



Inuit Women in Business

FACILITATOR'S HANDBOOK

Revised - 2006



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PAUKTUUTIT
INUIT WOMEN OF CANADA

Acknowledgements

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INTRODUCTION

This facilitator's handbook has been designed to assist you in the delivery of the **Inuit Women in Business Workshop**. The facilitator is a custodian of an interactive and experiential process that encourages the sharing of knowledge and practical tools and techniques. The guiding principles of Inuit Qaujimajatuqangit (Inuit traditional knowledge) guide this dynamic process that promotes dialogue and creates a learning environment that serves to inspire Inuit women and others to examine the potential of their own business idea.

The workshop's experiential learning model involves direct input, knowledge and experience from the participants. The facilitator does a 'mini teach piece' on one aspect of the business plan, then invites participants to reflect on their plan and share their insights or key learnings with the rest of the group.

The Facilitator's Handbook provides 'process notes', tools and techniques for conducting an experiential, skills-based workshop. It accompanies the Train-the-Trainer module of *Inuit Women in Business* and complements the Participant's Handbook.

EXPECTED OUTCOMES OF THE TRAIN-THE-TRAINER TRAINING

The Train-the-Trainer Workshop is a two-day intensive program that encourages participants to explore their facilitation abilities and skills. It is hoped that the Train-the-Trainer Workshop inspires participants to:

- deliver the *Inuit Women in Business* workshop;
- manage a workshop process;
- manage a workshop group and individuals in that group;
- identify suitable techniques to use and assess their effectiveness; and
- share the information with their community members, family and friends.

ROLE AND GUIDING PRINCIPLES FOR THE FACILITATOR

The role of the facilitator is to lead an interactive process that responds to the participant needs and expectations. The Facilitator's Training Agenda provides a roadmap and directions for conducting an experiential process. The facilitator guides an experiential process that encourages participants to share their vision of starting a business; it draws on the expertise and knowledge of the participants. Experiential training highlights the skills and abilities of the participants who work collaboratively and learn from each other.

GUIDING PRINCIPLES OF INUUQATIGIIT

The six guiding principles for the facilitator stem from Inuit Qaujimainganngit, meaning principles of traditional knowledge.

1. PILIRIQATIGIINGNIQ – WORKING TOGETHER FOR THE COMMON GOOD

- Collaborative relationship and common purpose.
- Everything is interrelated. For example, the role of the woman is connected to the hunter's role.
- Everything in life has a purpose and is connected

An experiential process draws from the skills and experiences of the participants and engages them in a dialogue of sharing their business dreams, hopes and expectations. The role of the facilitator is to lead an interactive process with a series of small group or partnering exercises that will assist participants in developing a business plan. The principle of piliriqatigiingniq will support the group in establishing a learning environment to explore their business dreams and entrepreneurial spirit.

2. PIJITTSIRARNIQ - SERVICE TO OTHERS AND LEADERSHIP

- Lead by example.
- Service is not tiring.
- Do what needs to be done.

The role of the facilitator is to be of service to the group, to respond to the needs and expectations of the participants by conducting a process that encourages participants to share their business vision.

3. PILIMMAKSARNIQ - EMPOWERMENT

- Becoming capable, resourceful and able.
- Developing capacity.

The exercises in the handbook combined with the interactive process will give participants the opportunity to learn from each other. The skills based components of the workshop promote the skills and talents, personal inventory and a plan that builds confidence for the women involved in the program. The exercises are designed to inspire the women to share their vision and identify resources to support starting a business.

4. QANUQTUURUNNARNIQ – RESOURCEFULNESS AND ADAPTABILITY

Inuit have a great capacity to be creative, flexible and solution oriented. Interactive dialogues and small workgroups encourage women to share knowledge and inspire each other.

The facilitator's role is to respond to the needs of the group, which requires the facilitator to be flexible and identify resources.

5. AAJIQATIGIINNGNIQ - CONSENSUS DECISION MAKING

- Helping each other to become informed.
- Understanding that everyone's decision and ideas are to be valued.
- Patiently communicating.
- Commitment to this process.

Experiential training requires participants to work collaboratively and learn from each other. It highlights the skills and abilities of the participants and results in building the confidence and self-esteem of the participants. The facilitator ensures that everyone's input is heard and respected.

6. AVATIKMIK KAMATTIARNIQ - ENVIRONMENTAL WELLNESS

- Deep love of the land.
- You are from the land and you return to it.
- Caring about the land and environment with a deep feeling of respect and awe.

This principle can be interpreted as a balanced and healthy interconnectedness of the mental, physical and spiritual dimensions of the individual, the family and the community.

For a facilitator, these principles relate to managing an inclusive process that builds on the skill-sets and knowledge of the participants. It is about creating a 'learning community', and 'safe' environment to share ideas and interact with other entrepreneurs.

WORKSHOP PREPARATION AND PLANNING

KNOW YOUR SUBJECT

Review all the materials and resources you will require prior to workshop delivery. A full set of workshop materials has been included in your facilitator kit. These include:

- Inuit Women in Business– Participant’s Handbook
- Inuit Women in Business– Facilitator’s Handbook
- Detailed Training Agenda
- Administration materials such as sign-in sheet and evaluation
- Worksheets

WORKSHOP COORDINATION

Workshop Coordination includes participant identification, travel arrangements, accommodation, budget management, training site and workshop date selection, as well as troubleshooting at the site.

Contact should be made in advance with the appropriate members of the community to ensure that the dates of the workshop are at an optimum time, and do not conflict with other major events in the community.

MATERIALS REQUIRED

Prior to the workshop, ensure that you have enough participant manuals and worksheets for each of the workshop participants. The materials should be in the appropriate language and dialect for each participant (Inuktitut and English).

Handouts include:

1. *Getting to know each other* – an interactive exercise for introductions.
2. *Roadmap diagram and story* – a drawing of an Inuk journey, with a story to accompany it, related to the road to success.
3. *Inukshuk* – A visual summary of the entire workshop.
4. *Sealskin worksheet* – An exercise to design a ‘personal coat-of-arms’. Each person designs their sealskin and presents it to the group. It allows for artistic talent, but thoughts may be written as well.
5. *Four minute speech* – A way to condense your ideas about your business, and practice telling others about it.
6. *Smart goals* – A way to remember your goals and keep on track.
7. *Types of funding* available in your region.
8. *How to Keep Track of Your Business* – A short, pre-bookkeeping set of instructions to help people starting out in business to keep track of their money.
9. *Creating your own business plan*.
10. *Evaluation forms*.

EQUIPMENT & ENVIRONMENT

Flip Chart: The flip chart is standard equipment in workshops. Make sure there is wall space nearby to post the chart paper as the workshop progresses. Take each completed sheet and tape it to the wall with masking tape. It is important that you provide participants with the benefit of having their work product spread out on the walls before them. Thus, the information is readily available to refer to or review throughout the workshop.

Supplies: Bring a supply of pens and paper for each participant. Also bring your own supply of flip chart markers and masking tape.

Meeting room: The setup of the meeting room can strongly affect the successful interaction of the workshop participants and facilitator. One of the preferred arrangements is to have tables in a U-shape, with flipcharts at the open end of the U, and room for the facilitator to move close to the participants. Several corners with small tables or just chairs can be used for breakout areas, to separate the participants.

FLEXIBILITY TO THE SCHEDULE

It is important that you respond to the needs and expectations of the participants. Their reason for attending the workshop is to gain a particular quantity of knowledge. This requires that you manage an interactive process with timelines to ensure the material gets covered.

ESTABLISH A CLEAR MANDATE AND DIRECTION (ROADMAP)

Once the Elder has completed the opening prayer and all the participants are ready, it is important that you begin with:

- A welcome to all the participants.
- Introductions and an explanation of the facilitator's role in the training.
- A clear overview of the training, and the expected outcomes of the training day.
- A brief overview of the agenda.
- A quick outline of the contents of the manual.
- Housekeeping matters such as location of washrooms and times for breaks.

After you have completed your introduction and workshop overview, it is suggested that the 'getting to know each other' exercise be used as an icebreaker. The participants will meet each other and start gathering important information on the skills and talents of the group members and the types of businesses they intend to start.

Getting to Know Each Other: Facilitator Instructions

The Objective of the exercise is to record information about everybody in the group. It is an icebreaker exercise designed to introduce participants to each other and gather information that will be used in the workshop.

Each participant is asked to fill in:

1. the name, role and hobby/interest of everyone in their small group;
2. skills and talents;
3. dreams and interests; and
4. beliefs and values on self-employment.

The list will continue to grow as people move through the rotations.

The participant 'role' is the role in their lives with which they wish to be identified. We have many roles in our lives: parent, friend, entrepreneur, artist, gardener, etc. Each participant identifies one role for themselves. Please choose something other than role at work or job title. Be as creative as possible.

For the first session, the large group is numbered off into four smaller groups. The facilitator moves around the large group, numbering each participant as 1 - 2 - 3 or 4. All the ones gather in one corner, all the twos in another, and so on. You may want to have fewer groups if the number of participants is smaller.

In their small group, participants have fifteen minutes to gather as much information as possible. At the end of ten minutes, the facilitator announces that there are five minutes left, and that the group should select a reporter who will move to another group and carry forward the information collected so far.

The reporter from each group will share information from the previous group and add information from the new group. Everyone is responsible for filling out the lists. At the end of the second round, all participants should have eight people on their list. This will continue to grow after each rotation.

- Rotations:
1. The recorder from each group will move forward one group clockwise.
 2. A new recorder from each group will move forward two groups clockwise. (Skip one group).
 3. A new recorder from each group will move back one group, counter-clockwise.

During the last round, place a flipchart beside each small group.

- Ask one group to record all the information on the first sheet, i.e. NAME, ROLE, HOBBY.
- The second group will list all the SKILLS AND TALENTS.
- The third group will list DREAMS AND INTERESTS.
- The fourth group will list BELIEFS AND VALUES OF WORK.

The lists will be taped to the wall for reference.

GUIDELINES

To establish guidelines for the group, ask participants to reflect on a workshop or meeting that went very well. Ask the group. 'what made it a great workshop?' Brainstorm a list of characteristics. The list may include: we were listened to, there was respect and sharing of ideas. Once the group has brainstormed a list,

get permission from the group to use these characteristics as guidelines for the workshop.

Ask the participants to list their goals and expectations for the workshop. At the end of the workshop, review the list and ask if the goals have been met.

DELIVERY: TIPS, TOOLS AND TECHNIQUES

CREATE AN OPEN ENVIRONMENT

Groups work best when individuals are in an environment where they feel comfortable in expressing their ideas. Encourage all participants to listen to what others are saying. If your session is splintering into separate groups, stop the workshop process and ask the groups to deal with one discussion at a time. In addition, never talk to your participants like they are children and never ridicule them. Always encourage, never discourage.

INVOLVE ALL PARTICIPANTS

In any group, there are always some individuals who will be less inclined to participate in discussions. Keep your eyes open and watch out for signs that people are not involved. Try to engage and encourage these people to contribute their opinions and comments.

LEADING A DISCUSSION

As a facilitator in leading a discussion, your role will be to manage the process and make sure everyone gets an opportunity to participate. Keep your eyes open and listen intently to everyone's comments. If necessary, rephrase and repeat the participant's comments.

RESPONDING TO QUESTIONS

It is important that you take the time to actively listen, think about and then respond to questions. Do not react to the question or to the emotion that may be behind the question. If need be, paraphrase the participant's question back to them before answering.

UNSURE OF THE ANSWER

Occasionally you will be asked questions to which you do not know the answers or you are unsure of how to answer the question. In both instances, you can honestly state that you do not know. It is better to state that you do not know rather than make up an answer. You may also tell the participant that you will find out the answer for them. If you are unsure of how to answer a question, ask

the individual to restate their question. Sometimes questions are easier to understand if they are reworded in a different way.

RIGHT BACK AT YOU

Sometimes you will have a participant who interjects with a question that questions the process or otherwise wants to take the workshop in a different direction. It can be helpful to turn that question to the participants. Phrases like, "Let's consider that question. What does the group think?" or "What does everyone think?" can be used.

BRAINSTORMING

As a facilitator your role in brainstorming is to clarify the contents of what will be discussed and start the process for a set amount of time. Begin by stating the contents of what will be discussed, and then ask the participants for their opinions. As the participants give you their comments, put the information onto a flip chart. Toward the end of the brainstorming session begin summing up the participants' responses.

ICE-BREAKERS

Use an ice-breaker at the beginning of the workshop so the participants have an opportunity to get to know each other. Through out the workshop the facilitator must observe the energy level of the group. Be prepared for the ' after lunch dip'. Since there is a significant amount of information to be covered, and participants may become overloaded with information, you may find that at points throughout your workshop you are losing your audience. Examples of when you are losing your audience are as follows:

- Participants are yawning and looking rather sleepy;
- Participants are leaving the room to use the washroom;
- Participants are fidgeting in their chairs; and
- Participants are chatting.

If this happens, it would be wise to take a five-minute break. During this five-minute break you could have the participants:

- stand up away from their chairs and stretch;
- focus on their breathing;
- tell a joke;
- walk around;
- write a story by each adding a line by each participant; or
- play a game.

After the five minute break, you will find that participants will be more focused.

ENERGIZER EXERCISES

An energizer exercise that gets the participants to move around and that teaches something at the same time is ideal. A good example is the ball energizer, which requires about eight small balls. Participants stand in a circle, and the facilitator tosses out one ball and keeps adding balls. The participants continue to toss to the same person while keeping all the balls in the air as a group. A discussion can take place afterwards to emphasize the lessons. These might include concepts such as team building, working together, juggling many tasks/ balls, and if you drop a ball, someone will pick it up and you keep going.

PARKING QUESTIONS

The 'Parking Lot' is the place where participants can write their questions or comments during the workshop. If there is time at the end of the session, the questions will be answered. Note: A fifteen-minute wrap-up period has been integrated into the training agenda at the end of each day. Attempt to answer or deal with any issues that have been written on the "Parking Lot" at this time.

DEALING WITH DIFFICULT PARTICIPANTS

Occasionally, there are participants who cause considerable disruption to the workshop process. In most instances, this conflict will not disappear and if the situation is not dealt with immediately it may get worse. Approach the individual and through one-on-one discussion try to understand or uncover the reason for their disruption.

INTERVENTIONS

Interventions are good for putting people back on track when things have begun to go astray. Sometimes you may need to ask the participants, "What is going on here?" Being direct can be a useful technique when there is clear tension or resistance. Be prepared to deal with the answer.

WRAP AROUND

At points there will be a need to tie subject areas together. For instance, at some points in the workshop you will need to tie the participant's skills and interests with operating a business. To do this you will need to understand the skills needed for business and the challenges in operating a business. It is advisable that you become familiar with all the workshop materials.

SUMMARY

As a trainee in this two-day workshop, you have been given a lot of information, but do not be overwhelmed by the volume of material. You will become more comfortable as you practice delivering smaller components of the workshop. Remember that advance planning is very important to the success of your workshop. Think of the workshop from the participant point of view. *What needs to be in place so the participant feels safe, and willing and able to contribute?*

Listen, be flexible and be respectful. Sometimes you won't be able to cover all of the agenda because the participants are not ready. Take people as they are. Adhere to the values of trust, respect, and listening, to achieve a balanced and healthy workshop environment.

FACILITATOR'S EXTENDED THREE-DAY AGENDA

Inuit Women in Business Workshop

Day One – Creating Your Personal Inventory		
Time	Activities	Actions
8:30 – 9:00	Opening Prayer by Elder Welcome by local Board Member or Mayor	
9:00 – 9:15	Welcome and Introduction of Facilitator, Interpreter(s) and Guests Overview of Training – Entire 3 days – highlighting themes Group approval of agenda – Read day 1 agenda Information about Participant Handbook Group Goals (on flip chart sheet)	
9:15 – 9:25	Participant Introductions - Icebreaker Creating Your Personal / Group Inventory Beliefs about work, and talents. Round one groups of four Use: Worksheet #1 “Getting to Know Each Other” Includes segment on: skills / talents, interests, builds on personal inventory	INTERVIEW EACH OTHER
9:25 – 9:40	Round two	PERSON MOVES
9:40 – 9:55	Round three	PERSON MOVES
9:55 – 10:10	Round four	PERSON MOVES
10:10 – 10:30	Transcribe information (List group inventory – comment on wealth of skills and experience in the room. Emphasize talents, business interests, and entrepreneurial spirit.) Interactive dialogue.	LIST GROUP STRENGTHS
10:30 – 10:45	Break	
10:45 – 10:50	Roadmap for a business plan Ask -What are your views on work and starting a business? Partners: Iqaluk – fish, Natsiq – seal, Ukaklik – rabbit, Tuktu - caribou Worksheet #2 RoadMAP : Present the drawing and story of the hunter. Worksheet #3 Inukshuk : Explain that it is the visual representation of the entire workshop.	PARTNERS WITH MATCHING ANIMALS

Day One – Creating Your Personal Inventory – PAGE 2		
10:50 – 11:10	What would your family / friends say about you? What are your strengths and weaknesses? Link to skills and talents. Or, what are you good at? What do you need some help in doing? Partners: Iqaluk – fish, Natsiq – seal, Ukaklik – rabbit, Tuktu - caribou	GROUPS
11:10 – 11:30	What are your skills? Reflection – fill out questionnaire in Participant Handbook Interactive dialogue – revisit inventory & list on flip chart.	INDIVIDUAL ACTIVITY
11:30 – 11:45	Morning wrap around	REVIEW & FORECAST
11:45 – 1:00	Lunch	
1:00 – 2:15	Community Profiles - Types of Businesses needed in my community. What are some of the things your kids would like to see happening in your community? Elders? Brainstorming and group discussion. Set up groups according to business themes, i.e., translator, artists, coffee shop, hairdressing, trade industry	LARGE GROUP BRAIN STORM SMALL GROUPS
2:15 – 2:45	Dialogue –What does success mean to you, when you think about your business? Note key points made by the group – refer back to brainstorm list when group completes visioning exercise of the seal skin	REPORT BY GROUPS
2:45 – 3:00	Break – activity and energizer exercise	
3:00 – 3:40	Challenges of Owning Your Own Business Partners or Group Record brainstorming ideas and ask the group how to overcome barriers	LIST
3:40 – 4:15	Benefits of Owning Your Own Business Partners or Group	LIST
4:15 – 4:30	Wrap-up - Key learnings and insights of the day, or one thing that really stands out for you.	LARGE GROUP

Day Two – Tools To Create Your Plan		
Time	Activities	Actions
8:30 – 8:45	Morning go-around	
8:45– 9:00	Overview of RoadMAP Creating a Plan/ Importance of a Plan.	REVIEW DAY 1
9:00 – 9:40	Business Plan Template (small group exercise: work with business theme, or example from the group – interactive dialogue, elements of a plan) Community Profile and Business Environment– Use examples - 2 way zippers / current policy on seal skins in Greenland and how it will impact Nunavut) Is your market local, national / international? i.e. Kamiks	SMALL GROUPS
9:40 – 10:15	Worksheet #4 Seal Skin – Image of My Success . Hand out seal skin template and instructions. Create an image of your personal success. May be written or drawn	INDIVIDUAL & THEN SHARE
10:15 – 10:30	Break	
10:30 – 11:00	Business Description Worksheet #6 Four minute speech . Divide with partners. Each person will then deliver their speech. This overlaps into product / service description. Worksheet #5 Smart Goals . Hand out and review if time permits.	MAIN POINTS GIVING A SPEECH FULL GROUP
11:00 – 11:30	Product and Service Description Review manual with group. Highlight what makes your product / service unique.	LIST KEY WORDS
11:30 – 11:45	Marketing Plan Who, what and how? Small group exercise: business themes –same group as 9:00a.m. segment. Refer to information sheet. Brainstorm ways to market the business.	SMALL GROUPS
11:45 – 1:00	Lunch	
1:15 – 2:15	Management and Ownership Structure & Types of Businesses Interactive dialogue –day-to-day operations and planning, WCB, Hamlet requirements	LARGE GROUP
2:15 – 2:45	Operational Plan Small groups – based on business themes. (refer to manual)	SMALL GROUPS
2:45 – 3:00	Break – activity & energizer exercise. Also singing together or throat singing demo	FUN
3:00 – 4:15	Sources of Funding and Resource information - Where do I get the money?	LARGE GROUP
4:15 – 4:30	Wrap-up - Key learnings and insights of the day, or one thing that really stands out for you.	LARGE GROUP

Day Three- Next Steps		
Time	Activities	Actions
8:30 – 9:00	Morning go-around	WELCOME
9:00 – 10:15	Financial concepts – How do I get started? Explain Terminology Info Sheet: Types of funding available in your region. Discuss handout customized to region of delivery	LECTURE Q & A
10:15 – 10:30	Break	
10:30 – 11:45	Financial concepts. Info Booklet: How to Keep Track of Your Business Written instructions, Cash Flow Projection Sheet; Record of Transactions, Bank Account & Bank Reconciliation	WORKBOOK
11:45 - 1:00	Lunch Possibly group stays for stew & bannock & fish.	
1:00 – 1:15	Visual roadMAP – Journey to Success – snapshot review of map	RECALL DAY 1
1:15 – 2:45	Creating a business plan – interactive discussion or partnering exercise – weaving it all together revisits inukshuk and flipchart notes generated by the group. Worksheet #7 – Creating Your Own Business Plan	DISCUSSION QUESTION SHEETS
2:45 – 3:00	Break – activity and energizer exercise. (group in circle, with 8 balls)	FUN
3:00 – 3:30	The People Resources - Networking Small groups – identify key resource people in communities Other resources: Government Agencies and Inuit Organizations Interactive dialogue. Emphasize network and resources in the room.	SMALL GROUPS
3:30 – 4:00	Aftercare – 1. Looking After Your Business (from participant handbook) 2. Personal care – Looking after Yourself Small groups 20min. with 10min. large group debrief	SMALL GROUPS COMPARE & SHARE
4:00 – 4:15	Wrap-up – closing exercise with words of encouragement.	
4:15 – 4:30	Evaluation Forms Closing Prayer	

TRAIN-THE-TRAINER WORKSHOP AGENDA

Inuit Women in Business

AGENDA – DAY 1

- 09:00 Welcome and Introductions
- 09:15 Overview of the Agenda
- 09:30 Role of the Facilitator
- 10:00 Creating your Personal Group Inventory
- 10:30 Break
- 10:45 Preview of 3 day agenda
- 11:00 Troubleshooting – What can go wrong and what to do about it.
- 11:15 Participant Ideas of Starting up a business
- 11:45 Morning wrap around
- 12:00 LUNCH
- 01:15 Roadmap for a Business Plan
- 01:30 Business Plan Template
- 02:30 Break & Energizer Exercise
- 02:45 How to run a good meeting/ workshop (interactive exercise)
- 03:45 Entrepreneurial Spirit ---How do I motivate other women in my community?
- 04:15 What is an Ice Breaker?
- 04:45 Wrap-up. (Key learnings and insights of the day)

AGENDA – DAY 2

- 09:00 Morning Reflections
- 09:15 Getting Organized.
- 09:45 Discussion on 3-day workshop material. What is the best way to present the information for starting a small business? (plus Resource People)
- 10:30 Break & Energizer Exercise
- 10:45 Delivery - Tips, Tools and Techniques

- 12:00 LUNCH

- 01:15 Practice Four Minute Speech and Giving and Receiving Feedback
- 02:00 How to Keep Track of Your Business
- 02:45 Break
- 03:00 Dealing with Difficult Situations – role play (cue cards)
- 03:30 Self Care - Stress Management
- 04:00 Reflections on the material
- 04:45 Closing