

The Impact of Semilla:

Outcomes of Employment on Salespersons



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based collaborations, and development consulting services, WDI creates long-term value for its partners in emerging markets. More information on the WDI team working on this study can be found in **Annex A**.

RESEARCH APPROACH AND FINDINGS

To explore these challenges, we, the team, used the BoP Impact Assessment Framework (BoP IAF) which provides managers with a robust and systematic approach to understanding a venture's influence on local buyers, sellers, and communities (London, 2009). The BoP IAF has been used to examine poverty alleviation impacts of ventures in various geographies and sectors across the globe including in Mexico (London & Esper, 2014; London, Esper, & Fatehi, 2014; London, Esper, Grogan-Kaylor, & Kistruck, 2014). The framework accounts for a variety of possible positive and negative poverty alleviation impacts by assessing three areas of well-being:

- The economic dimension of well-being explores an individual's short- and long-term financial resources, including income, savings, debt, and expenditures. However, economic indicators only provide insight into one aspect of poverty (Hulme & Shepherd, 2003; Kakwani & Silber, 2008; United Nations Development Programme, 1990; World Bank, 2001).
- The poverty an individual experiences is also affected by their capability to change their circumstances (Sen, 1999). Capability well-being encompasses an individual's agency, such as the knowledge and skills that the individual possesses as well as the state of the individual's psychological health and physical health (London, 2009).
- Relationship well-being assesses the degree to which connections with others and the local environment affect an individual's access to opportunities and resources (Chambers, 1997; Narayan, Patel, Schafft, Rademacher, & Kock-Schulte, 2000).

More information on the framework can be found in **Annex A**.

We divided the study into two parts: a strategic analysis to gain a deep understanding of the project's holistic set of impacts, followed by a performance analysis to identify and track potential improvements in key indicators over time. This methodology ensured that all stakeholders' voices were heard and incorporated into solutions to improve the project's model. Additionally, we worked closely with our partners-- Danone Ecosystem Fund and Semilla-- to co-create the research design and select prioritized indicators to assess impact on Semilla's salespersons.

STRATEGIC ANALYSIS METHODS

The strategic analysis was a highly interactive process that engaged external experts and a range of key stakeholders to identify and prioritize impacts using the BoP IAF. We first reviewed literature on the impact of formal employment with benefits and life skills training on low-income individuals. This desk research was conducted to assess potential impacts of Semilla on their salespersons. After a visit to Mexico City in January 2013 to introduce ourselves to management, have in-depth conversations about the model with the leadership team, as well as visit Semilla micro-depots in-person, we embarked upon a thorough review of relevant empirical and theoretical literature. This second literature review included a focus on women at the Base of the Pyramid in Mexico, violence against women in Mexico City, entrepreneurship in the informal economy, micro-enterprise success, employee retention and issues of low motivation among salespersons. We also reviewed best practices on data collection strategies in similar contexts to adapt our research. This literature review was supplemented with conversations with the project team and other experts. Both the field visit and literature review provided key insights into potential impacts, and later when developing recommendations.



In May 2013, we verified, enriched and identified additional impacts on Semilla's salespersons through in-depth, in-person, qualitative interviews with local stakeholders in Mexico City. We used rigorous, established research strategies during the qualitative data collection which included data collected in the form of documents, interviews, photographs, and observations (Eisenhardt, 1989; Miles & Huberman, 1994). Interviews began with Semilla's management team in Santa Fe and were followed by interviews with microdepot management-- zone chiefs and sales supervisors. A large number of interviews were conducted with Semilla's salespersons across five microdepots (new hires with a few days of experience, those who had been there for a few weeks, and veterans who had been with Semilla for more than a year). We also spoke with salespersons who had left Semilla to understand their reasons for doing so and any impacts they experienced while working for the project. We also interviewed Semilla's customers and social facilitators who interacted with salespersons. We had conversations with Semilla's key partners including Cauce and Ashoka as well as with other expert organizations including IMIFAP, Cauce Community Center, Fundación Origen, Cirklo and Bitacora. In total, 49 interviews were conducted: ten with salespersons; 11 with senior management; 11 with customers; three with microdepot supervisors; one with a zone chief; two with ex-salespersons; three with social facilitators; and eight with experts/partners. For more details on the types of questions asked during these interviews, please see **Box 1**.

Detailed summaries of each interview were developed (Eisenhardt, 1989). For each interview summary, impacts were identified and coded based on the type of well-being (Miles & Huberman, 1994). Impacts were prioritized across interview summaries based on their magnitude and likelihood of occurring. Magnitude describes the significance the impact is expected to have on the specific stakeholder. In other words, how much of a change, whether positive or negative, can each impact be expected to produce? Likelihood describes the probability of an individual within a specific stakeholder group to feel the effect of a specific impact within the next year. This analysis emphasized careful coding and triangulation across data sources to confirm findings.

Box 1: Details on the content of qualitative interviews

During this qualitative data collection, we developed and used interview protocols with a standard set of open-ended questions and follow-up probes to explore the impacts identified in the literature review as well as to identify additional impacts on salespersons. The protocols assessed both direct and indirect impacts across three areas of well-being: economic, capability, and relationship. To explore these impacts on salespersons, we employed several strategies in our interview protocols. For instance, we asked questions that focused on comparing salespersons current lives to their lives before they began working at Semilla. We probed into why and whether the respondent felt these changes were due to Semilla and also encouraged respondents to explore both positive and negative impacts.

Information gathered from the interviews was reviewed daily which allowed us to recognize emerging patterns (Eisenhardt, 1989; Miles & Huberman, 1994). This ongoing monitoring of the interview process also allowed us to identify any sources of variation during data collection, which provided the opportunity to probe further into key impacts in new interviews until saturation was reached, i.e. when additional data collection did not yield new information. Respondents were read a privacy notice before the interview to inform them of the purpose, content and structure of the interview, and their rights, including the ability to skip questions or end the interview at any time. Interviews were only recorded with the consent of respondents. A small canvas shoulder bag was given to respondents to thank them for their time. When necessary, interviews were conducted with the assistance of translators and more sensitive questions were asked toward the end of the interview, after having developed a rapport with the interviewee.

STRATEGIC ANALYSIS FINDINGS

The resulting prioritized impacts from the strategic analysis were shared and finalized with Danone Ecosystem Fund and Semilla.

Table 1 (below) includes the list of these identified prioritized impacts.

Table 1. Prioritized Impacts from the Strategic Analysis Phase

Economic Well-Being	Change in income (individual and household-level)
	Change in perception of economic stability (individual and household-level)
	Change in debt (household-level)
	Change in savings (household-level)
	Change in financial worries (household level)
Capability Well-Being	Change in communication skills
	Change in sales skills
	Change in self-esteem (sense of worth and value) ⁴
	Change in self-efficacy (power to change their life) ⁵
	Change in work empowerment ⁶
Relationship Well-Being	Change in parenting behavior
	Change in violence
	Change in access to formal sector
	Change in community status
	Change in family empowerment
	Pride in working for Semilla (asked at endline)

4 Self-esteem is defined as our opinions about ourselves. It is our sense of worth and value (Mayo Clinic Staff, 2014).

5 Theory on self-efficacy was developed by Albert Bandura. Self-efficacy is “the belief in one’s capabilities to organize and execute the courses of action required to manage prospective situations” (Bandura, 1995). Self-efficacy is important because Bandura found that persons with low self-efficacy may step away from difficult tasks while those with high self-efficacy will see the task as a challenge to be mastered and commit to accomplishing them. Those with high self-efficacy recover from failures as they see skills and knowledge to overcome set-backs as achievable (Bandura, 1993).

6 This measure includes multiple facets and their alignment to one’s work, including: meaning, competence, self-determination and impact (Spreitzer, 1995).

We developed the research design taking into account Semilla’s model, the goals of the study and the challenges faced by the project, keeping in mind commonly accepted scientific principles of research design. Our design consisted of a treatment and comparison group.

PERFORMANCE ANALYSIS METHODS

The performance analysis included the survey development, data collection, data analysis, and results preparation sub-phases. Prioritized impact indicators identified in the strategic analysis phase were quantified in the performance analysis phase.

SURVEY DEVELOPMENT

The survey development phase began by identifying existing measures that captured the impacts identified in the strategic analysis. To ensure reliability and validity of questions, we looked for extant measures that had already been used in similar contexts and with populations with similar characteristics as Semilla’s salespersons. When we could not find an appropriate existing measure, we developed our own questions. The team also examined survey best practices for these populations to help ensure the survey questions, order and formats were appropriate. In addition to the WDI team, survey methodologists reviewed the survey and provided feedback. A Mexico City-based survey research firm with a variety of experiences conducting surveys with populations similar to ours also provided us with feedback.



The survey was then carefully translated by the survey research firm. The translated survey was pre-tested with the target population (both a treatment and comparison group) through cognitive interviews in January 2014 (Willis, 2005). For more information on cognitive interviews please see **Box 2**. In total 24 cognitive interviews were conducted by WDI in partnership with the firm. The interview team debriefed after each day of cognitive interviews and discussed strategies for adjusting the survey for the next day. One result of the cognitive interviews was the development of showcards (see **Figure 4** for an example used with the survey) for the respondents to use to respond to questions with Likert scales that asked respondents how much they agree or disagree with a statement.

Box 2: Cognitive interviews

Cognitive interviews are designed to study the cognitive processes – knowledge and reasoning– of the interviewee when answering the survey. During this process words and phrases that are unfamiliar to, misinterpreted by or inappropriate for the population in the questions, responses and instructions are identified and revised. The cognitive interview process allows testing the feasibility of the translated questionnaire as well as whether the goals of the original questions are maintained. The ability of the respondent to answer questions is also assessed, including the ability of the respondents to retain information. Cognitive interviews continue until no new issues with the survey are found. The results of the cognitive interviews are reviewed by the team and the survey is updated based these findings.

The updated survey was re-translated in partnership with a Mexico City-based research firm that has much experience conducting surveys with low-income populations. We piloted the updated survey with our local research partner in March 2014. The pilot also served as a test of all data collection processes before actual baseline data collection began. Before the pilot, WDI conducted a training of the interviewers where the local team was introduced to the study, methodology, Semilla, and the goals of the research.

During the training, we discussed the purpose of each question in the survey. The interviewers also practiced administering the survey to one another before administering the survey to the target population. During the pilot, interviews were conducted with three current salespersons, two former salespersons, ten newly hired salespersons and 15 individuals representative of the comparison group. We debriefed with the interviewers at the end of each day and made any necessary revisions to the survey. Using findings from the pilot, we refined the survey instrument including the relevant *showcards* and the data collection process. At the end of April 2014, we reached the final instrument and process to be used during baseline and endline data collection. The final survey included measures (listed below) to capture changes in economic, capability and relationship well-being.

Figure 4. An Example Showcard Used with the Survey



Economic well-being:

- *Individual income* questions were adapted by from the World Bank’s Living Standards Measurement Survey (LSMS) (The World Bank, 1980). This survey has been used in more than 30 countries. The survey measure used for Semilla captured weekly income from multiple sources of income. Respondents were asked how they were paid for each source of work (cash, direct deposit etc.), if they paid taxes, frequency of payment, and days per week and hours per day worked for that job.
- *Household income* was assessed using questions developed in partnership with a team that had experience collecting household income data from low-income individuals in Mexico City. Respondents were asked how many individuals in the household and outside of the household contributed to the household income. Respondents were also asked how much money the household received from subsidies, aid and scholarships.
- *Individual economic stability* and household economic stability were assessed by asking respondents how much they agreed or disagreed with a single item statement. For individual income stability the statement read “I bring home the same amount of money from week to week” and for household income stability the statement read “The total amount of money the household makes is the same amount of money from week to week”.
- *Household debt* was assessed using the single question “Including your family, friends, employer, landlord, bank or government agency, what is the total amount of money your household owes?”
- *Household savings* were assessed by the single question “What is the total amount of savings that your household currently has?”
- *Household financial worries* were assessed through three statements that required respondents to agree or disagree with each statement.

Capability well-being:

- *Communication skills* were measured using the Referential Skills section of the Retained Communication Functions Questionnaire (CFQ). We adapted the measure by changing the order of items such that similar items were not asked together. We also adjusted the wording of the items based on findings during the pretest and pilot. The Cronbach’s alpha was 0.65.
- *Sales skills* were measured using a shortened version of the Adaptive Selling Scale (ADAPTS) developed by Robinson and Williams in 2002. We changed the original 1-4 response scale to a 1-7 response scale in order to reduce confusion from

switching between different response scales throughout the survey. This change was a recommendation from a team with experience conducting surveys in Mexico City with low-income individuals. Based on the findings from the pretest and pilot we also changed the wording of some of the items including changing all items to the present tense. We also changed the order of the items such that no two items asking similar concepts followed immediately after one another. The Cronbach's alpha was 0.81.

- *Self-esteem* was measured using the Rosenberg Self-Esteem Scale. Similar to what we did for the ADAPTS scale, we changed the 1-4 response scale to a 1-7 response scale to reduce the number of different scales used in the survey. During the pretest, we found that three of the negatively worded item statements confused respondents and their responses did not reflect how they actually felt. Therefore we reframed these items to be positive. We also changed the items to reflect how the respondents felt in the past week as opposed to how they felt in general. The Cronbach's alpha was 0.74.
- *Self-efficacy* was measured using the General Self-Efficacy Scale. Similar to other scales, we adjusted the response scale from 1-4 to 1-7. We adjusted the wording on a few items based on findings from the pretest. We also changed the questions to reflect how the respondents felt in the past week as opposed to how they felt in general. The Cronbach's alpha was 0.90.
- *Work empowerment* was measured using the Psychological Empowerment Instrument composed of 4 sub-dimensions including meaning, competence, self-determination and impact. We adjusted the scale to the past tense and added "I felt" to the beginning of each item. We also removed two of the items within the meaning dimension as respondents felt that all three items were asking the same thing. We adjusted the wording of one of the items to change 'department' to 'unit'. The Cronbach's alpha was 0.92.

Relationship well-being:

- *Parenting behavior* was measured using questions originally developed as part of the National Institute of Child Health and Human Development (2008) that have been used in previous research in Latin America in the Santiago Longitudinal Study (Ma, Han, Grogan-Kaylor, Delva, & Castillo, 2012; National Institute of Child Health and Human Development, 2008). The wording was adapted such that it was framed from the perspective of parents, rather than children. The scale was also reduced to six items which had a Cronbach's alpha of 0.71. We also adjusted one of the response options from 'always' to 'very often'.
- *Violence experienced* at home from a partner and in the community was measured using an adapted version of a survey used by the World Health Organization to assess women's health and life events across multiple countries. We adapted the items by removing items that might make the respondent uncomfortable. This included removing the moderate, severe and sexual violence sections of the original measure and all physical violence related items except one about pushing. Thus we only asked respondents about psychological violence in addition to a single question about physical violence. We also adapted the measure by asking about community violence in addition to violence experienced from a partner. The original measure only included questions about violence experienced from a partner so we repeated these and changed 'partner' to 'community'. The Cronbach's alpha was 0.76.
- *Access to formal sector* was measured using a scale created by us. Respondents were asked how satisfied they were with different elements of their 'colonia' such as safety and cleanliness as well as their access to different services. The Cronbach's alpha was 0.89.
- *Community status* was measured using the MacArthur Scale of Subjective Social Status. We adapted the measure to a single question that asked respondents to compare themselves to others in their 'colonia' (local community). We also changed the response mechanism from a ladder and provided the following response options: much higher, higher,



same, lower, much lower than most people in their 'colonia'.

- *Family empowerment* assessed changes in an individual's empowerment and role in their family. The measure was created by modifying a self-efficacy multi-item question that assessed an individual's empowerment in the community. To adjust the scale we replaced 'community' with 'family'. We adjusted the wording of some of the items based on findings during the pretest and pilot. The Cronbach's alpha was 0.72.
- *Pride in working for Semilla* was measured through a single question: "I feel proud working for Semilla", where the respondent was given a choice from very strongly disagree to very strongly agree. We developed this question ourselves.



A qualitative section was also included in the survey to explore different facets of the Semilla experience in more detail. This section included questions to identify what salespersons liked best about working at Semilla as well as least about working there; how salespersons used their benefits, and what skills they learned. They were also asked about their experiences with supervisors and other salespersons. We also asked them to share stories about how their lives had changed since they joined Semilla e.g. what they now did for their community, their role in household decision-making, as well as stories on other related topics. We asked them what kind of improvements they wished to see at Semilla. Individuals that left Semilla were also asked to share more about why they left.

Other variables gathered through the survey included: gender, age, education, civil status, number of people in the household, number of children in the household, sales administrative level at Semilla, route difficulty (with respect to sales), route safety and types of customers on route. Information was also collected from Semilla for each salesperson included in the study. These variables included the microdepot where they work, income earned per week, kilograms sold per week, weekly Semilla salary, 'Skills for Life' training modules received, if they took the sales diploma training and date and reason for leaving Semilla if applicable. The survey used at endline can be found in **Annex C**.

DATA COLLECTION

The baseline survey was conducted with newly hired salespersons on their first day at Semilla before they began their training. A follow-up survey (the endline survey) was conducted six weeks later to assess changes in the impact variables. If the salesperson left before six weeks, the survey was conducted soon after they left. However, due to the challenges involved in tracking a salesperson or conducting an interview at an appointed time, the duration between interviews took longer than six weeks in some cases. Salespersons who were working with Semilla at the time of the endline survey (after six weeks of hire) are referred to as 'stayers'. Those salespersons who left Semilla before the end of six weeks are referred to as 'leavers' in our report.

A comparison group was also included in the study for purposes of a counterfactual. Please see **Box 3** for details on why a comparison group was used. A person from the comparison group was interviewed at the same time as a salesperson from the treatment group, both at baseline and again six weeks later. Several selection filters were used to help ensure that the individuals in the comparison group were as similar as possible to persons in the treatment group including Semilla's recruitment filters. These included the following filters: over 18 years of age and has previous sales experience.⁷ We applied the criteria that individuals in the comparison group must have completed secondary school as the relevant proxy for a math test given by Semilla during recruitment interviews. We also applied additional filters to ensure the individuals in the comparison group were from a similar neighborhood as the microdepot, had a previous income of 1100 pesos/week and had not worked at Semilla before. We did not

⁷ Though Semilla informed us that they applied the following filters namely age greater than 18 years and previous sales experience, we found salespersons in our treatment group sample who were 16-18 years of age and also those salespersons that did not have prior sales experience.

include individuals in the comparison group who were not looking for employment, as those individuals were likely to differ from new salespersons at Semilla who were motivated to look for work. Thus the comparison group could include individuals that were employed in either the formal or informal sector or unemployed but currently looking for work (see **Figure 5**).

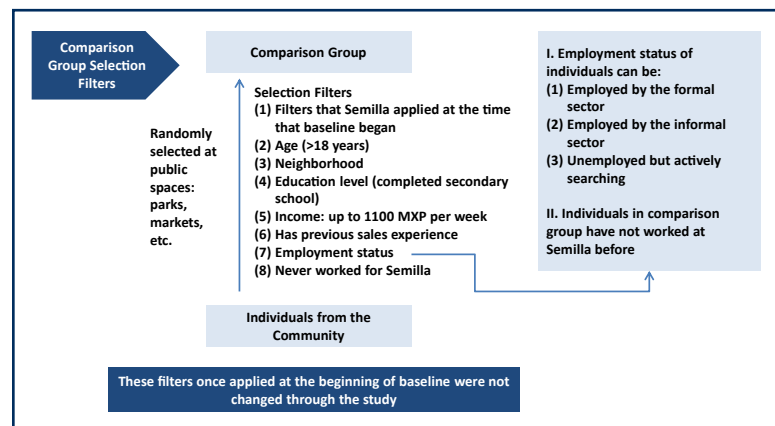
Box 3: Why use a comparison group?

In a study without a comparison group, researchers might observe a change in the treatment, or intervention group under study. For example, researchers might observe improvement in outcomes like self-esteem, mental health, or income in a treatment group. Researchers might conclude that the increases in these outcomes were due to the intervention or program. However, it is possible that improvements in these outcomes occurred for other reasons. For example, people might naturally increase in self-esteem as they have a longer history, or become more comfortable, with a particular employer, regardless of the particular employer. Or employees might naturally increase their ability to earn income, the longer their work history, no matter with whom they work. Alternatively, there might be events in the larger world that have an effect on outcomes like self-esteem, mental health and income. For example, policy changes that affect low income people, like changes in taxation, minimum wage policies, labor protections, or policies that affect low income neighborhoods, might lead to improvements in these outcomes. In a study with only a treatment group, it is impossible to ascertain whether improvements, or worsening, of outcomes for study participants is due to the treatment or intervention itself, due to a process of change within study participants, or due to events in the outside world. Thus, researchers commonly employ a comparison group of individuals who are demographically similar to those in the treatment or intervention group. By using a comparison group, researchers can with more certainty attribute improvements in outcomes to the treatment or intervention. Researchers can rule out the alternative possibility that improvements in outcomes are due to natural maturation or growth in individuals, or to events in the outside world.

We engaged in extensive conversation with a number of local community partners to develop a recruiting strategy for the comparison group. We engaged in conversations with Promarket, a recruiting firm that recruits workers from the low-wage labor market for a number of companies, including Semilla. As a result of these conversations, we decided to recruit participants from a number of venues in order to bolster the potential representativeness of our sample. We recruited members of the comparison group at parks, markets and other public spaces that were identified as likely sources of the type of workers that would be similar to those who were recruited by Semilla. Thus, in essence, our recruiting process mirrored the same process as Semilla’s during salesperson recruitment.

Prior to the start of baseline, we conducted a refresher-training program for our interviewers on the survey and the data collection process to ensure a rigorous process and collection of high-quality data. Baseline data collection began May 7, 2014 and was completed November 5, 2014. Due to the unique design based on Semilla’s hiring needs of 5-15 salespersons at each microdepot, the baseline lasted till November 2014 to attain the required sample size. Endline data collection began six weeks after baseline on June 18, 2014 and ended on December 17, 2014. The final baseline sample consists of 441 treatment interviews and 401 comparison group interviews. The final endline sample consisted of 439 treatment interviews and 401 comparison interviews (see **Table 2** below). We maintained close oversight (phone calls, emails, text messaging) with our data collection partner during the data collection period of our study. Considerable efforts were made by our local data collection partner in reaching a salesperson at baseline and then again at endline. Even more significant, were efforts made to reach salespersons who had left Semilla before six weeks i.e. ‘leavers’. The data collected was monitored closely during data

Figure 5. Composition of the comparison group



collection; we conducted bi-weekly review and analysis of the databases received from our partner. We compared the treatment group to the comparison group in these early analysis efforts to ensure that the two groups were similar.

To gain a better understanding of the longer term impacts of working at Semilla, we also collected quantitative and qualitative data from individuals who had worked at Semilla for over a year and to whom we refer as ‘long-term salespersons’. Quantitative data was collected by conducting the endline survey questionnaire with 51 long-term salespersons, and qualitative data was collected through in-depth interviews with nine individuals. One in-depth qualitative interview was also conducted with a leaver who worked at Semilla for only two weeks (case studies and transcripts of these interviews can be found in **Annex D**).

Table 2. Final Sample in the Study

Group	Baseline interviews conducted	Endline interviews conducted
Newly hired salespersons	441	439
Long-term salespersons (LTSP)	Not applicable	Quantitative: 51 Qualitative: 9
Comparison Group	401	401

Our research design, informed consent form and survey were reviewed by the University of Michigan’s Institutional Review Board (IRB)⁸ to ensure ethical research. All salespersons were treated with respect and the interview began only on receiving the signed informed consent form. Salespersons were informed that they could stop the survey at any time or choose to give no answer to a specific question. Surveys were conducted outside the microdepot or further away in an area with privacy such that the salesperson could speak freely to the interviewer. A thank you gift was given to each respondent after the endline survey was completed.

ANALYSIS STRATEGY

In order to analyze the data, we first examined the data for outliers and anomalous values. We cleaned the data thoroughly. We then closely examined the descriptive statistics for all variables. Initial exploratory analyses made use of bivariate statistical techniques such as correlations and crosstabs to analyze the data. For many outcomes, we ultimately ran multivariate regression models to examine the unique yet simultaneous relationships of a number of predictors with outcomes of interest.

We included four demographic variables i.e. gender, age, education level and civil status to examine the degree to which certain demographic characteristics might be associated with the outcomes of interest in this report. For example, we investigated gender to understand whether being male or female affected retention or the amount of product sold by a particular salesperson. We also investigated age to examine the degree to which a higher or lower age might be associated with differences in one’s view on staying at an organization, or ability to make more sales. Similarly we investigated education level and marital status to examine the degree to which these demographic characteristics might have an association with retention or sales. Similarly, we included route safety and route difficulty to examine any association with retention and sales.



As discussed earlier in the report, the number of weeks that transpired between baseline and endline interviews was to be six weeks for all stayers. For leavers, the endline interview was to be conducted immediately after the salesperson left Semilla. However, due to

logistical issues in connecting with people in Mexico City, our data collection partner was not always able to interview salespersons according to the timeline described above and hence we controlled for this variable. However, upon analyzing our results by controlling for the number of weeks that transpired between interviews, we found that the length of time did not affect our results.

Although, as we have noted above, we endeavored to create a treatment group and comparison group that were as similar as possible, there may have been some pre-existing differences between our treatment and comparison groups. Simple bivariate tests, such as t-tests and correlations would not account for these pre-existing differences, and might run the risk of attributing changes in participant outcomes to Semilla when such conclusions would be unwarranted. As we have noted above, we employed multivariate regression models to examine the relationship of a number of independent variables with outcome variables of interest, such as retention, sales performance, along with a number of indicators at endline. These regression models allowed us to control for a number of possible alternative explanations for our findings, and to ensure that our conclusions were statistically robust.

To assess impacts that Semilla has on its salespersons, we compared the stayers to the comparison group and similarly, the leavers to the comparison group. We used the following ordinary least squares regression model for analysis:

$$\text{endline impact} = \beta_0 + \sum \beta \cdot \text{demographics} + \sum \beta \cdot \text{baseline indicators}$$

Here $\sum \beta$ is the sum of β 's i.e. one β per indicator.

Our measure of retention was a binary outcome, assessing whether or not the respondent was still working at Semilla at the endline interview. Hence, for retention, we employed a logistic regression to examine the relationship of our predictors of interest with this dichotomous outcome variable. We used the following logistic regression for the analysis.

$$\ln(\text{odds of retention}) = \beta_0 + \sum \beta \cdot \text{demographics} + \sum \beta \cdot \text{baseline indicators}$$

where $\sum \beta$ is a sum of β 's and indicators i.e. one β per indicator.

For sales, we created a proxy which was the average income earned at Semilla per week. This was a continuous outcome. Therefore we employed an ordinary least squares regression analysis to examine the predictors associated with this outcome. We analyzed variables that were associated with higher sales by taking into account both those salespersons who stayed during the six weeks of time between baseline and endline, and those salespersons who left Semilla between that period. After much internal discussion, we decided to use this variable over other proxy variables because it best represented sales made in a week by both stayers and leavers.

We used the following ordinary least squares regression model for the analysis:

$$\text{sales} = \beta_0 + \sum \beta \cdot \text{demographics} + \sum \beta \cdot \text{baseline indicators}$$

where $\sum \beta$ is a sum of β 's i.e. one β per indicator.

Responses to all open-ended questions in the survey were coded. We developed several categories to fit these codes including 'schedule', 'salary and compensation', 'supervisors', and 'products and associated rules and conditions'. The coded responses were analyzed to identify most commonly stated answers to the different questions. We used this qualitative methodological lens to analyze findings from the stayers, leavers and long-term salespersons. We also analyzed retention and sales data by microdepot.

PERFORMANCE ANALYSIS FINDINGS

DESCRIPTIVE STATISTICS: TREATMENT AND COMPARISON GROUPS

We compare the comparison group to the treatment group followed by the stayers to the leavers on all the variables collected in the survey at baseline. We also compare the stayers and the leavers to the long-term salespersons on certain demographic variables.

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ANNEX A. ABOUT US

ABOUT THE WILLIAM DAVIDSON INSTITUTE AT THE UNIVERSITY OF MICHIGAN

The William Davidson Institute (WDI) is a non-profit, educational institute established at the University of Michigan (UM) in 1992 that is fully dedicated to understanding and promoting actionable business and public policy approaches to address the challenges and opportunities in emerging market economies. WDI's affiliation with UM provides access to a wide range of resources and expertise. Through a unique structure that integrates research, educational outreach, field-based collaborations, and development consulting services, WDI creates long-term value for its partners in emerging markets.

THE TEAM

WDI's impact assessment work is carried out by a well-qualified interdisciplinary team with proven experience successfully conducting impact assessment studies across the world.

This study was carried out by a well-qualified interdisciplinary team with proven experience in successfully conducting impact assessment studies across emerging economies.

- Yaquta Kanchwala Fatehi, Senior Research Associate of WDI's Performance Measurement Initiative is a development professional with seven plus years of experience in multiple sectors such as microfinance, food security and nutrition, and products and services for low-income households. She is currently specializing in impact assessment- both qualitative and quantitative- to help partners identify and improve their multidimensional, poverty-reduction impacts on local stakeholders. These assessments also help social enterprises improve their operations and expand and deepen impacts in existing and new markets.
- Heather Esper, WDI's Program Manager of Performance Measurement, developed and refined the Base of the Pyramid Impact Assessment Framework methodology. She has also designed impact assessment studies and implemented the Base of the Pyramid Impact Assessment Framework and methodology with a number of partners across sectors in Africa, Asia and Latin America.
- Professor Andy Grogan-Kaylor, Associate Professor at the University of Michigan's School of Social Work and a Research Design and Statistical Methodologist, has worked with the WDI since 2008, providing expert advice and support regarding impact assessment research design and statistical analysis. He has experience and expertise in randomized clinical trials, meta-analysis, models for neighborhood and community effects, and models for analyzing the trajectory of growth and change. Professor Grogan-Kaylor also has experience with innovative techniques for visualizing data and communicating results to stakeholders. He has professional competency speaking, reading and writing Spanish. He served as the Co-Investigator of the Santiago Longitudinal Study²⁵, a large NIDA funded community study of adolescents in low SES neighborhoods of Santiago, Chile and has experience partnering with Spanish language collaborators. He has also written an academic paper in Spanish²⁶, which was recently published by the Social Work Journal of Catholic University in Chile, and has also recently published a second paper in Spanish.²⁷
- Professor Ted London, Vice President of the Scaling Impact Initiative and Senior Research Fellow at WDI and Adjunct Assistant Professor of Business Administration at the University of Michigan's Ross School of Business, has worked since 1989 in designing enterprise strategies and poverty alleviation approaches for low-income markets, assessing poverty reduction outcomes of business ventures, and developing capabilities for cross-sector collaborations.

25 <http://www.umich.edu/~agrogan/slsgroup>

26 La Observación Sistemática de Vecindarios: el caso de Chile y sus perspectivas para Trabajo Social (Systematic Observation of Neighborhoods: the case of Chile and Its Perspectives for Social Work.)

27 Posición socioeconómica, características percibidas del barrio, realización de actividad física y su asociación con la autopercepción estado de salud por mujeres en Bogotá (Socio-Economic Position, Perceived Characteristics of the neighborhood, Physical activity and its association with self-perception of health for women in Bogotá.)

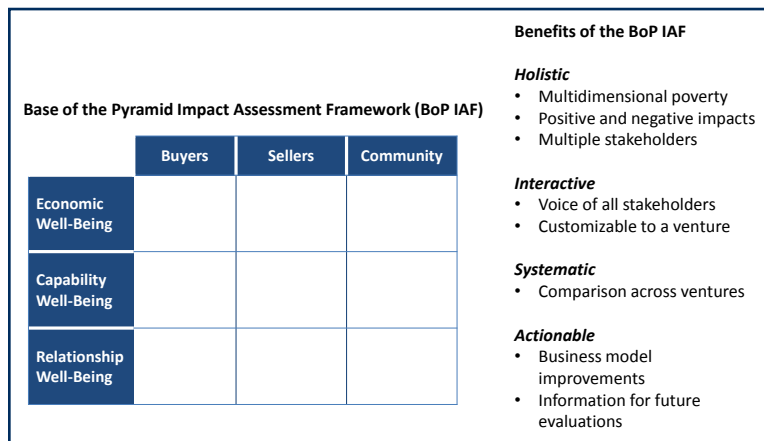
Together the team has designed and implemented impact assessment studies leveraging the Base of the Pyramid Impact Assessment Framework (BoP IAF) and accompanying methodology across a range of Base of the Pyramid (BoP) ventures in Africa, Asia and Latin America, including Mexico. These ventures come from the private, non-profit and development sectors. This work relies on a highly interactive approach that effectively mixes both qualitative and quantitative analysis in order to produce actionable results to better meet BoP stakeholders' needs.

We also consulted with two more experts, Geoffrey Kistruck and Madhu Vishwanathan, during the research design phase. Geoffrey Kistruck is the Associate Professor and Ron Binns Chair in Entrepreneurship at the Schulich School of Business, York University (Canada). His primary research interests involve social entrepreneurship and innovation on the part of for-profit and nonprofit organizations, principally within the context of poverty alleviation efforts in least-developed markets. My projects are often action-oriented in nature in that they are phenomenologically driven, and involve field quasi-experimentation coupled with qualitative methodologies. Madhu Viswanathan is the Diane and Steven N. Miller Professor in Business at the University of Illinois, Urbana-Champaign, where he has been on the faculty since 1990. His research programs are in two areas; measurement and research methodology, and literacy, poverty, and subsistence marketplace behaviors. He has authored books in both areas: Measurement Error and Research Design (Sage, 2005), and Enabling Consumer and Entrepreneurial Literacy in Subsistence Marketplaces (Springer, 2008, in alliance with UNESCO). He directs the Subsistence Marketplaces Initiative and has created unique synergies between research, teaching, and social initiatives.

MORE ON THE BASE OF THE PYRAMID IMPACT ASSESSMENT FRAMEWORK (BOP IAF)

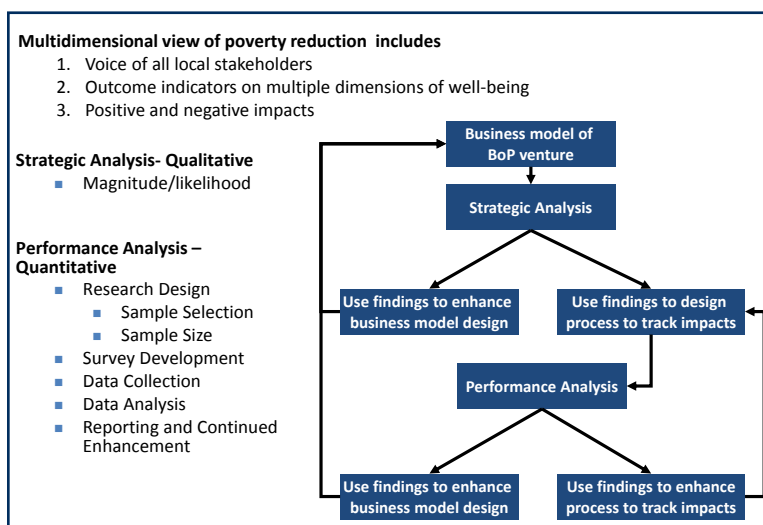
The below figure captures the three by three BoP IAF matrix and lists the benefits of using this tool and framework.

Figure A.1 Base of the Pyramid Impact Assessment Framework



The below figure captures the methodology used to holistically capture multidimensional poverty outcomes.

Figure A.2 Multidimensional View of Poverty Reduction



PAST IMPACT ASSESSMENT WORK

The WDI BoP Initiative possesses extensive experience and is considered to be at the forefront of venture impact measurement in emerging markets. Together the team has designed and implemented impact assessment studies leveraging the BoP IAF and accompanying methodology across a range of BoP ventures in Africa, Asia and Latin America, including Mexico. These ventures come from the private, non-profit and development sectors. This work relies on a highly interactive approach that effectively mixes both qualitative and quantitative analysis in order to produce actionable results to better meet BoP stakeholders’ needs. Past impact assessment engagements are listed in **Table A.1** (below).

Table A.1. Past Impact Assessments

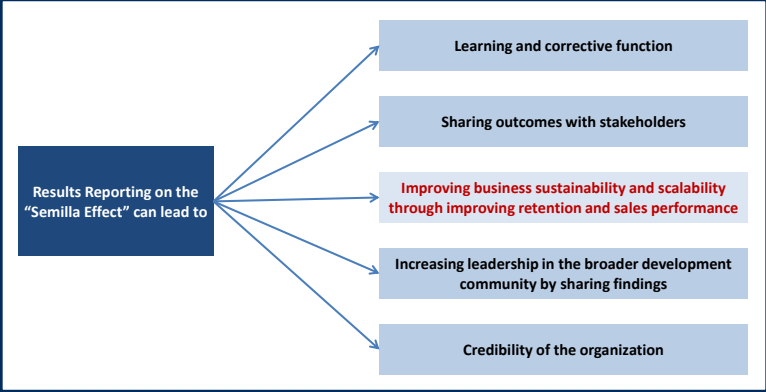
Venture	Country	Year
VisionSpring	India	2007-2008
Digital Divide Data	Cambodia	2010
Movirtu	Madagascar	2011
Sidai	Kenya	2011
Patrimonio Hoy	Mexico	2012
Sanergy	Kenya	2012
Honey Care Africa	Kenya	2012
Sunny Money	Kenya, Tanzania	2012
Penda Health	Kenya	2012
Villa Andina	Peru	2012
TakaTaka Solutions	Kenya	2014-2015

In addition, Esper, Grogan-Kaylor, and London have also conducted several two and a half day workshops and trainings for ventures on how to customize the framework to their needs. Using the BoP IAF as the foundation, impact assessment workshop attendees perform an initial strategic analysis of their organization’s impacts, learn key issues in developing and implementing a robust data collection strategy and create an actionable plan for moving forward in measuring their organization’s impact.

BENEFITS FROM RESULTS REPORTING FROM SEMILLA'S IMPACT STUDY

There are various benefits from understanding the impacts of Semilla on its salespersons and sharing these findings with the larger development community. See **Figure A.3**.

Figure A.3 Benefits of Results Reporting

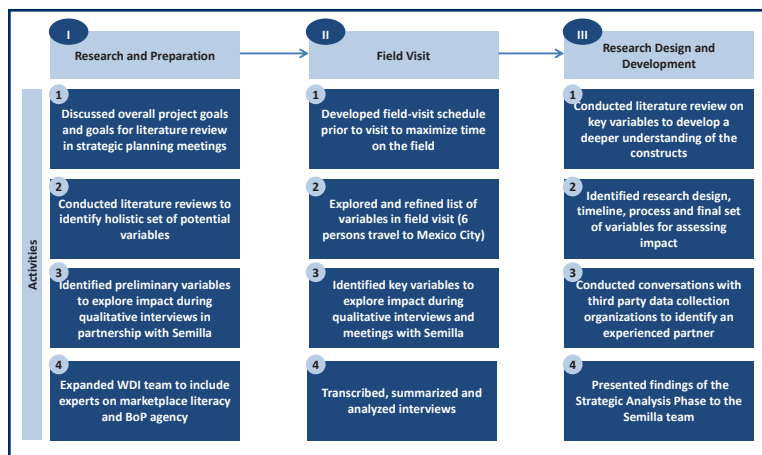


ANNEX B. VISUAL REPRESENTATION OF ACTIVITIES CARRIED OUT IN THE STRATEGIC ANALYSIS AND PERFORMANCE ANALYSIS PHASES

STRATEGIC ANALYSIS PHASE

Key activities carried out in the strategic analysis phase can be sub-divided into two groups: background research and qualitative research. The strategic analysis phase for this study consisted of 1) collecting and analyzing primary qualitative data 2) conducting literature reviews, 3) conversations with Semilla and Danone Ecosystem Fund to identify key impact variables and inform the research design and 4) research design and development.

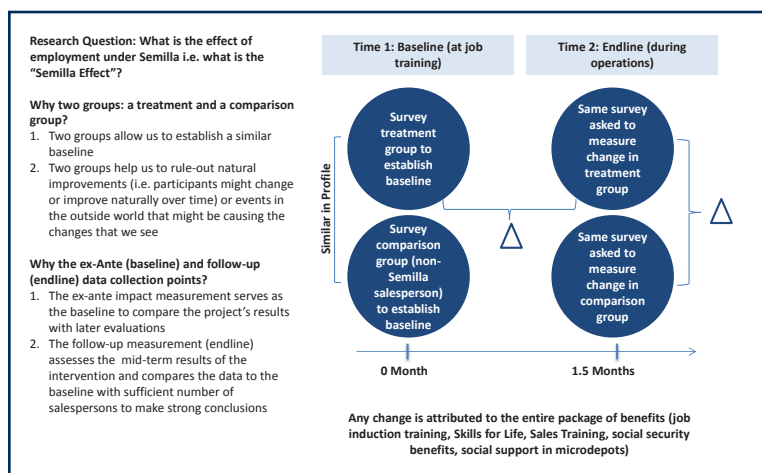
Figure B.1 Activities in the Strategic Analysis Phase



THE RESEARCH DESIGN AND TIMING OF THE BASELINE AND ENDLINE

Strong scientific conclusions require strong research designs. The research design was based on Semilla's expansion plans for 2014.

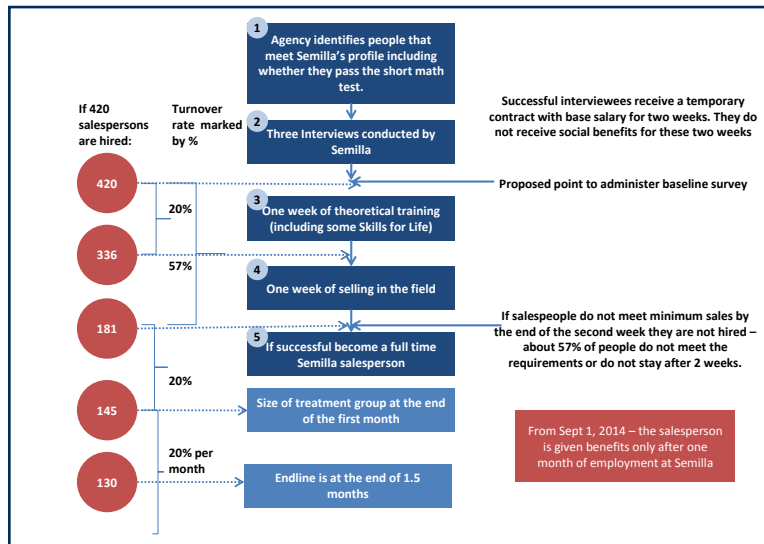
Figure B.2 Research Design



The high turnover significantly affected the treatment group sample. As such, we aimed to interview as many salespersons as possible (ideally 420 newly hired salespersons) and follow-up with them in six weeks. Conducting the baseline survey at time t=0, on the first day of the job induction training, allowed us to fully capture Semilla's impact on its salespersons. Individuals in the

comparison group were recruited from the community, having passed certain selection criteria. In the pilot, we used more stringent filters and were successfully able to recruit persons of similar profile as new salespersons.

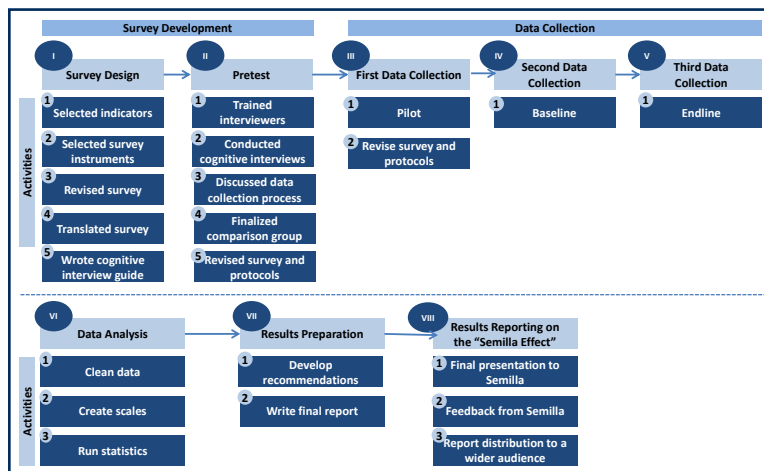
Figure B.3 Understanding Timeline of Turnover



PERFORMANCE ANALYSIS PHASE

Our study's performance analysis phase contained the following sub-activities beginning with survey design.

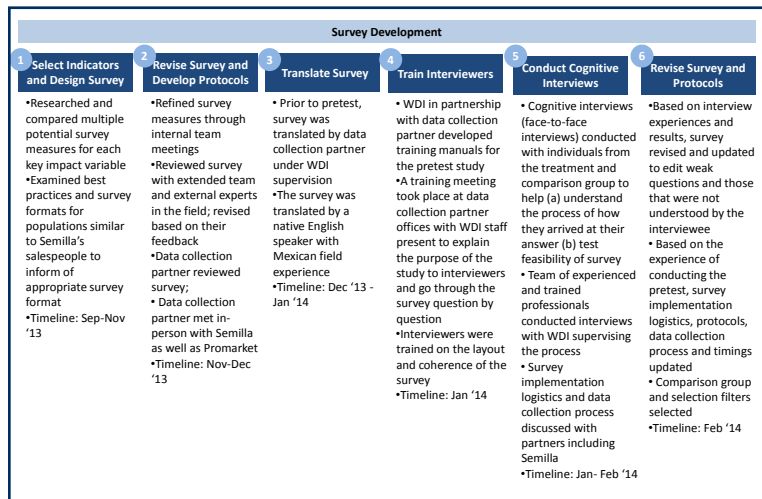
Figure B.4 Activities in the Performance Analysis Phase



THE SURVEY

A rigorous and carefully planned and developed survey ensures collection of high-quality, rigorous and relevant data. We carried out the following steps to develop a robust survey in our study. We reduced the length of the survey to enable administering the survey in less than 60 minutes. This was confirmed by the pilot. The survey contained all essential variables that we wanted to measure. The reliability of the multi-item scale questions used in our survey ranged between acceptable to excellent as determined by their Cronbach's alpha. This was very promising when keeping in mind the dynamic environment under which this was tracked.

Figure B.5 Activities to Develop the Survey



This below figure shows the list of all variables collected in the survey (number of questions per variable marked in parenthesis).

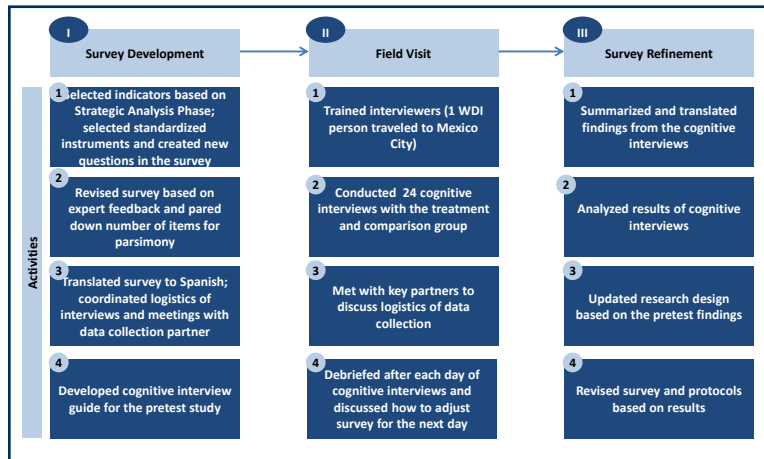
Figure B.6 Variables Collected in the Survey

Economic Well-being	Capability Well-being	Relationship Well-being	Other Variables
Individual income (7)	Self-esteem (10)	Parenting skills (6)	Formal institutional environment • Environmental quality of life (13)
Debt (1)	Life empowerment • Family (7)	Violence at home (5)	Household income (3)
Income stability (3)	Work empowerment (10)	Violence in the community (5)	Number of household earners (3)
Savings (1)	Self-efficacy (10)	Community status (1)	Sex (1), Age (1), Education (1), Marital status (1), Number of people in the household (3)
Economic shock/instability (3)	Skills and knowledge • Communication (5) • Sales skills (5)		Contact information (16)
TOTAL: 15	TOTAL: 47	TOTAL: 17	TOTAL: 42
SURVEY TOTAL: 121 + 4 qualitative questions = 125			
Strong qualitative section included to learn about their experience at Semilla Targeted questions towards persons who left Semilla Targeted questions towards persons who remain with Semilla at endline Face-to-face paper based surveys requiring less than one hour of the respondent's time			

THE PRETEST

The below figure captures key activities carried out in a survey pretest. The Semilla pretest consisted of 1) testing the survey, 2) discussing data collection logistics with key partners, 3) updating the research design, and 4) refining the survey based on the results of the pretest. A successful completion of our pretest led to the development of a stronger survey which was again tested from beginning to end in the pilot.

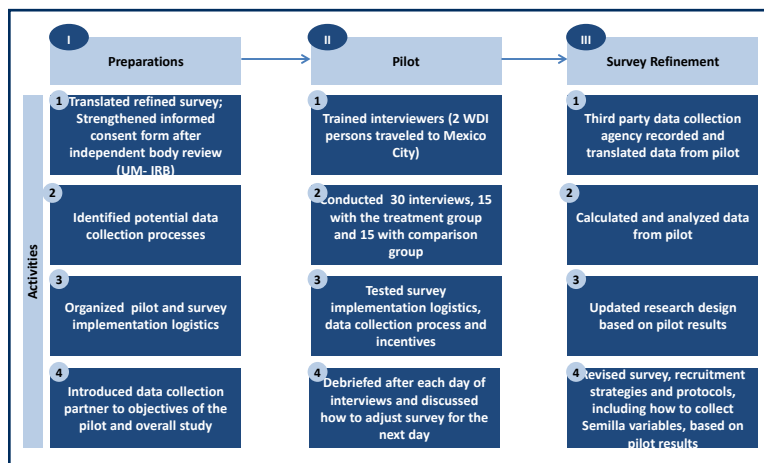
Figure B.7 Activities in the Pretest



THE PILOT

The figure captures the key activities carried out in a pilot. The Semilla pilot consisted of 1) testing the survey, 2) finalizing the data collection processes and survey logistics, 3) finalizing the research design, and 4) refining the survey based on the results of the pilot. A successful completion of our pilot led to a robust survey and allowed us to test logistics and data collection processes.

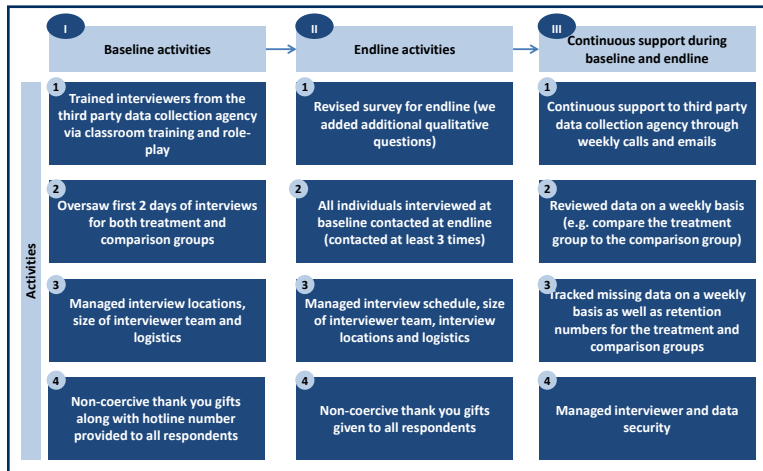
Figure B.8. Activities in the Pilot



THE BASELINE AND ENDLINE

The baseline and endline data collection periods contained multiple details that WDI fully managed and the data collection partner implemented in Mexico City. The below figure captures activities carried out during data collection.

Figure B.9 Activities in the Baseline and Endline



ANNEX C. SURVEY

Please email the authors if you require access to the baseline survey which contains the CONTACT INFORMATION section.

UNIQUE IDENTIFIER: _____

INTERVIEWER NOTE: WRITE UNIQUE IDENTIFIER BEFORE BEGIN SURVEY

C	T
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INTERVIEWER NAME: _____

DATE: _____

READ ONLY TO INDIVIDUALS WHO WORK AT SEMILLA: Hello, my name is __[INTERVIEWER'S NAME]____. My colleague or I asked you some questions a few weeks ago for a study. I have returned to ask you some questions and complete the study. As you know, I am a researcher and work for MORE, a research consulting firm, on behalf of the William Davidson Institute at the University of Michigan. I just want to remind you that I do not work for Semilla and this interview will not affect your job at Semilla. The information you provide today will be combined with other interviewee's responses to create recommendations for how Semilla can improve its business operations in the future including how they work with salespeople. I would appreciate your answers to be as honest and accurate as possible to help us improve the business. All information you provide will be confidential. No one at Semilla will see what you said and your relationship with Semilla will not be affected by what you say. The information will not be given to any persons or agencies outside the study, such as the government.

READ ONLY TO INDIVIDUALS WHO DO NOT WORK AT SEMILLA: Hello, my name is __[INTERVIEWER'S NAME]____. My colleague or I asked you some questions a few weeks ago for a study. I have returned to ask you some questions and complete the study. As you know, I am a researcher and work for MORE, a research consulting firm, on behalf of the William Davidson Institute at the University of Michigan. The information you provide today will be combined with other interviewee's responses to create recommendations for how a company can improve its business operations in the future including how they work with salespeople. I would appreciate your answers to be as honest and accurate as possible to help us improve the business. All information you provide will be confidential. The information will not be given to any persons or agencies outside the study, such as the government.

READ INFORMED CONSENT FORM/PRIVACY NOTICE TO RESPONDENT. IF THEY AGREE TO PARTICIPATE HAVE THEM SIGN AND DATE THE FORM AND GIVE THEM A COPY TO KEEP. IF THEY CHOOSE NOT TO PARTICIPATE THANK THEM FOR THEIR TIME.

This is not a test and your responses will not be judged. I want to know how you truly feel about things even if it is negative. If you don't have an exact answer for some of the questions, please try to give your best estimate. You can stop me at any time during the interview to ask any questions you might have. Since you are sharing private information with us we want to conduct the interview in a private location. Therefore if someone comes and sits next to you please ask them to leave. We only want to hear your opinion and do not want your responses to be influenced by someone else. Is this a private enough location? If not where do you suggest we go to have a more private location?

INTERVIEWER NOTE: MOVE TO A MORE PRIVATE LOCATION SUGGESTED BY RESPONDENT

Thank you very much for your cooperation

INTERVIEWER NOTE: DO NOT READ DON'T KNOW OR OTHER RESPONSE OPTIONS IN ALL CAPITALS TO RESPONDENTS.

INTERVIEWER NOTE: FILL IN START TIME: _____

PART A: Background

I am going to begin by asking you a few questions about yourself.

1. ARE YOU MALE OR FEMALE?

INTERVIEWER NOTE: DO NOT ASK THIS QUESTION - JUST TICK THE ANSWER
(TICK ONE BOX ONLY)

1. MALE 2. FEMALE

2. How old are you?

INTERVIEWER NOTE: IF RESPONDENT DOES NOT ANSWER OR IS NOT SURE READ: "YOUR CLOSEST ANSWER IS FINE"
(PROVIDE NUMBER IN SPACE PROVIDED)

_____ years old 99. DON'T KNOW

3. What is the highest grade of education you have completed?

INTERVIEWER NOTE: IF RESPONDENT DOES NOT ANSWER OR IS NOT SURE READ "YOUR CLOSEST ANSWER IS FINE"
(TICK ONE BOX ONLY)

- | | | |
|--|---|---|
| <input type="checkbox"/> 1. NONE | <input type="checkbox"/> 7. HIGH SCHOOL COMPLETE | <input type="checkbox"/> 99. DON'T KNOW |
| <input type="checkbox"/> 2. ELEMENTARY SCHOOL INCOMPLETE | <input type="checkbox"/> 8. MINOR DEGREE INCOMPLETE | |
| <input type="checkbox"/> 3. ELEMENTARY SCHOOL COMPLETE | <input type="checkbox"/> 9. MINOR DEGREE COMPLETE | |
| <input type="checkbox"/> 4. SECONDARY SCHOOL INCOMPLETE | <input type="checkbox"/> 10. COLLEGE INCOMPLETE | |
| <input type="checkbox"/> 5. SECONDARY SCHOOL COMPLETE | <input type="checkbox"/> 11. COLLEGE COMPLETE | |
| <input type="checkbox"/> 6. HIGH SCHOOL INCOMPLETE | <input type="checkbox"/> 12. GRADUATED STUDIES | |

4. What is your civil status?

(TICK ONE BOX ONLY)

- | | | |
|--------------------------------------|---|---|
| <input type="checkbox"/> 1. SINGLE | <input type="checkbox"/> 4. WIDOWED | <input type="checkbox"/> 98. Other (Specify: _____) |
| <input type="checkbox"/> 2. MARRIED | <input type="checkbox"/> 5. SEPARATED | |
| <input type="checkbox"/> 3. DIVORCED | <input type="checkbox"/> 6. INFORMAL UNION OR LIVING WITH A PARTNER | |

PART B: Skills

Now we are interested in learning about your work-related skills. Some people may have a lot of skills -which means the ability to do something well- while others may not have any. We all learn new things everyday

5. For the next few questions think about how you felt in the past week and answer on a seven point scale where one means that you very strongly disagree with the

statement and seven means you very strongly agree with the statement.
SHOW RESPONDENT SHOWCARD A. READ RESPONSE OPTIONS OUT LOUD.
(CIRCLE ONE NUMBER PER LINE)

	Very Strongly Disagree	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	Very Strongly Agree	DON'T KNOW
a. I can express ideas in a clear way.	1	2	3	4	5	6	7	99
b. I explain things like directions or instructions so that they are easy to follow.	1	2	3	4	5	6	7	99
c. I make people understand what I am referring to.	1	2	3	4	5	6	7	99
d. I adjust what I say to different people.	1	2	3	4	5	6	7	99
e. I explain things well.	1	2	3	4	5	6	7	99

6. For the next few questions I want you to answer on a seven point scale where one means that you very strongly disagree with the statement and seven means you very strongly agree with the statement based on your current or last sales job.

SHOW RESPONDENT SHOWCARD A. READ RESPONSE OPTIONS OUT LOUD.
(CIRCLE ONE NUMBER PER LINE)

	Very Strongly Disagree	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	Very Strongly Agree	DON'T KNOW
a. I can experiment with different sales approaches.	1	2	3	4	5	6	7	99
b. I can consider that every person has different necessities.	1	2	3	4	5	6	7	99
c. If I find that my sales approach is not working, I can easily change to another approach.	1	2	3	4	5	6	7	99
d. I can be flexible in the selling approach I use.	1	2	3	4	5	6	7	99
e. I can use a variety of selling approaches.	1	2	3	4	5	6	7	99

PART C: Individual Earnings

I would like to know more about the money you earn and the jobs you currently have. Again, please do not hesitate to ask me any questions that you might have. We know that most people tend to under-report their income. We need accurate information so please give your best estimate. We will keep this information secure and private.

INTERVIEWER NOTE: IF RESPONDENT HESITATES TO SPEAK HERE, OR IS DEFENDANT, OR YOU NEED TO PROBE FOR AN ANSWER, PLEASE SAY "I COMPLETELY UNDERSTAND THAT IT CAN BE VERY HARD TO FIND WORK";

Thinking about just the last week, how much money did you earn. This could include a job you do which pays you through debit card (or directly in your bank account) or selling products out of your home or public space or working at someone's house (housekeeping or working in someone's home business).

INTERVIEWER NOTE: USE THE FOLLOWING PROBE IF REQUIRED: I AM INTERESTED IN THE VARIOUS WAY YOU EARN MONEY. PLEASE TELL ME ABOUT YOUR CURRENT SOURCE(S) OF INCOME.

(GO ROW BY ROW, AND ASK QUESTIONS ABOUT ONE SOURCE OF INCOME BEFORE GOING TO THE NEXT SOURCE OF INCOME. FOR EACH CELL WRITE THE NUMBER CORRESPONDING TO THE RESPONSE OR AS THE RESPONSE STATES.)

7. Type of income source or opportunity to earn money	8. Did you have an employer for this work? 1. Yes 2. No 99. DON'T KNOW	9. In what manner or method were you paid for this work? SHOW RESPONDENT SHOWCARD B. READ OPTIONS OUT LOUD. 1. Cash 2. Check 3. Debit card (Direct deposit in the bank) 4. No cash transaction; barter system 5. No payment; neither cash nor kind 98. Other (please specify) 99. DON'T KNOW	10. In the past week was any money deducted from your pay such as taxes or social security? 1. Yes 2. No 99. DON'T KNOW INTERVIEWER NOTE: WERE ANY TAXES OR SOCIAL BENEFITS DEDUCTED?	11. In a week, approximately how many days did you do this work? INTERVIEWER NOTE: IF RESPONDENT DOES NOT ANSWER OR IS NOT SURE READ "YOUR CLOSEST ANSWER IS FINE"; IF RESPONDENT SAYS A RANGE OR IT DEPENDS, ASK THEM TO GIVE THEIR BEST ESTIMATION ON A NUMBER	12. In a day, approximately how many hours did you do this work? INTERVIEWER NOTE: IF RESPONDENT DOES NOT ANSWER OR IS NOT SURE READ "YOUR CLOSEST ANSWER IS FINE"; IF RESPONDENT SAYS A RANGE OR IT DEPENDS, ASK THEM TO GIVE THEIR BEST ESTIMATION ON A NUMBER	13. Approximately how much money did you bring home from this work? INTERVIEWER NOTE: IF RESPONDENT DOES NOT ANSWER OR IS NOT SURE READ "YOUR CLOSEST ANSWER IS FINE" RECORD PESO AMOUNT IN LEFT COLUMN AND USING KEY RECORD HOW OFTEN RESPONDENT MAKES THIS AMOUNT FOR T HIS WORK IN THE RIGHT COLUMN. PESOS FORMA 1. Pesos per day 2. Pesos per a week 3. Pesos every two weeks 4. Pesos monthly
a)						
b)						
c)						
d)						
e)						
f)						

14. If you think about all the money you earn would you say that:
SHOW RESPONDENT SHOWCARD A. READ RESPONSE OPTIONS OUT LOUD.
(CIRCLE ONE NUMBER PER LINE)

	Very Strongly Disagree	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	Very Strongly Agree	DON'T KNOW
a. I bring home the same amount of money from week to week	1	2	3	4	5	6	7	99

PART D : Job satisfaction

Now I would like to ask you how you feel about your current or most recent work experience. Whether you had a good job or not, we want to know how you felt about that job. We understand that some jobs are very difficult despite how hard you work. Negative responses are not bad, its okay to respond in such a way.

INTERVIEWER NOTE: IF THE RESPONDENT HAS MULTIPLE RECENT WORK EXPERIENCES (WORKED MULTIPLE JOBS AT THE SAME TIME), ASK THEM TO RECALL THEIR MOST MEMORABLE WORK EXPERIENCE AMONGST THOSE MULTIPLE JOBS

15. Think about your most current or recent work experience; For the next few questions I want you to answer on a seven point scale where one means that you very strongly disagree with the statement and seven means you very strongly agree with the statement.

SHOW RESPONDENT SHOWCARD A. READ OPTIONS OUT LOUD.
(CIRCLE ONE NUMBER PER LINE)

	Very Strongly Disagree	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	Very Strongly Agree	DON'T KNOW
a. I felt that my job activities were meaningful to me.	1	2	3	4	5	6	7	99
b. I felt confident about my ability to do my job.	1	2	3	4	5	6	7	99
c. I felt confident about my capabilities to perform my work.	1	2	3	4	5	6	7	99
d. I felt that I had mastered the skills necessary for my job.	1	2	3	4	5	6	7	99
e. I felt I had independence in determining how I did my job.	1	2	3	4	5	6	7	99
f. I felt I could decide on my own how to do my work.	1	2	3	4	5	6	7	99
g. I felt I had freedom in how I did my job.	1	2	3	4	5	6	7	99
h. I felt that my impact on my unit was large.	1	2	3	4	5	6	7	99
i. I felt that I had control over what happened in my unit.	1	2	3	4	5	6	7	99
j. I felt that I had influence over what happened in my unit.	1	2	3	4	5	6	7	99

PART E: Feelings about self

Now I would like to ask you how you feel about yourself. Sometimes people feel really good and sometimes they feel really bad, and I want to know how you truthfully feel. Negative responses are not bad.

16. For the next few questions think about how you felt in the last week and answer on a seven point scale where one means that you very strongly disagree with the statement and seven means you very strongly agree with the statement.

SHOW RESPONDENT SHOWCARD A. READ OPTIONS OUT LOUD.
(CIRCLE ONE NUMBER PER LINE)

	Very Strongly Disagree	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	Very Strongly Agree	DON'T KNOW
a. I am satisfied with myself.	1	2	3	4	5	6	7	99
b. I think I am good person.	1	2	3	4	5	6	7	99
c. I feel that I have good qualities.	1	2	3	4	5	6	7	99
d. I am able to do things as well as others.	1	2	3	4	5	6	7	99
e. I feel I do have much to be proud of.	1	2	3	4	5	6	7	99
f. I feel useful.	1	2	3	4	5	6	7	99
g. I feel that I'm a person of worth.	1	2	3	4	5	6	7	99
h. I have respect for myself.	1	2	3	4	5	6	7	99
i. Overall I feel like I am a success.	1	2	3	4	5	6	7	99
j. I take a positive attitude toward myself.	1	2	3	4	5	6	7	99

17. For the next few questions think about how you felt in the last week and answer on a seven point scale where one means that you very strongly disagree with the statement and seven means you very strongly agree with the statement.

SHOW RESPONDENT SHOWCARD A
(CIRCLE ONE NUMBER PER LINE)

	Very Strongly Disagree	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	Very Strongly Agree	DON'T KNOW
a. I can always solve difficult problems if I try hard enough.	1	2	3	4	5	6	7	99
b. If someone opposes me, I can find the means to get what I want.	1	2	3	4	5	6	7	99
c. When I am confronted with a problem, I can find solutions.	1	2	3	4	5	6	7	99
d. I am confident that I could bear well with unexpected events.	1	2	3	4	5	6	7	99
e. Thanks to my resourcefulness, I know how to handle unforeseen situations.	1	2	3	4	5	6	7	99
f. I can solve problems if I invest the necessary effort.	1	2	3	4	5	6	7	99
g. I can remain calm when facing difficulties.	1	2	3	4	5	6	7	99
h. I can accomplish my goals.	1	2	3	4	5	6	7	99
i. If I am in trouble, I can think of a solution.	1	2	3	4	5	6	7	99
j. I can handle whatever comes my way.	1	2	3	4	5	6	7	99

PART F: Household finances

Now I would like to ask you about the people that live in your household and your household finances. I will keep all your answers confidential so please provide the most accurate answers as possible.

18. Including yourself, how many people live in your house and share income if applicable, meaning they sleep overnight in the house most nights of the week?
INTERVIEWER NOTE: MAKE SURE THE RESPONDENT UNDERSTANDS THE INCLUSION CRITERIA FOR PERSONS WHO LIVE IN THEIR HOUSEHOLD
(PROVIDE NUMBER IN SPACE PROVIDED)

Number: _____ 99. DON'T KNOW

INTERVIEWER NOTE: ASK RESPONDENT IS THERE ANYONE ELSE? ANY BABIES, PARENTS, FRIENDS OR OTHER FAMILY MEMBERS THAT LIVE IN YOUR HOUSE?

19. How many of these people who live in your house, are 5 years and under?
INTERVIEWER NOTE: IF RESPONDENT DOES NOT ANSWER OR IS NOT SURE READ "YOUR CLOSEST ANSWER IS FINE"
(PROVIDE NUMBER IN SPACE PROVIDED)

Number: _____ 99. DON'T KNOW

20. How many of these people who live in your house, are 6 years or older but less than 18 years old?
1. INTERVIEWER NOTE: IF RESPONDENT DOES NOT ANSWER OR IS NOT SURE READ "YOUR CLOSEST ANSWER IS FINE"
2. INTERVIEWER NOTE: IF RESPONDENT ASKS: INCLUDE PEOPLE WHO ARE AT LEAST 6 YEARS OLD BUT LESS THAN 18. DO NOT INCLUDE PEOPLE WHO HAVE HAD THEIR 18TH BIRTHDAY.
(PROVIDE NUMBER IN SPACE PROVIDED)

Number: _____ 99. DON'T KNOW

INTERVIEWER CONFIRM: SO TO CONFIRM, YOU SAID THERE ARE 'X'[SAY THE NUMBER] PEOPLE LIVING IN YOUR HOME. 'A' [SAY THE NUMBER] CHILDREN OF AGE 5 YEARS

AND UNDER, 'B' [SAY THE NUMBER] OF CHILDREN OF AGES 6-18 YEARS, AND C [SAY THE NUMBER] OF PERSONS OVER 18, INCLUDING YOURSELF (IF ANSWER DOESN'T CONFIRM, CORRECT)

21. Besides you, how many people in your household earn money and contribute it to the household?
(PROVIDE NUMBER IN SPACE PROVIDED)

Number: _____ 99. DON'T KNOW

22. Including the money you bring home, approximately how much is the total amount of money your household makes?
(PROVIDE NUMBER ONE OF THE SPACES PROVIDED)

_____ Pesos a week 99. DON'T KNOW
 _____ Pesos every two weeks
 _____ Pesos monthly

INTERVIEWER NOTE: PLEASE COMPARE THE INDIVIDUAL INCOME IN Q13 TO THE HOUSEHOLD INCOME IN THIS QUESTION. THE INDIVIDUAL INCOME SHOULD BE LESS THAN THE HOUSEHOLD INCOME. IF IT MORE OR EQUAL, THEN ASK RESPONDENT "WHY IS YOUR INDIVIDUAL INCOME MORE OR SAME AS YOUR HOUSEHOLD INCOME?" UPDATE THE ANSWERS TO Q13 AND Q22 ACCORDINGLY.

23. Are there any other persons who contribute but do not live in the household?

INTERVIEWER NOTE: IF THE RESPONDENT SAYS THAT HE/SHE HAS ALREADY INCLUDED IN PREVIOUS CALCULATION, THEN MARK NO AND SKIP TO QUESTION 26.
(TICK ONE BOX ONLY)

1. Yes 2. No (SKIP TO QUESTION 26) 99. DON'T KNOW

24. How regularly do they/does this person contribute to the household?
(TICK ONE BOX ONLY)

1. ONCE IN EVERY TWO TO THREE YEARS 5. MONTHLY 99. DON'T KNOW
 2. YEARLY 6. EVERY TWO TO THREE WEEKS 9. Other (PLEASE FILL IN THE SPACE PROVIDED)
 3. EVERY 6 MONTHS 7. WEEKLY _____
 4. EVERY TWO TO THREE MONTHS 8. NO PATTERN

25. How much money do they/does this person contribute to the household in one instance?

INTERVIEWER NOTE: IF THE RESPONDENT SAYS A RANGE, OR IT DEPENDS, ASK THEM TO GIVE THEIR BEST ESTIMATION ON A NUMBER
(PROVIDE NUMBER IN SPACE PROVIDED)

Pesos: _____ 99. DON'T KNOW

26. How much did all the people in your household combined receive last month for all government subsidies or aid such as Oportunidades, Sumate, 70 y Mas, and scholarships?
(PROVIDE NUMBER IN SPACE PROVIDED)

Pesos: _____ 99. DON'T KNOW

INTERVIEWER NOTE: ASK ARE THERE ANY OTHER GOVERNMENT SOURCES OF INCOME OR SCHOLARSHIPS THAT YOU DIDN'T INCLUDE?

27. If you think about all your household's sources of income would you say that:

SHOW RESPONDENT SHOWCARD A. READ RESPONSE OPTIONS OUT LOUD.
(CIRCLE ONE NUMBER PER LINE)

	Very Strongly Disagree	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	Very Strongly Agree	DON'T KNOW
a. The total amount of money the household makes is the same amount of money from week to week	1	2	3	4	5	6	7	99

28. What is the total amount of savings that your household currently has?

(PROVIDE NUMBER IN SPACE PROVIDED)

Pesos: _____ 99. DON'T KNOW

29. Including your family, friends, employer, landlord, bank or government agency, what is the total amount of money your household owes?

INTERVIEWER NOTE: IF THE RESPONDENT ASKS WHAT DOES THIS MEAN SAY: "TOOK MONEY FROM A PAWN SHOP, MONEY BORROWED FROM THE BANK, MONEY BORROWED FROM A FAMILY MEMBER, MONEY BORROWED FROM A FRIEND"

INTERVIEWER NOTE: CONFIRM WITH THE RESPONDENT THAT THIS IS THE TOTAL AMOUNT AND NOT THE MONTHLY AMOUNT THAT THEY OWE
(PROVIDE NUMBER IN SPACE PROVIDED)

Pesos: _____ 99. DON'T KNOW

30. For the next few questions think about how you feel in general and answer on a seven point scale where one means that you very strongly disagree with the statement and seven means you very strongly agree with the statement.

SHOW RESPONDENT SHOWCARD A. READ OPTIONS OUT LOUD.
(CIRCLE ONE NUMBER PER LINE)

	Very Strongly Disagree	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	Very Strongly Agree	DON'T KNOW
a. I am concerned about being able to meet my family's basic needs.	1	2	3	4	5	6	7	99
b. I am worried about the amount of income my household earns.	1	2	3	4	5	6	7	99
c. I feel insecure about being able to pay all my bills.	1	2	3	4	5	6	7	99

PART G: Community dynamics

Now I will ask you questions about you and your colonia. Some people live in strong colonia while others live in difficult colonia. Some people are very involved in their colonia while others are not involved. I want to know more about the colonia you live in and your role in it.

INTERVIEWER NOTE: IF RESPONDENT ASKS WHAT IS COLONIA, PLEASE SAY "BY COLONIA I MEAN THE AREA IN WHICH YOU LIVE"

31. Based on how you feel in general where would you place yourself in terms of your socio-economic level in your colonia as compared to others in your colonia. Would

you say you are of much higher, higher, same, lower or much lower socio-economic level than most people in your colonia?

INTERVIEWER PROBE: IF RESPONDENT ASKS WHAT IS COLONIA, RESPOND "Think of your colonia as only the area around your home"

INTERVIEWER NOTE: IF RESPONDENT ASKS WHAT DO YOU MEAN BY PLACE, SAY "BY THIS I MEAN HOW WELL-OFF ARE YOU COMPARED TO PERSONS IN YOUR COLONIA"

(CIRCLE ONE NUMBER ONLY)

1. MUCH HIGHER THAN MOST PEOPLE IN YOUR COLONIA 4. MUCH LOWER THAN MOST PEOPLE IN YOUR COLONIA
2. HIGHER THAN MOST PEOPLE IN YOUR COLONIA 5. LOWER THAN MOST PEOPLE IN YOUR COLONIA
3. THE SAME AS MOST PEOPLE IN YOUR COLONIA DON'T KNOW

32. Now, I would like to know more about the colonia in which you live and your access to services in your colonia. As I mentioned before all colonia (meaning the area around your house) are different, they may be great in some ways but negative in other ways. Based on how you felt over the past week, I want you to answer on a seven point scale where one means you are very strongly dissatisfied with the service and seven means you are very strongly satisfied with the service in your colonia. SHOW RESPONDENT SHOWCARD C. READ RESPONSE OPTIONS OUT LOUD. (CIRCLE ONE NUMBER PER LINE)

	Very Strongly Dissatisfied	Strongly Dissatisfied	Dissatisfied	Neither Dissatisfied or Satisfied	Satisfied	Strongly Satisfied	Very Strongly Satisfied	DON'T KNOW
a. How satisfied are you with safety in your colonia?	1	2	3	4	5	6	7	99
b. How satisfied are you with your colonia's cleanliness?	1	2	3	4	5	6	7	99
c. ... with the access to financial support?	1	2	3	4	5	6	7	99
d. ... with the access to information to get something done?	1	2	3	4	5	6	7	99
e. ... with access to fun activities?	1	2	3	4	5	6	7	99
f. ...with the living place?	1	2	3	4	5	6	7	99
g. ... with the access to health services?	1	2	3	4	5	6	7	99
h. ... with transport?	1	2	3	4	5	6	7	99
i.with the education services?	1	2	3	4	5	6	7	99
j. ... with the childcare services?	1	2	3	4	5	6	7	99
k. ... with water and sanitation services?	1	2	3	4	5	6	7	99
l. ... with electricity services?	1	2	3	4	5	6	7	99
m. ... with emergency services such as ambulance and fire brigade?	1	2	3	4	5	6	7	99

PART H: Household dynamics

I am going to ask you about your opinion about household roles. People have varied views about household roles and I want to know how you feel. As I mentioned earlier, I will not judge your responses, I just want you to answer as accurately as possible.

33. For the next few questions think about how you felt in the past week and answer on a seven point scale where one means that you very strongly disagree with the statement and seven means you very strongly agree with the statement. SHOW RESPONDENT SHOWCARD C. READ RESPONSE OPTIONS OUT LOUD. (CIRCLE ONE NUMBER PER LINE)

	Very Strongly Disagree	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	Very Strongly Agree	DON'T KNOW
a. I have the knowledge and skills to influence my family.	1	2	3	4	5	6	7	99
b. I can contribute to my family's well-being.	1	2	3	4	5	6	7	99
c. I have confidence in my capabilities to make changes in my family.	1	2	3	4	5	6	7	99
d. I can influence the household in which I live.	1	2	3	4	5	6	7	99
e. I can intercede my family members to take actions on issues.	1	2	3	4	5	6	7	99
f. I can find information to solve a problem for my family.	1	2	3	4	5	6	7	99
g. I have the ability to influence my family.	1	2	3	4	5	6	7	99

IF RESPONDENT HAS INDIVIDUALS YOUNGER THAN 18 IN HIS/HER HOUSEHOLD, ASK QUESTION 34. IF NOT, SKIP TO QUESTION 35. INTERVIEWER NOTE: THIS COULD INCLUDE THEIR OWN CHILDREN, NIECES, NEPHEWS OR GRANDCHILDREN AS WELL AS CHILDREN NOT RELATED TO THEM.

Now I am going to ask you about your relationship with children in your household. As we mentioned before, the information you provide will remain confidential. Please respond as truthfully as possible to the below questions.

34. Over the past week, how often did you do the following things with children younger than 18 years who live in your household? Choose one of these four options: never, sometimes, often, very often. Please remember you can skip any questions that make you feel uncomfortable. SHOW RESPONDENT SHOWCARD D AND READ OPTIONS OUT LOUD (CIRCLE ONE NUMBER PER LINE)

	Never	Sometimes	Often	Very Often	DON'T KNOW
a. let them know you really care about them?	1	2	3	4	99
b. listened carefully to their point of view?	1	2	3	4	99
c. shouted or yelled at them because you were mad?	1	2	3	4	99
d. acted loving and affectionate to them?	1	2	3	4	99
e. told them you loved them?	1	2	3	4	99
f. understood the way they felt about things?	1	2	3	4	99

35. How many times have the following situations happened to you in the past week? Choose one of these four options: never, once, few times and many times. Please remember you can skip any questions that make you feel uncomfortable. SHOW RESPONDENT SHOWCARD E AND READ OPTIONS OUT LOUD (CIRCLE ONE NUMBER PER LINE)

	Never	Once	Few times	Many Times	DON'T KNOW
a. Has a family member insulted or made you feel bad about yourself?	1	2	3	4	99
b. Has a family member belittled or humiliated you in front of other people?	1	2	3	4	99
c. Has a family member done things to scare or intimidate you?	1	2	3	4	99

d. Has a family member threatened to hurt you or someone you care about?	1	2	3	4	99
e. Has a family member pushed or shoved you?	1	2	3	4	99
f. Has someone in the colonia insulted or made you feel bad about yourself ?	1	2	3	4	99
g. Has someone in the colonia belittled or humiliated you in front of other people?	1	2	3	4	99
h. Has someone in the colonia done things to scare or intimidate you?	1	2	3	4	99
i. Has someone in the colonia threatened to hurt you or someone you care about?	1	2	3	4	99
j. Has someone in the colonia pushed or shoved you?	1	2	3	4	99

PART I: Qualitative Section

INTERVIEWER NOTE: ASK QUESTION 36 ONLY AT ENDLINE DATA COLLECTION TO ALL RESPONDENTS:

36. Did you call the Fundacion Origen Hotline Number that we gave you six weeks ago?

(TICK ONE BOX ONLY)

1. YES

2. NO

99. DON'T KNOW

INTERVIEWER NOTE: IF RESPONDENT IS FROM THE COMPARISON GROUP (CHOSEN FROM THE COMMUNITY), SKIP TO THE END OF THE SURVEY

INTERVIEWER NOTE: THIS SECTION IS VERY IMPORTANT. PLEASE PROBE FURTHER INTO RESPONDENT'S ANSWERS TO REALLY UNDERSTAND THEM AND GET ROBUST ANSWERS. RESPONDENTS MAY BE SHY. HAVE A CONVERSATION WITH THEM AS A FRIEND.

This new section is more a conversation between me and you. Semilla will not know what you said.

INTERVIEWER NOTE: ASK QUESTIONS 37-39 ONLY AT BASELINE DATA COLLECTION (PROVIDE RESPONSES IN THE SPACE PROVIDED)

I am interested in learning more about why you took this Semilla job.

37a. What three things excite you most about the Semilla job?

INTERVIEWER NOTE: PROBE INTO WHY

37b. What three things are the least attractive about this job?

INTERVIEWER NOTE: PROBE INTO WHY

Now I am interested in learning more about how you intend to use the benefits that Semilla will provide. Please explain how you plan to use each of the following:

38a. Health insurance provided by Semilla

38b. Childcare provided by Semilla

38c. Discount card for promotions for restaurants and supermarkets provided by Semilla

38d. Skills and knowledge learned from Semilla

39. Have you done something for your colonia to make it a better place to live?

INTERVIEWER NOTE: PROBE INTO ANSWER

INTERVIEWER NOTE: ASK QUESTIONS 40-50 ONLY AT ENDLINE DATA COLLECTION (PROVIDE RESPONSES IN THE SPACE PROVIDED) IF THE RESPONDENT IS WORKING AT SEMILLA OR HAS LEFT SEMILLA

40. Do you currently work at Semilla?

(TICK ONE BOX ONLY)

1. YES (ASK QUESTIONS 41-71)

2. NO (ASK QUESTIONS 72-80)

99. DON'T KNOW

INTERVIEWER NOTE: ASK QUESTIONS 41-71 ONLY IF THE RESPONDENT CONTINUES TO WORK WITH SEMILLA (PROVIDE RESPONSES IN THE SPACE PROVIDED) AT ENDLINE DATA COLLECTION

41. Do you get social benefits from Semilla like health insurance?

1. YES (ASK QUESTIONS 42-50)

2. NO (ASK QUESTIONS 64-71)

99. DON'T KNOW

42. What is your sales category (RDV)?

INTERVIEWER PROBE: WHICH LEVEL OF COMMISSIONS DO YOU EARN: JUNIOR, SILVER, GOLDEN OR MASTER?
(TICK ONE BOX ONLY)

- | | |
|---|--|
| <input type="checkbox"/> 1. NUEVO INGRESO | <input type="checkbox"/> 4. RDV GOLDEN |
| <input type="checkbox"/> 2. RDV JUNIOR | <input type="checkbox"/> 5. RDV MASTER |
| <input type="checkbox"/> 3. RDV SILVER | <input type="checkbox"/> 99. NO SABE |

43. For the next few questions think about how you felt in the past week and answer on a seven point scale where one means that you very strongly disagree with the statement and seven means you very strongly agree with the statement.

SHOW RESPONDENT SHOWCARD A. READ RESPONSE OPTIONS OUT LOUD.
(CIRCLE ONE NUMBER PER LINE)

	Very Strongly Disagree	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	Very Strongly Agree	DON'T KNOW
a. I feel proud working for Semilla.	1	2	3	4	5	6	7	99
b. My route is physically difficult.	1	2	3	4	5	6	7	99
c. I feel safe on my route.	1	2	3	4	5	6	7	99

44. We want to understand the types of regular customers you sell to. Please let me know how many of the following types of places you sell to on your route:

INTERVIEWER NOTE: WRITE NUMBER NEXT TO EACH TYPE OF PLACE

- a. Schools including nurseries: _____
- b. Hospitals including clinics: _____
- c. Small businesses including business out of homes and corner grocery stores. _____
- d. Others (Specify: _____): _____

I am interested in learning more about why you stay at this Semilla job.

45a. What three things do you like most about the Semilla job?

INTERVIEWER NOTE: PROBE INTO WHY

45b. What are three problems with the job?

INTERVIEWER NOTE: PROBE INTO WHY

45c. Please share stories about your experience working with your supervisor at Semilla.

INTERVIEWER NOTE: PROBE INTO WHY

45d. Please share stories about your experience working with other salespeople in the microdepot.

INTERVIEWER NOTE: PROBE INTO WHY

46a. Please share stories of how your relationship with your family has changed since you started working at Semilla. Think about quality of these relationships and types of interactions with family members.

INTERVIEWER NOTE: PROBE INTO WHY

46b. Please share stories of how your role in decision making in your household has changed since you started working at Semilla.

INTERVIEWER NOTE: PROBE INTO WHY

Now I am interested in learning more about how you use the benefits that Semilla provides. Please share stories about how you use each of the following:

47a. Health insurance provided by Semilla

47b. Childcare provided by Semilla

47c. Discount card for promotions for restaurants and supermarkets provided by Semilla

47d. Skills and knowledge learned from Semilla

48a. Please share stories of how you have made your colonia a better place to live during your engagement at Semilla?
 INTERVIEWER NOTE: PROBE INTO ANSWER

48b. How has the perception that people in the colonia have of you changed since you started working at Semilla?
 INTERVIEWER NOTE: PROBE INTO WHY

49a. How has your attitude towards daily life changed since starting at Semilla?
 INTERVIEWER NOTE: PROBE INTO ANSWER

49b. How have your plans for the future changed since starting at Semilla?
 INTERVIEWER NOTE: PROBE INTO ANSWER

50. What can Semilla do better (what can Semilla improve in day to day activities and operations?)
 INTERVIEWER NOTE: PROBE INTO ANSWER

INTERVIEWER NOTE: ASK QUESTIONS 64-71 ONLY IF THE RESPONDENT SAYS SHE/HE DOES NOT RECEIVE BENEFITS (PROVIDE RESPONSES IN THE SPACE PROVIDED) AT ENDLINE DATA COLLECTION

64. For the next few questions think about how you felt in the past week and answer on a seven point scale where one means that you very strongly disagree with the statement and seven means you very strongly agree with the statement.
 SHOW RESPONDENT SHOWCARD A. READ RESPONSE OPTIONS OUT LOUD.
 (CIRCLE ONE NUMBER PER LINE)

	Very Strongly Disagree	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	Very Strongly Agree	DON'T KNOW
a. I feel proud working for Semilla.	1	2	3	4	5	6	7	99
b. My route is physically difficult.	1	2	3	4	5	6	7	99
c. I feel safe on my route.	1	2	3	4	5	6	7	99

65. We want to understand the types of regular customers you sell to. Please let me know how many of the following types of places you sell to on your route:
 INTERVIEWER NOTE: WRITE NUMBER NEXT TO EACH TYPE OF PLACE

- a. Schools including nurseries: _____ b. Hospitals including clinics: _____
 c. Small businesses including business out of homes and corner grocery stores. _____ d. Others (Specify: _____): _____

I am interested in learning more about why you stay at this Semilla job.

66a. What three things do you like most about the Semilla job?
 INTERVIEWER NOTE: PROBE INTO WHY

66b. What are three problems with the job?
 INTERVIEWER NOTE: PROBE INTO WHY

67a. Please share stories of how your relationship with your family has changed since you started working at Semilla. Think about quality of these relationships and types of interactions with family members.
 INTERVIEWER NOTE: PROBE INTO WHY

67b. Please share stories of how your role in decision making in your household has changed since you started working at Semilla.
 INTERVIEWER NOTE: PROBE INTO WHY

Now I am interested in learning more about how you use the benefits that Semilla provides. Please share stories about how you use each of the following:

68. Skills and knowledge learned from Semilla

69a. Please share stories of how you have made your colonia a better place to live during your engagement at Semilla?
 INTERVIEWER NOTE: PROBE INTO ANSWER

69b. How has the perception that people in the colonia have of you changed since you started working at Semilla?
 INTERVIEWER NOTE: PROBE INTO WHY

70a. How has your attitude towards daily life changed since starting at Semilla?
 INTERVIEWER NOTE: PROBE INTO ANSWER

70b. How have your plans for the future changed since starting at Semilla?
 INTERVIEWER NOTE: PROBE INTO ANSWER

71. What can Semilla do better (what can Semilla improve in day to day activities and operations?)
 INTERVIEWER NOTE: PROBE INTO ANSWER

INTERVIEWER NOTE: ASK QUESTIONS 72-80 ONLY IF THE RESPONDENT SAYS SHE/HE DOES NOT WORK WITH SEMILLA ANYMORE (PROVIDE RESPONSES IN THE SPACE PROVIDED) AT ENDLINE DATA COLLECTION

72. What was your sales category (RDV) just before you left Semilla?
 INTERVIEWER PROBE: WHICH LEVEL OF COMMISSIONS DO YOU EARN: JUNIOR, SILVER, GOLDEN OR MASTER?
 (TICK ONE BOX ONLY)

- | | |
|---|--|
| <input type="checkbox"/> 1. NUEVO INGRESO | <input type="checkbox"/> 4. RDV GOLDEN |
| <input type="checkbox"/> 2. RDV JUNIOR | <input type="checkbox"/> 5. RDV MASTER |
| <input type="checkbox"/> 3. RDV SILVER | <input type="checkbox"/> 99. NO SABE |

73. For the next few questions think about how you felt in the past week and answer on a seven point scale where one means that you very strongly disagree with the statement and seven means you very strongly agree with the statement.
 SHOW RESPONDENT SHOWCARD A. READ RESPONSE OPTIONS OUT LOUD.
 (CIRCLE ONE NUMBER PER LINE)

	Very Strongly Disagree	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	Very Strongly Agree	DON'T KNOW
a. I feel proud working for Semilla.	1	2	3	4	5	6	7	99
b. My route is physically difficult.	1	2	3	4	5	6	7	99
c. I feel safe on my route.	1	2	3	4	5	6	7	99

74. We want to understand the types of regular customers you sold to. Please let me know how many of the following types of places you sold to on your route:
 INTERVIEWER NOTE: WRITE NUMBER NEXT TO EACH TYPE OF PLACE

- a. Schools including nurseries: _____ b. Hospitals including clinics: _____
 c. Small businesses including business out of homes and corner grocery stores. _____ d. Others (Specify: _____): _____

I am interested in learning more about why you left your job at Semilla.

75a. What three things did you like most about the Semilla job?
 INTERVIEWER NOTE: PROBE INTO WHY

75b. What caused you to leave the Semilla job?
 INTERVIEWER NOTE: PROBE INTO WHY

75c. Please share stories about your experience working with your supervisor at Semilla.
 INTERVIEWER NOTE: PROBE INTO WHY

75d. Please share stories about your experience working with other salespeople in the microdepot.
 INTERVIEWER NOTE: PROBE INTO WHY

76a. Please share stories of how your relationship with your family has changed compared to before you started working at Semilla. Think about quality of these relationships and types of interactions with family members.
INTERVIEWER NOTE: PROBE INTO WHY

76b. Please share stories of how your role in decision making in your household has changed compared to before you started working at Semilla.
INTERVIEWER NOTE: PROBE INTO WHY

Now I am interested in learning more about how you used the benefits that Semilla provided. Please share stories of how you used each of the following:

77a. Health insurance provided by Semilla while you were working there

77b. Childcare provided by Semilla

77c. Discount card for promotions for restaurants and supermarkets provided by Semilla

77d. Skills and knowledge learned from Semilla

Now I am interested in learning more about your role in the colonia.

78a. Please share stories of how you have made your colonia a better place to live during your engagement at Semilla?
INTERVIEWER NOTE: PROBE INTO ANSWER

78b. Please share stories of how you have made your colonia a better place to live after your time at Semilla?
INTERVIEWER NOTE: PROBE INTO ANSWER

78c. How has the perception that people in the colonia have of you changed compared to before you started working at Semilla?
INTERVIEWER NOTE: PROBE INTO WHY

79a. How has your attitude towards daily life changed compared to before you started working at Semilla?
INTERVIEWER NOTE: PROBE INTO ANSWER

79b. How have your plans for the future changed compared to before you started working at Semilla?
INTERVIEWER NOTE: PROBE INTO ANSWER

80. What can Semilla do better (what can Semilla improve in day to day activities and operations?)
INTERVIEWER NOTE: PROBE INTO ANSWER

Thank you for your time and answering all my questions. Here is a gift for the time you have spent with me today. All the information you have given me is very helpful and necessary in order to improve Semilla's business operations. Do you have any questions or comments for me?



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Published November 2015



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