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**PARENTING  
THE BOSS**  
VOLUME 2:

# THINK LIKE A PARENT, ACT LIKE A COACH

*A workbook with practical  
strategies and ready-to-use tools  
for parents exploring  
entrepreneurship for  
their children*

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## A NOTE FROM THE AUTHORS...

# A NOTE FROM ONE PARENT TO OTHERS



Dear Parents,

I was raised in the late '80s to believe that getting a job was the path to ultimate success. You went to school, passed with flying colors, and once you graduated, your parents—using their connections and influence—would find a job for you. My first experience with entrepreneurship started at university when my father lost his job, and my siblings and I had to find ways to support

our education. A friend and I started a music band on campus. Though I loved the opportunity to travel and sing at various school events, it never occurred to me that I was working for myself and that I could have made a career out of this talent. It was a means to an end, mainly. The real job for me was to be realized after completing my studies. I stopped singing once I graduated from university and started my first job as a research assistant. My story is nothing new. It is one many of my peers can probably relate to. Today, I am raising two young adults whose sole desire is to work for themselves. To be entrepreneurs. Efua, a budding investigative journalist and digital marketing content creator, wants to establish her own company that focuses on creating educational curricula to support youth engagement in politics. Ozor, on the other hand, is an Afro-R&B artist, singer, and songwriter/producer. They have chosen to follow their passion and

to be creators of employment for others. I am not sure I would have encouraged them to pursue these careers if I did not understand how crucial it is to allow young people to seek their desired areas of interest. They get up each day and are driven by their passion to create a difference not just in their lives but in their society at large. It is a really humbling moment for me to watch them grow and develop ideas and strategies for the future with a confidence beyond their years. This is what an entrepreneurial mindset speaks to. A life where all things ARE possible if you take the time to understand the need and find the sustainable solution. This is what creating meaningful value to any society should be about. I hope this book will help unlock some questions for us as parents to begin a conversation about what we need to START doing to enable the next generation of African leaders to fulfil their passions.

**Uzo Agyare-Kumi**  
Dean for Global Programs & Parents,  
African Leadership Academy

*Uzo started her career as a teacher at a Catholic School in Nigeria and then as a social activist through her various leadership positions in several organizations based in the United Kingdom, Liberia, Sierra Leone and Ghana. Over the course of her career, her empathy, resilience and initiative have evolved into a unique leadership style which combines a grassroots / “roll-up-sleeves and do what it takes to make it happen” mindset. Uzo has served at ALA since 2014, firstly as Dean of the Academy (2014-2016) and, currently, as Dean for Global Programs & Parents. She is also the Founding Chair of the Dejen Parents Association at ALA that seeks to promote and support ALA’s mission to develop the next generation of African leaders for the continent.*



# A NOTE FROM AN EDUCATOR TO PARENTS

Dear Parents,

We know that attitudes towards entrepreneurship vary, but we can all agree that, generally, parents want what's best for their children. How do you go from just thinking about this option to actively enabling and supporting your child's entrepreneurial journey? This question has driven our decade's work to create an ecosystem where young African entrepreneurs can thrive. In our view, this movement cannot happen without you, parents. Through this booklet, we hope to achieve the following: encourage more serious consideration of entrepreneurship as an option after secondary school; strengthen your understanding of the youth entrepreneurship ecosystem; share resources, as well as insights from other parents, to help you feel

better equipped to support your child's entrepreneurial journey. Let this book serve as a launchpad from which you can connect with other parents, develop and flex your own entrepreneurial muscle, and more confidently explore entrepreneurship as one possible post-secondary pathway for your child. Join the Anzisha Parents Community ([anzisha.info/parents](http://anzisha.info/parents)) and let's get started!

**Nolizwe Mhlaba**  
Communities Manager, Anzisha Prize



*Nolizwe leads the Anzisha Prize's work to support the individuals who are likely to wield the most influence over young people's decisions to pursue entrepreneurship: teachers and parents. She brings a hybrid background in education and international development to her work, creating meaningful and inclusive learning experiences for diverse groups and contexts. Nolizwe previously taught African Studies, Cambridge A-Level History, and Entrepreneurial Leadership at ALA, and has worked globally in youth development and policy organizations. She is a graduate of McGill University and holds master's degrees from the School of Oriental and African Studies and the University of Massachusetts in Amherst.*

# A NOTE FROM A ONCE-VERY-YOUNG ENTREPRENEUR



Dear Parents,  
I was a very young entrepreneur – who had the support of my parents. I was lucky enough to build my first business while attending university and living at home, and by the time I left, there wasn't really a need to apply for a job. I had a small, regular income. I loved what I was doing. I got to work every day with my closest friend. And it all grew organically from there – just like any other career. This is the dream I have for others. If they are brave enough to start

their own business, then we need to do all we can to help them transition successfully from school or university to entrepreneurship. And it all starts at home, with you! Just as you will stand behind your children, we are here to stand behind you.

**Josh Adler**  
**Executive Director, Anzisha Prize**

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*Josh has worked across the business, education and non-profit sectors and driven the evolution of one of the world's most admired high school entrepreneurship programs at African Leadership Academy. In 2008, he and his co-founder were recognized as high-impact Endeavor Entrepreneurs. Today, as Executive Director of the Anzisha Prize, he seeks to drive a large-scale movement where many more students choose an entrepreneurship path. He serves as a global advisor to the Moleskine Foundation (Italy) and sits on the board of the Children's Radio Foundation (South Africa).*

# A Few Key Terms

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FAMILIARIZE YOURSELF WITH THE FOLLOWING TERMS, WHICH YOU WILL COME ACROSS:

## **ENTREPRENEURSHIP:**

Ability to spot opportunities or step out to seek assistance to bring a dream, vision or business idea into reality. You are willing to take the risk involved and prefer to be an employer of labour than an employee.

Entrepreneurship is the founding of new businesses, measured by the making of profits, by adding value by the development of innovative products, processes, services or social or environmental advances.

Entrepreneurship is the practice of identifying a problem and creating a solution for the identified problem that is profitable.

Anzisha Parent and Educator Survey, October 2020

## **ENTREPRENEURIALISM:**

Encompasses a range of skills, behaviors, and mindsets that you likely already know, exhibit, and see around you. While the phrase might conjure an association with entrepreneurs, entrepreneurialism does not pertain to any specific occupation, discipline, or qualification. Entrepreneurial skills and traits enable people to navigate the world around them, including through foundational literacies, problem-solving, critical thinking, creativity, collaboration, communication, self-awareness, and risk-assessment, among others.

## **EMPLOYABILITY SKILLS:**

Refer to the competencies that enable people to secure and hold onto jobs, as well as move forward in their career trajectories. Examples include role- or sector-specific technical skills, habits such as time management and goal setting, interpersonal skills, and the ability to learn and adapt. You will notice an overlap between employability skills, entrepreneurialism, and 21st century skills.

## **FUTURE OF WORK:**

This term generally refers to changes in the job landscape and the labor market over time, including paths to employment and types of job opportunities. With 4IR already shaping the future of work, the call to equip young people with entrepreneurial and employability skills through entrepreneurship education rings especially loud.

## **FOURTH INDUSTRIAL REVOLUTION (4IR):**

Much like its predecessors, 4IR reflects technology-driven changes to society that have a significant impact on all aspects of life. Increasingly, we will see advancements that foster innovation, increase automation of goods and services, and make life easier and less costly in many ways (at least for some). At the same time, this revolution could widen the technology gap, exacerbate inequality, and make certain jobs and even industries redundant. Ultimately, time will reveal the extent to which 4IR will change how we live and work.

How confident do you feel about your preparedness to support your child's exploration of entrepreneurship?



*Track your response as you work your way through this book.*

*Throughout this book, we refer to entrepreneurship simply as 'e-ship.' This is our way of demystifying the concept and making it more accessible to parents and their children. After all, we tend to be more willing to try new things once we understand them a little better.*



## CHAPTER 1:

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# ENTREPRENEURSHIP FOR YOU AS AN AFRICAN PARENT

*"I am open to entrepreneurship for my child, but I need to convince my partner and extended family that my child is capable of starting a business and creating jobs."*

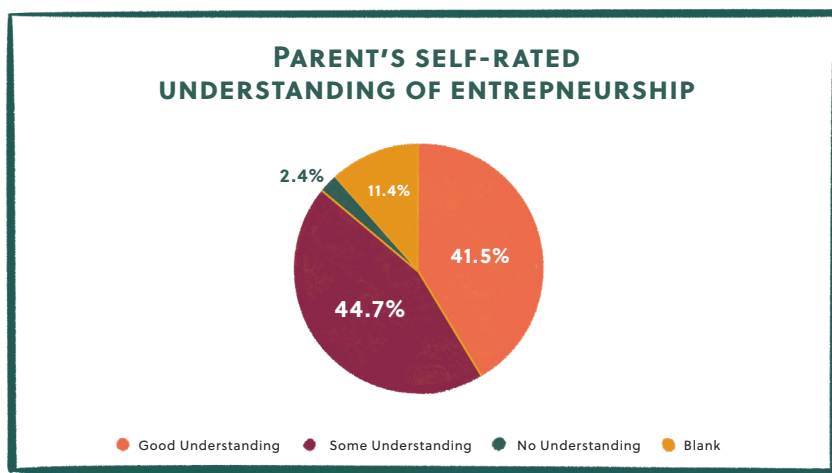
# I. WHAT IS ENTREPRENEURSHIP, REALLY?

The concept of entrepreneurship conjures up a variety of images for different people. Some see entrepreneurship as a means to an end in a difficult economy where it is often challenging to find a job. (As parents, you obviously – understandably – do not want to associate your child with those struggles.) Others see entrepreneurship as a path to billionaire status. Entrepreneurship has a polarizing reputation in many circles, for reasons ranging from negative or positive personal experiences to

inadequate or inaccurate information. In a survey we conducted in 2020, a majority of parents reported having some understanding of entrepreneurship.

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*(We use the term “parents” to refer broadly to the caregivers and guardians of young people, as well as their immediate social support systems.)*



Source: Anzisha Parent and Educator Survey Report, October 2020

Since life experiences, personal observations, and access to diverse information sources shape how we interpret this concept, no single universally accepted definition of entrepreneurship exists. Nevertheless, common identifiable elements include: job creation, income generation, problem-solving, and risk-taking. Given our focus on youth aged below

25, the Anzisha Prize tends towards a broader definition of entrepreneurship to recognize different socioeconomic landscapes and the unique challenges young people face. For us, entrepreneurship includes economic activities –innovative or not–that have potential to generate revenue, grow, and, importantly, create jobs for others.



## II. WHY YOU SHOULD CARE ABOUT ENTREPRENEURSHIP

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WE CARE ABOUT ENTREPRENEURSHIP, AND HERE ARE 3 REASONS WHY YOU, AS AN AFRICAN PARENT, SHOULD, TOO.

1. **Unemployment rates continue to rise around the world, with three times as many young people being unemployed as adults<sup>1</sup>. In Africa, specifically, with its rapidly-growing youth population, jobs are not being created quickly enough to absorb new entrants into the formal labor market.**
2. **Career pathways are not linear anymore. There exists an opportunity crisis, where even university graduates, who are presumably skilled for employment, struggle to land jobs right after completing their studies.**
3. **An estimated 65% of children entering primary school today will likely work in roles that do not yet exist<sup>2</sup>.**

These figures paint a stark reality –a potentially dismal future –that we cannot ignore away. This reality compels us all to think differently –creatively and proactively –about how we can enable the youth in our lives to secure their future.

### ...CUE ENTREPRENEURSHIP.

So, what does this have to do with you and your child? Our research has shown that very young people in Africa can transition successfully into entrepreneurship and actually build an income<sup>3</sup>. Importantly, in addition to entrepreneurship itself are the skillset, mindset, and behavior

that the entrepreneurial journey cultivates. The practice or experience of entrepreneurship can prepare young people to pursue whatever personal or professional endeavors life leads them to with greater agility. Remember, career paths are not linear.

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<sup>1</sup>Jobs for Youth in Africa –African Development Bank

[https://www.afdb.org/fileadmin/uploads/afdb/Images/high\\_5s/job\\_youth\\_Africa\\_job\\_youth\\_Africa.pdf](https://www.afdb.org/fileadmin/uploads/afdb/Images/high_5s/job_youth_Africa_job_youth_Africa.pdf)

<sup>2</sup>Chapter 1: The future of jobs and skills, The Future of Jobs Report, World Economic Forum 2016

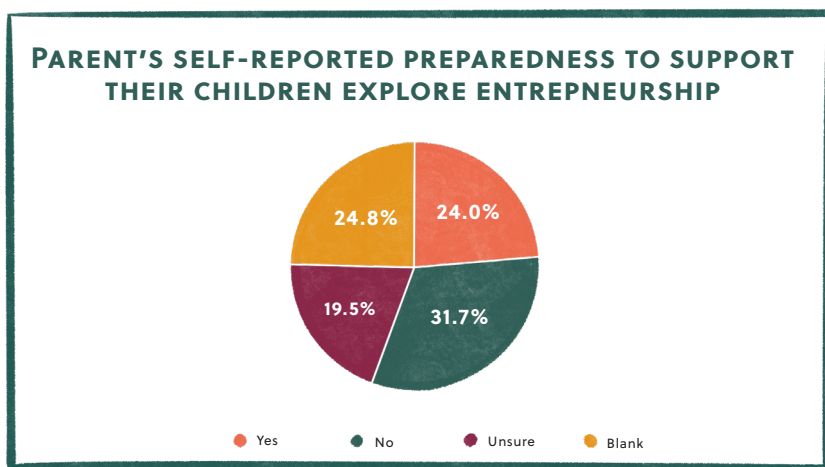
<http://reports.weforum.org/future-of-jobs-2016/chapter-1-the-future-of-jobs-and-skills/>

“I think traditional career structures are already a thing of the past. Entrepreneurship is also not necessarily distinct from traditional professional career paths, e.g., it happens all the time that teachers develop online educational products, or set up schools with unique niches, medical doctors develop special diagnostic tools etc. Regardless of a person’s special field of interest, these skills still have to be marketed and made relevant to an increasingly agile social structure.”

- Unnamed, Anzisha Parent and Educator Survey, October 2020

88% of parents in the survey affirmed the importance of raising awareness of entrepreneurship among young people, and 67% agreed that entrepreneurship was a viable career option for their children. Yet, only a quarter of

respondents, roughly, felt prepared to support their child(ren) to explore entrepreneurship opportunities. This is an enormous gap that we cannot –must not–ignore!



Source: Anzisha Parent and Educator Survey Report, October 2020

This survey finding confirmed what we discovered from a decade of working with very young African entrepreneurs. While parents play a pivotal role in this journey, they remain a largely forgotten stakeholder in the youth entrepreneurship ecosystem. The Anzisha Prize, along with many other organizations, seeks to change this situation, and this book is part of that work.

<sup>3</sup>The Anzisha Prize Green Paper: Scenarios for Young African Entrepreneurs p.8-12  
[anzisha.info/anzishascenariogreenpaper](http://anzisha.info/anzishascenariogreenpaper)

# WHAT YOUR PEERS ARE SAYING



*"I went the traditional job route after studying and I want that same job security for my child. Entrepreneurship seems really risky and I'm not convinced it's the right choice for my child's future."*

What is it about entrepreneurship that creates a sense of anxiety? We interviewed eight families from different parts of the continent: Kenya, Nigeria, Ghana, Democratic Republic of Congo, Angola and Malawi to tell their entrepreneurship journeys. Sharing personal experiences, they

shed light on why some of us fall in love with e-ship, why parents might discourage their children from pursuing it, and how parents can empower themselves by learning more about the field, potentially even becoming 'e-ship advocates.' So, the question stands:

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# WHERE DO YOU REALLY STAND ON THIS "E-SHIP AS A VIABLE CAREER" ISSUE?

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# I. A NOT-SO-STRAIGHTFORWARD PATH TO ADULthood

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## “YOU MUST HAVE A JOB, NOT JUST ANY JOB”

While attending school then university in 1970s and 1980s Kenya, Lawrence Kinyanjui was on track to getting the kind of education his parents believed would garner prestige and respect. “You must have a job, (and) not just any job: you must have a professional career. Engineer, doctor, lawyer...” His parents did not regard entrepreneurship as the starting block for a successful career. Meanwhile, in Nigeria, Ike Ilegbune, a son of lawyers, grew up in a household with similar views about the role of education – particularly in a colonial society -and the desirability of certain jobs over others. “My parents and several of their peers were encouraged to opt into the British system of education, and, as

a result, also perceived businessmen or traders as not being the right sort of people to relate to.” Societal norms often reflect the dominant ideas and beliefs of a certain time and place. For instance, we tend to view progression through life as largely linear, going from point A to B, with set milestones and indicators of growth and success. It comes as no surprise, then, that two individuals who grew up in different countries faced broadly similar expectations about their education and career paths. Coincidentally, though, while both Lawrence and Ike landed up as lawyers by qualification, the two consider themselves as entrepreneurs today!

In both their contexts, people generally did not hold entrepreneurship in high regard. How then would such a “deviation” from the traditional path come about? Is it even a deviation –or merely the scenic route to one’s self-actualization?

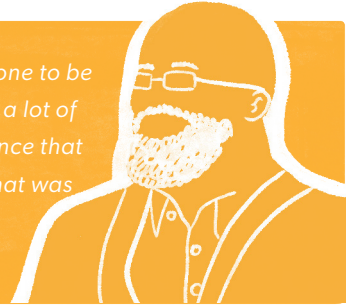
Further conversations with Lawrence, Ike, and the other parents revealed some of the factors that shape attitudes towards entrepreneurship:

- **FEAR OF THE UNKNOWN**
- **VARYING APPETITE FOR RISK**
- **PERSONAL EXPERIENCES WITH E-SHIP**

## II. THE RISK AND UNCERTAINTY OF E-SHIP RAISE VALID CONCERNS AND FEARS

*"I am not a risk taker. Being an entrepreneur requires one to be comfortable taking risks, coping with uncertainty and a lot of unknown factors. Having a job gave me quick assurance that I had a plan to follow and a way to make an income that was regular and consistent."*

Vincent Tago, a seasoned educator and father of two



Parents want the best for their children, and unfamiliar ways of attaining that outcome will naturally create concerns for them. Being products of their environment, like everyone, parents'

willingness to consider e-ship as a possible career option for their children will depend on their own experiences with and towards it.

*"The Issue is Parents are still holding onto the fears of their child being without a career or without a focus. The fear is for their children not amounting to anything. The outlier in this case is the one that is considered the failure."*

Ike Ilegbune, Parent



*"We sometimes project our own fears on our children. Entrepreneurship can represent fear of the unknown and the lack of a safety net for true success. Most parents who are not keen on entrepreneurship for their children have not experienced entrepreneurship themselves. They cannot see the journey of entrepreneurship and only see the usual jobs available and the consistency of salaries."*

Robert Afedzie, Parent

# III. BUILDING A SECURE FOUNDATION:

## HOW E-SHIP FITS IN

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FOR SOME, E-SHIP REPRESENTS INSTABILITY AND HARDSHIP, WHILE FOR OTHERS, IT MEANS INDEPENDENCE OR FLEXIBILITY. YET, IT STILL OFFERS VALUABLE LESSONS TO THOSE WHO ENGAGE WITH IT.

### ENTREPRENEURSHIP BY CHOICE

A successful real estate owner in the United Kingdom and Ghana, Robert Afedzie grew up with an entrepreneur for a mother and a police officer for a father. Through his parents' working lives, he observed what he considered as pros and cons of either side. On the

one hand, his father had the assurance of a monthly salary to support their family. On the other, his mother had the flexibility to run her business as a seamstress, while creating jobs for others.

**"Choosing to follow my mother's route enabled me to learn a key lesson: it is important to have people around you that share a similar passion, vision, and drive."**

Robert Afedzie, Parent



Some people pivot into e-ship after first establishing careers in traditional sectors. Take Njeri Kinyanjui.

*Entrepreneurship came calling for me after 15 years of working in HR corporate. I enjoyed charting my own path and figuring out what I wanted to do and whom I wanted to work with. It was not a hard decision to jump ship from the 9 to 5 game, take the sails, and see where it would take me.*

Njeri Kinyanjui, Parent

Her husband Lawrence, on the other hand, “accidentally” fell into e-ship while working with a group of entrepreneurs. He echoes the popular sentiment of likening e-ship to a side hustle: “during the day you are wearing a tie and then in the evenings and weekends you are in gumboots chasing whatever it is you should be doing.” Volunteering his time to that company helped develop an inner confidence in Lawrence and provided opportunities

for him to solve a unique set of problems and challenges alongside people with different mindsets. What started out as a side hustle turned into a 15-year e-ship journey.

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*Njeri and Lawrence recognized the power of e-ship to create opportunities for their family as well as a pathway to create jobs in their community.*

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### **E-SHIP OUT OF NECESSITY**

Monica Lewis, a Nigerian mother of five boys, studied quantity surveying at university and worked as a surveyor after her national service for a construction company in Lagos. A dip in the construction industry coincided with her being recently married and in the process of starting a family. Facing unemployment and unable to secure another job, Monica turned to e-ship and began importing luxury provision items from the UK to supply to shops.

### **THE UNWITTING ENTREPRENEUR**

Whether pursuing e-ship by choice or out of necessity, these parents highlight some of the opportunities to enable such transitions more intentionally and with the right kind of support. Consider how early preparation might set a young person up for a successful transition into e-ship.

"Being an entrepreneur was hard, as I did not have the proper training on how to be entrepreneurial in the real sense of the word. I remember as a young child selling lemonade with friends to passersby from our house. We sold a cup for 5 cents; made posters to help with advertising our sales and realized a decent amount of money to buy candy. For my parents, (e-ship) was something for me to pass the time and keep me out of mischief. I do not think they realized they were encouraging my entrepreneurial skills. Perhaps if they did, I might have taken being an entrepreneur more seriously. I wish there were something back then on how to run a business, I might have stayed an entrepreneur."

Monica Lewis, Parent

## IV. STEP ASIDE WHILE LEARNING IN: PREPARING YOUR CHILDREN FOR E-SHIP

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The parents we interviewed shared additional insights about how to start addressing personal anxieties about e-ship as a legitimate career option for their children. Njeri Kinyanjui suggests that the absence of personal experience as an entrepreneur might lead parents to think of that pathway as "lazy or risky or even a cop-out." However, rather than projecting these fears onto their children, the interviewees reiterated the call for

parents to expand their knowledge about this area, which is one of the aims of this book. Educator and parent Keza Kavayi encouraged her peers to serve more as a **"figure of clarity"** and less as a **"figure of authority"** in order to unlearn and relearn ways to support children's learning journeys. Additionally, she noted that while we prepare young people for the future of work, "some of our children will need to become job creators."

*We worry about what will come out of the oven yet we do not invest as much time in preparing the ingredients for the meal. Whatever line or career your child is going to choose, we need to focus on building their value systems, teaching them about courage, the importance of problem solving etc. If parents spend time building that core and investing in it, we will be less anxious, because we know the kind of person that they will become.*

Lawrence Kinyanjui, Parent

The call remains clear: parents have an active role to play in their children's education outside the classroom. As Vincent Tago states, "education is now about developing the right skills and attitudes so that learning is not just about acquiring knowledge but also about cultivating an entrepreneurial mindset to become successful."

## V. WHY YOUR BUY-IN COUNTS

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Anzisha's mission to establish e-ship as a career and see more supported transitions to e-ship (from high school and university) rests on an awareness of the opportunities e-ship can unlock. Importantly, parents' belief in the

viability of a career in e-ship can play a vital role in their children's success in that path. In the next section, we delve into the actions you can take today to support your child's transition into e-ship.

# THINK LIKE A PARENT, ACT LIKE A COACH

*"I started my own business out of necessity and to have more control over my family's future. I believe entrepreneurship is the key to solving the lack of jobs for our children, and I am hopeful."*



At African Leadership Academy (ALA), we liken practical entrepreneurship education to a team sport. Key elements include: knowing the rules of the game, training, raising one's fitness and skill levels, working on self and with others, and, of course, coaching. After looking at the concept of e-ship and reading what that means for the parents in Chapter 2, the ball is now

in your court. In this section, we share resources to help familiarize you with e-ship so that you can feel equipped to explore this route more seriously and to better coach your child on their entrepreneurial journey! Like recipes, these resources merely serve as a guide whose ingredients you can play around with until you find what works for you.



### 3 QUICK COACHING TIPS

1. Communicate! Communicate! Communicate!
2. Practice (and model) what you preach.
3. Create opportunities for practice.

## I. GET TO KNOW THE PLAYING FIELD: UNDERSTANDING THE ECOSYSTEM

When it comes to preparing for university or traditional careers after secondary school, parents have resources –blueprints, examples, networks –to draw from for guidance. We can more readily imagine the steps one should take to qualify for admission to University X or to become a teacher, doctor, accountant, and

so on. A transition into e-ship might seem harder to envision because we do not hear often enough about how to actively prepare children for that pathway. As daunting as it may appear, however, we believe parents can equip their children to navigate the world of e-ship as they would any other option for life after school.

# HOW TO EXPLORE E-SHIP AS A CAREER:

## MAPPING OUT THE TRANSITION

*This mapping exercise is a two-step process: first, start with something you know or have tried before, then replicate it with something new. See what that means below.*



**A)** Explore how you would support your child's transition from secondary to tertiary education by responding to the following questions:

1. What information would I seek? Why? How?
2. What activities would I undertake? Why?
3. Who could help me, and how?
4. What else could I do to better support my child in this transition?

### INFORMATION

### ACTIVITIES

### PEOPLE

### OTHER

## YOUR RESPONSES MIGHT INCLUDE:

- Identifying, reaching out to, and learning from **PEOPLE**, including the guidance counselor at your child's school, alumni of the university, your friends or colleagues with ties to the tertiary institution.
- Engaging in **OTHER** activities, for example, seeking internship opportunities to help your child gauge their interest in a particular field of study.
- Seeking out **INFORMATION** about the location, size, course offerings and prerequisites, tuition fees, student-to-faculty ratio at the university, and more.
- Conducting **ACTIVITIES** such as finding out what your child wants to study and visiting university campuses (or their websites).

**B)** Now, repeat the exercise, only this time, think of the steps you could take to prepare your child for a transition directly into e-ship after secondary school.

### INFORMATION

### ACTIVITIES

### PEOPLE

### OTHER





## HOW DID YOU DO?

- Join the Anzisha Parents Community ([anzisha.info/parents](https://anzisha.info/parents)) to see other examples!
- Send a picture of your worksheet to [prize@anzishaprize.org](mailto:prize@anzishaprize.org) and get feedback from the team and other parents!

### DOWNLOAD TEMPLATES

[In Word](#) | [In PDF](#)

## WHERE ARE THE OPPORTUNITIES?

Untapped opportunities for accelerating growth exist in a number of sectors. You and your child could begin to explore entrepreneurship opportunities in the following areas:

### AGRIBUSINESS:

Employment share of agriculture is 49% in Africa (*Source: ILO, 2020*)

Can you start without capital in this sector? YES ☐ NO ☐

### EDUCATION:

One of the single largest industries, education makes up 6% of global GDP. Education will be a \$7 trillion dollar industry by 2025 (*Source: HolonIQ*)

Can you start without capital in this sector? YES ☐ NO ☐

### HEALTH:

"ILO estimates suggest that each health worker position created will generate 2.3 jobs in non-health occupations"; Employment creation potential by 2030 estimated at 129 million to 173 million jobs in the health, social, and related sectors (*Source: ILO, 2016*)

Can you start without capital in this sector? YES ☐ NO ☐

### INFRASTRUCTURE:

Can you start without capital in this sector? YES ☐ NO ☐

### GOVERNANCE:

Can you start without capital in this sector? YES ☐ NO ☐

### THE ARTS:

Can you start without capital in this sector? YES ☐ NO ☐

## II. TALK ABOUT E-SHIP: A FRAMEWORK FOR COACHING CONVERSATIONS

Good coaches show empathy and a desire to bring out the best in others. When wearing your coach hat, resist the temptation to always give advice or have the last word! Rather, focus

on directing a coaching conversation to a point where your child feels heard, able to reflect on their actions, and empowered to seek solutions to challenges they may face.

### KEY INGREDIENTS



- Acceptance - avoid judgment
- Active listening - look out for verbal and non-verbal messages, and listen to understand
- Effective Inquiry - ask questions to enable insight and growth
- Empathy - try to put yourself in your child's shoes

*Adapted from the African Leadership Academy's Coaching Code*

These strategies seem pretty straightforward, and yet many of us struggle to apply them even in conversations with our peers. A good coach takes time to get to know and understand the individual or teams they work with. To build out your child's e-ship transition map, you will

need to guide them in exploring and articulating their interests, strengths, and passions. Through coaching conversations, you can invite your child's participation in this exercise and help them walk away with new insights about themselves.



### WHAT IS YOUR PERSONALITY TYPE?

*Do you consider yourself an entrepreneurial thinker and doer?*

Take the free personality test at [16personalities.com](https://16personalities.com) which assesses:

- How we interact with our environment (**Mind**);
- Where we direct our energy (**Energy**);
- How we make decisions and cope with emotions (**Nature**);
- Our approach to work, planning, and decision-making (**Tactics**); and, finally,
- How confident we are in our abilities and decisions (**Identity**).  
Find out whether you fall in the *Analyst, Diplomat, Sentinel, or Explorer* category!

The tool differentiates each of these personality types further.  
*Do you agree with your result?*

An awareness of one's personality type can lead to a necessary exploration and deeper understanding of what we define as one's purpose. At ALA, the first unit in the Entrepreneurial Leadership course helps students think about their purpose and what

they want to achieve in life, generally speaking. While thinking about their long-term goals, they also map out how their two years at ALA will serve as a bridge to that future. One resource they use for this exercise is the PICS toolkit.



1. Take a moment to guide your child through an exploration of their PICS: passions, interests, causes you care about, and skills.
2. Download the full worksheet from [anzisha.info/pics-worksheet](http://anzisha.info/pics-worksheet)

## PASSIONS

*What activities make you feel alive?*

## INTERESTS

*What would you do on a free Saturday?*

## CAUSES

*What issue(s) would you eliminate if you could?*

## SKILLS

*What is something people find difficult that you do easily?*



3. After completing the exercise, reflect on your responses using the following questions:
  - a. What do you notice? What stands out to you about your PICS?
  - b. How do they relate to your personality type?

Coaches may not always get it right, but the good ones try to understand their coachees (e.g. their strengths, areas for improvement, and motivators) and stay knowledgeable about

the game. Understanding your child's PICS will better inform how you build out the quadrants of the e-ship transition map.

# START NOW

- Listen to certified integral coach Akunna Onwu outlining a three-part methodology for coaching conversations: coaching for understanding, for possibility, and for action. (This interview is part of the In Conversation With series.)  
Link: <https://www.youtube.com/watch?v=xpQMEqmBKI4&feature=youtu.be>
- Are you as good a listener as you think? Test your listening skills here: <https://www.psychologytoday.com/za/tests/personality/listening-skills-test>
- Stay on top of the e-ship game by joining the Anzisha Parents Community at [anzisha.info/parents](http://anzisha.info/parents).



## HOW ENTREPRENEURIAL ARE YOU?

Take this entrepreneurial potential self-assessment: <https://www.bdc.ca/en/articles-tools/entrepreneur-toolkit/business-assessments/self-assessment-test-your-entrepreneurial-potential>

Listen to a conversation where Temilola Adepetun, a mother of three sons, talks about how she has tried to model entrepreneurial behavior and thinking at home. You might find inspiration or feel validated by hearing some of her strategies! Link: <https://youtu.be/sqlPOXxKhOM>

# III. MODEL E-SHIP:

## SHOW YOUR CHILD DIFFERENT ROADS TO E-SHIP

A coach typically has experience in their field of work. For example, junior teachers receive coaching from their more experienced colleagues, and some former professional football players even go on to coach national teams. Applied to e-ship, this practice might suggest that only entrepreneurs can coach young people in their entrepreneurial journeys. Indeed, parents have cited this concern as one source of their intimidation or sense of helplessness. Guess what, though? Entrepreneur or not, you,

too, can coach your child on their entrepreneurial journey! (Recall the definition of entrepreneurialism in the key terms section.) We cannot emphasize this point enough. We created the Anzisha Parents Community precisely because we recognize the important role you can and should play in the youth entrepreneurship ecosystem, starting in your own household. Beyond that, make other role models visible to your child.

### ROLE MODELS MATTER!

Introduce your child to other young Africans who have pursued entrepreneurship during or after their secondary school years. The Anzisha Prize compiled a series of stories to detail how each entrepreneur has overcome challenges on their entrepreneurial journey and gone on to build successful ventures in their communities. More accessible to your child than big-name billionaire entrepreneurs such as Richard Branson or Bill Gates, the Anzisha fellows' stories show more realistic and relatable experiences of youth entrepreneurship in Africa. Read more at [anzisha.org/ItStartsWithYou](https://anzisha.org/ItStartsWithYou).



### KEY INGREDIENTS

- **Visible and accessible role models:** show your child the characteristics, skills, and behaviors
- **Growth mindset:** stay curious and view mistakes and failures as learning opportunities
- **Transparency:** be brave and humble, as you model risk-taking and a willingness to fail forward

By providing role models, you also introduce your child to the “rules” of the e-ship game. They get to see that, while transitions into e-ship come in many different forms, certain habits, skills, and mindsets lay a solid foundation for the journey.

## IV. PRACTICE IT:

### TRAIN YOUR CHILD TO NAVIGATE THE E-SHIP SECTOR

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Drawing from old studies of expertise, the author Malcolm Gladwell popularized the 10,000-Hour rule, which essentially says becoming really good at something requires a lot of deliberate practice. This seems

obvious when we think about such activities as playing a sport or learning a new instrument. So, how can you apply this method to developing entrepreneurialism?



#### KEY INGREDIENTS

- **Authenticity:** use real-life situations to safely practice key skills and mindset.
- **Challenges:** set targets that stretch your child's learning enough to motivate –but not discourage – them.
- **Empathy:** we encourage a willingness to practice what you preach (as the previous section suggests) so you can better understand the process your child might go through.
- **Feedback:** track growth, identifying opportunities for improvement and celebrating wins.

*"We need to let our children expose themselves to various situations and study their interests. This could lead them towards their passion. We should never impose parents' wishes upon kids, but rather allow the kids to choose their own stream."*

Priyabrata Mandal, Parent



What skills and knowledge will your child need for entrepreneurship? Think of the people, activities, and opportunities that can help them develop these skills and acquire that knowledge.

## WHAT THEY SHOULD KNOW & BE ABLE TO DO

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Realize that you may not have to create opportunities to practice from scratch. A simple first step could be involving your child in activities that already take place in your household or community. Ultimately, knowing where the

opportunities and your child's interests intersect will help you work backwards with them to the information, activities, networks, and other resources required to facilitate a transition into e-shop.

## ENGAGE YOUR CHILD'S SCHOOL

DOWNLOAD our list of 10 questions to ask your child's school (updated annually!) at [anzisha.info/ask-your-school](http://anzisha.info/ask-your-school).



# FINAL THOUGHTS

Now that you have come to the end of this book, how confident do you feel about your preparedness to support your child's exploration of entrepreneurship?

How has your response changed from when you started?

**How confident do you feel about your preparedness to support your child's exploration of entrepreneurship?**



## JOIN OUR PARENTS COMMUNITY

This community is geared towards families seeking both a support network and guidance to cultivate their children's entrepreneurial aspirations. In this judgement-free community, you can gain access to practical, adaptable resources to facilitate your child's post-secondary transition in a rapidly changing world. Join this network and find out how you could support your child's steps on their entrepreneurial pathway: [anzisha.info/parents](https://anzisha.info/parents).

*"The best way to combat fear is with knowledge. Creating an opportunity for parents to hear from other parents with children who are entrepreneurs could really reduce anxiety."*

Njeri Kinyanjui, Parent

## GET INVOLVED

We invite you to participate in information - and experience - sharing sessions as well as workshops with other parents. Whether you participate as an attendee or a facilitator, we welcome your candor and open-mindedness. Subscribe to the parents' newsletter and follow us on social media (@anzishaprize) to make sure you never miss updates on this community's activities!



### **Keep Learning!**

*Invest in learning about e-ship! Familiarize yourself with the world of e-ship. Start with the resources in the appendix of this book. The selection is far from exhaustive, but it will help deepen your understanding of e-ship and entrepreneurialism.*



African Leadership Academy student and their parent

# APPENDIX

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## FURTHER LEARNING

### RESEARCH

- **Unlocking Africa's Hidden Job Creators**  
<https://anzisha.info/11lessons>
- **Very Young Entrepreneur Scenario for Africa:**  
<https://anzisha.info/scenarioreport>
- **Secondary Education in Africa:** Preparing Youth for the Future of Work, Mastercard Foundation, July 2020  
<https://doi.org/10.15868/socialsector.35972>
- **The Fourth Industrial Revolution: Are you ready?**  
<https://www.pwc.com/us/en/library/4ir-ready.html>
- **Towards an entrepreneurial culture for the twenty-first century:** stimulating entrepreneurial spirit through entrepreneurship education in secondary schools.  
[UNESCO/ILO2006](#) (Salzano, Bari, and Haftendorn)

### INTERVIEWS

- In this interview, the then-President and CEO of Junior Achievement Africa, Elizabeth Bintliff, speaks about the future of work and parents' concerns about their children's entrepreneurship endeavors:  
<https://youtu.be/LsMytCt2Ljw>
- We are grateful to the parents who shared their experiences and insights with us: Ike Ilegbune, Keza Kavayi, Lawrence Kinyanjui, Monica Lewis, Njeri Kinyanjui, Nkembo Kiala, Robert Afedzie, and Vincent Tago. Read more from their conversations at [anzisha.info/ptb-interviews](https://anzisha.info/ptb-interviews).

## TOOLS

- Original Idea for Development (OID): this toolkit focuses on developing creative solutions to real-world problems, starting with needs identification and ideation. Build on your child's PICS.
- Business Model Canvas(BMC): once your child has decided on their OID,they can use this basic template to develop a business venture from it.

## ARTICLES

- **Entrepreneurial skills:** The skills you need to start a great business ([https://www.mindtools.com/pages/article/newCDV\\_76.htm](https://www.mindtools.com/pages/article/newCDV_76.htm))
- **What are the 21st century skills every student needs?** (<https://www.weforum.org/agenda/2016/03/21st-century-skills-futurejobs-students/>)
- **4 trends that are shaping the future of work** (<https://www.entrepreneur.com/article/353861>)
- **The future of work and pivotal role of youth entrepreneurship in Africa** (<https://ventureburn.com/2020/06/the-future-of-work-and-pivotal-role-ofyouth-entrepreneurship-in-africa-opinion/>)
- **TVETipedia Glossary** (<https://unevoc.unesco.org/home/TVETipedia+Glossary/filt=all/id=191>)
- **EU Skills Panorama (2014) Entrepreneurial Skills AnalyticalHighlight**, prepared by ICF and Cedefop for the European Commission ([https://skillspanorama.cedefop.europa.eu/sites/default/files/EUSP\\_AH\\_Entrepreneurial\\_O.pdf](https://skillspanorama.cedefop.europa.eu/sites/default/files/EUSP_AH_Entrepreneurial_O.pdf))

*What resources on this topic have you come across that you would want to share with other parents? Tell us more!*



The Anzisha Prize seeks to fundamentally and significantly increase the number of job-generative entrepreneurs in Africa.

We test, implement, and then share models for identifying, developing, and connecting high potential, very young entrepreneurs (15-22 years old) –and their parents and teachers.

These efforts will ensure our ecosystem’s collective success in creating a pipeline of entrepreneurs with the capabilities for scale.

The Anzisha Prize is a partnership between African Leadership Academy and Mastercard Foundation.



African Leadership Academy seeks to transform Africa by developing a powerful network of entrepreneurial leaders who will work together to achieve extraordinary social impact. Each year, ALA brings together the most promising young leaders from across Africa for a pre-university program in South Africa with a focus on leadership, entrepreneurship, and African Studies. ALA continues to cultivate these leaders throughout their lives by providing ongoing training and connections to networks of people and capital that can catalyse large-scale change. For more information, visit [www.africanleadershipacademy.org](http://www.africanleadershipacademy.org).



The Mastercard Foundation works with visionary organizations to enable young people in Africa and in Indigenous communities in Canada to access dignified and fulfilling work. It is one of the largest, private foundations in the world with a mission to advance learning and promote financial inclusion to create an inclusive and equitable world. The Foundation was created by Mastercard in 2006 as an independent organization with its own Board of Directors and management. For more information on the Foundation, please visit: [www.mastercardfdn.org](http://www.mastercardfdn.org)

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