

# **BASIC BUSINESS SKILLS COURSE FOR ADS OWNERS**

## **Trainer's Guide**

### **General Introduction to the Course**

### **Module 1: Understanding Your ADS Business**



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## **TRAINING OVERVIEW**

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### **The ADS Training Program**

The accredited drug shops (ADS) business training is aimed at equipping drug shop owners with business skills in order to **sustain their businesses**. The development of this training curriculum has been particularly inspired by the realization that whilst ADS businesses provide products and services that treat ailments and save lives, they also need to be run profitably for their survival and growth. It is expected that by the end of this course, participants will have gained an understanding of the ADS concept and will be equipped with the knowledge and skills necessary to operate an ADS profitably.

The Business Skills course lasts four days. To enhance learning, the training has been designed with graphical presentations, role plays, group work, and individual exercises.

### **Participants**

The participants who are attending this business course are drug shop owners.

### **Goal of the basic Business Skills Course for ADS Owners**

The goal of this Business Skills Course is to equip ADS owners with transferable business management knowledge and skills to run profitable and sustainable ADS businesses.

### **Specific learning objectives of the Basic Business Skills Course for ADS Owners**

As a result of actively participating in the Basic Business Skills Course for ADS Owners, the individuals will be able to:

1. Assess their business environment and the status of their business performance.
2. Create a draft business plan and a draft financial plan for their ADS.
3. Manage their ADS.
4. Carry out recordkeeping and business financial management.
5. Manage the dynamics of a family business.

### **Structure of the Basic Business Skills Course for ADS Owners**

The training curriculum is divided into six main modules that are presented in order of recommended delivery, with each module building on the preceding one. The recommended duration of the training is four days; however, if the trainer finds that learners need more

time, he or she may adapt the program to add more time.

Each module contains session building blocks that are presented through a step-by-step process that is guided by a proposed methodology for each session. Worksheets and handouts have been incorporated into the appropriate sessions in both the Trainer's Guide and the ADS Business Manual. The Trainer's version of each handout includes the appropriate answers. A sample workshop program and a sample training evaluation form are appended at the end of the Trainer's Guide and may be used as handouts for the learners.

### **Training conceptual approach of the Basic Business Skills Course for (ADS Owners)**

The conceptual premise of this training course is informed by the principles of adult learning:

1. The course has been designed for adults. Adults have diverse accumulated life experiences and knowledge that are shaped by socialization and formal training. The course content is therefore presented in steps in an attempt to build on adult learners' practical experiences.
2. Adults learners particularly learn best when they find the training content relevant to their immediate needs. The proposed adult participatory training methodologies are therefore critical to the successful delivery of this training course.
3. The proposed step-by-step process is expected to encourage active participation of all learners. Techniques, such as plenary discussions, small group exercises, role-plays, and individual exercises, have been incorporated into all sessions, and detailed guidance on how to lead them has been provided.

### **Guidelines for using the training content of the Basic Business Skills Course for ADS Owners**

#### ***Presentation of training content***

Each session plan has a box at the beginning that lists the following key information about the session:

- Learning objectives
- Duration
- Methodology
- Materials
- Preparation by the trainer

The session plan is then presented as a *script* that details step-by-step what the trainer and the participants should do and say. The steps have been systematically chosen to help participants build the knowledge and skills they need to achieve the learning objectives.

The sessions engage participants in highly participatory activities, including question and answer (Q & A) exchanges, role plays, and individual and small group activities. Active participant practice and feedback have been incorporated throughout.

### ***Number of participants***

The recommended class size per training cohort is 20 trainees and must not exceed 25.

### ***Time***

This curriculum comprises six modules that collectively total 17 sessions. The estimated time needed for each session is listed at the beginning of the session; the total time needed for the module is listed at the beginning. However, as noted above, the duration of the training content can be adjusted depending on learner circumstances. The minimum recommended time for the course is four days if all modules are delivered together.

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## **CONDUCTING THE COURSE**

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The material for this course consists of:

1. Presentation of material through PowerPoint slides and consultation of the accompanying ADS Business Manual
2. Discussion
3. Small group work
4. Individual work

The PowerPoint presentations are intended to provide participants with the necessary information required to manage their business, which is running their ADS. Trainers are encouraged to invite participants to take turns reading the information on the slides out loud.

Practical, participatory exercises have been included in all of the sessions, and the trainer is encouraged to circulate during group work to observe each participant's efforts carefully. In addition, some sessions incorporate use of peer review and feedback to help identify participants who may need extra support.

### **How to prepare yourself to use the training manual**

- Read through the ADS Business Manual.
- Read through this Trainer's Guide.
- Plan the seating arrangement and grouping of all the participants depending on the number. It is recommended that all participants have a surface to write on.
- Make sure you have all the necessary materials and equipment for the course.
- Go over the administrative details ahead of time to minimize distractions.
- This Trainer's Guide includes questions that you should ask participants to help you understand what they already know as well as to stimulate them to remember key aspects of their background and experience. The Guide also provides you with the answers that you should expect participants to give. If participants do not come up with all of the expected answers, use probes to draw them out.
- Visit a few of the participants' drug shops so that you have an idea of what they are like.
- Follow the Trainer's Guide to deliver the training. It has been designed to help you build and strengthen the participants' knowledge and skills in a step-wise fashion.

- Use plain and simple language! Avoid jargon! The clearer you are, the better and the faster they will learn.

### **Checklist for the equipment and materials required during training**

#### ***Materials for each participant:***

- Pen and a pencil
- Notebook
- Name tag
- ADS Business Manual

#### ***Materials for the trainer:***

- Flip chart/blackboard
- LCD projector and a laptop
- Masking tape/cello tape
- Markers
- Trainer's Guide
- ADS Business Manual

## TRAINING HINTS

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The success of the training will depend on your level of organization, communication style, and knowledge base. The seating arrangement should ensure uniform eye contact between the participants and the trainer. Ideally, participants will sit in table groupings. This will make it easier for them to look at their written materials and work in small groups.

As part of the registration process, ensure that each participant writes his or her name on a name tag and wears that name tag from the beginning of the course.

### **Guidelines for good training**

Explain the purpose of the pre-test to the participants (including why it is given at the beginning of the course).

Conduct each session in a manner that shows that you are guiding them and not just delivering a lecture.

Follow the steps of each session of the Trainer's Manual to ensure that the learning is interactive, participatory, complete, and successful.

Use very simple language and explain new terms. Check whether participants have understood you.

**NOTE:** Begin the training with the "General Introduction to the Course" (below) **IF** the participants are receiving this training **before** they receive training in medicines management and client care. If they have already received the latter two trainings, you may begin this training with Module1: Session 1.

## GENERAL INTRODUCTION TO THE COURSE

<b>LEARNING OBJECTIVES:</b>	<ol style="list-style-type: none"> <li>1. To introduce the facilitators and participants.</li> <li>2. To determine participants' expectations.</li> <li>3. To explain the course objectives, content, structure, and duration.</li> <li>4. To explain the minimum qualifications required to attend the course.</li> </ol>	
<b>DURATION:</b>	1 hour 50 min.	
<b>METHODOLOGY:</b>	Lecture, Q&A, discussion	
<b>MATERIALS:</b>	For all participants:	For the trainer:
	<ul style="list-style-type: none"> <li>• Pre-test (printed copies)</li> <li>• Pen and pencil</li> <li>• Notebook</li> <li>• Name tags</li> </ul>	<ul style="list-style-type: none"> <li>• Flip chart/black board</li> <li>• Name tag</li> <li>• LCD projector</li> <li>• PowerPoint slides</li> </ul>
<b>PREPARE IN ADVANCE:</b>	<ul style="list-style-type: none"> <li>• Welcome remarks</li> <li>• Write course objectives on flipchart paper or blackboard</li> </ul>	

### Welcome Remarks (5 min.)

<b>EXPLAIN</b>	<p>that the purpose of this part of their training is to build the capacity of drug shop business owners in <u>business management</u>.</p> <p>Specifically:</p> <p>As a result of actively participating in the Basic Business Skills Course for ADS Owners, the individuals will be able to:</p> <ol style="list-style-type: none"> <li>1. Assess their business environment and the status of their business performance.</li> <li>2. Create a draft business plan and a draft financial plan for their ADS.</li> <li>3. Manage their ADS.</li> <li>4. Carry out recordkeeping and business financial management.</li> <li>5. Manage the dynamics of a family business.</li> </ol>
<b>EXPLAIN</b>	that the training will have both practical and theory sessions.

EXPLAIN	that there will be activities, such as questions, scenarios, and role play, which will require their active participation.
ASK	what questions participants may have.
RESPOND	to their questions.

### **Introductions and Expectations (30 min.)**

ASK	<p>the participants to introduce themselves following the guidelines below:</p> <ol style="list-style-type: none"> <li>1. Participant's name</li> <li>2. Training background</li> <li>3. Drug shop name and location</li> <li>4. Participant's role in the drug shop, i.e., owner or drug shop seller</li> <li>5. Work experience</li> <li>6. Expectations of the training</li> </ol>
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### **Review of Course Program (10 min.)**

SHOW	the course program on the screen.
REVIEW	the course program.
ASK	what questions participants may have.
RESPOND	to their questions.

### **Administrative Announcements (10 min.)**

MAKE	<p>the following administrative announcements to the participants:</p> <ol style="list-style-type: none"> <li>1. Duration of the training</li> <li>2. Fees and mode of payment</li> <li>3. Accommodation status and meals</li> <li>4. Mode of assessment and frequency</li> <li>5. Issuing of certificates of attendance</li> </ol>
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ASK	what questions participants may have.
RESPOND	to their questions.

### Group Norms (10 min.)

EXPLAIN	that to ensure that everyone has a useful and productive experience in this training course, we all need to agree on certain norms, in other words, how we will conduct ourselves during the training.
WRITE	the title, "Group Norms," at the top of a sheet of flipchart paper.
INVITE	participants to state the norms that we will follow in this training.
GIVE	the following example (if participants do not readily state any norms): <ul style="list-style-type: none"> <li>• One person speaks at a time.</li> </ul>
WRITE	the norms stated by the participants on the flipchart paper.
ENSURE	that the following norms are stated: <ul style="list-style-type: none"> <li>• Be on time.</li> <li>• Participate actively.</li> <li>• Respect the statements of others.</li> <li>• Disagree respectfully.</li> </ul>
EXPLAIN	that you will post the "Group Norms" for all to see, and if anyone needs to be reminded of one or more of the norms, we can refer to this list.

### Pre-test (45 min.)

EXPLAIN	the following reasons why the participants are taking the pre-test: <ol style="list-style-type: none"> <li>1. To show what they know about the ADS concept and basic business management skills.</li> <li>2. To help the facilitators modify learning objectives wherever necessary.</li> <li>3. To guide trainers to identify content areas to put more emphasis on.</li> </ol>
EXPLAIN	that they will take the test again at the end of the training to measure how

	much knowledge they have gained.
ADMINISTER	<p>the pre-test, using the following steps:</p> <ol style="list-style-type: none"> <li>1. Give instructions on how to answer the pre-test.</li> <li>2. Help to clarify any questions or concerns.</li> <li>3. Monitor the group while they take the test.</li> <li>4. Collect the papers when participants have finished the test.</li> </ol>
MARK and SHARE	the results within the first two days of training.

### **BACKGROUND TO ADS**

LEARNING OBJECTIVES:	<p>As a result of actively participating in this session, the individual will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the pharmaceutical sector in Uganda.</li> <li>2. Describe the ADS concept.</li> <li>3. Explain the role of ADS in service delivery.</li> </ol>	
DURATION:	1 hour 20 min.	
METHODOLOGY:	Lecture, Q&A, discussion	
MATERIALS:	<ul style="list-style-type: none"> <li>• PowerPoint slides</li> <li>• Projector</li> <li>• Flip charts</li> <li>• Notes</li> </ul>	<ul style="list-style-type: none"> <li>• ADS Business Manual</li> </ul>
PREPARE IN ADVANCE:	<ul style="list-style-type: none"> <li>• None</li> </ul>	

### **The Pharmaceutical Sector in Our Country (10 min.)**

EXPLAIN	that this session focuses on the pharmaceutical sector in our country, specifically, on how medicines are managed in both private and public institutions.
ASK	What do we mean by “public” institutions?
ENSURE	that they answer in their own words: institutions that are owned and run by

	the government.
ASK	What do we mean by “private” institutions?
ENSURE	that they answer in their own words: institutions that are owned and run by nongovernmental bodies (individuals, groups, companies, etc.).
ASK	participants to name some private institutions that provide health care services.
ENSURE	that their answers include: <ul style="list-style-type: none"> <li>• Private hospitals</li> <li>• Medical centres</li> <li>• Clinics</li> <li>• Pharmacies</li> </ul>
ASK	Are ADS public institutions or private institutions?
ENSURE	that they answer that they are <u>private</u> institutions.
EXPLAIN	that in this training, we will give most of our attention to the management of medicines in the <u>private</u> sector because that is what applies to the ADS business.

### Background to ADS (30 min.)

EXPLAIN	that you are going to do a short presentation about how and why accredited drug shops have been created.
PRESENT	the explanation using the PowerPoint presentation, “Introduction: Background to the ADS”
ASK	what questions the participants have about how and why accredited drug shops have been created.
RESPOND	to their questions in one of three ways: <ol style="list-style-type: none"> <li>1. If you have already provided the answer to a question, ask other participants to repeat the answer you have given.</li> <li>2. If you will be answering a question later, explain that the answer will be coming later.</li> <li>3. If you will not be answering that question later, try to give the answer now.</li> </ol>

## Current Practices in Drug Shops (30 min.)

ASK	participants to mention the common sources of medicines for their drug shops.
LISTEN	to their answers without commenting.
ASK	about what you mentioned in your presentation about where accredited drug shops are required to purchase their medicines.
ENSURE	that they answer that accredited drug shops are required to purchase their medicines from licensed wholesale pharmacies.
EXPLAIN	that this is where they will need to purchase their medicines from now on, now that they will be working in ADS.
ASK	participants to mention the routine activities they carry out in their drug shops (if they are working in drug shops. Those who are not should listen.)
LISTEN	to their answers without commenting.
ASK	participants to name some of the routine activities they should carry out in their drug shops, based on the presentation you just made.
ENSURE	that their answers include the following activities: <ul style="list-style-type: none"> <li>• Proper storage of medicines.</li> <li>• Proper dispensing of medicines.</li> <li>• Management of selected illnesses in both children above 2 months and adults.</li> <li>• Early reporting of outbreaks.</li> <li>• Client education and referral of clients with chronic conditions.</li> <li>• Referring in cases of danger signs.</li> <li>• Counselling and initiating mothers for family planning (FP).</li> <li>• Counselling mothers on newborn care, nutrition, and immunisation of children under 5 years.</li> </ul>
PROBE	to solicit any activities they have not mentioned.
ASK	What diseases do you usually treat in your drug shops?
LISTEN	to their answers without commenting.
ASK	participants to name the diseases and conditions they should expect to treat in their drug shops, based on the presentation you just made.

ENSURE	<p>that their answers include the following diseases and conditions:</p> <ul style="list-style-type: none"> <li>• Uncomplicated malaria in both adults and children</li> <li>• Upper respiratory tract infections</li> <li>• Common colds, allergic rhinitis (adults and children)</li> <li>• Non-severe pneumonia in children 2 months to 5 years only (with no danger signs or chest in-drawing, or stridor in calm child)</li> <li>• Diarrhoea and dysentery in children and adults, except in cases of severe diarrhoea or severe dehydration, or persistent diarrhoea</li> <li>• Ear infections, except in cases of tender swelling behind the ear (mastoiditis)</li> <li>• Anaemia and malnutrition in children 2 months to 5 years only, except for severe cases as defined in this manual</li> <li>• Sexually transmitted infections (STI)</li> <li>• Minor skin conditions, like boils, ringworm, athlete's foot, scabies, chicken pox, nappy rash and minor cuts, skin allergies</li> <li>• Eye conditions only, including foreign bodies and styne</li> <li>• Lice</li> </ul>
INVITE	<p>participants to open their ADS Business Manual to page 8 and to mention any conditions or diseases that they may not have mentioned already.</p>

### Regulatory Bodies for ADS (10 min.)

ASK	<p>What groups are responsible for making sure that the ADS staff follow the rules and regulations for maintaining the ADS?</p>
ENSURE	<p>that they respond:</p> <ul style="list-style-type: none"> <li>• National Drug Authority (NDA)</li> <li>• Uganda Nurses and Midwives Council</li> <li>• Allied Health Professionals Council</li> <li>• Pharmaceutical Society of Uganda</li> </ul>
EXPLAIN	<p>that many of the participants may belong to the Uganda Nurses and Midwives Council or the Allied Health Professionals Council, or both.</p>
EXPLAIN	<p>that participants will find this information about the background of ADS and about the groups that are responsible for ensuring that ADS operate according to the established rules and regulations in the Introductory Module of their ADS Business Manual.</p>

## ETHICS, LAWS, AND REGULATIONS

<b>LEARNING OBJECTIVES:</b>	As a result of actively participating in this session, the individual will be able to: <ol style="list-style-type: none"> <li>1. State the laws governing the ADS.</li> <li>2. State the acceptable standards for setting up an ADS.</li> <li>3. State the required code of ethics of an ADS seller.</li> </ol>
<b>DURATION:</b>	1 hour 20 min.
<b>METHODOLOGY:</b>	Lecture, Q&A, discussion, small group work
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li style="width: 50%;">• PowerPoint slides</li> <li style="width: 50%;">• ADS Business Manual</li> <li>• Projector</li> <li>• Flip charts</li> <li>• Notes</li> </ul>
<b>PREPARE IN ADVANCE:</b>	<ul style="list-style-type: none"> <li>• Handouts for Exercise 1</li> </ul>

### Laws and Regulations (30 min.)

<b>EXPLAIN</b>	<p>that in the last session, we agreed that the NDA is responsible for making sure that the ADS staff follow the rules and regulations for maintaining the ADS.</p> <p>It is essential that you – the ADS business owner – know the rules, regulations, and ethics for maintaining the ADS. If you do not follow them, you will not be able to operate your ADS successfully.</p> <p>In this session, we are going to go over those rules, regulations, and ethics that enable you to successfully operate an ADS.</p>
<b>EXPLAIN</b>	that you are now going to do a presentation about ADS laws, regulations, and ethics, and then you will ask the participants questions about each of these areas to ensure that they have understood them well.
<b>GIVE</b>	The PowerPoint presentation titled, “Ethics, Laws, and Regulations.”

### Discussion (45 min.)

<b>ASK</b>	What are <b>laws</b> ?
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ENSURE	that they make the following points (in their own words): <ul style="list-style-type: none"> <li>• Laws are rules that govern human conduct.</li> <li>• All persons in a state or nation must follow the laws of that state or nation.</li> </ul>
ASK	What are <b>regulations</b> ?
ENSURE	that they make the following point (in their own words): <ul style="list-style-type: none"> <li>• Regulations are more specific rules controlling or restricting a specific activity.</li> </ul>
ASK	What are <b>guidelines</b> ?
ENSURE	that they make the following point (in their own words): <ul style="list-style-type: none"> <li>• Guidelines are instructions on how to implement or to enforce the laws.</li> </ul>
ASK	What are <b>ethics</b> ?
ENSURE	that they respond in their own words that ethics are moral principles that we follow to ensure good behaviour.
ASK	What do you have to do to open an ADS?
ENSURE	that they respond that there is a three-step process: <ol style="list-style-type: none"> <li>1. Pre-inspection of premises by the NDA/DADI.</li> <li>2. Training of ADS staff (dispenser and owner) by an authorized nursing school.</li> <li>3. Re-inspection of premises by NDA/DADI.</li> </ol>
ASK	What qualifications does an individual need to have to be trained as ADS staff?
ENSURE	that they respond that the individual needs to have attained: <ul style="list-style-type: none"> <li>• A minimum qualification of s.4.</li> <li>• Nursing assistant training (at least 6 months).</li> </ul>
ASK	What body is responsible for regulating ADS?
ENSURE	that they state that the NDA is responsible for regulating ADS.

ASK	What bodies help the NDA enforce the laws and regulations?
ENSURE	that they state that the District Health Officer and other local district authorities help the NDA enforce the laws and regulations governing ADS.
ASK	What group will visit and supervise the ADS regularly, and how often will it visit?
ENSURE	that they respond that representatives from the Drug Sellers' Association (DSA) visit and supervise the ADS at least every two months.
ASK	What tool will the DSA representatives use to do their supervision of the ADS?
ENSURE	that they respond that representatives from the DSA will use a <b>supervision checklist</b> to do the supervision.
ASK	What activities will the representatives from the DSA carry out during the visit?
ENSURE	that participants mention the following activities: <ul style="list-style-type: none"> <li>• Assess whether the premises, stock management, and dispensing practices are being carried out according to ADS standards.</li> <li>• Share findings with drug sellers and owner (using the assessment checklist).</li> <li>• Provide on-site practical training, orientation, and mentoring.</li> </ul>
ASK	What are some of the <u>personal</u> qualities that an ADS business must demonstrate in his or her work?
ENSURE	that they respond: <ul style="list-style-type: none"> <li>• Dress in a professional manner, e.g., wear a clean white coat.</li> <li>• Not work under the influence of alcohol or illicit drugs.</li> <li>• Prominently display his/her ADS certificate in the accredited drug shop.</li> <li>• Be of sound mind and in sound medical condition.</li> <li>• Conduct him/herself in a manner that does not cause professional disrepute.</li> <li>• Observe high standards of personal hygiene.</li> </ul>

ASK	What is the minimum education that a business owner must have?
ENSURE	that they respond: <ul style="list-style-type: none"> <li>• Nursing Assistant UCE certificate</li> <li>• Completion of the ADS training course</li> </ul>
ASK	What are the elements of the ADS Personnel Code of Ethics and Conduct?
ENSURE	that they mention the following: <ul style="list-style-type: none"> <li>• Honesty and integrity</li> <li>• Client care</li> <li>• Special relationship with clients</li> <li>• Confidentiality</li> <li>• Do not condone low quality medical service</li> <li>• Collaborate with other health workers</li> <li>• Be responsible for assuring and improving competence</li> <li>• Owners not to require sellers to act illegally</li> <li>• Health promotion</li> <li>• No other businesses in the same premises</li> </ul>
EXPLAIN	that there are four kinds of standards for operating an ADS: <ol style="list-style-type: none"> <li>1. Personnel</li> <li>2. Premises</li> <li>3. Dispensing</li> <li>4. Recordkeeping and documentation</li> </ol> <p>These standards are listed in their ADS Business Manual beginning on page 10. Participants should open their manuals to that page and use the lists to help them answer the following questions.</p>
ASK	What are the standards for <b>personnel</b> ?
ENSURE	that they mention the following: <ul style="list-style-type: none"> <li>• Trained ADS seller.</li> <li>• Professional dress.</li> <li>• Not to work under the influence of alcohol.</li> </ul>

	<ul style="list-style-type: none"> <li>• Observe high standards of personal hygiene.</li> <li>• Be of sound mind.</li> <li>• Behave professionally.</li> <li>• Observe the guidelines set by the NDA.</li> <li>• Drug seller must have written a commitment letter to operate with a particular ADS.</li> <li>• Undergo regular continuing medical education.</li> </ul>
ASK	What are the standards for <b>premises</b> ?
ENSURE	<p>that they mention the following:</p> <ul style="list-style-type: none"> <li>• Be of a permanent nature.</li> <li>• The roof should not be leaking and should have a ceiling.</li> <li>• Space should be big enough (at least 16m<sup>2</sup>) to carry out proper dispensing.</li> <li>• The walls and floors should have smooth surfaces.</li> <li>• The walls should be painted white or any other bright colour.</li> <li>• Availability of water, latrine.</li> <li>• Availability of sign post for ADS.</li> </ul>
ASK	What are the standards for <b>dispensing</b> ?
ENSURE	<p>that they mention the following:</p> <ul style="list-style-type: none"> <li>• Availability of dispensing materials.</li> <li>• All medicines stocked must be registered with the NDA.</li> <li>• All the medicines in the ADS should be stored according to the manufacturer's guidelines.</li> <li>• Should not dispense expired medicines.</li> <li>• Should be able to identify and refer complicated cases.</li> <li>• All prescription medicine to be dispensed on a written valid prescription.</li> <li>• Maintain proper record of dispensed medicine.</li> <li>• Medicine should be dispensed in a proper container and be clearly labelled.</li> </ul>

	<ul style="list-style-type: none"> <li>All medicines should be given with proper instructions.</li> </ul>
ASK	What are the standards for <b>recordkeeping</b> ?
	<p>that they mention the following:</p> <ul style="list-style-type: none"> <li>All invoices and receipts should be recorded in the purchase medicines book and the original receipts kept.</li> <li>All prescriptions should be recorded in the ADS dispensing log book and the records kept for at least two years.</li> <li>A record of expired drugs should be kept.</li> <li>Availability of the files of communications from the NDA and other regulatory authorities.</li> </ul>

### ADS Expanded Medicines List (10 min.)

EXPLAIN	<p>that the ADS can dispense medicines from Class C as well as from the ADS Expanded Medicines List.</p> <p>The expanded list includes medicines from the Uganda clinical guidelines , malaria treatment guidelines and STI guidelines.</p> <p>The list includes the key medicines needed to treat the common diseases found in the community. The list is the same as the list of medicines available at Health Centres II, except for <u>one</u> form of medicine.</p>
ASK	What is that form of medicine that Health Centres II can administer, but ADS cannot?
ENSURE	that they respond “injectable medicines.”
CONFIRM	that they are correct. ADS are not allowed to stock, dispense, or administer injectable medicines.
EXPLAIN	that the ADS Expanded Medicines List appears in their ADS Business Manual on page 12 and they should review that list on their own.

### Exercise 1: Drug shop business scenario (15 min.)

EXPLAIN	that participants will now work in small groups to read and comment
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	on a scenario about the behaviour of a drug shop business owner.
DIVIDE	participants into groups of 3-5 individuals.
GIVE	all participants the handout for this exercise (see below).
INVITE	one participant to read the instructions for the activity out loud. NOTE: The scenario and questions appear below.
TELL	participants that they have 15 minutes to complete the activity, and after 15 minutes you will call them together and ask some of the groups to share their answers to the two questions that are asked.
CALL	participants together after 15 minutes.
INVITE	two or three groups to report their answers to the two questions.
ASK	other groups to mention any answers that are different (not to repeat what has already been stated).
ASK	participants how long they think that Mr. Mutema will be able to keep his drug shop going ... and why.
WRAP UP	the session with these observations: <ul style="list-style-type: none"> <li>• This session has introduced the participants to the legal requirements, standards, and ethical code of conduct for operating ADS.</li> <li>• The NDA will enforce these legal requirements and standards and will be supported by the DHO's office in their respective districts.</li> <li>• For smooth running of the ADS, businesses will need to follow the guidelines and abide by the ethical code of conduct. If they do not, their ADS license can be withdrawn.</li> </ul>
THANK	participants for their work and their insights.

## TRAINER'S VERSION

### Behaviour of a drug shop business owner

#### HANDOUT

#### Drug Shop Business Scenario

*Instructions:*

1. Read the following short description.
2. Discuss with your group how the drug shop owner handled the situation that is described.
3. Talk amongst yourselves to prepare to answer the two questions below.

*Scenario:*

Mr. Mutema owns a drug shop in Mpigi. He is fond of drinking and bragging about his academic success and abusing his village mates as failures.

One day Mr. Nkurunziza, a village mate to Mr. Mutema, comes to the drug shop complaining of stomach pain. Nkurunziza says that his wife and one of his children have similar complaints.

Mutema tells him that he is suffering from ulcers and gives him a dose of Ciprofloxacin for two days. Ciprofloxacin is the only medicine in tablet form available at the drug shop because the rest are out of stock.

Mutema charges Nkurunziza 6,000, tells him that this is the best treatment for ulcers, and by evening he will be fine. Nkurunziza pays promptly because he is in such horrible pain.

A day later Nkurunziza comes back in worse condition, this time unable to stand upright. Mutema gives him more Ciprofloxacin and tells him to go back home. Nkurunziza objects and says he wants a different treatment. An argument erupts and Nkurunziza leaves the drug shop a dejected man, vowing never to seek care from any drug shop.

*Questions:*

1. What kind of behaviour does Mr. Mutema (the drug shop business owner) display?
  - He displays unprofessional and inappropriate behaviour. He does not take the time to understand what Mr. Mutema's problem really is and

gives him a medicine that he has on hand (rather than the exact medicine he may need).

- 2. How should Mr. Mutema have dealt with Nkurunziza's case?**
- He should have taken the time to understand what Mr. Mutema's problem really is, asking him questions and thinking carefully about what medicine would be right to give.
  - He should be sure to give Mr. Mutema just the right medicine.
  - He should advise the client about how to take the medicine.

## **PARTICIPANT'S VERSION**

### **Behaviour of a drug shop business owner**

#### **HANDOUT**

#### **Drug Shop Business Scenario**

*Instructions:*

1. Read the following short description.
2. Discuss with your group how the drug shop owner handled the situation that is described.
3. Talk amongst yourselves to prepare to answer the two questions below.

*Scenario:*

Mr. Mutema owns a drug shop in Mpigi. He is fond of drinking and bragging about his academic success and abusing his village mates as failures.

One day Mr. Nkurunziza, a village mate to Mr. Mutema, comes to the drug shop complaining of stomach pain. Nkurunziza says that his wife and one of his children have similar complaints.

Mutema tells him that he is suffering from ulcers and gives him a dose of Ciprofloxacin for two days. Ciprofloxacin is the only medicine in tablet form available at the drug shop because the rest are out of stock.

Mutema charges Nkurunziza 6,000, tells him that this is the best treatment for ulcers, and by evening he will be fine. Nkurunziza pays promptly because he is in such horrible pain.

A day later Nkurunziza comes back in worse condition, this time unable to stand upright. Mutema gives him more Ciprofloxacin and tells him to go back home. Nkurunziza objects and says he wants a different treatment. An argument erupts and Nkurunziza leaves the drug shop a dejected man, vowing never to seek care from any drug shop.

*Questions:*

1. What kind of behaviour does Mr. Mutema (the drug shop business owner) display?
2. How should Mr. Mutema have dealt with Nkurunziza's case?

## **MODULE 1: UNDERSTANDING YOUR ADS BUSINESS**

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### **Learning Objectives**

As a result of actively participating in this module, the individual will be able to:

1. State the ideal qualities of a business entrepreneur.
2. State the responsibilities of a business entrepreneur.
3. Assess the status of your business.
4. Identify the stakeholders of your business.

### **SESSION ONE: THE BUSINESS ENTREPRENEUR**

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<b>Learning objectives:</b>	As a result of actively participating in this session, the individual will be able to:	
	<ol style="list-style-type: none"> <li>1. State the ideal qualities of a business entrepreneur.</li> <li>2. State the responsibilities of a business entrepreneur.</li> </ol>	
<b>DURATION:</b>	40 min.	
<b>METHODOLOGY:</b>	Lecture, Q&A, discussion	
<b>MATERIALS:</b>	For all participants:	For the trainer:
	<ul style="list-style-type: none"> <li>• Pen and pencil</li> <li>• Notebook</li> <li>• Name tags</li> </ul>	<ul style="list-style-type: none"> <li>• Flip chart/black board</li> <li>• Name tag</li> <li>• LCD projector</li> <li>• PowerPoint slides</li> </ul>
<b>PREPARE IN ADVANCE:</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

### **Qualities of a Business Entrepreneur (10 min.)**

<b>PRESENT</b>	slides 1 and 2
<b>INVITE</b>	one or more participants to read the learning objectives for the session.
<b>ASK</b>	What does it mean to be an “entrepreneur”?
<b>LISTEN</b>	to the participants’ responses.

SHOW	slide 4
EXPLAIN	that the dictionary tells us that an entrepreneur is “a person who organizes and operates a business or businesses, taking on greater than normal financial risks in order to do so.”
MENTION	how what the participants said a moment ago is similar to this definition.
ASK	What are some characteristics of an entrepreneur?
LISTEN	to the participants' responses.
SHOW	slide 5
INVITE	participants to take turns reading the list of characteristics on the screen.
MENTION	ways in which the characteristics named by the participants are similar to this list.
SHOW	slide 6
EXPLAIN	that an entrepreneur takes these actions to be successful.
INVITE	participants to take turns reading the actions listed on the screen.

**Exercise 1: Reasons for starting an ADS (20 min.)**

EXPLAIN	that participants are going to work <i>individually</i> to answer four questions that you will show on the screen, and they will have 5 minutes to do so.
ADD	that after the 5 minutes, they will share their answers.
SHOW	slide 7
TELL	them to start.
CALL	them back together when the 5 minutes are up.
ASK	one participant to answer question 1: “Why did you start your ADS?”
ASK	everyone who had the same answer to raise his or her hand. <i>NOTE: Tell them that if their answer is the same, but uses different words, that means that their answers are the same.</i>

INVITE	others who had different answers to give their answers.
SUMMARIZE	the reasons why people have started their ADS.
ASK	a participant to answer question 2: "What are you committed to doing to ensure that you run the best ADS in town?"
ASK	everyone who had the same answer to raise his or her hand. <i>NOTE: Remind them that if their answer is the same, uses different words, that means that their answers are the same.</i>
INVITE	others who had different answers to give their answers.
SUMMARIZE	the things that they are committed to doing to ensure that they run the best ADS in town.
ASK	a participant to answer question 3: "What will your ADS be like in 5 years' time?"
ASK	everyone who had the same answer to raise his or her hand. <i>NOTE: Remind them that if their answer is the same, but uses different words, that means that their answers are the same.</i>
INVITE	others who had different answers to give their answers.
SUMMARIZE	what they have said about what their ADS will be like in 5 years' time.
ASK	a participant to answer question 4: "What do you have to do now to ensure that your ADS becomes what you desire it to be in 5 years' time?"
ASK	everyone who had the same answer to raise his or her hand. <i>NOTE: Remind them that if their answer is the same, but uses different words, that means that their answers are the same.</i>
INVITE	others who had different answers to give their answers.
SUMMARIZE	what they have said about what they have to do now to ensure that their ADS become what they want them to be in 5 years' time.
THANK	everyone for their active participation.

### Qualities of a Business Entrepreneur (5 min.)

SHOW	slide 6
INVITE	participants to look over this list of the actions that an entrepreneur takes again, thinking about the answers they just gave to the four questions.
EXPLAIN	that this list is included in the ADS Business Manual on page 16. They may wish to look at this list regularly as they develop their ADS to help ensure their success as entrepreneurs.
SHOW	slide 8
EXPLAIN	that whatever reasons the participants may have had to start their ADS business, they should be aware of these four key things that lead to business success: <ol style="list-style-type: none"> <li>1. Love the business.</li> <li>2. Be committed to the quality of the business.</li> <li>3. Improve (and perhaps expand) the business.</li> <li>4. Run the best business possible.</li> </ol>
TELL	participants that they will find these four “keys” on page 17 of their ADS Business Manual.

### Doing Good and Doing Well (5 min.)

ASK	What does it mean if we say that a person is doing “good”? For example, what do I mean if I say that Mary is doing lots of good in her community when she visits the sick and the elderly?
ENSURE	that the following points emerge: <ul style="list-style-type: none"> <li>• She is helping other people.</li> <li>• She is doing good work.</li> <li>• People can depend on her.</li> </ul>
ASK	What does it mean if we say that an <u>ADS</u> is doing lots of good in the community?
ENSURE	that the following points emerge:

	<ul style="list-style-type: none"> <li>• The ADS is helping customers get the medicines they need.</li> <li>• The ADS is identifying and treating minor illnesses.</li> <li>• The ADS is identifying major or serious illnesses in customers and referring them for medical care.</li> </ul>
ASK	What does it mean if we say a business is doing “well”?
ENSURE	that the following points emerge: <ul style="list-style-type: none"> <li>• The business is making enough money to continue to operate.</li> <li>• The business is making a profit.</li> </ul>
ASK	So what does it mean that an ADS is <i>doing good</i> and <i>doing well</i> ?
ENSURE	that the following points emerge: <ul style="list-style-type: none"> <li>• The ADS is helping its customers to be healthy.</li> <li>• The ADS is making a profit.</li> </ul>
SUMMARIZE	the discussion by saying the following: “ADS shop businesses have to manage medicines, clients, and their businesses to be profitable and sustainable. In other words, they have to <i>do good</i> and <i>do well</i> .”

## SESSION TWO: ASSESSING YOUR BUSINESS

Learning objectives:	As a result of actively participating in this session, the individual will be able to:	
	<ol style="list-style-type: none"> <li>1. Name the four parts of a SWOT analysis.</li> <li>2. Do a preliminary SWOT analysis of his or her business.</li> </ol>	
DURATION:	2 hours	
METHODOLOGY:	Lecture, Q&A, discussion	
MATERIALS:	For all participants:	For the trainer:
	<ul style="list-style-type: none"> <li>• Pen and pencil</li> <li>• Notebook</li> <li>• Name tags</li> </ul>	<ul style="list-style-type: none"> <li>• Flip chart/black board</li> <li>• Name tag</li> <li>• LCD projector</li> <li>• PowerPoint slides</li> </ul>
PREPARE IN ADVANCE:	<ul style="list-style-type: none"> <li>• None</li> </ul>	

## Assessing the ADS Business Environment (1 hour)

SHOW	slide 10
EXPLAIN	that to understand whether your ADS can be successful, you need to understand the strengths and weaknesses of your ADS and the opportunities and threats of the business environment in which it operates.
EXPLAIN	that the business environment is all of the factors that affect how the business works.
ASK	Who are the people and the organizations in your business environment?
ENSURE	that they name the following: <ul style="list-style-type: none"> <li>• Customers</li> <li>• Suppliers</li> <li>• Leaders of the community</li> <li>• Other businesses</li> <li>• Local government officials</li> </ul>
WRITE	<b>OPPORTUNITIES</b> at the top of a sheet of flipchart paper.
ASK	What are the <i>opportunities</i> for your ADS in your business environment? For example, one opportunity is that people need affordable and accessible medicines, and your ADS can provide them.
WRITE	the answers that participants give.
ENSURE	that they mention the following: <ul style="list-style-type: none"> <li>• Customers that need affordable and accessible medicines.</li> <li>• Access to training (like the course they are in now).</li> <li>• Access to reasonably-priced medicines and other necessary supplies.</li> <li>• Supervision (feedback and suggestions) from pharmaceutical society staff.</li> <li>• Favourable business policies.</li> <li>• Tax breaks.</li> <li>• Cheap labour.</li> </ul>

GIVE	participants a few minutes to write these down in their notebooks.
WRITE	<b>THREATS</b> at the top of a sheet of flipchart paper.
ASK	What are the <i>threats</i> to your ADS in your business environment? For example, one threat may be competition, if, for example, there is another drug shop in your area.
WRITE	the answers that participants give.
ENSURE	that they mention the following: <ul style="list-style-type: none"> <li>• Competition</li> <li>• Sudden price increases by your suppliers.</li> <li>• Unfavourable government regulation and policies.</li> <li>• Bad economic situations.</li> <li>• Changes in customers' beliefs (e.g., rumours that a medicine will harm you instead of helping you).</li> <li>• Introduction of new technologies or medicines that may make your products and services irrelevant.</li> </ul>
GIVE	participants a few minutes to write these down in their notebooks.
ASK	What can you do about opportunities and threats?
ENSURE	that their responses include the following points: <ul style="list-style-type: none"> <li>• Look for ways to take best advantage of opportunities.</li> <li>• Plan for ways to overcome threats.</li> </ul>
EXPLAIN	<ul style="list-style-type: none"> <li>• Opportunities and threats are <i>external</i> factors in your business environment.</li> <li>• You cannot control those external factors; but you need to be aware of them.</li> <li>• If you are aware of them, you can use opportunities, and you can plan for how to overcome threats.</li> </ul>
ADD	but you also have <i>internal</i> factors, which are the strengths and weaknesses of your ADS.
WRITE	<b>STRENGTHS</b> at the top of a sheet of flipchart paper.

ASK	What are the <i>strengths</i> of your ADS in your business environment? For example, one strength may be that you have money and equipment to run your ADS; another may be that you also have access to credit.
WRITE	the answers that participants give.
ENSURE	that they mention the following: <ul style="list-style-type: none"> <li>• Available money and equipment.</li> <li>• Access to credit.</li> <li>• Clear and sound business structure.</li> <li>• Well-defined systems (financial and non-financial).</li> <li>• Knowledgeable, experienced, skilled , dedicated employees.</li> <li>• Access to medicines and supplies.</li> </ul>
GIVE	participants a few minutes to write these down in their notebooks.
WRITE	<b>WEAKNESSES</b> at the top of a sheet of flipchart paper.
ASK	What are the <i>weaknesses</i> of your ADS? For example, one weakness may be that you do not have skilled and competent staff to work for you.
WRITE	the answers that participants give.
ENSURE	that they mention the following: <ul style="list-style-type: none"> <li>• Lack of skilled and competent staff.</li> <li>• Limited financial and non-financial resources.</li> <li>• Lack of systems (or poorly-designed systems).</li> <li>• Lack of access to technology.</li> <li>• Poor business location.</li> </ul>
GIVE	participants a few minutes to write these down in their notebooks.
ASK	What can you do about strengths and weakness of your ADS?
ENSURE	that their responses include the following points: <ul style="list-style-type: none"> <li>• Look for ways to take best advantage of strengths.</li> <li>• Plan for ways to overcome weaknesses.</li> </ul>

EXPLAIN	<ul style="list-style-type: none"> <li>• Strengths and weaknesses are <i>internal</i> factors in your business.</li> <li>• You can control these internal factors; but only if you are aware of them.</li> </ul>
SHOW	slide 11
EXPLAIN	that what the participants have just done is a SWOT analysis, which business people have to do to assess their businesses.
SUMMARIZE	“When you examine the STRENGTHS, WEAKNESSES, OPPORTUNITIES, and THREATS in your business environment, you are then able to <b>plan</b> and <b>take action</b> to make your ADS a success.”

### Exercise 1: Strengths, weaknesses, opportunities, and threats (1 hour)

POST	the four flipchart sheets where everyone can see them.
EXPLAIN	that participants are now going to work together in small groups, sharing their ideas and experiences as ADS business owners.
EXPLAIN	that each small group will have 20 minutes to do the following: <ol style="list-style-type: none"> <li>1. Review all four flipchart sheets.</li> <li>2. Identify one or two specific steps they are going to take to maximize <i>strengths</i> and <i>business opportunities</i> in their business environments.</li> <li>3. Identify one or two specific steps they are going to take to minimize <i>weaknesses</i> and <i>threats</i> in their own businesses (ADS).</li> <li>4. They should spend no more than 5 minutes on each list.</li> </ol>
SHOW	Slide 11
TELL	them to start.
CIRCULATE	and provide support and assistance, as needed.
CALL	them back together when the 20 minutes are up.
INVITE	one group to present <u>one step</u> they are going to take to maximize <i>strengths</i> .
ASK	the groups who have a similar answer to raise their hands.

	<i>NOTE: Tell them that if their answer is the same, but uses different words, that means that their answers are the same.</i>
INVITE	another group that has a different step to maximize <i>strengths</i> to share theirs.
CONTINUE	in this way until the groups have shared all of their steps for maximizing <i>strengths</i> .
INVITE	one group to present <u>one step</u> they are going to take to minimize <i>weaknesses</i> .
ASK	the groups who have a similar answer to raise their hands. <i>NOTE: Tell them that if their answer is the same, but uses different words, that means that their answers are the same.</i>
INVITE	another group that has a different step to minimize <i>weaknesses</i> to share theirs.
CONTINUE	in this way until the groups have shared all of their steps for minimizing <i>weaknesses</i> .
INVITE	one group to present <u>one step</u> they are going to take to maximize <i>opportunities</i> .
ASK	the groups who have a similar answer to raise their hands. <i>NOTE: Tell them that if their answer is the same, but uses different words, that means that their answers are the same.</i>
INVITE	another group that has a different step to maximize <i>opportunities</i> to share theirs.
CONTINUE	in this way until the groups have shared all of their steps for maximizing <i>opportunities</i> .
INVITE	one group to present <u>one step</u> they are going to take to minimize <i>threats</i> .
ASK	the groups who have a similar answer to raise their hands. <i>NOTE: Tell them that if their answer is the same, but uses different words, that means that their answers are the same.</i>
INVITE	another group that has a different step to minimize <i>threats</i> to share theirs.
CONTINUE	in this way until the groups have shared all of their steps for minimizing <i>threats</i> .

THANK	everyone for their active participation.
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### SESSION THREE: STAKEHOLDERS OF THE ADS

<b>LEARNING OBJECTIVES:</b>	As a result of actively participating in this session, the individual will be able to:	
	<ol style="list-style-type: none"> <li>1. State at least one expectation that each of the eight kinds of ADS stakeholders has of the ADS.</li> <li>2. Name at least one way to improve how your ADS can meet the expectations of two of your stakeholders.</li> </ol>	
<b>DURATION:</b>	1 hour	
<b>METHODOLOGY:</b>	Lecture, Q&A, discussion	
<b>MATERIALS:</b>	For all participants:	For the trainer:
	<ul style="list-style-type: none"> <li>• Pen and pencil</li> <li>• Notebook</li> <li>• Name tags</li> </ul>	<ul style="list-style-type: none"> <li>• Flip chart/black board</li> <li>• Name tag</li> <li>• LCD projector</li> <li>• PowerPoint slides</li> </ul>
<b>PREPARE IN ADVANCE:</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

#### ADS Stakeholders (10 min.)

SHOW	slide 12
ASK	What is a stakeholder?
LISTEN	to the responses.
ENSURE	<p>that the following points emerge:</p> <p>A stakeholder is:</p> <ul style="list-style-type: none"> <li>• a person or a group ...</li> <li>• that has an investment, share, or interest ...</li> <li>• in a group, business, or other undertaking.</li> </ul>
ASK	Who are the stakeholders in your ADS?

WRITE	their responses on flipchart paper.
REVIEW	the list when they have named all of the stakeholders they can think of
SHOW	slide 13
LEAD	a comparison of the two lists.

**Exercise 1: Expectations of stakeholders (50 min.)**

EXPLAIN	<ul style="list-style-type: none"> <li>• Participants are now going to work together in small groups to identify the expectations of stakeholders.</li> <li>• Each small group will have 15 minutes to make <b>2</b> lists:             <ul style="list-style-type: none"> <li>○ What each kind of stakeholder can expect from the ADS.</li> <li>○ What the ADS can expect from each kind of stakeholder.</li> </ul> </li> <li>• One person from each group will present the expectations they gave identified.</li> </ul>
DIVIDE	participants into groups of 4-5
POINT	to slide 13
ASK	“What is your task?”
ENSURE	that they respond (in their own words) that they will make: <ul style="list-style-type: none"> <li>• One list of what each kind of stakeholder can expect from the ADS.</li> <li>• Another list of what the ADS can expect from each kind of stakeholder.</li> </ul>
GIVE	the following examples: <ul style="list-style-type: none"> <li>• The customers can expect good quality medicines from the ADS.</li> <li>• The ADS can expect timely payment from the customers.</li> </ul>
TELL	all groups that they have 15 minutes to work and they should begin now.
CIRCULATE	and provide support and assistance, as needed.

CALL	them back together when the 15 minutes are up.
WRITE	the title, " <b>CUSTOMERS</b> " at the top of a flipchart paper.
INVITE	one group to name one thing <b>customers</b> can expect from the ADS.
WRITE	the expectation they state on the flipchart paper <b>IN RED</b> .
INVITE	another group to name a different thing <b>customers</b> can expect from the ADS.
WRITE	the expectation they state on the flipchart paper <b>IN RED</b> .
CONTINUE	in this way until they have no more expectations to add.
ENSURE	that they have named <i>at least</i> the following expectations: <ul style="list-style-type: none"> <li>1. Good quality medicines and services</li> <li>2. Fair prices</li> <li>3. Respectful treatment</li> </ul>
INVITE	one group to name one thing the <b>ADS</b> can expect from customers.
WRITE	the expectation they state on the same flipchart paper <b>IN BLACK</b> .
INVITE	another group to name a different thing the <b>ADS</b> can expect from customers.
WRITE	the expectation they state on the flipchart paper <b>IN BLACK</b> .
CONTINUE	in this way until they have no more expectations to add.
ENSURE	that they have named <i>at least</i> the following expectations: <ul style="list-style-type: none"> <li>1. Timely payment (especially if medicines are provided on credit)</li> <li>2. Follow advice</li> <li>3. Respectful treatment</li> </ul>
REPEAT	this process for the rest of the list of stakeholders (i.e., suppliers, service providers, staff, etc.)  NOTE: USE THE LIST INCLUDED BELOW TO ENSURE THAT THE KEY EXPECTATIONS ARE IDENTIFIED FOR EACH STAKEHOLDER.

<p><u>What SUPPLIERS expect from ADS</u></p> <ol style="list-style-type: none"> <li>1. The business succeeds</li> <li>2. A good business relationship</li> <li>3. Timely payment for goods</li> </ol>	<p><u>What ADS expects from SUPPLIERS</u></p> <ol style="list-style-type: none"> <li>1. Good quality products</li> <li>2. A good business relationship</li> <li>3. Timely arrival of products</li> </ol>
<p><u>What STAFF expect from ADS</u></p> <ul style="list-style-type: none"> <li>• Salaries</li> <li>• Benefits</li> <li>• Respectful treatment</li> </ul>	<p><u>What ADS expects from STAFF</u></p> <ul style="list-style-type: none"> <li>• Reliability</li> <li>• Honesty</li> <li>• Excellent customer service</li> </ul>
<p><u>What BANKS expect from ADS</u></p> <ul style="list-style-type: none"> <li>• That your business will succeed</li> <li>• Timely payment of debts</li> </ul>	<p><u>What ADS expects from BANKS</u></p> <ul style="list-style-type: none"> <li>• Safe custody of money</li> <li>• Credit</li> <li>• Handling of payments and receipts</li> </ul>
<p><u>What SHAREHOLDERS expect from ADS</u></p> <ul style="list-style-type: none"> <li>• To make a profit</li> <li>• Perhaps to expand/grow the business</li> </ul>	<p><u>What ADS expects from SHAREHOLDERS</u></p> <ul style="list-style-type: none"> <li>• Good business practices</li> </ul>
<p><u>What SERVICE PROVIDERS expect from ADS</u></p> <ul style="list-style-type: none"> <li>• Timely payment for services</li> <li>• Regular orders</li> </ul>	<p><u>What ADS expects from SERVICE PROVIDERS</u></p> <ul style="list-style-type: none"> <li>• Reliable service</li> <li>• Quality products and services</li> </ul>
<p><u>What FAMILY expect from ADS</u></p> <ul style="list-style-type: none"> <li>• That its living will come from the business</li> <li>• That the children will have school fees, food, clothes, medical care, etc.</li> </ul>	<p><u>What ADS expects from FAMILY</u></p> <ul style="list-style-type: none"> <li>• Support and encouragement</li> <li>• Perhaps labour (in the ADS)</li> </ul>
<p><u>What COMMUNITY OR GOVERNMENT expects from ADS</u></p> <ul style="list-style-type: none"> <li>• Support for community projects</li> <li>• Support for social events</li> <li>• Taxes</li> </ul>	<p><u>What ADS expects from COMMUNITY OR GOVERNMENT</u></p> <ul style="list-style-type: none"> <li>• Supportive policies</li> <li>• Fair enforcement of rules and regulations</li> </ul>