False. (Everyone can increase sales or attract new customers by effective advertising.)

Word-of-mouth does not affect a business’ sales.

False. (A business’ reputation grows with satisfied customers.)

A business place that looks interesting may attract customers

True.

Promotion means: making people aware of your product and influencing them to buy.

True

Free samples, displays, and demonstrations are too costly for most small business owners.

False. (Sometimes they can increase business.)

Successful businesses have many loyal, long-term customers.

True.

Promotion can help create a new “need” in potential customers.

True. (Some examples might be ballpoint pens, toothbrushes or shoes.)

Promotion campaigns should aim to attract only new customers.

False. (Some promotion can encourage existing customers to buy a new product.)

Promotion involves two decisions: What is your message?
How will you deliver the message?

True.

Your promotion message should tell customers the benefits they can expect from the product.

True.

Radio and newspapers ads are the only effective means of advertising.

False.

This is a good marketing message: "Our chickens are so big – one chicken can feed a family of ten!"

True. (Why? It makes the customers see how the product benefits their family in a personal way.)

This is a good marketing message: "Our chickens eat good grain and vitamins."

False. (The message does not tell how the chickens benefit.)

There are three steps in selling: finding out customer needs, presenting your product, and making the sale.

True.

All customers are interested in the same benefits from a product.

False. (Some examples: saving money, better health, easier to use etc.)

Face-to-face selling is the best method for small businesses.

False. (Face-to-face selling takes time. It is one method to consider, but handbills or posters can be more effective.)

PROBLEMS

Some friends and relatives want to buy from you on credit. What will you do?

You have an idea for a new product that may not be easily accepted in your community. How would you promote it?

Your product has a better market in the capital city, but it is a perishable product. What would you do?

You produce milk, but there are no centers for everyone to bring their milk to sell. How would you sell your milk?

You have a bakery that sells bread, but you would like to sell “sweets” also. How do you decide whether to add the new product?

A local merchant with a truck buys vegetables from you and your neighbors and sells them in a nearby town. You think he is not paying enough. What can you do?

You own a bicycle repair service. Some people say you charge too much for your work. How do you decide whether to change your prices?

You offer gardening services to people with homes in a nearby city. What would be some good ways to let others know about your business?

Someone else opens a business selling products just like yours. What would you do?

You ran out of products after customers waited a long time. They are angry and say they will buy from another business. What would you do?

You want to set up a stall at the local market. As you decide where to locate your stall, what things would be important to you?

You are a member of a honey-producing cooperative. You would like a local store to sell your honey. What would you say to the storeowner to convince him or her?

You have never advertised. What are some good ways to let people know about your product?

The Health Inspector says you must close down. What do you do?

A relative wants to become a partner in your business. She offers cash to double your business and wants half of your profits. What do you tell her?

Several customers ask you to open earlier in the morning. Other customers want you to stay open later in the evening. How do you decide?

A competitor has lowered prices below yours. You cannot make a profit if you match hers. What do you do?

A young man whom you do not know offers to watch your shop after closing hours to protect it from vandals. He says other businesses pay him for this service. What would you do?

Your old customers seem to be going to other sellers. What should you do?

A local government official asks you for free products or services. What do you do?

APPENDIX V

SUMMARIZED LIST OF TRAINING MATERIALS

FOR TRAINING

- Felt pens
- Manila papers – different colours
- Stenciled manila papers 2"x5" (200) various colours
- Masking tape
- Clear tape
- Pair of paper scissors (3-4)

TEACHING AID

- Four marketing components in poster form
- Promotion materials examples
- Models
- Video – poems
-promotion messages
- Poster – marketing training goals (Page 1)
- Marketing game board, game pebbles and game cards and identification cards
- Video
- Radio with cassette recorder
- Programme schedule
- Poster – “A customer is a king”
“A customer is the most important visitor”
- Have all the handouts prepared and photocopied for participants Where trainees do not understand English it is important that the handouts are translated to a suitable language.
- Diskette or CD copy of the programme.

TRAINEES

- Pens
- Pencils
- Rubber
- Note books
- Rulers (Those could be shared)
- Relevant handout

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MISSION STATEMENT

To build the technical skills of poor people in developing countries enabling them to improve the quality of their lives and that of future generations