

Train-the-Trainer Instructor Guide

FDIC



Financial

Educational Curriculum



U.S. Small Business
Administration



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DISCLAIMER

These training materials are intended as general guidance only and may or may not apply to a particular situation based on the circumstances. The materials do not create any legal rights or impose any legally binding requirements or obligations on the Federal Deposit Insurance Corporation (FDIC) and U.S. Small Business Administration (SBA). The FDIC and SBA make no claims or guarantees regarding the accuracy or timeliness of this information and material.

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Introduction

Money Smart for Small Business (MSSB) is an instructor-led curriculum developed jointly by the Federal Deposit Insurance Corporation (FDIC) and the U.S. Small Business Administration (SBA). The 13 modules in this curriculum provide introductory business training for aspiring and existing entrepreneurs on the basics of starting and growing a business. In addition, the curriculum serves as a foundation for more advanced training and technical assistance.

The *MSSB Curriculum* was created to assist financial institutions and community organizations (Small Business or Economic Development Organizations, Community Banks, Financial Institutions, Government Programs, Chambers of Commerce, Business Chambers/Trade Associations and Independent Small Business Consultants) deliver introductory business training. The FDIC and SBA invite financial institutions and community organizations to order and begin teaching this free curriculum.

The *MSSB Curriculum* is a tool for partnerships. For example, financial institution staff can deliver a *MSSB Program* in collaboration with small business resource providers.

The topics in the *MSSB Curriculum* were selected through focus groups and interviews with small business technical assistance practitioners.

About This Instructor Guide

This Instructor Guide is designed to help conduct effective Train-the-Trainer (TtT) Workshops for staff or volunteers from financial institutions and community organizations planning to offer the *MSSB Curriculum* to aspiring and existing entrepreneurs in their communities; or to refer the *MSSB Training* to their community partners. This guide frequently refers to information in the Train-the-Trainer Participant Guide and contains thumbnails of the PowerPoint presentation used in this workshop. The PowerPoint presentation is pre-scripted, cross-referenced with the Participant Guide, and has been designed to be taught in 3+ hours. The Instructor Guide, Participant Guide and PowerPoint are text accessible and in PDF format. All three files are customizable to meet the needs of the instructor and its audience, such as shortening the length of the presentation. This guide also contains the information necessary to become a *Money Smart* instructor. Words in *italic* can be found in the MSSB TtT Curriculum Glossary of Terms.

Please read through this entire document before presenting a Train-the-Trainer Workshop. It's also recommended that you read the Money Smart for Small Business "Managing Cash Flow" Instructor Guide, Participant Guide and PowerPoint presentation included in the Appendix Section of the Train-the-Trainer Participant Guide.

The "Managing Cash Flow" module is being showcased in this Guide to help illustrate how the three components of each MSSB module interact, and to simulate parts of *MSSB Training Sessions* to aspiring and existing entrepreneurs by way of examples of effective instruction methodologies.

There are two ways to prepare to facilitate a Train-the-Trainer Workshop:

1. Read this guide as a self-help, self-paced resource.
2. Attend a Train-the-Trainer Workshop. This guide is a key resource in the *MSSB TtT* workshop. The

FDIC has limited staff resources to provide on-site Train-the-Trainer sessions; however, interested organizations should consult with their FDIC Point of Contact in the Community Affairs Section for help designing or co-facilitating a Train-the-Trainer workshop.

Train-the-Trainer Instructor Learning Objectives

After completing a Train-the-Trainer Workshop (or reviewing this guide on your own), you'll be able to:

1. Explain how participants can become members of the *MSSB Alliance* and use the *MSSB Curriculum* to provide introductory business training to aspiring and existing entrepreneurs in their communities.
2. Present the *MSSB Curriculum* with confidence and describe effective ways to make the content of each module compelling and engaging.
3. List and describe at a high level, the goals and objectives of the *MSSB Curriculum* and assist participants to align *MSSB* goals with their organization's mission and strategic objectives.
4. Describe several ways to customize an *MSSB Program* to meet the diverse needs of small business owners who represent a range of business development stages and learning needs.
5. Describe best practices for working with subject matter experts to co-train modules and evaluating the quality and impact of the *MSSB Program* within the *MSSB Alliance Member* network.
6. Identify several ways to connect *MSSB Training* participants to additional training or technical assistance by providing resources and success tips to ensure *MSSB Instructors* host a successful *MSSB* training program.

Logistics

Timing

This workshop takes about 3 hours, including one 15-minute break. This is sufficient time to ensure that the workshop is interactive and useful for a range of instructors and participants. The workshop can be completed in less time, if need be.

Class Size

The ideal class size for a Train-the-Trainer Workshop is between 12 and 20. This range helps to ensure there is enough time for everyone to participate. This workshop will also work for larger groups, but some activities may need to be shortened.

Room Set-Up

Every participant needs to be able to see the instructor, screen, chart paper and each other. This can be arranged with seating around a large conference table facing the instructor and the screen. Another option is to set up several small tables in a U-shaped arrangement.

Materials and Equipment Needed

- Train-the-Trainer Instructor Guide.
- Train-the-Trainer Participant Guide. Print one for each participant and one for the trainer to be used as a reference. The Train-the-Trainer participant guide should be printed, but the guide does not provide space to record notes and action items. The participant guide should be provided to training participants at the beginning or prior to the training.
- Instructor Guide and Participant Guide for the “Managing Cash Flow” module.
- Train-the-Trainer PowerPoint. This should be customized ahead of time, especially if the training includes various sponsoring organizations and/or speakers.
- Laptop or computer loaded with the PowerPoint presentation. It’s not necessary to share the slides with participants. All of the information needed is in their Participant Guide. As a best practice, be prepared for technical issues. Print a few sets of the slides ahead of time and bring a thumb drive with your presentation just in case.
- Chart paper and markers for recording responses to key questions and/or to create a Parking Lot for questions you might not be able to answer in class. Chart paper can be created ahead of time.
- Slide projector, screen or monitor/TV to display the PowerPoint presentation.
- (Optional) Stopwatch or other timer.
- (Optional) Painter’s tape for posting chart paper pages on the wall.
- (Optional) Post-it Notes and highlighters that participants can use to flag or highlight key information in their Train-the-Trainer Participant Guides.
- (Optional) *MSSB* Trainer resources such as *MSSB* Flyers.
- (Optional) *MSSB* TtT Instructor resources such as *MSSB* Plan of Action Worksheet, Invitation and Agenda Template, Checklists: Preparation, Agenda Instruction Planning, and Training Day. These resources are available in the Train-the-Trainer Participant Guide Appendixes Section (the Cash Flow module Instructor and Participant Guide and the Checklists are not included in the Appendixes Section of this TtT Instructor Guide)

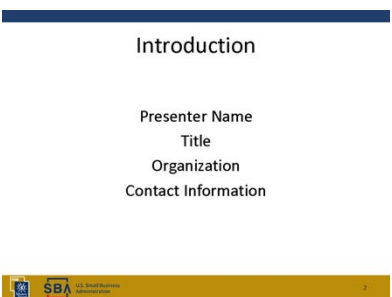
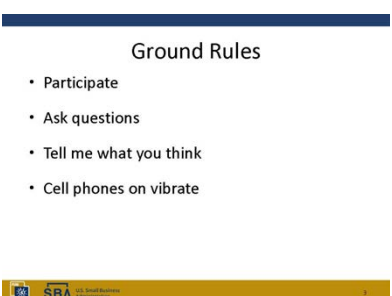
The Train-the-Trainer Workshop at a Glance

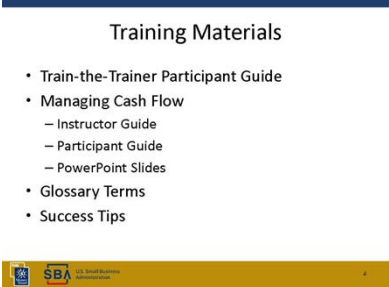
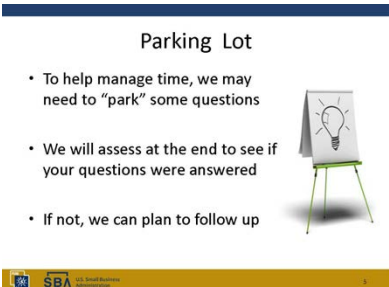
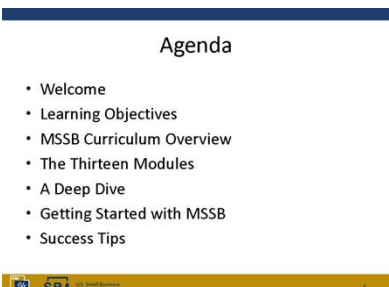
Time	Topic	Description	Instructor Notes
80 minutes	Welcome, Introductions and Overview of MSSB	• Train-the-Trainer Learning Objectives • MSSB: What it is, Why it was created, Who benefits, How they benefit • Overview of the 13 MSSB modules	
15 minutes	Break		
60 minutes	Deep Dive into one MSSB Module	• MSSB instructors explore the entrepreneurs experience by looking inside the Managing Cash Flow module. • How to evaluate for quality and impact	
25 minutes	Getting Started	• Design your MSSB program • Working with experts • Getting started with <i>MSSB</i> • Success tips, tools and resources	
Total Time: Approximately 3 hours including one 15-minute break			

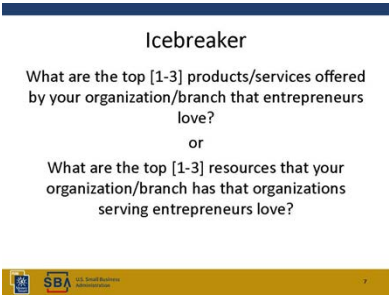
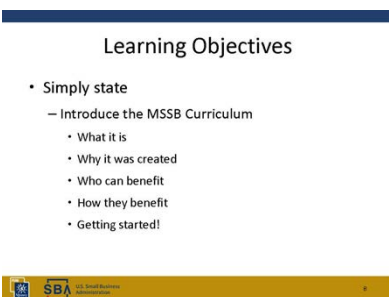
MSSB Workshop PowerPoint Presentation

Bold Font to the right of select slide thumbnails is a description of the slide and its purpose.

Regular Font to the right of select slide thumbnails is a proposed script that could be used to address participants; which in some cases, it is the language provided in the Participant Guide; so that the Instructor does not need to look at the two documents at the same time in addition to managing the projected slides. A dotted line is used for additional talking points to the language provided in the Participant Guide. Not all the slides have a corresponding heading in the Participant Guide, a page number for reference is provided when applicable.

<i>Slide 1.</i> 	Opening Slide Opening to be displayed on the screen prior to participants arriving at the training location.
<i>Slide 2.</i> 	Introduction Welcome, my name is (insert name here). I work at (insert organizations name) My contact information is xxx-xxx-xxxx My email is xxxx@companyABC.com Today, I want to introduce you to Money Smart for Small Business (MSSB).
<i>Slide 3.</i> 	Ground Rules Ground Rules set the rules and expectations for the training. The instructor and the participants should establish the ground rules. Use a piece of chart paper. Write <u>Ground Rules</u> at the top and the following bullets: • Participate • Ask questions • Tell me what you think • Cell phones on vibrate Leave extra bullets to write in suggested ground rules from participants. Read the ground rules then ask: What additional ground rules would you like to add?

	Write participant's ground rules on the chart paper. At the end of this exercise, tape or attach the ground rules to a wall where they are visible to all. The goal of this exercise is to set expectations and encourage participation.
Slide 4.  Training Materials • Train-the-Trainer Participant Guide • Managing Cash Flow – Instructor Guide – Participant Guide – PowerPoint Slides • Glossary Terms • Success Tips	Training Materials Everyone should have a Train-the-Trainer Participant Guide that you can use to follow this presentation. Contained within the guide is: • A Money Smart for Small Business modules matrix, which is a detailed overview of the 13 modules that comprise the Money Smart Curriculum. • An instructor guide, a participant guide and PowerPoint slides for the “Managing Cash Flow” module, which will be used to showcase a typical MSSB training. • A glossary of terms • Success tips and resources that you can use to successfully host Money Smart for Small Business.
Slide 5.  Parking Lot • To help manage time, we may need to “park” some questions • We will assess at the end to see if your questions were answered • If not, we can plan to follow up	Parking Lot As the instructor, you will get questions that are off topic or need too much time to explain. These questions can disrupt or derail the flow of the presentation. The use of a Parking Lot allows you to acknowledge and validate the question, without having to immediately answer it. When you are presented with such a question, write the question on the Parking Lot chart paper and inform the class that you are “parking the question” but will address it at the end of the presentation if time permits. Use a piece of chart paper. Write <u>Parking Lot</u> on the top and tape that chart paper to a wall. As the presentation unfolds, questions asked that are ancillary or not directly related to the presentation should be written on the Parking Lot to be reviewed at the end of the presentation.
Slide 6.  Agenda • Welcome • Learning Objectives • MSSB Curriculum Overview • The Thirteen Modules • A Deep Dive • Getting Started with MSSB • Success Tips	Agenda As I look around the room, I see _____ (fill in the blank, you should know who is in your audience). My assumption is that you are all focused on contributing to the development of businesses in the communities that you serve. Another assumption I have is that you are all familiar with the many options available to provide business training. Today, my goal is to introduce you to one more option, Money Smart for Small Business. Our agenda for today is:

	• An Icebreaker so that I can get to know you, and you can get to know each other. • Learning Objectives • An overview of the MSSB curriculum: ○ What It Is ○ Why It Was Created ○ Who Can Benefit ○ How They benefit We will review each of the 13 modules followed by a deep dive into one of them: “Managing Cash Flow”. Finishing up, we will talk about how to join the <i>MSSB Alliance</i>, how to start using <i>MSSB</i>, and success tips to help you host a successful <i>MSSB</i> training program. There will be time for questions at the end of presentation but feel free to ask questions during the presentation. We will have a 15-minute break. This introduction to Money Smart for Small Business should take about 3 hours.
<i>Slide 7.</i> 	Icebreaker An icebreaker that engages participants to network may be a subtle and effective way to foster collaboration during the workshop. Allow participants one or two minutes to think, then ask them to state their name and response or find a pair to share their assignment.
<i>Slide 8.</i> 	Learning Objectives The purpose of this slide is to establish learning objectives for today’s participants. Simply stated our goal today is to introduce you to the <i>MSSB Curriculum</i> • What it is • Why it was created • Who can benefit • How they benefit • Getting Started! On page 4 in your Participant Guide you will find the learning objectives. Ideally, you will walk away from this presentation with a greater understanding of the <i>MSSB Curriculum</i>, its benefits and how you can incorporate <i>MSSB</i> into your training programs and outreach to achieve meaningful, lasting impact in the communities you serve.

Slide 9.

MSSB: What It Is

- A business education tool
- Collaboratively developed by the FDIC & SBA
- 13 modules
- Covers a wide range of business topics

**MSSB: What It Is**

The purpose of this slide is to introduce the Money Smart for Small Business curriculum.

MSSB is an instructor-led business curriculum or tool collaboratively developed by the FDIC and SBA that provides introductory business training for aspiring and existing entrepreneurs on the basics of starting and growing a business.

In 2012, the FDIC and SBA created 10 modules that cover a wide range of business topics; in 2015, three new modules were created:

There are a total of 13 modules.

Each module takes between 60-90 minutes to present and includes a comprehensive Instructor Guide, a Participant Guide and PowerPoint.

The modules are instructor led; can be delivered as stand-alone modules; may be mixed and matched to meet the specific needs of entrepreneurs; and can be integrated into training programs that your organization currently utilize to create a lasting impact in your communities.

In a few minutes, I will provide you with an overview of the 13 modules and we will take a deep dive into one; so that, you can achieve a solid understanding of the *MSSB* curriculum and start thinking about how you would incorporate them into your training and outreach.

Slide 10.

MSSB: Why It Was Created

- To assist financial institutions and community organizations
- To help entrepreneurs think
- To have deep and sustainable impact
- To spur economic activity

**MSSB: Why It Was Created**

MSSB was created as a tool to:

- Assist financial institutions and community organizations in engaging and assisting aspiring and existing entrepreneurs.
- Help aspiring and existing entrepreneurs think through their business model and to start and grow their businesses.
- Have sustainable impact in all types of communities from urban to rural.
- Spur economic activity.

Slide 11.

MSSB: Who Can Benefit

- Financial Institutions and Community Organizations
 - Small Business/Economic Development Organizations
 - Community Banks/Financial Institutions
 - Government Programs
 - Chambers of Commerce or Business Chambers/Trade Associations
 - Independent Small Business Consultants
- Aspiring and Existing Entrepreneurs
- Urban and Rural Communities

**MSSB: Who Can Benefit?**

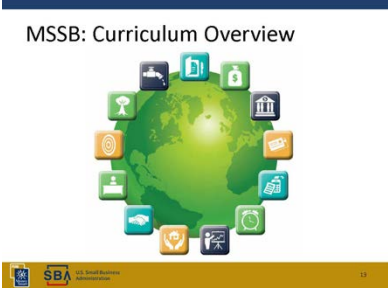
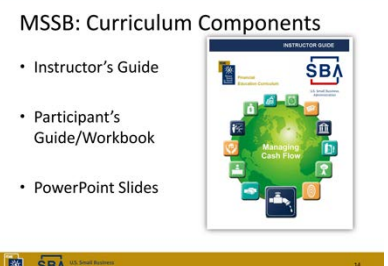
The purpose of this slide is to highlight the organizations, that benefit from the Money Smart for Small Business curriculum, by providing local examples if available.

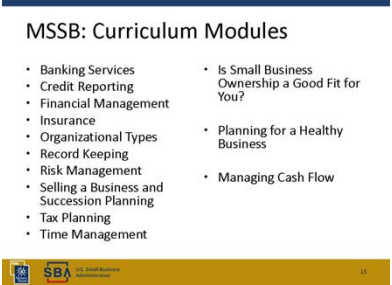
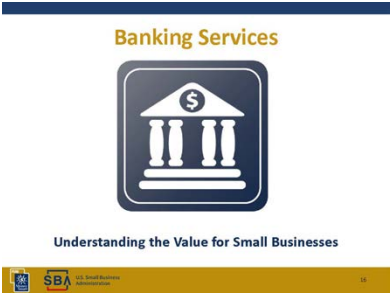
Who Can Benefit?

Financial Institutions and Community Organizations

- Small Business/Economic Development Organizations
- Community Banks/Financial Institutions
- Government Programs
- Chambers of Commerce or Business Chambers/Trade Associations
- Independent Small Business Consultants

	<u>Aspiring and Existing Entrepreneurs</u> Aspiring entrepreneurs have many questions, passion, determination and fears. They need a solid foundation to successfully start and grow a business. Existing entrepreneurs have successfully started their business but as their business grows, they have growing business demands including different skill sets. <u>Communities</u> Communities, both urban and rural, can benefit from Money Smart for Small Business. MSSB is generic and can be easily modified to be appropriate for any stage or type of business.
Slide 12. MSSB: <u>How</u> They Benefit • Financial Institutions and Community Organizations • Aspiring and Existing Entrepreneurs • Urban and Rural Communities 	MSSB: How They Benefit The question that needs to be answered is: How do financial institutions, community organizations, entrepreneurs and communities benefit from Money Smart for Small Business? Use a piece of chart paper. Write <u>Financial Institution and Community Organization Benefits</u> on the top. List some benefits, then ask the participants to provide additional ideas of the benefits that financial institutions and community organizations might gain from offering a small business training program. Post this list on a wall for all participants to see. This reinforces the benefits that they will receive. Repeat this process for Aspiring and Existing Entrepreneurs and Communities. You will have four lists to post. <u>Financial Institution and Community Organization Benefits</u> • They become a catalyst for innovation and job creation in their community. • They become a catalyst for revitalizing a local economy. • They anchor themselves to the communities where they operate and serve. • Financial institutions may receive positive consideration under the Community Reinvestment Act (CRA) (except credit unions, and loan funds which are not subject to the CRA Regulation). • If the organizations offering MSSB are Certified Development Financial Institutions (CDFIs), they may be able to establish or enhance MSSB programs to meet the needs of their low- to moderate-income clients.
	<u>Aspiring Entrepreneur Benefits</u> • Ability to control one's life • Build a business and create wealth • Understand skills required in a startup • Use MSSB modules as input to develop a business plan

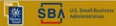
	<u>Existing Entrepreneur Benefits</u> • Learn skills in maintaining a business • Learn skills in business management and operations • Ability to find more advanced training or access other resources and services Additional benefits that may be obtained by aspiring and existing entrepreneurs: • Changed attitude toward entrepreneurship as a means of making a living • Changes in personal and career attitudes including: ○ Self-worth ○ Self-awareness ○ Self-management/personal responsibility ○ Transfer of learning ○ Motivation ○ Teamwork ○ Interpersonal communications ○ Problem solving ○ Creativity
	<u>Community Benefits</u> • Revitalized local economies and more jobs • Wealth created by aspiring and existing entrepreneurs tends to stay in the community through reinvestment. • Jobs created keep talent in the community. Job seekers don't need to leave the community. • Entrepreneurs in rural areas are more likely to become community leaders and reinvest through philanthropy and volunteer work. • As the economy grows, so does civic pride and community spirit.
<i>Slide 13.</i> 	MSSB: Curriculum Overview The purpose of this slide is transitional and reintroduces the <i>MSSB</i> curriculum that commenced in the beginning of the presentation. We are now going to introduce you to each of the 13 modules and do a deep dive into one module. I will briefly describe each module and how best to use it. Detailed information about each module is contained within an <i>MSSB</i> modules matrix available on this and the Participant Guide.
<i>Slide 14.</i> 	MSSB: Curriculum Components There are three components to each of the 13 modules. Every module is formatted and structured the same way. The components of each module consist of: • A fully scripted Instructor Guide in Word and PDF formats. • A Participant Guide in Word and PDF formats.

	• Overhead slides (visuals) in PowerPoint and PDF formats. The Instructor Guide is your roadmap for presenting the modules. It includes: • The purpose and objectives of the module. • A detailed lesson plan. • A copy of the overhead slides (visuals). The topics for the training modules provide a practical introduction to aspects of starting and growing a business that can be taught in any order or independently in 60 to 90 minutes each. In addition to grounding participants in the basics, the curriculum serves as a foundation for more advanced training and technical assistance.
<i>Slide 15.</i> 	MSSB: Curriculum Modules The first ten modules, launched in 2012, were: • Banking Services • Credit Reporting • Financial Management • Insurance • Organizational Types • Record Keeping • Risk Management • Selling a Business and Succession Planning • Tax Planning • Time Management Each of these 10 modules is an hour long. The three newly created modules are: • Is Small Business Ownership a Good Fit for You? • Planning for a Healthy Business • Managing Cash Flow The three new modules are 90 minutes long and contain case studies and interactive tools.
<i>Slide 16.</i> 	This section provides details about each of the <i>MSSB</i> modules. There are two slides for each module, the first slide shows the module icon and the second slide is a summary of the module's Learning Objectives. A more elaborated version of the learning objectives for each of the modules is provided in this guide next to the corresponding slide thumbnail. The narrative comes from the MSSB TtT Participant Guide under each module heading. Additional facilitation comments are provided at Appendix: "MSSB Modules Matrix". The purpose of the slides with the module icons is to position the imagery with the audience, no talking points are suggested at the icon slide, the icon slide should be skipped quickly.

Slide 17.

Banking Services

- Entrepreneurs will
 - Gain a solid understanding of the banking products and services available to small business owners
 - Understand the importance of building effective long-term relationships with a banker or lender
 - Recognize the role of a personal credit score in the lending process



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Banking Services

“Banking Services” will introduce banking products and services available to aspiring and existing entrepreneurs, including business checking, payroll processing, merchant services, business loans and cash management services.

This module also explains how to select the best banking products and services for their business.

At the end of the module, entrepreneurs will:

- Gain a solid understanding of the banking products and services available to small business owners
- Understand the importance of building effective long-term relationships with a banker or lender
- Recognize the role of a personal credit score in the lending process

It may be best for...

Business owners at early stages or those who are seeking a loan from a financial institution.

The most important aspect of this module is to emphasize that entrepreneurs should start a relationship with a financial institution well before they need a loan.

Slide 18.

Credit Reporting



Demystified



18

Slide 19.

Credit Reporting

- Entrepreneurs will
 - Understand the full scope of credit reporting and the impact of credit reports on the operation or growth of a small business
 - Discover strategies for building or improving business credit
 - Appreciate how personal credit scores impact the ability of a business to obtain credit



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Credit Reporting

“Credit Reporting” highlights the impact of credit reports on the operation and growth of a business and the impact that the business owner’s personal credit can have on it.

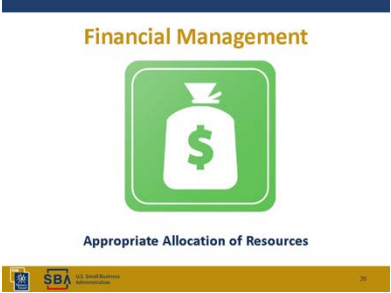
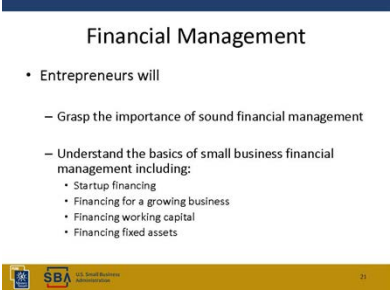
It identifies credit reports and other systems used to assess the risk of extending credit to entrepreneurs and small business owners.

At the end of the module, entrepreneurs will:

- Understand the full scope of credit reporting and the impact of credit reports on the operation or growth of a small business
- Discover strategies for building or improving business credit
- Appreciate how personal credit scores impact the ability of a business to get credit

It may be best for...

Companies in all stages of business development, especially for those who may

	have concerns about their credit scores and/or those who plan to apply for loans. There's plenty of content provided by various organizations about personal credit scores, but this module may be one of a few resources related to business credit. Some financial institutions and community organizations use this module as a stand-alone module or as a complement to other business development initiatives. We have seen it used by community organizations as part of a one-day session where the "Credit" and "Banking" modules were taught in partnership with financial institutions and credit counseling organizations.
Slide 20. 	
Slide 21. 	Financial Management "Financial Management" identifies financial management practices, rules and tools commonly available for small businesses and how these tools work. At the end of the module, entrepreneurs will: • Grasp the importance of sound financial management • Understand small business financial management basics including: ○ Startup financing ○ Financing for a growing business ○ Financing working capital ○ Financing fixed assets It may be best for... Companies in all stages of business development, especially business owners who are interested in obtaining a loan from a financial institution.
Slide 22. 	

Slide 23.

Insurance

- Entrepreneurs will
 - Recognize the importance of small business insurance
 - Understand the full range of insurance products and services
 - Required coverage
 - Other coverage

 23

Insurance

“Insurance” identifies the types of insurance that small businesses should understand and consider.

At the end of the module, entrepreneurs will:

- Recognize the importance of small business insurance
- Understand the full range of insurance products and services
 - Required coverage
 - Other coverage

It may be best for...

Companies in all stages of business development, especially those who do not yet have insurance or find some insurance terms and concepts to be confusing.

Slide 24.

Organizational Types



Advantages and Disadvantages of Business Structures

 24

Slide 25.

Organizational Types

- Entrepreneurs will
 - Know that the legal structure of a business determines how a company operates and is taxed
 - Distinguish the general characteristics, advantages and disadvantages of organizational types:
 - Sole proprietorship
 - Partnerships
 - Limited liability company
 - C-corporation
 - S-corporation

 25

Organizational Types

“Organizational Types” analyzes the most common legal entities or structures.

At the end of the module, entrepreneurs will:

- Know that the legal structure of a business determines how a company operates and is taxed
- Distinguish the general characteristics, advantages and disadvantages of organizational types:
 - Sole proprietorship
 - Partnerships
 - Limited liability company
 - C-corporation
 - S-corporation

It may be best for...

Companies in early stages of business development, especially those who have not yet incorporated and may be confused by the risks and benefits of each organizational type.

Statistics show that the majority of small businesses operate as sole proprietorships.

Business owners need to understand how to protect themselves and their business assets.

Slide 26.

Record Keeping



Critical Managerial Tool

SBA U.S. Small Business Administration

Slide 27.

Record Keeping

- Entrepreneurs will
 - Comprehend the necessity for good record keeping
 - Learn about the practices and rules of record keeping for small businesses
 - Discover record keeping software tools.

SBA U.S. Small Business Administration

Record Keeping

“Record Keeping” identifies practical recordkeeping techniques. At the end of the module, entrepreneurs will:

- Comprehend the necessity for good record keeping
- Learn about small business record-keeping practices and rules
- Discover record-keeping software tools.

It may be best for...

Companies in all stages of business development, especially those who lack formal record-keeping disciplines.

Slide 28.

Risk Management



Be Prepared for Negative Outcomes

SBA U.S. Small Business Administration

Slide 29.

Risk Management

- Entrepreneurs will
 - Understand the common risks associated with a small business
 - Identify the external and internal factors which can cause risks for a small business
 - Implement, monitor and evaluate a risk management plan for a small business

SBA U.S. Small Business Administration

Risk Management

“Risk Management” identifies the common risks associated with a small business and how to manage those risks. At the end of the module, entrepreneurs will:

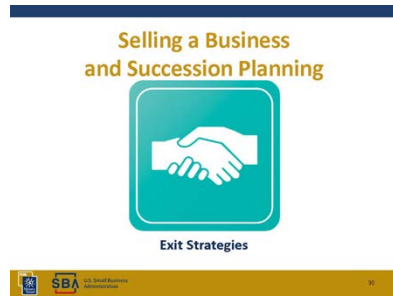
- Understand the common risks associated with a small business
- Identify the external and internal factors which affect risk for a small business
- Implement, monitor and evaluate a risk management plan for a small business

It may be best for...

Companies in all stages of business development, especially those who want to learn about minimizing internal and external risks to their business.

This module could be considered a more in-depth version of a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis, and it may work well if combined with the Insurance Module.

Slide 30.



Slide 31.



Selling a Business and Succession Planning

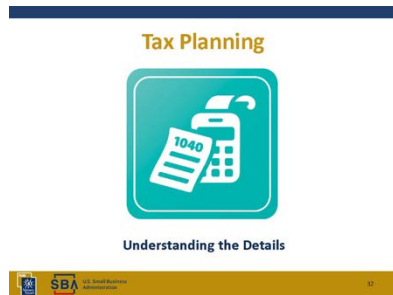
“Selling a Business and Succession Planning” explains how to establish an exit strategy for a business through either a sale or transfer of ownership to successors. At the end of the module, entrepreneurs will:

- Learn how to change the ownership of a business through selling, closing or passing the business to successors
- Know how to establish an exit strategy for retirement which includes a succession plan, transferring ownership of the business and paying taxes

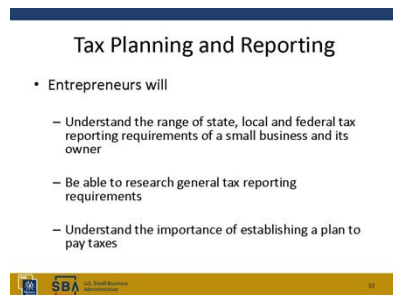
It may be best for...

Companies in all stages of business development, especially those who plan to sell or transfer ownership to others in the future.

Slide 32.



Slide 33.



Tax Planning

“Tax Planning” introduces the entrepreneur or participants to tax requirements at the local, state and federal levels and helps them to create a plan to pay their taxes. At the end of the module, entrepreneurs will:

- Understand the range of state, local and federal tax reporting requirements of a small business and its owner
- Be able to research general tax reporting requirements
- Understand the importance of establishing a plan to pay taxes

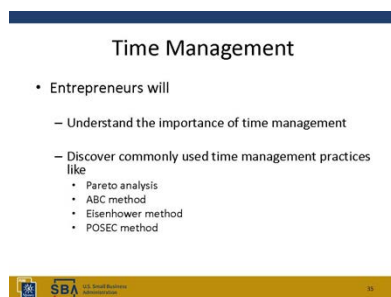
It may be best for...

Companies in all stages of business development, especially those who have not yet set up systems and processes for paying taxes in a timely manner.

Slide 34.



Slide 35.



Time Management

“Time Management” explains the concept of time management and why it is important to a small business. At the end of the module, entrepreneurs will:

- Understand the importance of time management
- Discover commonly used time management practices like
 - Pareto analysis
 - ABC method
 - Eisenhower method
 - POSEC method

It may be best for...

Companies in all stages of business development since the nature of small businesses is that they are typically short staffed. As such, time management is critical to the success of small businesses.

“Time Management” may work well if combined with the “Organization Types” module as it fosters thinking about how to fulfill the needs of the business, who is involved and what other human resources are needed.

If a participant asks about ABC, Pareto, Eisenhower or POSEC, explain that they are time management techniques and full explanations are included in the Time Management Module.

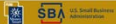
Slide 36.



Slide 37.

Is Small Business Ownership a Good Fit for You?

- Entrepreneurs will
 - Discern between the myths and realities of small business ownership
 - Start a self-assessment to determine their readiness to become a small business owner
 - Gain insight about their readiness to start a business



Is Small Business Ownership a Good Fit For You?

“Is Small Business Ownership a Good Fit For You?” is one of three new modules and helps the aspiring entrepreneur think about the realities of starting a business and their readiness to start a business.

At the end of the module, entrepreneurs will:

- Discern between the myths and realities of small business ownership
- Start a self-assessment to determine their readiness to become a small business owner
- Gain insight about their readiness to start to a business

It is probably best for...

Aspiring entrepreneurs at the early stages of their decision-making, but existing business owners can also benefit from the self-assessments in the Participant Guide.

It’s recommended that this class be offered first in a program as it helps set the stage for later modules or classes.

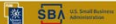
It’s also recommended that this module be presented with the “Organizational Types” module that explains the different types of business entities that an aspiring entrepreneur should be thinking about when he/she launches their business.

Slide 38.

Planning for a Healthy Business



Startup Costs and Beyond



Slide 39.

Planning for a Healthy Business

- Entrepreneurs will
 - Discover a 4-Step Business Planning process, via a case study, that will help them create a long-term healthy business
 - Back-of-Napkin Plan
 - Resource Plan
 - Business Plan
 - Action Plan



Planning for a Healthy Business

“Planning for a Healthy Business” is the second of the three new modules and introduces aspiring entrepreneurs to the benefit of planning and making smart decisions.

We recommend offering this class second in a program as it covers four different forms of planning, from simple to complex.

At the end of the module, entrepreneurs will:

Discover a 4-Step Business Planning process, via a case study, that will help them create a long-term healthy business

- Back-of-Napkin Plan
- Resource Plan
- Business Plan
- Action Plan

It may be best for...

Aspiring entrepreneurs who are thinking about starting a business. The planning process will elevate their decision-making. Existing entrepreneurs can also benefit from some of the planning tools provided in their Participant Guides.

It’s important to clarify that aspiring entrepreneurs are not expected to be ready to develop a business plan after attending this class. However, participants should be knowledgeable about resources that they can use to develop a business plan on their own or with assistance from the organization hosting the training and/or its partners, and should understand the key components of a business plan.

Slide 40.

Managing Cash Flow



Practical Problem-Solving



Slide 41.

Managing Cash Flow

- Entrepreneurs will
 - Learn how critically important cash flow management is for a small business
 - Act as advisors to Bob and The Wired Cup
 - Understand the need for expert assistance and advice

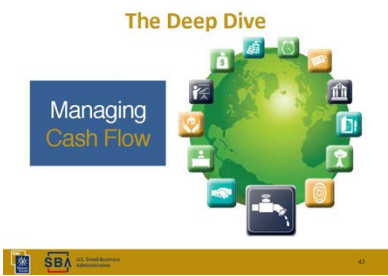


Managing Cash Flow

“Managing Cash Flow” is a great overview of cash flow and how to manage cash flow. This is the third new module and we recommend offering it after the “Financial Management” module.

At the end of the module, entrepreneurs will:

- Learn about the critical importance of cash flow management in a small business
- Act as advisors to Bob and the Wired Cup
- Understand the need for expert assistance and advice

	It may be best for... Companies in all stages of business development, especially those who lack financial management expertise. This module is especially helpful for new business owners who need to prepare to work with accountants as it demystifies a lot of cash flow terminology. To summarize, there are 13 modules that are out-of-the-box, ready to go. They are free and completely customizable to meet both your needs and those of your entrepreneurs and community. Each module has an Instructor Guide, a Participant Guide and PowerPoint presentation. Let's take a break, and when we come back we'll do a deep dive into the Managing Cash Flow Module.
Slide 42. 	The Deep Dive: Managing Cash Flow Welcome the participants back from the break. Direct them to look at the “Cash Flow” Module Instructor and Participant Guide appendixes. This is the deep dive. The goals are two-fold: 1. Provide the training participants an overview of the module. 2. Allow the training participants to experience the module as if they were aspiring or existing entrepreneurs enrolled in the Managing Cash Flow class. This module, “Managing Cash Flow,” is a highly interactive learning experience that encourages participants to focus on cash flow management as an essential competency of business ownership. No matter where learners are in the development of their businesses, this 90-minute module encourages them to ask great questions about their business and prepare to interact with accountants to analyze the flow of cash in and out of their businesses. The following slides are most of the actual slides from the Managing Cash Flow module. Included in the Participant Guide Appendixes are the Instructor Guide and Participant Guide for the Managing Cash Flow module. In the MSSB TtT PowerPoint presentation you can recognize that we are looking at the actual Cash Flow module slides when you see the footer “MANAGING CASH FLOW” in the bottom right hand side of the slides. Page references in the slides or within the module contents do not correspond to this document except the inserted Table of contents for the Instructor and Participant Guides. I will now walk you through the Managing Cash Flow module so that you can experience the training.

Slide 43.

Pre-Test

- Locate the Pre- and Post-Test Form at the back of your Participant Guide.
- Complete the BEFORE Training column to assess your knowledge on this topic *before* participating in this class.

In your Participant Guide

DON'T FORGET



Pre-Test

Ask participants to turn to page 44 in their TtT Participant Guide and review the Pre- and Post-Test form.

The Pre-Test was designed to gauge the entrepreneurs' prior knowledge and assess learning of the module. This learning assessment tool is taken before and after the training has concluded.

Page 45 of the TtT Participant Guide includes an evaluation form that is filled out by the entrepreneurs. This form allows you to determine if the training objectives were achieved.

Slide 44.

Agenda

- Welcome, Pre-Test, Agenda, and Learning Objectives
- Introductions
- Case Study: Bob and The Wired Cup
- The Opening Balance Sheet
- Three Views of Cash Flow
- What Can Bob Do?
- Summary, Post-Test, and Evaluation



Agenda

Included with each module is an easy-to-follow customizable agenda.

Before presenting a module, trainers should read the entire Instructor Guide to familiarize themselves with the materials and learning objectives. Once completed, trainers can then decide to customize the module to fit their needs and those of their participants.

The modules are provided in both Word and PDF formats.

Slide 45.

Learning Objectives

- Describe the purpose of cash flow management in a start-up small business.
- Assess a cash flow cycle and make some cash flow projections.
- Describe how a cash flow statement can help assess and improve the financial health of a start-up.

Continued ...



Learning Objectives

Ask participants to turn to page 28 in the TtT Participant Guide.

Each module will include learning objectives.

There are five bullet-pointed learning objectives for the Managing Cash Flow module.

This module introduces the basics of cash flow management.

Ideally, when participants complete this training module, they'll understand the importance of cash flow and be thinking about:

- How much money is moving in and out of their business
- Where the money is coming from
- Where the money is going
- When that money is moving in and out
- Meeting their financial obligations and running a long-term profitable business

Slide 46.

Learning Objectives, cont.

- Identify some ways to manage cash flow in terms of managing costs and potential income.
- Identify ways to seek out expert technical assistance to improve cash flow management.



Slide 47.

Introducing Bob and The Wired Cup

Bob's case begins on page 4 in your Participant Guide.

- The Wired Cup café has had a great start.
- Bob faces some cash flow issues and needs to juggle his priorities.
- The good news: Bob is thinking ahead and he has great advisors: you!

**Introducing Bob and The Wired Cup**

Ask participants to ignore the page number in the slide, as it does not refer to a page number on this document, Cash Flow slides were imported without editing page numbers; then participants should turn to page 29 in the TtT Participant Guide. Ask them to read the short case study. At the conclusion of the reading, state the following:

This module features a theoretical case study, “Bob and the Wired Cup.” We use a realistic example to review and analyze a new business owner’s cash flow management decisions, which aspiring and existing entrepreneurs can relate to his or her own cash flow statements or cash flow projections.

This case portrays typical situations such as: the business owner not paying himself, the need to reduce costs in order to stay afloat, and the need to renegotiate payment terms with suppliers to make better use of cash flow.

Aspiring and existing entrepreneurs participating in a Managing Cash Flow workshop are asked to be an advisor to Bob.

Cash flow statements are provided and analyzed, so that participants are able to spot errors and problems that could be fixed.

Acting as an advisor to Bob, the entrepreneurs will have to review The Wired Cup’s cash flow issue and make recommendations.

Ideally, this exercise will enlighten the entrepreneurs, and they’ll be able to apply what they learn to their own cash flow statements and cash flow projections.

Slide 48.

Introductions: Where are you on the cash flow continuum?**Cash Flow Continuum**

This module also includes a cash flow continuum icebreaker utilized to assess the cash flow knowledge of the entrepreneurs in the training session following the introduction of Bob and The Wired Cup. The icebreaker is introduced after reading the case study.

By asking the entrepreneurs in the Managing Cash Flow class to state their name and level of cash flow knowledge from beginner to expert, trainers are encouraging the entrepreneurs to participate and accept their level of knowledge or point on the continuum. This is a great opportunity to encourage other accounting/bookkeeping classes to increase their financial knowledge.

Slide 49.

Opening Balance Sheet for The Wired Cup

Page 5 in your Participant Guide



MANAGING CASH FLOW

Assets		Liabilities	
Current Assets:		Current Liabilities:	
Cash	\$ 5,000	Bank Note	\$ 12,571
Accounts Receivable	\$ 0	Accounts Payable	\$ 15,629
Prepaying Expenses	\$ 0	Long Term Liabilities:	
Allowance	\$ 250		
Bank Charges	\$ 250	Total Liabilities	\$ 28,200
Collection Agency	\$ 0		
Inventory	\$ 2,000		
Supplies	\$ 1,000		
Joint Asset Property	\$ 75		
Insurance	\$ 1,000		
Leasehold Improvements	\$ 15,000		
Long Term	\$ 2,000		
Liabilities and Partners	\$ 1,000		
Fixed	\$ 2,000		
Payroll Taxes	\$ 0		
Telephone Service	\$ 150		
Utilities	\$ 0		
Total Current Assets	\$ 10,000	Owner's Equity	\$ 21,800
		Owner's Capital	\$ 30,000
Fixed Assets:		Total Equity	\$ 30,000
Fixed Equipment	\$ 5,000		
Leasehold Improvements	\$ 15,000		
Other Fixed Equipment	\$ 0		
Total Fixed Assets	\$ 20,000	Total Liabilities & Equity	\$ 58,200
Total Assets	\$ 30,000		

Assumptions: Loans \$20,000 (years 10-15); Payroll 7 months \$2000; 1200hr; 400-800; weekly; \$2,400

Opening Balance Sheet for The Wired Cup

Ask participants to turn to page 30 in the TtT Participant Guide. (Ignore the page number in the slide, as it does not refer to a page number on this document).

The purpose of this slide and balance sheet is to introduce the balance sheet to the entrepreneurs, and to demonstrate that it tells a story with numbers.

This opening balance sheet tells a story: how much money Bob had to start his business, how he financed it, what he did with that money, and how much was left over to run the business.

The balance sheet tells us that Bob invested \$30,000 of his own money or owner's equity, and he borrowed \$20,000. The \$20,000 loan is over five years, with a 14.54% interest rate. In year one, Bob will pay back \$3,371 of principal and will pay the remaining balance of \$16,629 in years two through five.

In total, Bob had \$50,000 to spend to open The Wired Cup. He spent \$45,000 on equipment, materials and other assets as indicated on the balance sheet (\$29,500 fixed assets and \$15,500 for current assets = \$45,000).

He had \$5,000 cash remaining to run his business (\$50,000 - \$45,000 = \$5,000).

The balance sheet tells a story with numbers. Business owners, lenders, investors and financial experts will gain insight into your business by the story your balance sheet tells.

Slide 50.

A Few Notes About Debt

- It takes effort to obtain a small business loan.
- Your credit score will directly influence your ability to secure a loan.
- Talk with a bank's commercial loan officer before you need the loan.
- Other modules in this Money Smart series can help!



A Few Notes About Debt

As you know, it takes money to start a business. Bob has \$20,000 in debt. Many entrepreneurs will need to get external financing, usually a loan.

After completing the balance sheet overview, we recommend instructors ask the aspiring and existing entrepreneurs how they will finance their business. This slide is included in the Managing Cash Flow PowerPoint Presentation and designed as an opportunity to have a group discussion.

When presenting this module, as an instructor, you should make it very clear that they will need to know their personal credit score and they should be developing a positive relationship with local bankers before they need and/or apply for a loan.

As a new entrepreneur, with no business track record, financial institutions will look at their personal credit score to make a lending decision. More facilitation notes can be found in the Cash Flow Instructor Guide

Slide 51.

Three Views of Cash Flow

- Cash Conversion Cycle
- Cash Flow Diagram
- Cash Flow Statement

**Three Views of Cash Flow**

This module highlights three important views of cash flow.

1. Cash Conversion Cycle
2. Cash Flow Diagram
3. Cash Flow Statement

Slide 52.

Cash Conversion Cycle**Cash Conversion Cycle**

Ask participants to turn to page 31 in the TtT Participant Guide.

A cash conversion cycle consists of three components:

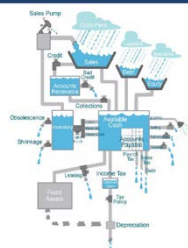
1. A business pays for raw materials.
2. The business makes a product or service using those materials.
3. The business sells products or services.

The trick is to know how long it will take to complete the cycle. That rate of conversion impacts cash flow.

If you have a short cycle, you sell inventory or turn it back into cash quickly, which puts money back into the cash flow system.

If you have a long cash conversion cycle, you won't be able to use that money while inventory is sitting on your shelves.

Slide 53.

Cash Flow Diagram

Page 7 in
your
Participant
Guide

This diagram has been adapted
from a diagram designed by
George W. Claxton and illustrated
by Rick Claxton, 1996.

Cash Flow Diagram

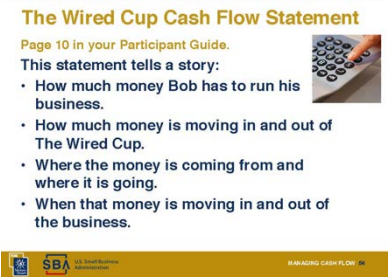
Ask participants to turn to page 32 in the TtT Participant Guide. (Ignore the page number in the slide, as it does not refer to a page number on this document).

Another way to describe cash flow is with a diagram, like the one on page 32 in your TtT Participant Guide. Page 33 provides descriptions of the elements that make up this diagram.

This diagram is a representation of how cash flows in and out of the system or a business. The water represents cash flowing in and out of the system.

When you start a business, money flows into the business via debt or equity. In the case of The Wired Cup, Bob had \$30,000 of his own money invested in the business, the equity bucket in this diagram. In addition, Bob borrowed \$20,000, the debt bucket. The combined \$50,000 is the available cash or working capital, represented by the central tank.

\$50,000 flowed into the system and Bob now has to make decisions on how and when to spend that money. The valves are controlled by Bob and depict decision

	points. Bob's decisions (how much money he is spending, when and where he is spending) impact cash flow and increase or decrease his probability of success. Some valves are open all the time such as sales taxes and debt. You have to pay them. They are a constant drain on your cash, which is why they are on the bottom. Some valves are partially open, like those for sales, general and administration. As Bob spends his available cash (working capital), the available cash balance in the center tank drops. If all works well, Bob's cash conversion cycle is short and he quickly turns inventory into sales, and money flows back into the system via the sales bucket. Ideally, more money is coming into the system than is going out! This diagram represents a cash flow system and the decision points that you, the entrepreneur or business owner, control. It's also a great educational tool for visual learners. In business, we would not use such a diagram. We use a cash flow statement that tells the same story with numbers.
Slide 54. 	The Wired Cup Cash Flow Statement Ask participants to turn to page 35 in the TtT Participant Guide (Ignore the page number in the slide, as it does not refer to a page number on this document). The cash flow statement is a valuable decision-making tool for business owners, investors and creditors. It allows everyone to make smart, informed decisions about a business. The Wired Cup's cash flow statement tells us: • How much money Bob has to run his business • How much money is moving in and out of the business • Where the money is coming from and where it's going • When the money is moving in and out Bob's cash flow statement was created to show a <u>projected</u> loss of \$4,316.00. You cannot have a negative cash flow balance!! <u>Bob is looking forward, sees the projected negative cash flow and needs to make some decisions.</u> What can Bob do? This is the specific question you will ask the entrepreneurs attending your Managing Cash Flow class. You are getting the entrepreneurs to think about cash flow, projections, looking forward and making smart decisions to ensure positive cash flow.

Slide 55.

What Can Bob Do?

Group Discussion:

- How can Bob increase sales revenue at The Wired Cup?
- How could Bob negotiate a better deal with his vendors and suppliers?
- How can Bob plan for seasonal ups and downs?
- Is it wise for Bob to use a credit card to offset cash flow issues?
- What do YOU recommend?



What Can Bob Do?

GROUP DISCUSSION

Ask participants to turn to page 36 in the TtT Participant Guide.

As an instructor for the Managing Cash Flow module, you would ask a class participant to read the text highlighted in the grey box. You would then ask the class to act as an advisor to Bob. This is a great opportunity to lead a short group discussion about what Bob should or could do.

To experience this exercise, who would like to read the text in the grey box?

Select a class participant to read the text in the grey box. At the conclusion of the reading, ask the participants what advice they would give to Bob? Lead a short group discussion about what Bob should or could do and write the ideas on chart paper.

The following slide provides some possible ideas for Bob.

Slide 56.

Possible Ideas for Bob

- Increase revenue
- Provide incentives for customers to pay in cash
 - Start catering
 - Sell gift cards
 - Increase number of corporate accounts
- Negotiate with vendors and suppliers
- Ask for better terms or payment plans
 - Landlord: pay entire year's rent in 10 months not 12
- Reduce costs during slow months
- Staff
 - Store hours
 - Reduce menu options



Possible Ideas for Bob

Review this slide with the participants. Did the participants generate different ideas for Bob?

There are many possible solutions to Bob's cash flow problem. The goal of this exercise is to get the entrepreneurs to "think" ahead and make smart cash flow decisions. Hopefully, they'll incorporate this "thinking" into their own business ventures.

Slide 57.

What NOT to Do

- Do not postpone paying estimated taxes
- Do not hide from loan officers – they can provide invaluable advice
- Do not pay vendors late (they can cut off supply)
- Do not overestimate revenue
- Do not underestimate costs



What NOT to Do

Entrepreneurs should be thinking ahead to avoid a cash flow crunch. Unfortunately, life or business happens and business owners can find themselves in a cash flow crunch.

As we just discovered, there are decisions we can make to put ourselves in a better cash position and there are decisions that make matters worse.

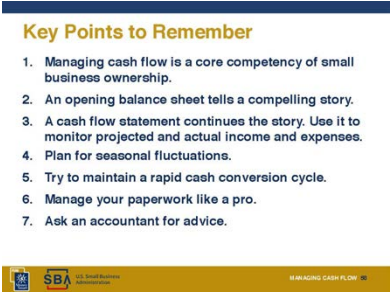
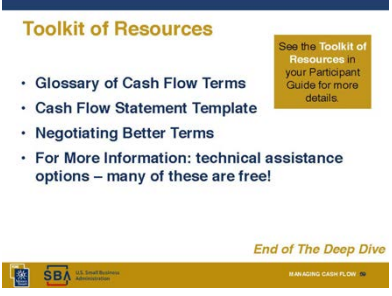
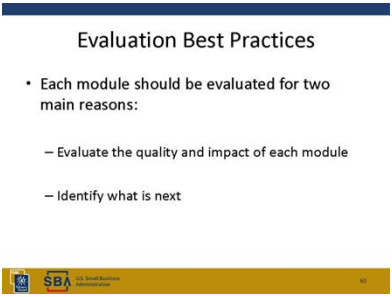
This slide is part of the Managing Cash Flow PowerPoint presentation and highlights decisions entrepreneurs should not make when faced with a cash flow crunch (more facilitation talking points including more on tax money on the Cash Flow Instructor Guide talking points for Cash Flow presentation slide 14).

Many business owners will use their tax money to pay bills, which is a huge mistake

They hide from loan officers when they should be reaching out to collaboratively solve the problem.

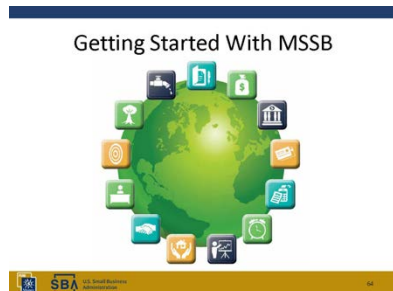
They pay vendors late.

And they overestimate their future revenue while underestimating their costs to make their cash flow projections look better.

	Once again, the goal is to get the entrepreneurs to think ahead about what they can do and what they should not do to run a profitable business. Before using personal credit cards or leveraging personal assets, small business owners should seek assistance from a business financial advisor or <i>MSSB</i> instructors should leverage their network to provide a list of local resources where financial advice may be provided by trusted organizations, preferably nonprofits, at no cost.
<i>Slide 58.</i> 	Key Points to Remember For the entrepreneurs attending a Managing Cash Flow class, some key points to remember are: 1. Managing cash flow is a core competency. 2. The balance sheet tells a story. 3. A cash flow statement continues that story. 4. Plan for seasonal fluctuations. 5. Understand and maintain a rapid cash conversion cycle. 6. Get advice and help from experts.
<i>Slide 59.</i> 	Toolkit of Resources On pages 38-43 in your TtT Participant Guide, you will find resources that are available to your entrepreneurs: • Glossary of cash flow terms • Cash flow statement template • Tips on negotiating better terms with suppliers and vendors, which can benefit cash flow • A list of free technical assistance providers <i>This is the end of the Deep Dive into the Cash Flow Module (original module slides 10, 18 and 21 where the only ones not imported into the TtT Guide)</i>
<i>Slide 60.</i> 	Evaluation Best Practices As we conclude the Deep Dive, you will notice that we end on page 44 of the TtT Participant Guide, where we started. At the beginning of each training session, we start with the pre-test and end each session with the post-test to assess what the participants have learned. On page 45 of the TtT Participant Guide, you will find the training evaluation. Each module should be evaluated for two main reasons: 1. To evaluate the quality and impact of the modules 2. To help identify what is next On page 12 in your TtT Participant Guide, you will see the Evaluation Best

	Practices heading. Please turn to page 12 in your TtT Participant Guide.
<i>Slide 61.</i> Evaluate for Quality and Impact • The Participant Guide for each module includes an evaluation form on the last page. • The forms are easy to complete. • Evaluation forms are effective tools for gauging immediate reactions to a class. 	Evaluate for Quality and Impact The Participant Guide for each module includes an evaluation form on the last page. The forms are easy to complete. Evaluation forms are effective tools for gauging immediate reactions to a class. Another great way to evaluate impact is to conduct an anonymous follow-up survey about a week after the class. Consider using a free online tool to create a survey for the participants. Ask such questions as: • Now that you have had time to reflect, what were the most compelling learning points of the Managing Cash Flow module for you? • What steps have you taken to apply the Managing Cash Flow module's key principles to your own small business? • If you have not applied the principles of Managing Cash Flow to your small business, what prevented you?
<i>Slide 62.</i> What's Next • At the end of a class, conduct a debriefing conversation with the class. Ask, "What should happen next?" • Scan the Parking Lot for questions that indicate a need for additional classes. • Interview guest experts for their ideas. They can offer great advice based on the questions the participants ask of them. 	Evaluate What Is Next Here are some ways to identify which modules your participants will most want/need: • At the end of a class, conduct a debriefing conversation with the class. Ask, "What should happen next?" • Scan the Parking Lot for questions that indicate a need for additional classes. • Interview guest experts for their ideas. They can offer great advice based on the questions the participants ask them.
<i>Slide 63.</i>  	Ask participants if they have any questions. This may be a good time for a break.

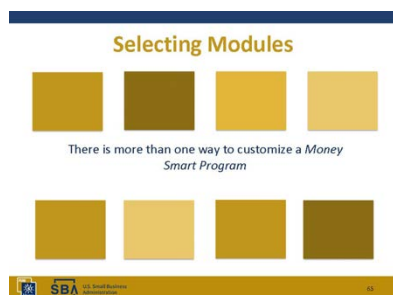
Slide 64.



Getting Started With MSSB

The purpose of this slide is to transition to actionable steps after having completed the two sections that helped participants to understand the MSSB Program.

Slide 65.

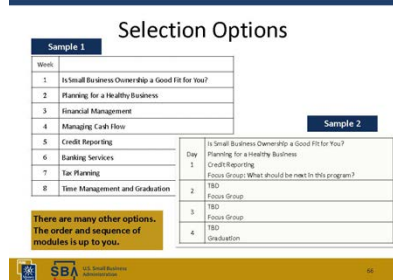


Selecting Modules

As you think about the 13 modules, we want you to know:

- They can stand-alone and be presented topic by topic
- They can be mixed and matched to meet the needs of your entrepreneurs
- They can be integrated into your existing training programs
- They are free of copyrights, which means you can add your logo to the materials
- They are available in Word and PDF formats and are customizable to fit your needs

Slide 66.



Selection Options

Ideally any program will start with the two fundamental modules: Is Small Business Ownership a Good Fit for You? and Planning for a Healthy Business.

These modules cover fundamental principles of small business ownership. They are very interactive, which helps you learn more about the entrepreneurs' businesses and concerns.

Some financial institutions and community organizations offer individual classes once or twice a week for a number of weeks, as in Sample 1.

A benefit of this approach is that you can plan and advertise an entire program ahead of time. It's easy to recruit and orient experts as well. The downside to this approach is that you are locked into a plan when class participants may want you to be more flexible.

Other financial institutions and community organizations may prefer to offer combinations, such as full-day programs on Saturdays once or twice per month, allowing them to combine two or more modules.

In Sample 2, note that the topics for Days 2, 3 and 4 are not set. This allows you to custom design a program based on focus group feedback and from questions the small business owners ask.

This option may be challenging to manage in terms of advertising and for

	recruiting any experts you might need. The class participants will be invaluable advisors on the selection and sequencing of modules. Ask them what they want to know and ideal times to offer classes. Be flexible. While it's a great idea to have a sequence of modules in mind, be prepared to adapt your plans based on the participants' questions and feedback.
Slide 67. 	Working With Experts You don't have to do this alone. You can use guest experts to help with topics that are unfamiliar to you. Guest experts bring a wealth of experience and expertise to Money Smart classes. There are three main categories of experts: 1. Small business owners who have great stories to share (both success stories and cautionary tales) 2. Representatives from such fields as banking, credit reporting and taxation 3. Professionals who advise clients on a regular basis, such as accountants or insurance brokers Experts contribute a great deal to Money Smart classes. They tell interesting stories and share real-life experiences about what to do or not to do. There are some risks associated with working with experts, as well. If they are unprepared, they can be ineffective. They can lose track of time or provide examples that are not relevant to the questions the learners ask. Some experts tend to use jargon or technical language which might confuse participants more than help them. When working with experts, provide them clear directions and parameters to ensure success.

Slide 68.

Join the Money Smart Alliance

- Sign up to become an Alliance Member:
 - <https://www.fdic.gov/consumers/consumer/moneysmart/business.html>
- To download any Money Smart curriculum and collateral material:
 - <https://catalog.fdic.gov/>



Join the Money Smart Alliance

Anyone can download the Money Smart for Small Business curriculum which is available at the FDIC Catalog. However, we encourage organizations to join the *Money Smart Alliance* to benefit from meeting other *MSSB* users.

There is a short form to fill out and the most updated link will always be available at the *MSSB* Webpage.

Both joining the alliance and downloading the curriculums are very easy. The materials available for download are: Instructor Guide, Participant Guide and PowerPoint presentation for each of the modules. A CD-ROM including all modules can also be ordered by using the FDIC Catalog ordering system.

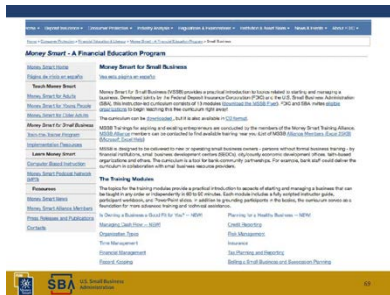
You can also download the Money Smart collateral material as well.

No certifications are required to use the curriculum; however, it's ideal that *MSSB* instructors have experience in the delivery of training, technical assistance or coaching for small businesses.

There is also a self-assessment, "Is Your Organization Ready to Offer Training?", on page 15 of the TtT Participant Guide, that can help determine your readiness to host an *MSSB Program*.

Organizations utilizing *MSSB* can be listed on the FDIC webpage as a reference for organizations and individuals who want to know who is offering *MSSB* in their community. A list of Money Smart and *MSSB Alliance* members is updated periodically on the website and it is available in Excel format. Also, *MSSB Alliance* members receive information about best practices and share information via *MSSB Town Hall* meetings on a regular basis. For the most updated information about all resources available to *MSSB Alliance* members please visit the FDIC Money Smart For Small Business webpages shown in the next slide.

Slide 69.



This is a partial screenshot of the most current *MSSB* webpage. This page shows other Money Smart products that could be of interest to the audience.

There is information about how to join the Money Smart Alliance, how to download the Money Smart resources and other training resources.

It is recommended to either go to the FDIC Webpage 'online' in this section of the Training, or ensure that the screen shot is updated as the webpage is constantly changing to reflect product developments.

The website (under the heading "Money Smart for Small Business Alliance") and the Participant Guide, includes a self-assessment questionnaire that should help organizations determine whether they are ready to adopt *MSSB*.

Slide 70.



This is a partial screenshot of the most current version of the FDIC Catalog.

Here you will find promotional items to download that can help you promote your *MSSB* Program.

MSSB has a bilingual flyer that includes all modules and the key features of *MSSB*.

It is recommended that you go to the FDIC Catalog 'online' in this section of the Training, or ensure that the screen shot is updated as the webpage is constantly changing to reflect product developments.

Slide 71.



Success Tips

Ask participants to turn to the appendixes page 17, in the TtT Participant Guide.

The appendix section of your Participant Guide is where you will find marketing and plan of action templates to organize and promote your *MSSB* training program, as well as checklists and tips on how to host a successful *MSSB* training program.

You will also receive support from FDIC Community Affairs Staff to help you plan and design *MSSB Train-the-Trainer* sessions using the *MSSB Curriculum* and implementing the *MSSB Program* directly or through collaborations with financial institutions and community organizations.

On page 17, you will find the Glossary of Terms.

On page 21, you will find the *MSSB* modules matrix.

On page 26, you will find the Managing Cash Flow Participant Guide.

On page 47, you will find the Managing Cash Flow Instructor Guide.

On page 73, you will find a sample Plan of Action worksheet that can be used at the end of an *MSSB* TtT Workshop to assist participant decide how they will utilize *MSSB* products.

On page 75, you will find a *MSSB TtT* invitation and agenda template.

On pages 77-79, you will find following checklists:

- Preparation Checklist
- Sample Instructional Planner
- Training Day Checklist

On pages 80-85, you will find a series of success tips.

On pages 86-90, you will find a guide to teaching participants with disabilities.

You can receive additional information and help with your Plan of Action to implement *MSSB* by contacting your area FDIC Community Affairs Staff representative. Their contact information is on page 91.

Please feel free to contact us with any questions you might have about implementing a *MSSB* Program.

Slide 72. Learning Objectives - Recap - What it is - Why it was created - Who can benefit - How they benefit - Getting started!  72	Restate the learning objectives
Slide 73. Key Points To Remember - Curriculum is free - A stand-alone product - A complete package - Out-of-the box ready - Customizable - Objective information from the FDIC - Available in English and Spanish - An award-winning curriculum that can bring proven results  73	Restate the benefits (or Key Points) of <i>MSSB</i> and leave this slide up while asking if there are any follow-up questions.
Slide 74. Parking Lot   74	Revisit any Parking Lot items to make sure that they have been answered.
Slide 75. THANK YOU! Presenter Name Title Organization Contact Information  75	

Appendixes

Glossary of Terms

<i>Term</i>	<i>Definition</i>
Acronyms	• MS = Money Smart • MSSB = Money Smart for Small Business • TtT = Train the Trainer
FDIC Community Affairs Section	FDIC Community Affairs Section is under the Division of Consumer Protection. The Community Affairs Regional Manager's contact information is provided as a reference for organizations that want to know more about MSSB. More information about the role of the Community Affairs Section is available at the FDIC website (key word: Community Affairs).
Money Smart News	Money Smart News is the FDIC's quarterly newsletter featuring tips, updates, and success stories for financial educators.
Money Smart Alliance	Money Smart Alliance is a group of financial institutions and community organizations that promote and teach Money Smart products. There is no separate process to join the MSSB Alliance; however, a separate list of organizations that use MSSB is tracked. Organizations that choose to join the MSSB Alliance can share information specific to the MSSB Curriculum.
MSSB Alliance	MSSB Alliance is a group of financial institutions and community organizations that promote and teach MSSB. FDIC facilitates collaboration between the MSSB Alliance partners through a quarterly online town hall to discuss experiences with the training and share promising practices.
MSSB Alliance Town Hall Meetings	MSSB Alliance Town Hall Meetings are quarterly virtual online meetings for MSSB Alliance Members. Town Hall Meetings are a space to share best practices, ask questions and seek guidance about establishing and running an MSSB program.
MSSB Curriculum	MSSB Curriculum is introductory business training for aspiring and existing entrepreneurs on the basics of starting and growing a business. In addition to grounding the participants in the business basics, the curriculum serves as a foundation for more advanced training and technical assistance. The curriculum consists of 13 training modules.
MSSB Instructor	MSSB Instructor is an individual teaching the MSSB Curriculum and/or the

<i>Term</i>	<i>Definition</i>
	Train-the-Trainer Workshop.
MSSB Instructor Guide	MSSB Instructor Guide is the roadmap for presenting the MSSB 13 modules. The instructor guide is fully scripted in both Word and PDF formats. It includes: • The purpose and objectives of the module. • A detailed lesson plan. • A copy of the overhead slides (visuals) in PowerPoint and • Appendixes with resources to teach an MSSB Module.
MSSB Interactive Tools	MSSB Interactive Tools are included in two of the training modules: Is Small Business Ownership a Good Fit? and Planning For a Healthy Business. Interactive tools are a hands on approach to helping participants become more engaged, retain more of the learning objectives and strengthen problem solving and critical thinking skills. These tools and instructions are provided as separate attachments to the corresponding modules.
MSSB Program	MSSB Program: There are two instances in which this term is used 1) When referring to the MSSB Modules and resources available to organizations using MSSB, such as the MSSB Alliance, MSSB Town Halls, MSSB TtT Resources; 2) When organizations teaching MSSB Modules, have created a business training or business development program that entails a set of resources available to their small business audience that may include a recurring training program encompassing more than one module, coaching to MSSB training participants, or more resources made available through partner organizations.
MSSB Training Modules	MSSB Training Modules make up the MSSB Curriculum. There are 13 training modules. The topics for the training modules provide a practical introduction to aspects of starting and managing a business that can be taught in any order or independently in 60 to 90 minutes. Each module includes a fully scripted instructor guide, participant guide or workbook, and PowerPoint slides. In addition to grounding participants in the basics, the curriculum serves as a foundation for more advanced training and technical assistance. There are 13 modules in the curriculum: • Banking Services • Credit Reporting • Financial Management • Insurance • Organizational Types

<i>Term</i>	<i>Definition</i>
	• Record Keeping • Risk Management • Selling A Business and Succession Planning • Time Management • Tax Planning • Is Business Ownership A Good Fit For You? • Planning For A Healthy Business • Managing Cash Flow
MSSB Participant Guide	MSSB Participant Guide is the accompanying guide or workbook created for aspiring and existing entrepreneurs (participants) attending MSSB training. Each training module has a corresponding instructor guide, participant guide and PowerPoint slides.
MSSB PowerPoint Slides	MSSB PowerPoint Slides are accompanying visual aids for the MSSB Instructor Guide. Each training module has a corresponding instructor guide, participant guide and PowerPoint slides.
MSSB Train-the-Trainer Audience	MSSB Train-the-Trainer Audience consists of financial institutions and community organizations considering hosting the MSSB Program: • Small Business or Economic Development Organizations • Community Banks/Financial Institutions • Government Programs • Chambers of Commerce or Business Chambers/Trade Associations • Independent Small Business Consultants
MSSB TtT Curriculum	MSSB TtT Curriculum is training offered to staff and volunteers from financial institutions and community organizations planning to offer the MSSB Curriculum to aspiring and existing entrepreneurs. The curriculum includes a TtT Instructor Guide, TtT Participant Guide and PowerPoint slides.
MSSB TtT Instructor Guide	MSSB TtT Instructor Guide is the roadmap for presenting the Train-the-Trainer Workshop. Given limited resources to host TtT Workshops, the FDIC has created this self-help tool for financial institutions and community organizations that want to adopt one or all the MSSB modules and need to train their trainers/instructors to effectively teach introductory business training to aspiring and existing entrepreneurs in their communities. Organizations organizing a TtT Workshop can contact their Community Affairs Point of Contact to request assistance in designing their TtT

<i>Term</i>	<i>Definition</i>
	Workshop or co-facilitating it. The instructor guide is fully scripted and available in both Word and PDF formats. It includes: • The purpose and objectives of the module. • A detailed lesson plan. • A copy of the overhead slides (visuals).
MSSB TtT Participant Guide	MSSB TtT Participant Guide is the guide or workbook created for Train-the-Trainer Workshop participants. This guide was designed to inform financial institutions and community organizations about the MSSB Program and help them conduct effective MSSB introductory business training to aspiring and existing entrepreneurs in their communities.
MSSB TtT ToolKit	MSSB TtT Toolkit is a collection of resources for MSSB Alliance Members made available as attachments or explained in the MSSB TtT Curriculum. The resources include: • MSSB TtT Curriculum • MSSB Promotional Videos • MSSB Promotional Flyers • MSSB Training tips • MSSB Guide to teaching participants with disabilities • MSSB TtT Workshop Plan of Action worksheet • MSSB TtT sample Invitation and Agenda Template
MSSB TtT Workshop	MSSB TtT Workshop is a 3+ hour-long workshop designed for financial institutions and community organizations considering hosting the MSSB Program. The workshop provides a comprehensive overview of the MSSB Curriculum and training modules. It also provides practical advice in training delivery, as it was designed to help financial institutions and community organizations conduct effective MSSB introductory business training to aspiring and existing entrepreneurs in their communities.
MSSB TtT Workshop Plan of Action worksheet	MSSB TtT Workshop Plan of Action worksheet is intended to serve as an action oriented exercise at the end of an MSSB TtT Workshop to help participants craft a Plan of Action by selecting all the modules they want to consider and by making a list of all potential stakeholders that they will approach to create an MSSB Program within their organization (See Appendixes Section to find a template).

MSSB Modules Matrix

	<i>Learning Objectives</i>	<i>Best for...</i>
Banking Services	- Identify the banking services commonly available to a small business and explain how these services work. - Identify the advantages and disadvantages of each of the banking services. - Explain how small business owners decide which banking services are best for their business. - Define several forms of deposit insurance. - Describe some benefits of building effective long-term relationships with a banker or lender. - Describe the role of a personal credit score in the lending process. - Explain the benefits of separating business and personal bank transactions.	Business owners at early stages of business development or those who are seeking a loan from a financial institution. The banking module along with the credit module may be two of the most useful modules for financial institutions and community organizations that may already have business training resources. While there are multiple personal banking training resources in the marketplace, the MSSB Banking module is not designed to promote any financial institution. This module objectively explains the different types of banking services available to businesses; and it may be complemented by other Money Smart products for individuals. Please check the FDIC Catalog (https://catalog.fdic.gov/) for other products that may complement an MSSB Program. Further, bankers are traditionally great candidates to lend their subject matter expertise to teach or facilitate this module in collaboration with organizations serving aspiring and existing entrepreneurs.
Credit Reporting	- Explain the concept of credit reporting and the impact of credit reports on the operation or growth of a small business. - Identify the credit reports and other reporting systems commonly used to assess the risk of extending credit to a small business. - Explain how credit reports work. - Identify the benefits a small business derives from a positive record of managing its debts and obligations. - Identify risks to a business from credit-related scams or frauds and take steps to avoid or mitigate harm caused by them. - Identify the common business practices and products, tools, and services that are available for a small business to help in proper credit reporting.	Companies in all stages of business development, especially for those who may have concerns about their credit scores and/or those who plan to apply for loans. While there are multiple personal credit training programs and resources provided by credit counseling organizations, there are few resources explaining business credit and its relationship with personal credit. This module may also be complemented by other Money Smart products for individuals. Please check the FDIC catalogue for other products that may complement an MSSB Program.

	- Identify strategies for building or improving business credit. - Explain how the personal finances of a business owner impact the ability of a business to get credit.	
Financial Management	- Explain the concept of financial management and why it is important to a small business. - Identify financial management practices, rules, and tools that are commonly available to a small business. - Explain how these financial management practices, rules, and tools work. - Explain financial management basics for a small business. - Explain the basics of startup financing. - Explain the basics of financing for a growing business. - Explain the basics of financing working capital. - Explain the basics of financing fixed assets.	Companies in all stages of business development, especially business owners who are interested in obtaining a loan from a financial institution. This module may be offered as an introduction to entrepreneurs that are interested in business plan writing or a loan packaging session that usually has multiple modules delivered on a weekly basis. A pre-requirement to this module may be “Planning for a Healthy Business”
Insurance	- Identify the types of insurance required by a small business. - Identify other types of insurance a small business should consider. - Explain why insurance is important for a small business.	Companies in all stages of business development, especially those who do not yet have insurance or find some insurance terms and concepts to be confusing. This module may be effectively offered in combination with the “Risk Management” module and “Organizational Types” for entrepreneurs in their initial or expansion phases. The three modules together provide a strong foundation to assist an entrepreneur in choosing their legal structure and necessary protections to engage in growth efforts such as pursuing contracting opportunities.
Organizational Types	Identify general characteristics, advantages, and disadvantages of each of these organizational types for small businesses: Sole proprietorship; Partnerships (general partnership, limited partnership and limited liability partnership); Limited Liability Company (LLC); C-corporation; S-corporation.	Companies in early stages of business development, especially those who have not yet incorporated and may be confused by the risks and benefits of each organizational type. See comments on “Insurance” module.
Record Keeping	Explain the concept of record keeping and why record keeping is important to a small	Companies in all stages of business development, especially those who lack

	business. • Identify record keeping practices, rules, and tools, which are commonly available to a small business. • Explain how these record keeping practices, rules, and tools work. • Identify benefits a small business derives from proper record keeping. • Explain record keeping basics for a small business. • Identify software products available for small business record keeping.	formal record-keeping disciplines. This module may be well received and marketed during tax season and it could be offered as a complement to, or as requirement to receive business tax preparation services. “Record Keeping” may also be integrated in other training geared to assist entrepreneurs with loan packaging or business planning.
Risk Management	• Identify the common risks associated with a small business. • Identify the external and internal factors, which affect risk for a small business. • Identify situations that may cause risk for a small business. • Identify the common warning signs of risk for a small business. • Implement, monitor, and evaluate a risk management plan for a small business.	Companies in all stages of business development, especially those who want to learn about minimizing internal and external risks to their businesses. See comments on “Insurance” module.
Selling Your Business and Succession Planning	• Explain how to change the ownership of a business through selling, closing, or transferring the business to successors. • Explain how to establish an exit strategy for retirement, which includes a succession plan, transferring ownership of the business, and paying taxes.	Companies in all stages of business development, especially those who plan to sell or transfer ownership to others in the future. This module may be a good complement to “Tax Planning” and could be particularly useful to financial counselors who have aspiring or existing entrepreneur customers; or at the end of training geared to complete a business plan.
Tax Planning	• Identify the federal tax requirements of a small business and its owner, and establish a plan to account and pay for federal taxes. • Identify the general state and local tax requirements for a small business, and establish a plan to account for and pay these taxes. • Identify methods for researching the local, municipal, and county reporting/licensing requirements for a small business.	Companies in all stages of business development, especially those who have not yet set up systems and processes for paying taxes in a timely manner. See comments on “Insurance” module.
Time Management	• Explain the concept of time management and why it is important to a small business. • Explain the time management practices, which are commonly employed by a small	Companies in all stages of business development since the nature of small business is that they are typically short staffed. As such, time management is critical

	business, including: <u>ABC analysis</u> ; <u>Pareto analysis</u> ; <u>Eisenhower method</u> ; <u>POSEC method</u> .	to the success of small businesses. This module works very well as a stand-alone offer, but it could also be effectively tied with the “Tax Planning” as the tax season presents an opportunity to think about the future and to improve time management.
Is Small Business Ownership a Good Fit for You?	- Clarify some of the myths and realities of small business ownership. - Start a self-assessment to determine their readiness to become small business owners. - Set a plan of action to complete their self-assessments by seeking feedback from stakeholders, such as family, friends, and potential customers.	Aspiring entrepreneurs at the early stages of their decision-making but existing business owners can also benefit from the self-assessments in the Participant Guide. “Good Fit” may be appropriate as a requirement to provide additional counseling or training services, as a client intake process, or as the content for new client orientation sessions that business development service organizations may provide before accepting new clients or referrals.
Planning for a Healthy Business	- Explain how an evolving planning process can help you make key decisions as business owners. - Describe how to convert a vague idea into a resource plan. - Explain the importance of a healthy personal credit score and healthy relationships with lenders. - Describe how a business plan helps motivate stakeholders to understand and support your business ideas. - Explain the benefits of creating a day-to-day action plan for running a small business.	Aspiring entrepreneurs who are thinking about starting a business. Existing business owners can also benefit from some of the planning tools provided in their Participant Guides. This module may be effectively combined with “Good Fit” as a strong foundation to provide further business counseling services including business plan training.
Cash Flow Management	- Describe the purpose of cash flow management in a startup small business. - Assess a cash flow cycle and make cash flow projections. - Describe how a cash flow statement can help assess and improve the financial health of a startup. - Identify ways to manage cash flow in terms of managing costs and potential income. - Identify ways to seek out expert technical assistance to improve cash flow management.	Companies in all stages of business development, especially those who lack financial management expertise. This module is especially helpful for new business owners who need to prepare to work with accountants as it demystifies a lot of cash flow terminology. This module may be followed by “Financial Management” and it may complement or be incorporated in other business plan training programs, particularly in the financial plan section. The diagram featured in this module is found to be easy to understand.

MSSB Plan of Action Worksheet Template

Considering adopting Money Smart for Small Business (MSSB) or other Money Smart (MS) Products?

		Benefits and interests of offering MS by the organization:	What are the small business development services the organization provides that can complement the MSSB Curriculum?
Eligible MS Alliance* member? ☐ Yrs. experience** _____			
Potential Partners			
1	Eligible MS Alliance* member? ☐ Yrs. experience** _____		
2	Eligible MS Alliance* member? ☐ Yrs. experience** _____		
3	Eligible MS Alliance* member? ☐ Yrs. experience** _____		

*A regulated financial institution, a nonprofit, a government entity and coaching

** Yrs. experience training small businesses, in technical assistance, mentoring,

WHAT MSSB MODULES CAN I PROVIDE? WHO CAN OFFER IT AND WHEN?

Determine whether these modules can be taught by your organization's staff, volunteers or partner organizations; when in the calendar year; and who would be your target audience

Staff
Volunteer
Partner

Module	Target Audience	Date/Time	Teacher/ Instructor		
Organization Types					
Credit Reporting					
Time Management					
Risk Management					
Financial Management					
Insurance					
Record Keeping					
Tax Planning and Reporting					
Banking Services Available for Small Businesses					
Selling a Small Business and Succession Planning					
Is Owning a Business a Good Fit for You? NEW!					
Planning for a Healthy Business NEW!					
Managing Cash Flow NEW!					

What other MS Products are of interest to clients/customers/members?	My Organization	1	2	3
Money Smart for Adults (Available in various languages)	☐	☐	☐	☐
Money Smart for Young People (Caregiver and Teacher guides available in Spanish)	☐	☐	☐	☐
Money Smart for Older Adults (Available in Spanish)	☐	☐	☐	☐

Now that you've identified your interests and resources, please discuss your plans with your Money Smart representative, download the curriculums and join the Money Smart Member Alliance! More at: www.fdic.gov/moneysmart

Next Steps:

MSSB TtT Invitation and Agenda Template



Organization A and Organization B

Invite you to

MONEY SMART for SMALL BUSINESS Train-the-Trainer Session

Who should attend?

Anyone whose target market is aspiring and existing entrepreneurs and has a mission to assist small businesses; staff of community-based organizations that offer small business development services and loans or work with entrepreneurs; financial institutions that have small business customers; local, state and federal government organizations that provide resources and information to organizations or entrepreneurs.

Registration instructions at:

[Provide a link/other information]

For more information about MSSB go to www.fdic.gov/moneysmart

AGENDA

1:00 PM WELCOME, INTRODUCTIONS and OVERVIEW OF MSSB

- Train-the-Trainer learning objectives
- MSSB: What it is, Why it was created, Who benefits, How they benefit
- Overview of the 13 MSSB modules

1:20 PM DEEP DIVE INTO ONE MSSB MODULE

- MSSB Instructors explore the entrepreneur experience by looking inside one of the MSSB Modules
- Learn the features of the MSSB Curriculum including how to use its 3 components: Instructor Guide, Participant Guide and PowerPoint slides

2:20 PM BREAK

2:35 PM TOOL KIT OF MSSB RESOURCES

- Design your MSSB program: stand-alone or a combination of modules? Offer directly or through referrals?
- Working with experts
- Resources: Training Tips, Sample Instructor Planner, pre and post-tests and evaluation forms, case studies, interactive tools

2:55 PM BEST PRACTICES, NEXT STEPS

- How to join the MSSB Alliance
- How to download MSSB Modules and promotional materials
- MSSB Alliance Town Hall meeting conference calls to learn how organizations currently use MSSB
- Plan of Action exercise to outline an MSSB support system

3:30 PM ADJOURN



MONEY SMART for SMALL BUSINESS

Train-the-Trainer Workshop

For partner organizations

Date:

insert date

Time:

insert time

Location:

insert location

Date:

insert date

Time:

insert time

Location:

insert location

Date:

insert date

Time:

insert time

Location:

insert location

What and Why?

Money Smart for Small Business (MSSB) is an instructor-led curriculum that provides a practical introduction to key topics related to starting and managing a business. Developed jointly by the Federal Deposit Insurance Corporation (FDIC) and the U.S. Small Business Administration (SBA) in 2012, this free resource has 13 modules, is available for download and in Spanish. A list of MSSB Alliance members is available at the FDIC website and is updated periodically as a reference for organizations or individuals that want to know who is offering MSSB near them. There is no cost, and it takes minutes to join the Alliance by completing a short online form. MSSB Alliance members convene on a quarterly basis to share their experiences on MSSB Town Hall conference calls.

Training Objectives: After completing a Train-The-Trainer workshop participants will be able to:

1. Present the MSSB Curriculum with confidence.
2. Explain how participants can become members of the MSSB Alliance and use the MSSB Curriculum to provide introductory business training to aspiring and existing entrepreneurs in their communities.
3. List and describe at a high level, the goals and objectives of the MSSB Curriculum and assist participants in aligning MSSB goals with their organization's mission and strategic objectives.
4. Describe several ways to customize a MSSB Program to meet the diverse needs of small business owners who represent a range of business development stages and learning needs.
5. Identify best practices for working with subject matter experts to co-train some modules.
6. Describe effective ways to make the content of each module compelling and engaging.
7. Define best practices for evaluating the quality and impact of the MSSB Program within the MSSB Alliance Member organization.
8. Provide resources and tips to ensure MSSB instructors host a successful MSSB training program.

Success Tips

The MSSB Train-the-Trainer instructors/facilitators should have relevant instructor/facilitator skills and experience. FDIC may conduct orientation workshops to familiarize potential instructors with the curriculum, but neither FDIC nor SBA certifies trainers to deliver the MSSB curriculum. The Instructor Guide is your roadmap for presenting the Train-the-Trainer workshop. It includes:

- The purpose and objectives of the Train-the-Trainer workshop and the curriculum
- A detailed lesson plan
- Thumbnails of the overhead slides
- Additional information that is not part of the Train-the-Trainer Participant Guide

The lesson plan is laid out in a two-column format. The left-hand column contains the slides used in the presentation. The right-hand column contains a word-for-word script of the module content, as well as more lengthy instructions for delivering the content and conducting the practice exercises.

Each module includes a set of visuals to help you present the module content. They are presented in both PowerPoint and PDF formats so that you can use them with your specific projection equipment.

You should give each student a Participant Guide to use during the training and as a reference when the training is over. It contains:

- Important concepts and facts presented in the Train-the-Trainer workshop
- The evaluation form
- Space for taking notes
- (Optional) Additional ready to use resources such as the MSSB Flyer, Agenda, Invitation and Plan of Action Templates to be used during Train-the-Trainer workshops

The following training tips are designed to help you present the workshop, especially if you have never presented a training program before. As an instructor, you are responsible for:

- Identifying the learning and communication needs of participants
- Focusing and directing the participants
- Aiming discussions toward course objectives
- Making sure every participant has the opportunity to contribute to the discussion

You can accomplish these objectives by listening, asking questions, observing participants' reactions and leading by example.

A first step to delivering an effective presentation is to know your audience. You must understand the goals of the course and why the participants need this information. Tips for delivering effective presentations include:

- Know your material well. Thoroughly review ALL of the training materials.
- Identify potential trouble spots in the exercises as well as hints for assisting participants.
- Practice your presentation.
- Use language familiar to the participants, avoiding jargon or unfamiliar terms.

- Select and prepare anecdotes from real-world experiences that can be used to illustrate special scenarios, generate discussion, and maintain participant interest.
- Speak clearly.
- Be aware of the tone and pace of how you are speaking.
- Avoid going off on tangents and off track during a presentation.
- Minimize the use of filler words (such as “uh” and “um”).
- Make eye contact with participants.
- Use natural and positive body language and facial expressions.
- Avoid fidgeting, pacing and other nervous habits.
- Be yourself.
- Make sufficient copies of the Participant Guide and handouts.
- If using an LCD projector, make sure beforehand that all computer equipment is functioning and prepare a backup hardcopy of the PowerPoint slides for use during the training.
- Give yourself ample time to set up the classroom and distribute participant materials before the training is scheduled to take place.

A successful instructor must be able to introduce activities, assign participants to small groups, give instructions and process activity results. When introducing activities, explain the objectives and emphasize the benefits and potential outcomes of the learning activity. Connect or link activities to previously learned concepts and discussions.

Giving Instructions

The Instructor Guide provides instructions for all the activities in the modules. However, participants may still need clarification. It is important to speak clearly and slowly when presenting the objectives of an activity and giving instructions. Make sure to define important terms and concepts (refer to the MSSB TtT glossary) and, when possible, demonstrate activities or provide examples for the participants. Also, periodically ask if there are any questions.

While students are completing an activity, you should circulate to answer questions and encourage discussion. Keep track of the amount of time allotted for each activity and inform the students when time is winding down.

When processing results, ask questions about how the participants reached their conclusions. Keep processing from becoming redundant or repetitive by asking the next group to report findings that are different from the previous group's findings or by asking each group to present just a part of the solution.

When processing individual comments, make sure a diverse group of students is called on to provide responses. Encourage students with different experience levels and perspectives to contribute their observations. Acknowledge correct responses and provide alternative approaches if incomplete or inaccurate responses are given.

Facilitating Discussions

Interaction among students contributes to a successful learning experience. Varying the composition of small groups for exercises and activities not only energizes students, but also creates more opportunity to exchange information and encounter different perspectives.

There are a number of techniques for assigning students to small groups. Common methods include telling students to partner with someone they do not know or counting off by a specific number and having all the “ones” work together, all the “twos” work together, and so on. Other ways include arbitrarily grouping people who are close to each other or asking students to turn their chairs around to form groups with people at the next table.

Informative discussions and exchange of information among instructors and students are other keys to the success of this course. As an instructor, your role is to elicit comments from the students while maintaining the focus of the discussion. The following tips may be useful when you are leading group discussions:

- Paraphrase what someone has said so the participant will know he or she has been understood and to ensure the rest of the class hears the comment.
- Compliment students on interesting or insightful comments.
- Use open-ended questions as they trigger better discussions than close-ended ones.
- Mediate differences of opinions.
- Pull ideas together, showing their relationship to one another.
- Summarize, and record on chart paper, if appropriate, the major views of the group.

Classroom Setup

The most effective classroom set-up is to have the room arranged into table groups that seat four to six students each. This allows students to complete the small group exercises comfortably. If this arrangement is not possible, you may have to move desks and chairs into small groups to conduct these activities.

Using Chart Paper

Chart paper lets you capture meaningful information generated by discussion, and display it for all students to see. When using chart paper:

- Prepare chart paper in advance.
- Prepare titles beforehand if students will provide responses.
- Write with large, clear, bold letters, using 20 words per page as your guide.
- Use words or short phrases to indicate key ideas.
- Check your spelling.
- Write, turn to the audience, and then talk; do not talk while writing.
- Do not obstruct students’ view of the chart.

- Leave the bottom quarter of the paper blank so all of the content can be seen by those in the back of the room.
- Tear off chart paper you want the group to be able to refer to throughout the course, and post it on the walls around the classroom.

Using Handouts

Like other types of materials, handouts help vary the pace of training by giving students a different focus. Reinforce the connection between handouts and course content by introducing and reviewing them. When using handouts:

- Prepare the appropriate number of copies ahead of time.
- Make sure your handouts are concise and designed for easy reading.
- Use colored paper to make locating the handouts easier if they will be referred to frequently during the course.
- Make sure you distribute handouts to each student before beginning to discuss its content.
- Do not distribute handouts as you are speaking; students will focus on the materials rather than what you are saying.

Using Visual Aids

These tips for using visual aids will help you be an effective presenter:

- Keep visual aids out of sight until you are ready to use them.
- Stand to the side of your visual aid.
- Talk to and face the audience, not the visual aid.
- Do not block your face with the visual aid.
- Maintain eye contact with your audience.
- Make sure your audience has the time to fully read and understand the visual aid before removing it and moving on.
- Know where the visual aid goes when you are finished using it.
- Switch the projector off when not in use; its noise and light can be distracting.

It's helpful to practice using visual aids before delivering the actual presentation. All visual aids should be free of grammatical errors and clutter. When presenting visual aids, describe the content and add a few anecdotes or meaningful details. Visual aids should not be read verbatim.

Consider the Three Learning Styles While Teaching

Experts find that most people learn best in one of three ways:

- **Visual:** Those who learn best by seeing how things are done.

- Use visual aids, such as handouts, slides, written instructions, chart papers and demonstrations.
 - Stand to the side, talk to and face the audience, allow the audience time to fully read and understand.
 - Prepare chart papers in advance, using large, clear, bold letters. Write, turn to the audience, and then talk.
 - Avoid using different colors when writing. Individuals with color blindness may find the writing difficult to read.
 - Design handouts for easy reading, and use colored paper to make locating handouts easier.
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- **Auditory:** Those who learn best by listening or hearing instructions.
 - They are affective learners, that is, they tend to be more intuitive than rational. Therefore, they have to feel the learning experience.
 - They like to get involved with others, and share ideas and information.
 - They like thinking out loud about what they are learning.
 - Use exercises that allow them to share their experiences with each other. Lectures and audiotapes are also useful for auditory learners.
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- **Tactile/Kinesthetic:** Those who learn best by doing.
 - They like to experiment.
 - They dislike conventional educational approaches.
 - They get bored with lectures, presentations, or anything that does not allow them to be physically active.
 - They learn best from hands-on training and physically active exercises.

Things to Avoid During a Presentation

You can lose the interest of students by doing the following:

- Failing to prepare
- Reading verbatim from notes or a script
- Teaching without student involvement
- Diverging from course objectives
- Avoiding eye contact
- Using confusing visual aids
- Behaving in a condescending or superior manner
 - Using jargon or language that is either too simple or too complex for students
 - Lacking empathy for students' needs
 - Using offensive or critical humor
 - Making promises you can't deliver

Questions for Self-Reflection

Here are some potential challenges you may face. How would you deal with them?

- You have made promises you cannot deliver
- You are asked a question and you do not know the answer
- Fewer or more people show up than anticipated
- A participant is sleeping
- A participant brought a baby who constantly cries
- No one responds to your questions
- One person monopolizes the discussion

Accommodating Students with Disabilities

Americans with Disabilities Act (ADA) of 1990

On July 26, 1990, the Americans with Disabilities Act (ADA) became law. The law is designed to protect the civil rights of people with disabilities. The ADA prohibits discrimination on the basis of disability by guaranteeing equal opportunity for individuals with disabilities in public accommodations, commercial facilities, employment, transportation, state and local government services, and telecommunications.

The **ADA is built on the principles of equal opportunity, full participation, independent living and economic self-sufficiency. It** reflects the disability community's determination to participate fully in the life of their community like other citizens and to have choice and control over their own futures. It's the **most comprehensive policy statement** ever made in law in the United States **about how the nation should address individuals with disabilities.**

As a civil rights law, the ADA is similar to other civil rights acts that protect individuals from being discriminated against based on arbitrary criteria such as race, color, religion, age, national origin and sex. For other groups with civil rights protection, the problem has generally been discrimination through policies that limit their participation.

For people with disabilities, discrimination often also takes the form of inaccessible facilities that make it impossible for them to gain access to or participate in "standard" activities. For example, stairs leading to the only entrance into a building prohibit entry by someone who uses a wheelchair. Similarly, texts and handouts provided only on paper and in standard-size typeface are inaccessible to someone who is blind or has low vision. In these cases, the ADA requires changes to buildings or locations, and modifications to the way products or services are provided.

Making the modules useful and understandable for everyone, regardless of whether or not they have a disability, is perhaps the best reason of all for making the courses accessible.

Low- and moderate-income individuals, especially those with little or no banking experience, often don't have the tools necessary to save and manage money. This lack of a basic understanding of how money works in our society may keep them from achieving financial independence. These individuals also include a significant number of persons with lifelong disabilities, as well as older individuals who acquire disabilities as they age. Some may have undiagnosed or hidden learning disabilities.

Requests for Accommodations

You may want to consider using a registration form with a space where individuals can indicate whether they need any accommodations and, if so, what types of accommodations may be required. You may also want to ask if students require materials in alternate formats.

People with disabilities are never required to self-identify as having a disability – even if the disability is obvious. Therefore, the registration form should **not** ask the individual to specifically identify the type of disability. That information is not necessary for you to know, and asking for it could be viewed as a type of discrimination.

However, providing a space on the registration form to request accommodations is neutral and welcoming. It's also a good idea for you to ask **all** of the students for a way to contact them, by phone and by email, so that you can communicate with people individually if you have questions about any part of the registration form. Put the request for contact information in the body of the registration form – not in the place where you ask if accommodations are needed.

How to Make Classes Accessible to Students with Disabilities

There are many things that both you and the sponsoring agency can do to make the modules accessible to people with a wide range of disabilities. An overview of actions that can be taken to ensure accessibility follows.

Nondiscrimination

Qualified individuals with disabilities cannot be denied participation simply because of their disability. You can limit participation in your course to individuals who meet some general criteria – such as being over the age of 62 or unemployed – but if an individual qualifies on those grounds, she or he may not be denied participation because of a disability.

Physical Access

When deciding where to hold the class, look for a location that is accessible for people who use wheelchairs or scooters or who have other difficulties walking or climbing stairs. People with mobility limitations need to be able to get into the building without using steps or crossing over a high object. If the main entrance is not accessible, a sign should be posted there indicating the location of the closest accessible entrance. Classes should be held on the upper floors of a building only if they can be reached by an elevator. The building should also have at least one “unisex” accessible restroom.

Other physical access issues to consider in determining the location of the classrooms are clearly marked accessible parking spaces located close to the accessible entrance, Braille signage on the elevator call buttons and on the buttons inside the elevators, and raised letters and Braille signage identifying the restrooms. The elevators should also have chimes or a recorded voice indicating the different floors.

In the classroom itself, check to be sure that there is at least 32 inches of clear space in the aisles and along the edges of the seating area. This is how much space someone using a wheelchair needs to move freely around the room. If you are using individual desks and chairs and someone who uses a wheelchair enters the room, ask that person if you should move one of the desks or if she or he prefers to transfer from the wheelchair to the desk chair. Always ask; never assume. People with a disability know what works best for them.

Similarly, if the room is arranged like a classroom with long tables and individual chairs, it's always a good idea to remove one or two of the chairs from the ends of rows in different areas of the room before the class starts, so that

individuals using wheelchairs or scooters can have a choice of seating arrangements – the same way that others in the class have a choice about where they want to sit.

Effective Communication

Some individuals have disabilities that affect their ability to communicate – for example, people who are blind or have low vision or people who are deaf or hearing impaired. Other disabilities that affect communication include cognitive or learning disabilities that may impact the ability to read. People who have cognitive disabilities or learning disabilities may have difficulty reading written material.

Under the ADA, both private and public entities are required to communicate effectively with individuals with disabilities. The obligation to communicate effectively applies to the presentation and exchange of information in all forms, including sound, print, graphics and speech.

The law says that people with communication disabilities are entitled to appropriate “aids and services where necessary to ensure effective communications.” With respect to the Money Smart courses, these aids and services could include:

- Assisting someone with cognitive or learning disabilities by reading aloud the pre- and post-course tests; or
- Helping someone with a disability write their answers to the tests or complete other Money Smart forms; or
- Making sure not to turn your back on someone who is lip reading; or
- Wearing a lapel microphone or using a handheld microphone to amplify what is being said for persons who use hearing aids or auxiliary listening devices; or
- Making sure that any videos used in class are captioned for people who are deaf or hard of hearing and that written material presented on screen is read aloud, either by the narrator on the video or by the course instructor.

Sometimes communication assistance can include providing a sign language interpreter, upon request, if doing so does not result in an undue burden. Undue burden is defined in the ADA as “significant difficulty or expense.” However, even if providing a sign language interpreter or some other type of communication assistance is an undue burden, you still are expected, if at all feasible, to provide some other type of assistance, such as a copy of the Instructor Guide, so that a person who is deaf or hard of hearing can follow along as the class is taught.

Some people with visual disabilities have difficulty reading standard-size text or viewing materials projected on the overhead screen. Copies of the slides for each module can be printed out and given to these individuals to use as you present the course content. Similarly, handouts used during the course can sometimes be difficult to handle for people who have difficulty using their hands and fingers.

Other people may have difficulty hearing what you are saying. If individuals can read lips, allow them to sit in the front where they can have an unobstructed view of your face. If you are using an overhead projector, make sure that you continue to face the students as you cover the major points. Keep your Instructor Manual open to the individual slides, or, better still, print out a copy of the overhead materials so that you can read the text on the

slides without turning your head away from the person who has the hearing impairment. When there is class discussion or when someone asks a question, repeat what has been said so that the person lip reading can be part of the discussion.

Some individuals with significant speech disabilities use an augmentative communication device that uses a computer to produce synthesized speech. When they want to ask a question or contribute to the class discussion, they use a keyboard to key in what they want to say. Since keying in the content can take a few moments, you can acknowledge their intention to speak, saying something like, “Yes, Mr. Jones, we’ll get to you as soon as you are ready,” and then making certain that you do go back to him as soon as the keying in is completed. (Most keyboards make a small beep as each word or phrase is keyed in.) However, during an interaction between the person with the disability and another individual, etiquette demands that you wait respectfully until the comments are keyed in and played.

Guidelines for Talking About Disabilities

Here are some guidelines that will help you communicate with your students who have disabilities in ways that won’t offend them:

- **Do not refer to a person's disability unless it is relevant.**
- **Use “disability” rather than “handicap” to refer to a person’s disability, if indeed you need to refer to it.** It’s okay to say that a person is handicapped by obstacles, such as architectural barriers or the attitudes of ignorant or insensitive people. Never use “cripple/crippled” in any reference to disability.
- **When referring to a person’s disability, use “people first” language.** In other words, when necessary, say “person with a disability” rather than “a disabled person”. Since “disabled” is an adjective, it’s important to avoid ridiculous and improper constructions such as “disabled group” or “disabled transportation.” Instead, build phrases using the word “disability.” For example, “disability activist,” or “disability community,” are correct and not contradictions to the “people first” ideas.
- **Never refer to people with disabilities as “the disabled, the blind, the epileptics, a quadriplegic,” etc.** Descriptive terms should be used as adjectives, not as nouns.
- **Never use the word “retarded” or the phrase “mental retardation”.** You can use “intellectual disability” or “cognitive impairment”.
- **Avoid negative or sensational descriptions of a person’s disability.** Don’t say “suffers from,” “a victim of,” or “afflicted with.” Don’t refer to people with disabilities as “patients” unless they are receiving treatment in a medical facility. Never say “invalid.” Treat people with disabilities with respect and acceptance.
- **Don’t portray people with disabilities as overly courageous, brave, special or superhuman.** This implies that it’s unusual for people with disabilities to have talents or skills.
- **Don’t use “normal” to describe people who don’t have disabilities.** It is better to say “people without disabilities” if necessary to make comparisons.
- **Never say “wheelchair-bound” or “confined to a wheelchair.”**
- **Never assume that a person with a communication disorder (speech impediment, hearing loss, motor impairment) also has a cognitive disability.**

10 Commandments of Etiquette for Interacting with People with Disabilities

1. When talking with a person with a disability, speak directly to that person rather than through a companion or sign language interpreter.
2. When introduced to a person with a disability, it is appropriate to offer to shake hands. People with limited hand use or who wear an artificial limb can usually shake hands. (Shaking hands with the left hand is an acceptable greeting.)
3. When meeting a person who is visually impaired, always identify yourself and others who may be with you. When conversing in a group, remember to identify the person to whom you are speaking.
4. Don't be afraid to ask questions when you're unsure of what to do. If you offer assistance, wait until the offer is accepted. Then listen to or ask for instructions.
5. Treat adults as adults. Address people who have disabilities by their first names only when extending the same familiarity to all others. Never patronize people who use wheelchairs by patting them on the head or shoulder.
6. Leaning on or hanging on to a person's wheelchair is similar to leaning on hanging on to a person and is generally considered annoying. The chair is part of the personal body space of the person who uses it.
7. Listen attentively when you're talking with a person who has difficulty speaking. Be patient and wait for the person to finish, rather than correcting or speaking for the person. If necessary, ask short questions that require short answers, a nod or shake of the head. Never pretend to understand if you are having difficulty doing so. Instead, repeat what you have understood and allow the person to respond. The response will clue you in and guide your understanding.
8. When speaking with a person who uses a wheelchair or a person who uses crutches, place yourself at eye level in front of the person to facilitate the conversation.
9. To get the attention of a person who is deaf, tap the person on the shoulder or wave your hand. Look directly at the person and speak clearly, slowly, and expressively to determine if the person can read your lips. Not all people who are deaf can read lips. For those who read lips, be sensitive to their needs by placing yourself so that you face the light source, and keep hands, cigarettes and food away from your mouth when speaking.
10. Relax. Don't be embarrassed if you happen to use accepted, common expressions such as "See you later," or "Did you hear about that?" that seem to relate to a person's disability. .

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