

BASIC BUSINESS SKILLS COURSE FOR ADS OWNERS

Trainer's Guide

Module 5: Business Management



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MODULE 5: BUSINESS MANAGEMENT

Learning Objectives

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

1. Explain how to use “cost plus” pricing to determine the price at which to sell a product in an ADS.
2. Describe the purchase process for an ADS.
3. Describe the delivery process for an ADS.
4. Learn how to set up stock management systems.
5. Understand the importance of marketing and customer care in an ADS business.
6. State 5 business ethics practices in ADS business.
7. Name 5 ways to manage people effectively, which is important for an ADS business.

SESSION ONE: COSTING AND PRICING

LEARNING OBJECTIVES:	As a result of actively participating in this session, the individual will be able to:	
	<ol style="list-style-type: none"> 1. Name the six steps of “cost plus” pricing. 2. Explain how to use “cost plus” pricing to determine the price at which to sell a product in an ADS. 	
DURATION:	2 hours 40 min.	
METHODOLOGY:	Lecture, Q&A, discussion	
MATERIALS:	For all participants:	For the trainer:
	<ul style="list-style-type: none"> • Pen and pencil • Notebook • Name tags • Handouts 	<ul style="list-style-type: none"> • Flip chart/black board • Name tag • LCD projector • PowerPoint slides
PREPARE IN ADVANCE:	Handouts for Exercise 1	

Determining Cost and Price (1 hour 30 min.)

PRESENT	slides 1-3
EXPLAIN	<ul style="list-style-type: none"> • In this session, participants will examine how to determine the

	<p>selling price of a product in an ADS.</p> <ul style="list-style-type: none"> • Some participants may already be familiar with the process we will use. For them, this will be a refresher. • For others, this process may new. • But by the end of this session, everyone should know how to carry out this very important step in running their ADS.
ASK	Why is business pricing important?
ENSURE	<p>that the following reasons are mentioned:</p> <ul style="list-style-type: none"> • Helps in controlling the business effectively. • Helps in planning and decision making.
SHOW/READ	slide 4
WRITE	the participants' answers on flipchart paper.
EXPLAIN	that you will come back to their list in a moment.
SHOW	slide 5
INVITE	a participant to read the slide out loud.
ASK	Can you think of any other examples of fixed costs?
ENSURE	<p>that the following are mentioned:</p> <ul style="list-style-type: none"> • Water • Electricity • Loan payments
SHOW	slide 6
INVITE	a participant to read the slide out loud.
ASK	Can you think of any other examples of variable costs?
ENSURE	<p>that the following are mentioned:</p> <ul style="list-style-type: none"> • Cost of stock • Cost of labour
POINT	to the list on the flipchart paper.

ASK	participants which of the things they listed on the flipchart paper are fixed costs .
LISTEN	to their responses.
WRITE	an F next to each of the fixed cost items on the paper. NOTE: If a participant makes a mistake—stating that a variable cost is a fixed cost—ask the rest of the participants whether they agree that it is a fixed cost. If no one is sure, explain why it is a variable cost.
ASK	participants which of the things they listed on the flipchart paper are variable costs .
LISTEN	to their responses.
WRITE	a V next to each of the variable cost items on the paper. NOTE: If a participant makes a mistake—stating that a fixed cost is a variable cost—ask the rest of the participants whether they agree that it is a variable cost. If no one is sure, explain why it is a fixed cost.
EXPLAIN	that an ADS operator needs to know the fixed and the variable costs of running the ADS to be able to determine the price at which to sell his or her products.
SHOW	slide 7
EXPLAIN	that these are the steps in using the “cost plus” method of pricing your products.
INVITE	participants to take turns reading each of the steps out loud.
SHOW	slide 8
EXPLAIN	that this is a form that they can use to help them determine the cost of one unit of a product.
REVIEW	the form with them, making the following points: <ul style="list-style-type: none"> • The column on the left contains the items they need to take into consideration when determining the price at which to sell a product. • The column on the right is where they will enter the cost of each item. • The first item is “Cost of the product or goods.” That is the price

	<p>you paid for the products.</p> <ul style="list-style-type: none"> • The next three items— “Cost of transporting the goods, Cost of salaries, and Miscellaneous costs” —are the items that make up the <i>variable</i> costs. • The next item is <i>fixed</i> costs. • When you add up the “Cost of the product/goods,” “Total variable costs,” and “Fixed costs,” the resulting sum is the “Total cost of goods.” • Divide the total cost of goods by the number of units of the product, you get the “Cost per unit.”
EXPLAIN	that participants are going to practice doing that calculation now.
GIVE	<p>the following three handouts to all participants:</p> <ol style="list-style-type: none"> 1. <i>The “cost plus” method of pricing</i> 2. <i>Cost statement for ADS products</i> 3. <i>ADS costs</i> <p>NOTE: These handouts are included at the end of this session plan.</p>

Exercise 1: Finding the cost in “cost plus” (30 min.)

EXPLAIN	<p>that participants are now going to work <i>individually</i> to fill out the “Cost statement for ADS products” that they have just received, using the data on the sheet titled, “ADS costs.”</p> <p>Participants can refer to the “cost plus” method of pricing to remember the steps to take.</p>
TELL	them they have 5 minutes and to begin.
CALL	them back together when the 5 minutes are up.
ASK	<p>all participants to turn to the person next to them (to form pairs) and compare their answers.</p> <p>Did they get the same answer?</p> <p>If not, why not?</p>
TELL	them this time they also have 5 minutes and to begin.
CALL	them back together when the 5 minutes are up.

INVITE	a participant to give you the answer to Number 1.
ASK	everyone else whether they agree or disagree.
ASK	anyone who disagrees to explain why.
ENSURE	that the correct answer is agreed upon. NOTE: If there is confusion about the correct answer, go through the example with the participants using a sheet of flipchart paper.
INVITE	a participant to give you the answer to Number 2.
ASK	everyone else whether they agree or disagree.
ASK	anyone who disagrees to explain why.
ENSURE	that the correct answer is agreed upon. NOTE: If there is confusion about the correct answer, go through the example with the participants using a sheet of flipchart paper.
INVITE	a participant to give you the answer to Number 3.
ASK	everyone else whether they agree or disagree.
ASK	anyone who disagrees to explain why.
ENSURE	that the correct answer is agreed upon. NOTE: If there is confusion about the correct answer, go through the example with the participants using a sheet of flipchart paper.
THANK	everyone for their active participation.

Tips for Successful Pricing (30 min.)

EXPLAIN	that now that they have done steps 1-5 in the “cost plus” method of pricing, it is time to do step 6: adding the profit margin.
ASK	What factors do you consider when determining how much of a profit margin to add?
ENSURE	that the following factors are mentioned:

	<ul style="list-style-type: none"> • Your cost (which comes from the cost statement). • Your desired profit. • The price other people are selling the product for. • The maximum price people are prepared to pay. • The price determined by the market.
SHOW	slide 9
EXPLAIN	that pricing is not an exact science. These tips may help the ADS operator successfully price his or her products.
REVIEW	<p>the tips:</p> <p><u>Keep good records.</u></p> <ul style="list-style-type: none"> • Good recordkeeping will help you track how well your pricing is working. • Keep good notes of how you arrived at a price so you can make similar assumptions in the future ... or change your assumptions, as needed. <p><u>Do your research.</u></p> <ul style="list-style-type: none"> • Find out what other drug shops or pharmacies charge for the same product. • Listen to your customers. Make a point of noting customer comments in a journal or file, and review them periodically to gather new ideas. <p><u>Be flexible.</u></p> <ul style="list-style-type: none"> • Find the right balance among price, competition, and customer perceptions. • Constantly review both internal and external factors and calculate how a price change would affect the new situation.
SHOW	slide 10
INVITE	participants to take turns reading the slide out loud.
SHOW	slide 11, explaining that this is an example for them to review.
INVITE	participants to take turns reading the cost items and their prices out loud.
ASK	What factors will the drug shop operator take into consideration when

	deciding how much profit margin to add?
ENSURE	that they respond: <ul style="list-style-type: none"> • Price (their cost, which is listed in the cost statement). • Competition (What price are other shops getting for the tablet?) • People's perceptions (What is the maximum price people are prepared to pay?)
ASK	what profit margin do you think the ADS should add?
LISTEN	to the responses.
ASK	a few people to explain why they have chosen that amount.

Summary (10 min)

SUMMARIZE	the main points of the session with the following statements: <ul style="list-style-type: none"> • Costing is the way you calculate how much it costs you to have each individual product available to sell in your shop. • Pricing means deciding on the price that you charge for each product. • Your price is determined by all the costs involved in getting and selling the product. • If you sell your product at a price that is higher than what you have paid to have it available to sell, then you are making a profit. • If you sell your product at a price that is lower than what you have paid to have it available to sell, then you will have a loss. • If you sell your product at the same price that you have paid to have it available to sell, you are "breaking even" (no profit, no loss).
THANK	participants for their good work during this session.

HANDOUT #1: The “cost plus” method of pricing

Steps:

1. Identify the cost you paid for the product.
2. Identify the variable costs associated with acquiring the product.
3. Identify the fixed costs.
4. Determine the full cost of the product (total of 1, 2, and 3).
5. Divide the full cost of the product by the total number of units.
6. Add profit margin.

HANDOUT #2: COSTING STATEMENT (ADS PRODUCTS)

Item	Cost
Cost of the product/goods	XX
Variable costs*	XX
Fixed costs**	XX
Total cost of goods	XX
No. of units	XX
Cost per unit	XX

* The total cost of buying and transporting the goods, salaries, and other miscellaneous costs.

**Costs that do not change, such as rent and electricity.

HANDOUT #3: ADS COSTS

1. [Name of ADS]

Cost of stock [10,000 tabs/caps]	
Rent	
Salaries	
Transport	
Miscellaneous expenses	

2. [Name of ADS]

Cost of stock [22,500 tabs/caps]	
Rent	
Salaries	
Transport	
Miscellaneous expenses	

3. [Name of ADS]

Cost of stock [43,100 caps/tabs]	
Rent	
Salaries	
Transport	
Miscellaneous expenses	

SESSION TWO: BUYING, RECEIVING, AND TRANSPORTING MEDICINES

LEARNING OBJECTIVES:	As a result of actively participating in this session, the individual will be able to:	
	<ol style="list-style-type: none"> 1. State at least two reasons why it is better to buy medicines from licensed pharmacies. 2. State the five things to check when receiving medicines. 3. Explain why it is best to transport medicines in licensed wholesaler vans. 	
DURATION:	2 hours 10 min.	
METHODOLOGY:	Lecture, Q&A, discussion	
MATERIALS:	For all participants:	For the trainer:
	<ul style="list-style-type: none"> • Pen and pencil • Notebook • Name tags 	<ul style="list-style-type: none"> • Flip chart/black board • Name tag • LCD projector • PowerPoint slides
PREPARE IN ADVANCE:	<ul style="list-style-type: none"> • None 	

Buying Medicines (45 min.)

SHOW	slides 1-2
EXPLAIN	that medicines are a special kind of product because they can help sick people get better and even help keep people alive.
SHOW	slide 3
INVITE	participants to take turns reading the slide out loud.
SHOW	slide 4
ASK	participants why it is important to buy medicines from licensed wholesale pharmacies or drug manufacturers.
LISTEN	to their answers.
SHOW	slide 5

ASK	participants which of the reasons to buy from licensed suppliers in this list they already mentioned.
LISTEN	to their answers.
ASK	Are there any reasons here that are surprising to you? NOTE: If they say yes, ask which one and why?
LISTEN	to their answers.
SHOW	slide 6
ASK	What are counterfeit medicines? And why should you not buy them?
ENSURE	that their responses include the following points: <ul style="list-style-type: none"> • They are medicines that look real, but do not have the correct ingredients that the real medicine contains. • They will not help a person who needs the real medicine recover from his or her illness. • They may even harm a person if the ingredients are contaminated or sub-standard. • If you buy them and sell them in your shop, you will not be helping your customers, you may even harm them, and they will lose their trust in you.
ASK	How hard is it to regain a customer's trust once you have lost it?
LISTEN	to their answers.
MENTION	that you hope the participants never lose the trust of their customers, because it is hard to earn it back.
SHOW	slides 7-9
INVITE	participants to take turns reading the slides out loud.
EXPLAIN	that participants can find these factors to consider when choosing a licensed supplier from whom to buy their medicines in their ADS Business Manual on page 5.

Exercise 1: Buying medicines (15 min.)

EXPLAIN	that participants are now going pair up to do a very short role play.
ASK	everyone to form pairs by turning to the person next to him or her.
EXPLAIN	<p>the role play in this way:</p> <ul style="list-style-type: none"> • Both people are ADS operators. • One states that he (or she) is going to buy medicines for his shop from a cousin who lives nearby. The cousin will not say where he got the medicines, but he says they are "real." • The other person needs to give him or her at least two reasons NOT to buy those medicines. He or she should convince the other to buy medicines from a licensed wholesale pharmacy. <p>Then they should change places and repeat the same process.</p>
TELL	them they have 10 minutes (5 minutes for each role play) and to begin.
CIRCULATE	and provide support and assistance, as needed.
CALL	them back together when the 10 minutes are up.
ASK	participants what reasons they gave NOT to buy from the cousin.
LISTEN	to their answers.
THANK	them for their good work.

Receiving Medicines (15 min.)

SHOW	slide 10
INVITE	one or two participants to read the statements there out loud.
EXPLAIN	that you are going to share a CHECKLIST that they may want to use for receiving medicines, to help ensure that they get the medicines they need and that the medicines are in good condition.

SHOW	slides 11-12
INVITE	participants to take turns reading the checklist items out loud.
ASK	What are the benefits of using a checklist like this when you are receiving medicines?
LISTEN	to their answers.
ENSURE	that the following benefits are mentioned: <ul style="list-style-type: none"> • You will save time if you discover that there is a problem with the order right away, rather than once you are back at your shop. • You will save money if you avoid accepting medicines that will expire soon or medicines that have been damaged in some way.
EXPLAIN	that they can find the checklist in their ADS Business Manual on page 7.
ASK	them to open their ADS Business Manual to that page and spend about three minutes studying the checklist because they are about to do an exercise about it.

Exercise 2: Receiving medicines (30 min.)

EXPLAIN	that participants are going to pair up to do another very short role play.
ASK	everyone to form pairs by turning to the person next to him or her.
EXPLAIN	the role play in this way: <ul style="list-style-type: none"> • Both people are ADS operators. One states that he (or she) is leaving now to receive medicines for his (or her) shop from the licensed wholesaler nearby. He (or she) is worried, though, because he (or she) has lost his (or her) copy of the "Receiving Medicines" checklist. • The other person suggests that together they try to remember the items on the checklist so that he (or she) will know what to check, and they write down as many as they remember. • When they have finished, they open the ADS Business Manual and ensure that they have listed all five items to check.

	Then they should change places and repeat the same process.
TELL	them they have 15 minutes to work and to begin now.
CIRCULATE	and provide support and assistance, as needed.
CALL	them back together when the 15 minutes are up.
INVITE	a volunteer to name the five things to check (from memory).
INVITE	others to help if he or she gets stuck.
THANK	everyone for good work.

Transporting Medicines (10 min.)

SHOW	slide 13
INVITE	One or two participants to read the statements there out loud.
ASK	How do <u>you</u> transport your medicines from the suppliers?
LISTEN	to their responses.
SHOW	slide 14
INVITE	one or two participants to read the slide out loud.
ASK	Why is it best that medicines are transported in wholesalers' vans?
ENSURE	that the following reasons emerge: <ul style="list-style-type: none"> • The van will protect the medicines from rain, sunshine, dust, too much heat, too much moisture. • Public transport may expose the medicines to all of those things. • Transporting them by bicycle or motorcycle may be very bumpy.

Exercise 3: Transporting medicines (15 min.)

EXPLAIN	that participants will work in pairs once more to do a short role play: <ul style="list-style-type: none"> • They will take turns playing an experienced ADS operator and a brand-new ADS operator. They are meeting just outside the licensed wholesaler's
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	<p>establishment, and they both have medicines to transport.</p> <ul style="list-style-type: none"> • The new ADS operator is about to put his or her medicines into the boot of a taxicab. • The experienced ADS operator should give the other <i>specific</i> advice about how to transport medicines from the licensed supplier to his or her shop. • Then they should switch roles and do the role play again.
TELL	them they have 10 minutes and to begin.
CIRCULATE	to provide support and assistance, as needed.
CALL	everyone back together when they have finished.
THANK	them for good work done.

Wrap up (0 min.)

SHOW	slide 15
EXPLAIN	that if ADS operators can help maximize their profits by taking great care in buying, receiving, and transporting the medicines they will offer to their customers ... because their customers will learn that they can trust the quality of the medicines they purchase from them.

SESSION THREE: STOCK MANAGEMENT

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"> 1. Explain how to use rate of turnover to help determine the quantities of medicines to stock. 2. Explain the FEFO rule. 3. Explain the FIFO rule. 4. Define "lost sale." 5. State what to record in each of the following record keeping documents:
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	a. Purchase order book b. Receipt books c. Debtors' book d. Prescribing and dispensing log book e. Expired medicines book	
DURATION:	2 hours 30 min.	
METHODOLOGY:	Lecture, Q&A, discussion	
MATERIALS:	For all participants: <ul style="list-style-type: none"> • Pen and pencil • Notebook • Name tags • Handouts 	For the trainer: <ul style="list-style-type: none"> • Flip chart/black board • Name tag • LCD projector • PowerPoint slides
PREPARE IN ADVANCE:	Samples of recordkeeping documents	

Stock Management (20 min.)

PRESENT	slides 1-4
ASK	participants whether they have thought of stock management in this way before now.
LISTEN	to their responses.
SHOW	slide 5
INVITE	participants to take turns reading the slide out loud.
SHOW	slide 6
EXPLAIN	that the main focus of this session is ensuring that the right quantity of medicines is available in the ADS.
SHOW	slide 7
INVITE	participants to take turns reading the slide out loud.
ASK	What are some examples of medicines in the ADS that move fast?
LISTEN	to their responses.

ASK	What are some examples of medicines in the ADS that move slowly?
LISTEN	to their responses.
ASK	Of the medicines you have just named, which are the ones you should stock <u>more</u> of?
ENSURE	that they name the medicines that move fast.
ASK	Of the medicines you have just named, which are the ones you should stock <u>less</u> of?
ENSURE	that they name the medicines that move slowly.
SHOW	slide 8
INVITE	participants to take turns reading the slide out loud.
GIVE	the following example of following the rule for not running out of stock: “80% fill rate means that if 10 people come in to buy Cofta, you should have enough doses to serve at least 8 out of the 10 people. Therefore, once your stock reaches 8 doses of Cofta, where you should have 10, and then place your order for more. This means that by the time you receive more stock, you will still have enough stock.”

Exercise 1: Fill rate (20 min.)

ASK	all participants to stand.
INVITE	a volunteer to tell everyone what 60% fill rate means.
LISTEN	to his or her answer.
ASK	the other participants to move to the RIGHT side of the room if they agree with their colleague or to the LEFT side of the room if they do not agree.
OBSERVE	where they go.
GIVE	them feedback about their choices: <ul style="list-style-type: none"> • If the participant has <i>correctly</i> explained what 60% fill rate means, tell the participants on the RIGHT side of the room that they are correct and those on the LEFT side of the room that they are incorrect. • If the participant has <i>incorrectly</i> explained what 60% fill rate means, tell the participants on the LEFT side of the

	room that they are correct and those on the RIGHT side of the room that they are incorrect.
STATE	the correct explanation for 60% fill rate.
INVITE	a volunteer to tell everyone what 40% fill rate means.
LISTEN	to his or her answer.
ASK	the other participants to move to the RIGHT side of the room if they agree with their colleague or to the LEFT side of the room if they do not agree.
OBSERVE	where they go.
GIVE	<p>them feedback about their choices:</p> <ul style="list-style-type: none"> • If the participant has <i>correctly</i> explained what 40% fill rate means, tell the participants on the RIGHT side of the room that they are correct and those on the LEFT side of the room that they are incorrect. • If the participant has <i>incorrectly</i> explained what 40% fill rate means, tell the participants on the LEFT side of the room that they are correct and those on the RIGHT side of the room that they are incorrect.
STATE	the correct explanation for 40% fill rate.
INVITE	a volunteer to tell everyone what 20% fill rate means.
LISTEN	to his or her answer.
ASK	the other participants to move to the RIGHT side of the room if they agree with their colleague or to the LEFT side of the room if they do not agree.
OBSERVE	where they go.
GIVE	<p>them feedback about their choices:</p> <ul style="list-style-type: none"> • If the participant has <i>correctly</i> explained what 20% fill rate means, tell the participants on the RIGHT side of the room that they are correct and those on the LEFT side of the room that they are incorrect. • If the participant has <i>incorrectly</i> explained what 20% fill rate means, tell the participants on the LEFT side of the room that they are correct and those on the RIGHT side of the room that they are incorrect.

STATE	the correct explanation for 20% fill -rate.
THANK	participants for their work.

Stock Management (cont.) (20 min.)

SHOW	slide 9
INVITE	participants to take turns reading the slide out loud.
ASK	Why do you think it is good to place the medicines that have short expiry at the <u>front</u> of the shelves?
ENSURE	that they respond that in that way, they will sell the medicines with short expiry <i>first</i> and the ones with longer expiry afterwards.
SHOW	slide 10
INVITE	participants to take turns reading the slide out loud.
EXPLAIN	that they are going to do a short exercise all together.
SHOW	slide 11
READ	the slide out loud.
INVITE	a volunteer to state the order in which these medicines should be stocked on the shelf.
ENSURE	that the following order is stated: <ol style="list-style-type: none"> 1. The one with the expiry of 1 August should be in front. 2. The one with the expiry of 1 September should be in back of that one. 3. The one with the expiry of 1 October should be in back of the one with the expiry of September 1.
SHOW	slide 12
INVITE	participants to take turns reading the slide out loud.
ASK	If you have several containers of one medicine that all have the same expiry date, how do you know how to arrange them on the shelf?

ENSURE	that they respond that they will place the medicines that were received the <i>earliest</i> at the front; those that were received after those will be behind them; and the ones that were received since then, will go behind them.
SHOW	slide 13
READ	the slide out loud.
INVITE	a volunteer to state the order in which these medicines should be stocked on the shelf.
ENSURE	that the following order is stated: <ol style="list-style-type: none"> 1. The medicines received on 30 October should be in front. 2. The medicines received on 30 December should be behind them. 3. The medicines received on 30 January should be behind the ones received on 30 December.

Exercise 2: FEFO and FIFO rules (20 min.)

INVITE	participants to get into groups of two by turning to the person next to them.
EXPLAIN	that the pairs are going to take turns telling each other what the FEFO rule is and what the FIFO rule is.
ADD	that the two people in each pair should do the following: <ul style="list-style-type: none"> • One person plays the role of a <u>long-time</u> drug shop owner. • The other person plays the role of a <u>new</u> drug shop owner. • The long-time drug shop owner explains the FEFO rule to new drug shop owner and gives him or her an example of how to apply the rule. <p>Then the two switch roles and repeat the process, but this time the long-time drug shop owner will explain <u>FIFO</u> to the new drug shop owner.</p>
TELL	them they have about 5 minutes to do both role plays, and they should start now.
CIRCULATE	to observe the practice.

CALL	everyone back together after 5 minutes.
INVITE	one participant to explain the FEFO rule.
GIVE	feedback about the explanation (Is it correctly stated? Is it clear?)
INVITE	another participant to explain the FIFO rule.
GIVE	feedback about the explanation (Is it correctly stated? Is it clear?)
THANK	participants for their work.

Recordkeeping (20 min.)

SHOW	slide 14
INVITE	participants to take turns reading the slide out loud.
ASK	participants whether they have had "lost sales" in the past, and if they have, what have they done?
LISTEN	to their responses and explanations.
PRESENT	slide 15
EXPLAIN	that you are going to review the purpose of each of these kinds of records that the ADS should keep.
SHOW	slide 16
INVITE	participants to take turns reading the slide out loud.
SHOW	an example of a Purchase order book and a Receipt book while the participants are reading about those records.
SHOW	slide 17
INVITE	participants to take turns reading the slide out loud.
SHOW	an example of a Debtors' book and an Expired medicines book while the participants are reading about those records.

SHOW	slide 18
INVITE	participants to take turns reading the slide out loud.
PRESENT	slide 19, explaining that this is a sample page of a prescribing and dispensing log.
EXPLAIN	that participants will find information about these recordkeeping documents in their ADS Business Manual on pages 10-11.

Exercise 2: Recordkeeping (20 min.)

EXPLAIN	that everyone is going to work individually to do a matching exercise, and then they will all check the answers together.
GIVE	everyone the Handout, "Recordkeeping documents," (included at the end of this session plan).
TELL	them they have about 5 minutes to do the matching exercise, and they should start now.
CIRCULATE	to observe the practice.
CALL	everyone together again after the 5 minutes are up.
INVITE	one participant to read out loud the name of the <u>first</u> document and the statement about what to record in that document.
ASK	<p>the other participants whether they agree.</p> <ul style="list-style-type: none"> • If they do (AND it is the correct match), tell the participants to mark that answer correct or incorrect on their papers. • If they do not, ask a volunteer to make the correct match. • Continue until the right match has been made for the first document.
INVITE	another participant to read out loud the name of the <u>second</u> document and the statement about what to record in that document.
ASK	<p>the other participants whether they agree.</p> <ul style="list-style-type: none"> • If they do (AND it is the correct match), tell the participants to mark that answer correct or incorrect on

	<p>their papers.</p> <ul style="list-style-type: none"> • If they do not, ask a volunteer to make the correct match. • Continue until the right match has been made for the second document.
DO	the same for the remaining three documents in the exercise.
THANK	participants for their work.

Stock Control System (30 min.)

SHOW	slide 20
INVITE	participants to take turns reading the slide out loud.
SHOW	slide 21
EXPLAIN	that an ADS can have considerable problems if the level of stocks is too low or too high.
INVITE	participants to take turns reading the first column – the problems of low stocks.
INVITE	participants to take turns reading the second column, the problems of high stocks.
ASK	participants whether they have experienced either problem in their shops.
LISTEN	to their responses.
SHOW	slide 22
INVITE	participants to take turns reading the title and the “Stock control system steps,” starting with #1 at the top.
EXPLAIN	that participants may wish to use this same list of stock control system steps in their own ADS, and that they will find the list in their ADS Business Manual on page 10.
SHOW	slides 23 and 24
INVITE	participants to take turns reading the hints out loud.

ASK	participants whether there are particular hints in this list that they have found to be very helpful.
LISTEN	to their responses.
SHOW	slide 25
EXPLAIN	<ul style="list-style-type: none"> • The simplest form of stock recordkeeping for an ADS is a stock card. • There are two types of stock cards: a pre-printed stock card or a “home-made” stock card. • A home-made stock card means the shop owner creates his or her own stock card. It can be easily made from an exercise book or better yet - a counter book. <p>This is an example of a home-made stock card.</p>
INVITE	participants to take turns reading the parts of the stock card out loud.
EXPLAIN	that as it says at the bottom of the card, it is probably fine to plan on needing four pages per month for fast-moving stock and one page per month for slow-moving stock.
SHOW	slide 26
INVITE	participants to take turns reading the title and the “Three ways of ordering stock.”
ASK	participants which way or ways they have used and which have served them best.
SHOW	slide 27
INVITE	participants to take turns reading the slide out loud.
SHOW	slide 28
INVITE	participants to take turns reading the slide out loud.
SHOW	slide 29
INVITE	participants to take turns reading the slide out loud.

TRAINER'S VERSION

HANDOUT for Exercise 2: Recordkeeping

Instructions: Draw a line between the document on the left and the information that is recorded in that document on the right.

Document	Information to record
1. Purchase order book	a. Document what medicines each client has received, how much, and when
2. Receipt book	b. Record the names and quantities of expired medicines
3. Debtors' book	c. Record daily cash sales
4. Prescribing and dispensing log	d. Record medicine purchased from a wholesale supplier
5. Expired medicines book	e. Record clients who take medicines on credit

PARTICIPANT'S VERSION

HANDOUT: Recordkeeping matching exercise

Instructions: Draw a line between the document on the left and the information that is recorded in that document on the right.

Document
1. Purchase order book
2. Receipt book
3. Debtors' book
4. Prescribing and dispensing log
5. Expired medicines book

Information to record
a. Document what medicines each client has received, how much, and when
b. Record the names and quantities of expired medicines
c. Record daily cash sales
d. Record medicine purchased from a wholesale supplier
e. Record clients who take medicines on credit

SESSION FOUR: MARKETING AND CUSTOMER CARE IN MEDICINES BUSINESS

LEARNING OBJECTIVES:	As a result of actively participating in this session, the individual will be able to:	
	<ol style="list-style-type: none"> 1. Name the four Ps of marketing. 2. Name three ways of advertising your business. 3. Name at least three ways to keep customers. 4. Name the four key factors in a marketing plan. 	
DURATION:	45 min.	
METHODOLOGY:	Lecture, Q&A, discussion	
MATERIALS:	For all participants:	For the trainer:
	<ul style="list-style-type: none"> • Pen and pencil • Notebook • Name tags 	<ul style="list-style-type: none"> • Flip chart/black board • Name tag • LCD projector • PowerPoint slides
PREPARE IN ADVANCE:	None	

Marketing Plan (30 min.)

SHOW	slides 1-3
ASK	participants what experience they have with marketing a business.
LISTEN	to the responses of a few participants.
SHOW	slides 4-5
EXPLAIN	that in the following slides, you will all examine the factors that make up a marketing plan.
SHOW	slide 6
EXPLAIN	that you will use the four Ps of marketing to examine those factors: product, people, place, and price.
SHOW	slide 7

INVITE	participants to take turns reading the slide out loud.
ASK	participants how they can know which medicines are most needed in their areas.
ENSURE	that their responses include the need to do <i>research</i> about the medicines that people in their area purchase.
SHOW	slide 8
ASK	participants how they can know the kinds of people who are in their area.
ENSURE	that their responses include the need to do <i>research</i> about the ages of the people in their area.
SHOW	slides 9 and 10
ASK	participants how they can know whether prices are affordable for their customers.
ENSURE	that their responses include the need to do <i>research</i> about the income levels of the people their area.
SUMMARIZE	that the drug shop owner needs to know his or her community or area very well to be successful.
ASK	participants how they think they can do that research.
ENSURE	that the following ideas emerge: <ul style="list-style-type: none"> • Compare prices with what competitors charge. • Learn what the most common conditions are that people want to treat. • Know what times of the day and week do most customers want to visit your shop.
SHOW	slides 11-14
INVITE	participants to take turns reading the slides out loud.
SHOW	slide 15
INVITE	participants to read the slide out loud.
SUMMARIZE	the session with a statement such as: “As you can see, your customer is your number one stakeholder and your best advertiser. It is important to know

	your customers well and to treat them very well if you want to be a successful drug shop owner.”
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Exercise 1: Marketing and customer care (15 min.)

EXPLAIN	that participants are now going pair up and check with each other to see whether they have captured key facts about marketing and customer care.
SHOW	slide 2: Objectives
ASK	everyone to form pairs by turning to the person next to him or her.
EXPLAIN	<ol style="list-style-type: none"> 1. One member of the pair will choose one of the objectives and ask the other member to do what the objective requires. 2. For example, if the member chooses objective #1, the other member must name the four Ps of marketing. 3. The first member will then give his or her partner feedback about whether that is correct. 4. They then switch roles – the second member of the pair chooses one of the remaining objectives and asks his or her partner to do what the objective requires. 5. The second member then gives his or her partner feedback about whether that is correct. 6. They continue in this way until they have finished all four learning objectives.
TELL	them they have 10 minutes and to begin.
CIRCULATE	and provide support and assistance, as needed.
CALL	them back together when the 10 minutes are up.
THANK	them for their work.

SESSION FIVE: BUSINESS LEADERSHIP AND ETHICS

LEARNING OBJECTIVES:	As a result of actively participating in this session, the individual will be able to:	
	<ol style="list-style-type: none"> 1. Name two things that the ADS owner must provide for the business to grow and be successful. 2. Give at least two reasons why business ethics is essential for ADS success. 	
DURATION:	30 min.	
METHODOLOGY:	Lecture, Q&A, discussion	
MATERIALS:	For all participants:	For the trainer:
	<ul style="list-style-type: none"> • Pen and pencil • Notebook • Name tags 	<ul style="list-style-type: none"> • Flip chart/black board • Name tag • LCD projector • PowerPoint slides
PREPARE IN ADVANCE:	None	

ADS Leadership (30 min.)

SHOW	slides 1-3
INVITE	participants to take turns reading each of the slides out loud.
ASK	participants to name the qualities that a business leader needs to have to be successful.
WRITE	their responses on flipchart paper.
SHOW	slide 4
POINT OUT	the qualities that appear on both lists.
EXPLAIN	that <i>ethics</i> is the main focus of this session.
ASK	What do we mean when we say “ethics”?
LISTEN	to the participants’ responses.

SHOW	slide 5
INVITE	participants to take turns reading the slide out loud.
ASK	participants to name some ethical business practices you need to demonstrate in an ADS.
LISTEN	to their responses.
SHOW	slide 6
INVITE	participants to take turns reading the slide out loud.
POINT OUT	the ethical practices on this list that they have already mentioned, as well as any they did not mention.
SHOW	slide 7
WRAP UP	this part of the session by reading this slide out loud.

SESSION SIX: PEOPLE MANAGEMENT

LEARNING OBJECTIVES:	As a result of actively participating in this session, the individual will be able to:	
	<ol style="list-style-type: none"> 1. Explain each of the five steps of managing people effectively. 2. Identify examples of effective people management actions in real-life scenarios. 	
DURATION:	1 hour 30 min.	
METHODOLOGY:	Lecture, Q&A, discussion	
MATERIALS:	For all participants:	For the trainer:
	<ul style="list-style-type: none"> • Pen and pencil • Notebook • Name tags • Handouts 	<ul style="list-style-type: none"> • Flip chart/black board • Name tag • LCD projector • PowerPoint slides
PREPARE IN ADVANCE:	Handouts for Exercise 1	

People Management (30 min.)

SHOW	slides 1-3
INVITE	participants to take turns reading the slides out loud.
EXPLAIN	that in the next slides, you will all be examining five strategies you can use to manage your people effectively.
SHOW	slide 4
INVITE	participants to take turns reading the slide out loud.
ASK	Has any one of you ever been asked by your boss to do something, but you did not know how to do it because your boss never explained what he or she wanted you to do?
INVITE	one or two participants to briefly explain what happened and how it affected their work.

EXPLAIN	I invite all of you to communicate your expectations very clearly to the people you manage. You will get better work from them if you do.
SHOW	slide 5
INVITE	participants to take turns reading the slide out loud.
SHOW	slide 6
INVITE	participants to take turns reading the slide out loud.
REMIND	participants that Nakato has great technical skills but poor people skills, while Okello has great relationships with customers but just can't say no. When they work together, each one's strength can help overcome the other one's weakness.
SHOW	slide 7
INVITE	participants to take turns reading the slide out loud.
ASK	Has any of you ever had a boss that did this?
LISTEN	to their responses.
SHOW	slide 8
INVITE	participants to take turns reading the slide out loud.
ASK	Why is it important to give praise publicly but constructive criticism in private?
LISTEN	to their responses.
ENSURE	that the following points emerge: <ul style="list-style-type: none"> • Well-deserved praise given in front of others makes the individual being praised feel good. • It can also encourage the other team members to do the same so that they will receive praise. • Criticism given in front of others makes the individual feel shame. That may not lead to better behaviour, but instead fear of further shame.
ASK	what questions participants have about any of these guidelines for managing people effectively.

RESPOND	to their questions. NOTE: If you think there are participants in the group who can answer one or more of the questions effectively, feel free to invite them to answer.
EXPLAIN	that participants are now going to do an exercise that will allow them to examine some real-life scenarios involving people management and answer questions about how well the business leaders in the scenarios have managed their people.

Exercise 1: Managing people effectively (1 hour)

EXPLAIN	that participants are now going to: <ul style="list-style-type: none"> • First, work individually to review and comment on scenarios about people management. • Second, work in small groups to compare and discuss their answers.
GIVE	participants copies of the handouts
ASK	participants look at the two handouts for this exercise <ol style="list-style-type: none"> 1. <i>Managing people effectively</i>, p. ___ 2. <i>Scenarios for "Managing people"</i>, p. ___
EXPLAIN	that each participant should work alone to answer the following questions for each scenario: <ol style="list-style-type: none"> 1. Is this an example of <i>effective</i> management? <ol style="list-style-type: none"> a. If yes, why? b. If no, why not? 2. What could the business leader have done better?
ADD	that they have 20 minutes to do this individual work and to BEGIN now.
CIRCULATE	and provide support and assistance, as needed.
CALL	everyone back together when the 20 minutes have passed.
DIVIDE	participants into groups of 3-4 each.
EXPLAIN	that they should take turns sharing their answers with each other and discussing any differences of opinion they may have.

ADD	that they have 15 minutes for this discussion and to BEGIN now.
CALL	everyone back together when the 15 minutes have passed.
INVITE	one group to share their answers to scenario #1 with everyone.
ASK	whether there are any comments.
INVITE	one group to share their answers to scenario #2 with everyone.
ASK	whether there are any comments.
INVITE	one group to share their answers to scenario #3 with everyone.
INVITE	one group to share their answers to scenario #4 with everyone.
INVITE	one group to share their answers to scenario #5 with everyone.
THANK	everyone for their work.

Wrap Up (1 min.)

EXPLAIN	that participants will find the information that you have examined in this session in Module 5: session 6 of the ADS Business Manual.
ADD	that there they will also find a list of additional "People management tips" that they may want to read over for additional consideration.
THANK	everyone for their work.





HANDOUT: Managing people effectively

1. Communicate your expectations.

- a. Identify your specific goals and targets.
- b. Determine the timeline required to meet them.
- c. Determine the role of your team in meeting them.
- d. Communicate your expectations of them in advance.
- e. Provide your team with feedback about how well they are meeting your expectations.



2. Analyse your team to learn the strengths and weaknesses of each team member.

For example:

-  Mukasa is a fast worker but does not pay enough attention to detail.
-  Babirye is very thorough but finds it difficult to accomplish assignments on time.
-  Okello has great customer relationships but can never say "no" to the clients.
-  Nakato has superb technical skills but poor people skills.

3. Assign responsibilities to maximize the strengths and minimize the weaknesses of your team.

For example:

-  Nakato and Okello will be more productive working together.
-  Mukasa and Babirye will also work better as a team.

4. Meet with your team regularly to:

- a. Provide feedback on people's performance.
- b. Support the team.
- c. Enable you to understand the team better.
- d. Create opportunities for all to consult each other.
- e. Motivate the team.

5. Keep track of team activities so that you can:

- a. Recognize team performance.
- b. Reward good performance publicly.
- c. Give constructive criticism in private.

TRAINER'S VERSION

Exercise 1: Managing people effectively

Instructions: Answer the following questions for each scenario below:

1	<p>ADS owner, Aziz, was looking over the dispensing log and realized that his employee, Nancy, had failed to enter the customer information for the previous day. Nancy and her colleague, Mary, were helping a customer when Aziz placed the log in front of Nancy and asked her why she had not done her job correctly.</p> <p>1. Is this an example of <i>effective</i> management? No</p> <p>a. If yes, why? —</p> <p>b. If no, why not? Aziz should not have criticized Nancy in front of anyone else. Aziz should not have interrupted an interaction with a customer.</p> <p>2. What could the business leader have done better? Aziz should have waited until the customer had left the shop and taken Nancy aside privately. Instead of criticizing her, he should have asked her politely about the lack of records and remind her about why such recordkeeping is important.</p>
2	<p>Sarah, a new ADS employee, has not showed up for work three times in her first month and hasn't called Richard, the shop owner, to let him know. Later, she says she just forgot to call. Richard takes Sarah into the back of the shop out of hearing of the other seller on duty and explains that when she doesn't show up and doesn't let him know in advance that it is not fair to the other employees and that sometimes he has to close the shop because nobody is available to attend customers. He explained to Sarah that if she doesn't show up without giving him advance warning again, that he will have to fire her.</p> <p>1. Is this an example of <i>effective</i> management? Yes</p> <p>a. If yes, why? Richard talked to Sarah privately. He explained why her behaviour was a problem. He gave her another chance, but also gave her consequences.</p> <p>b. If no, why not? —</p> <p>2. What could the business leader have done better? Richard could have asked Sarah if she had some ideas about how she would keep this from happening again.</p>
3	<p>Nasser is an ADS seller who is responsible for assuring that the medicines that are going to expire the soonest are stocked at the front of the shelf (first expiry, first out). FEFO was part of Nasser's ADS training, and yet he never does it correctly. After seeing the wrong stock order yet again, his employer, John, lost his temper and told Nasser he was stupid.</p>

	<p>2. Is this an example of <i>effective</i> management? No</p> <p>a. If yes, why? —</p> <p>b. If no, why not? John should never have told Nasser he was stupid—for ANY reason.</p> <p>3. What could the business leader have done better? John should have talked to Nasser about the problem and spent time with him to make sure he knew the correct procedure. It could be that Nasser never understood that part of the training. John could also explain why FEFO is important; for example, it saves money by assuring that medicines don't expire on the shelf and it protects customers by making it unlikely that they are sold an expired medicine.</p>
4	<p>Because of an outbreak of diarrhoea in the village, Eliphace's ADS was the busiest it had ever been for several days in a row. He asked his employees to work extra hours and come in on days that they normally did not work, so that customers could be attended quickly. After the outbreak had ended and business was back to normal, Eliphace brought in a sign that said, "best employees ever!" and a cake for everyone to share.</p> <p>1. Is this an example of <i>effective</i> management? Yes</p> <p>a. If yes, why? Eliphace rewarded his employees for going above and beyond their responsibility during a busy period. He expressed his thanks publicly by hanging up a sign that all the customers could see, which made his employees feel good.</p> <p>b. If no, why not? —</p> <p>2. What could the business leader have done better? Nothing—Eliphace did a good job.</p>
5	<p>Mohammed has been an excellent seller for two years, but lately, he has not been showing up on time for work and his employer, Donna, even caught him sleeping on the job. When Mohammed came in late for the third time in a week, Donna lost her temper and told him she would have to fire him if he didn't start showing up on time.</p> <p>1. Is this an example of <i>effective</i> management? No</p> <p>a. If yes, why? —</p> <p>b. If no, why not? Donna should not have lost her temper. She should have based her response on her experience with Mohammed as a good employee and given him the benefit of the doubt.</p> <p>2. What could the business leader have done better? Donna should have realized that a behaviour change in a normally excellent employee probably indicates some other issue. She should have asked Mohammed privately if something was going on that she should know that explains his behaviour and help him come up with solutions to the problem. Mohammed may have had a new baby at home or a sick family member, which called for empathy and not anger.</p>

PARTICIPANT'S VERSION

Exercise 1: Managing people effectively

Instructions: Answer the following questions for each scenario below:

1	<p>ADS owner, Aziz, was looking over the dispensing log and realized that his employee, Nancy, had failed to enter the customer information for the previous day. Nancy and her colleague, Mary, were helping a customer when Aziz placed the log in front of Nancy and asked her why she had not done her job correctly.</p> <ol style="list-style-type: none"> 1. Is this an example of <i>effective</i> management? <ol style="list-style-type: none"> a. If yes, why? b. If no, why not? 2. What could the business leader have done better?
2	<p>Sarah, a new ADS employee, has not showed up for work three times in her first month and hasn't called Richard, the shop owner, to let him know. Later, she says she just forgot to call. Richard takes Sarah into the back of the shop out of hearing of the other seller on duty and explains that when she doesn't show up and doesn't let him know in advance that it is not fair to the other employees and that sometimes he has to close the shop because nobody is available to attend customers. He explained to Sarah that if she doesn't show up without giving him advance warning again, that he will have to fire her.</p> <ol style="list-style-type: none"> 1. Is this an example of <i>effective</i> management? <ol style="list-style-type: none"> a. If yes, why? b. If no, why not? 2. What could the business leader have done better?
3	<p>Nasser is an ADS seller who is responsible for assuring that the medicines that are going to expire the soonest are stocked at the front of the shelf (first expiry, first out). FEFO was part of Nasser's ADS training, and yet he never does it correctly. After seeing the wrong stock order yet again, his employer, John, lost his temper and told Nasser he was stupid.</p> <ol style="list-style-type: none"> 1. Is this an example of <i>effective</i> management? <ol style="list-style-type: none"> a. If yes, why? b. If no, why not? 2. What could the business leader have done better?
4	<p>Because of an outbreak of diarrhoea in the village, Eliphace's ADS was the busiest it had ever been for several days in a row. He asked his employees to work extra hours</p>

	<p>and come in on days that they normally did not work, so that customers could be attended quickly. After the outbreak had ended and business was back to normal, Eliphace brought in a sign that said, "best employees ever!" and a cake for everyone to share.</p> <ol style="list-style-type: none">1. Is this an example of <i>effective</i> management?<ol style="list-style-type: none">a. If yes, why?b. If no, why not?2. What could the business leader have done better?
5	<p>Mohammed has been an excellent seller for two years, but lately, he has not been showing up on time for work and his employer, Donna, even caught him sleeping on the job. When Mohammed came in late for the third time in a week, Donna lost her temper and told him she would have to fire him if he didn't start showing up on time.</p> <ol style="list-style-type: none">1. Is this an example of <i>effective</i> management?<ol style="list-style-type: none">a. If yes, why?b. If no, why not?2. What could the business leader have done better?