

ENTREPRENEURSHIP

TUTOR'S GUIDE

TTC YEAR 1

OPTION: ECLPE, SME, LE & SSE

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FOREWORD

Dear tutor, Rwanda Basic Education Board is honored to present TTC year one entrepreneurship tutor's guide which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of the entrepreneurship subject. The Rwandan educational philosophy is to ensure that learners achieve full potential at every level of education, which will prepare them to be well integrated in society and exploit employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate their learning process. Many factors influence what they learn, how well they learn and the competences they acquire. Those factors include the relevance of the specific content, the quality of tutors' pedagogical approaches, the assessment strategies and the instructional materials available. We paid special attention to the activities that facilitate the learning process in which learners can develop ideas and make new discoveries during concrete activities carried out individually or with peers. With the help of the tutors, learners will gain appropriate skills and be able to apply what they have learnt in real life situations. Hence, they will be able to develop certain values and attitudes allowing them to make a difference not only to their own life but also to the nation.

This is in contrast to traditional learning theories which view learning mainly as a process of acquiring knowledge from the more knowledgeable who is mostly the tutor. In competence-based curriculum, learning is considered as a process of active building and developing of knowledge and understanding, skills and values and attitude by the learner where concepts are mainly introduced by an activity, situation or scenario that helps the learner to construct knowledge, develop skills and acquire positive attitudes and values.

I wish to sincerely appreciate all people who contributed towards the development of this tutor's guide, particularly REB staff who organized the whole process from its inception. Any comment or contribution would be welcome for the improvement of this textbook for the next edition.

Dr. MBARUSHIMANA Nelson
Director General, REB

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Joan Murungi,

Head of CTLRD

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PART I. GENERAL INTRODUCTION

1.0. Introduction

The purpose of this tutor's guide is to help you implement the entrepreneurship syllabus. It is designed to stimulate you to create exciting and meaningful lessons by enabling you to choose relevant and purposeful activities and teaching strategies. It will encourage you to undertake research and look for new and challenging ways of facilitating students' learning. The tutor guide and the syllabus must be used side by side. The syllabus states the learning objectives for the subject and each unit, and outlines the content and skills that students will learn, and the assessment requirements.

The tutor's guide provides direction for you in using the outcomes approach in your classroom using a step by step approach. This tutor's guide provides examples of teaching and learning strategies for entrepreneurship, elaboration of suggested activities and content, detailed information on how to mark assessment tasks and the resources needed to teach entrepreneurship.

1.1. The structure of the guide

This section presents the overall structure, the unit and sub-heading structure to help tutors understand the different sections of this guide and what they will find in each section.

- **Overall structure**

This tutor's guide has three main parts as follows:

- **Part I: General Introduction.**

This part provides general guidance on how to develop the generic competences, and integrate cross cutting issues. How to cater for learners with special educational needs, active methods and techniques of teaching entrepreneurship and guidance on assessment.

- **Part II: Sample lesson plan**

This part provides a sample lesson plan developed and designed to help tutors develop their own lesson plans.

- **Part III: Unit development**

This is the core part of this tutor's guide. Each unit is developed following the structure below. The guide ends with references.

- **Structure of a unit**

Each unit is made of the following sections:

- _ Unit title: From the syllabus
- _ Key unit competence: From the syllabus
- _ Prerequisites (knowledge, skills, attitudes and values)

This section indicates prior knowledge, skills and attitudes of learners required for the success of the unit. The competence-based approach calls for connections between units/topics within a subject and interconnections between different subjects. The tutor will find an indication of those prerequisites and guidance on how to establish connections.

- _ **Cross-cutting issues to be addressed.**

This section suggests cross-cutting issues to be integrated depending on the unit content. It provides guidance on how to come up with the integration of the issue.

Note that the issue indicated is a suggestion; tutors are free to take another cross-cutting issue taking into consideration the learning environment.

- _ **Guidance on the introductory activity:**

Each unit starts with an introductory activity in the learner's book. This section of the tutor's guide provides guidance on how to conduct this activity and related answers.

Note that learners may not be able to find the right solution but they are invited to predict possible solutions or answers. Solutions are provided by learners gradually through discovery activities organized at the beginning of lessons or during the lesson.

- _ **List of lessons/sub-heading**

This section presents probable lesson titles/suggested list of lessons in a table, lesson objectives copied or adapted from the syllabus and duration for each lesson. Each lesson /subheading is then developed.

- _ **End of each unit**

At the end of each unit the tutor's guide provides the following sections:

- Summary of the unit which provides the key points of content developed in the student's book.
- Additional information which provides additional content compared

to the student's book for the tutor to have a deeper understanding of the topic.

- End unit assessment which provides the answers to questions of end unit assessment in the textbook and suggests additional questions and related answers to assess the key unit competence.
- Additional activities: remedial, consolidation and extended activities. The purpose of these activities is to accommodate each learner (slow, average and gifted) based on end unit assessment results.
- **Structure of each-sub heading/lesson title**

Each lesson/sub-heading is made of the following sections:

- **Lesson /Sub-heading title**
- **Prerequisites/Revision/Introduction**

This section gives a clear instruction to the tutor on how to start the lesson

- **Teaching resources:** This section suggests the teaching aids or other resources needed in line with the activities to achieve the learning objectives.

Tutors are encouraged to replace the suggested teaching aids by the ones available in their respective TTCs and based on learning environment.

- **Learning activities:** This section provides a short description of the methodology and any important aspect to consider. It provides also answers to learning activities with cross reference to text book/ learner's book:
- **Exercises/application activities:** This provides answers for exercises/ application activities with cross reference to the textbook/ learner's book

1.2. Methodological guidance

1.2.1. Developing competences

Since 2015, Rwanda shifted from a knowledge based to a competence-based curriculum for pre-primary, primary and general secondary education. This review comes as a response to the needs of learners, society and the labour market. With a holistic learner-centered approach, it demands major changes in teaching methodology and the use of a wider range of assessment techniques

focusing more on formative or on-going continuous assessment. This has implications for tutor education and the necessary provision of support and guidance provided to colleges to ensure effective implementation. Since 2016 up to 2018, TTC curriculum has been revised to be competence-based in line with the basic education curriculum. The review was to align the pre-service tutor education programs to the new National Basic Education competence-based curriculum.

This called for changing the way of learning by shifting from teacher centered to a learner-centered approach. Teachers are not only responsible for knowledge transfer but also for fostering student's learning achievement, and creating safe and supportive learning environment. It implies also that a student has to demonstrate what he/she is able to do using the knowledge, skills, values and attitudes acquired in a new or different or given situation.

The competence-based curriculum employs an approach of teaching and learning based on discrete skills rather than dwelling on only knowledge or the cognitive domain of learning. It focuses on what learners can do rather than what learners know. Learners develop basic competences through specific subject unit competences with specific learning objectives broken down into knowledge, skills and attitudes. These competences are developed through learning activities disseminated in learner-centered rather than the traditional didactic approach. The student is evaluated against set standards to achieve before moving on.

In addition to specific subject competences, learners also develop generic competences which are transferable throughout a range of learning areas and situations in life.

Below are example of how generic competences can be developed in the subject of Entrepreneurship

- **Critical Thinking:** Learners analyze their environment or community for problems or challenges faced and the causes. After, they suggest possible remedies to the identified problem during generation of business ideas and opportunities.
- **Research and problem solving:** Learners collect data using interviews, questionnaires and any other tool, analyze the data gathered and suggest solutions regarding business customers' behavior in business unit.
- **Creativity and Innovation:** Learners analyze resources such as waste materials existing in the community or environment. They develop or come up with new ways of utilizing such resources or

how they can be put to use again in generating business ideas and opportunities.

- **Communication Skills:** Learners can present themselves and their abilities by writing application letters or CVs to potential employers. Can write different documents such as Memos, Notices in a clear and understandable language to convey on information effectively during interpersonal communication
- **Teamwork, Cooperation, Personal and Interpersonal management and life skills:** Learners in teams complete different tasks where each may take on a different role while complementing each other's strengths and weaknesses in team leadership. Alternatively, teams compete to prepare and present a business plan for their team projects to potential investors or financial institutions.
- **Lifelong Learning:** Learners lead a problem solving and decision-making process in a team. Does a self-evaluation to identify own areas of strengths, areas of weaknesses and propose strategies for enhancing and improving in a team leadership. Alternatively, learners analyze a scenario involving conflicts at a workplace, identify the causes, suggest solutions and propose how they will apply the learned lessons to similar situations in real situations

1.2.2. Addressing cross-cutting issues

Among the changes in the competence-based curriculum is the integration of cross cutting issues as an integral part of the teaching learning process-as they relate to and must be considered within all subjects to be appropriately addressed. There are eight cross cutting issues identified in the national curriculum framework. (See annex 2).

Some cross-cutting issues may seem specific to particular learning areas/subjects but the teacher needs to address all of them whenever an opportunity arises. In addition, learners should always be given an opportunity during the learning process to address these crosscutting issues both within and out of the classroom.

Below are examples on how crosscutting issues can be addressed in entrepreneurship subject:

- **Gender education:** Remind learners that both males and females have similar opportunities, rights and obligations in the workplace, and therefore need to be treated fairly and equally when dealing

with contracts or resolving conflicts. People's opinion of gender roles should not deny or hinder one's right or responsibilities to meet his or her contractual obligations while teaching contracts in business operations.

- **Environment and sustainability:** During generation of business ideas and opportunities, learners need to acknowledge that the greatest source of business ideas and opportunities is the environment, and one cannot implement his/her opportunity into a profitable business without the environment. So, throughout the unit/lesson learners have appreciate the need to take great care for environment as it is paramount for continued business ideas and opportunity generation as well as survival of the business activities.
- **Inclusive education:** Learners all need to realize that universal laws do not discriminate as they do apply to all regardless of social, economic, political, physical background. Emphasis should be put on how we all have the same rights. During business organization unit, learners may discuss and appreciate need to respect and advocate for employer's and worker's rights and responsibilities at a workplace.
- **Peace and Values:** Right before the lesson begins; there are quite a lot of opportunities for tutors to promote peace and values among learners. Being punctual for activities (time management), involvement in various activities (teamwork), keeping their school environment clean (responsibility), greeting one another are among such opportunities (empathy). In a lesson the tutor should encourage learners to greet one another, create a conducive learning environment, clean the chalkboard, arrange the classroom, and assist one another with pens, books, class work, among others. Also in case of conflicts within a lesson, take time to address the conflicts and discuss with learners the need to resolve conflicts amicably. You may also give learners an opportunity to participate in conflict resolution and decision making.
- **Comprehensive sexuality education (HIV/AIDS, STI, Family planning, Gender equality and reproductive health):** During the lessons/activities, learners should be given an opportunity to discuss freely about the various changes they are undergoing, as they are adolescents. They should be aware of how to manage the changes in their bodies, discuss HIV/AIDS without stigmatization, STIs and how to control them, family planning gender equality and reproductive health. Learners should be encouraged to seek

for appropriate help whenever needed. This may not directly fit or come in the lessons but utilize opportunities observed among the learners both in and outside of the class.

- **Financial Education:** For example in setting personal goals, learners may be requested to make a plan of what they plan to save, how much and when they plan to achieve their saving goals. Learners may describe strategies to reduce spending and increase savings to become financially fit. In every lesson, learners can share briefly their progress towards their goals: how much, strategies that worked and what needs to improve on.
- **Standardization Culture:** In every lesson take an opportunity to share with learners that standards should be respected since they are part and parcel of our lives. From school uniform, to class size, to lesson duration, language of instruction, among others. So always, create opportunities to have learners discuss where standards apply and when they need to be conscious about standards during their everyday and business activities. Entrepreneurs require standards to be able to generate ideas, create opportunities, gather resources, start and operate businesses successfully. Throughout the unit of Standardization will be the opportunity to learn all concepts related to standardization Culture and to see how it can be applied in different areas.
- **Genocide Studies:** Learners need to become aware that all human beings are equal and have equal rights. At the work place they should avoid and denounce all instances that result into other's rights being violated. Give learners opportunities to share how an entrepreneur can promote the fight against genocide ideologies during generating ideas, creating opportunities, gathering resources, starting and operating businesses successfully. During rights and responsibilities session, learners relate the genocide of 1994 against the Tutsi and violation of human rights.

1.2.3. Attention to special educational needs and inclusive education

In the classroom, learners learn in different ways depending on their learning pace, needs or any other special problem they might have. However, a tutor has the responsibility to know how to adopt his/her methodologies and approaches in order to meet the learning need of each student in the classroom. Also tutors need to understand that learners with special needs; need to be taught differently or need some

accommodations to enhance the learning environment. This will be done depending to the unit and the nature of the lesson.

In order to create a well-rounded learning atmosphere, tutors need to:

- Remember that learners learn in different ways so they have to offer a variety of activities (e.g. role-play, music and singing, word games and quizzes, and outdoor activities).
- Maintain an organized classroom and limit distraction. This will help learners with special needs to stay on track during lesson and follow instructions easily.
- Vary the pace of teaching to meet the needs of each learner. Some learners process information and learn more slowly than others.
- Break down instructions into smaller, manageable tasks. Learners with special needs often have difficulty understanding long-winded or several instructions at once. It is better to use simple, concrete sentences in order to facilitate them understand what you are asking.
- Use clear and consistent language to explain the meaning (and demonstrate or show pictures) if you introduce new words or concepts.
- Make full use of facial expressions, gestures and body language.
- Pair a learner who has a disability with a friend. Let them do things together and learn from each other. Make sure the friend is not over protective and does not do everything. Both learners will benefit from this strategy.
- Use multi-sensory strategies. As all learners learn in different ways, it is important to make every lesson as multi-sensory as possible. Learners with learning disabilities might have difficulty in one area, while they might excel in another. For example, use both visual and auditory cues. Below are general strategies related to each main category of disabilities and how to deal with every situation that may arise in the classroom. However, the list is not exhaustive because each learner is unique with different needs and that should be handled differently.

Strategy to help a learner with developmental impairment:

- Use simple words and sentences when giving instructions.

- Use real objects that the learner can feel and handle; rather than just working abstractly with pen and paper.
- Break a task down into small steps or learning objectives. The learner should start with an activity that s/he can do already before moving on to something that is more difficult.
- Gradually give the learner less help.
- Let the learner work in the same group with those without disability.

Strategy to help a learner with visual impairment:

- Help learners to use their other senses (hearing, touch, smell and taste) to play and carry out activities that will promote their learning and development.
- Use simple, clear and consistent language.
- Use tactile objects to help explain a concept.
- If the learner has some sight difficulties, ask them what they can see.
- Make sure the learner has a group of friends who are helpful and who allow the child to be as independent as possible.
- Plan activities so that learners work in pairs or groups whenever possible

Strategy to help a learner with hearing impairment:

- Always get the learner's attention before you begin to speak.
- Encourage the learner to look at your face.
- Use gestures, body language and facial expressions.
- Use pictures and objects as much as possible.
- Keep background noise to a minimum.

Strategies to help learners with physical disabilities or mobility difficulties:

- Adapt activities so that learners who use wheelchairs or other mobility aids can participate. Ask parents/caregivers to assist with adapting furniture e.g. the height of a table may need to be changed to make it easier for a learner to reach it or fit their legs or wheelchair under.

- Encourage peer support
- Get advice from parents or a health professionals about assistive devices

Adaptation of assessment strategies.

Each unit in the tutor's guide provides additional activities to help learners achieve the key unit competence. Results from assessment inform the teacher which learner needs remedial, consolidation or extension activities. These activities are designed to cater for the needs of all categories of learners; slow, average and gifted learners respectively.

1.2.4. Guidance on assessment

Assessment is an ongoing process of identifying, gathering and interpreting information about students' achievement of the learning outcomes and can be integrated into the students' normal learning activities. Assessment is an important part of teaching and learning. It is used to:

- Evaluate and improve teaching and learning
- Report achievement
- Provide feedback to students on their progress.

Types of Assessment

- **Assessment for learning (Continuous/formative assessment):**
Assessment for learning is often called formative assessment and is an assessment that gathers data and evidence about student learning during the learning process. It enables you to see where students are having problems and to give immediate feedback, which will help your students learn better. It also helps you plan your lessons to make student learning, and teaching more effective. Often it is informal and students can mark their own work or their friends. An example is a quick class quiz to see if students remember the important points of the previous lesson.
- **Assessment of learning (Summative assessment):**

Assessment of learning is often called summative assessment. It is used to obtain evidence and data that shows how much learning has occurred, usually at the end of the term or unit. End of year examinations are examples of summative assessment. It is usually done for formal recording and reporting purposes.

Assessing Entrepreneurship units

In the entrepreneurship syllabus, the key unit competences, which link to the broad learning outcomes, are assessed through specified assessment tasks using a range of assessment methods. Assessment criteria for each unit outcome provide clear indications of how, and to what extent, the achievement of the learning outcomes may be demonstrated. Performance standards, marking guides and assessment criterion help teachers with the marking process and this ensures that assessment is consistent across schools.

When you set a task, make sure that:

- The requirements of the task are made as clear as possible to the student
- The assessment criteria and performance standards or marking guides are provided to the student so that they know what it is that they have to do
- Any sources or stimulus material used are clear and appropriate to the task
- Instructions are clear and concise
- The language level is appropriate for the grade
- It does not contain gender, cultural or any other bias
- Materials and equipment needed are available to students
- Adequate time is allowed for completion of the task.

Feedback

- When you assess the task, remember that feedback will help the student understand why he/she received the result and how to do better next time.

Feedback should be:

- Constructive so that students feel encouraged and motivated to improve
- Timely so that students can use it for subsequent learning
- Prompt so that students can remember what they did and thought at the time
- Focused on achievement and effort of the student

- Specific to the unit learning outcomes so that assessment is clearly linked to learning.

Feedback can be:

Informal or indirect – such as verbal feedback in the classroom to the whole class, or person to person

- **Formal or direct** – in writing, such as checklists or written commentary to individual student either in written or verbal form
- **Formative** – given during the topic with the purpose of helping the student know how to improve for example use of portfolios as a tool of assessment during, after or at end of the lesson.
- **Summative** – given at the end of the unit with the purpose of letting the students know what they have achieved for example use of portfolios as a form of end of unit assessment (refer to labs at the end of every unit)

Tests

A test is a formal and structured assessment of student achievement and progress which the tutor administers to the class. Tests are an important aspect of the teaching and learning process if they are integrated into the regular class routine and not treated merely as a summative strategy. They allow students to monitor their progress and provide valuable information for you in planning further teaching and learning activities. Tests assist student learning if they are clearly linked to the outcomes. Evidence has shown that several short tests are more effective for student progress than one long test. It is extremely important that tests are marked and that students are given feedback on their performance. There are many different types of tests. Tests should be designed to find out what students know and about the development of thinking processes and skills. Open questions provide more detailed information about achievement than a question to which there is only one answer.

Principles of designing classroom tests

Tests allow a wide variety of ways for students to demonstrate what they know and can do. Therefore;

- Students need to understand the purpose and value of the test.
- The test must assess intended outcomes.
- Clear directions must be given for each section of the test.

- The questions should vary from simple to complex.
- Marks should be awarded for each section.
- The question types (true/false, fill-in-the-blank, multiple choice, extended response, short answer, matching) should be varied.

Tests should:

- Be easy to read (and have space between questions to facilitate reading and writing).
- Reflect an appropriate reading level.
- Involve a variety of tasks.
- Make allowance for students with special needs.
- Give students some choice in the questions they select.
- Vary the levels of questions to include gathering, processing and applying information.
- Provide sufficient time for all students to finish.

Tutor assessment

Assessment is a continuous process. You should;

- Always ask questions that are relevant to the outcomes and content
- Use frequent formative tests or quizzes
- Check understanding of the previous lesson at the beginning of the next lesson through questions or a short quiz
- Constantly mark/check the students' written exercises, class tests, homework activities
- Use appropriate assessment methods to assess the tasks.

Self-assessment and peer assessment

Self and peer assessment helps students to understand more about how to learn.

Students should be provided with opportunities to assess their own learning (self-assessment) and the learning of others (peer assessment) according to set criteria.

Self and peer assessment:

- Continues the learning cycle by making assessment part of learning
- Shows students their strengths and areas where they need to improve
- Engages students actively in the assessment process
- Enables students to be responsible for learning

Helps students understand the assessment criteria and performance standards.

1.2.5 Students' learning styles and strategies to conduct teaching and learning process

How students learn

- What I hear I forget.
- What I hear and see I remember a little.
- What I hear, see and discuss I begin to understand.
- What I hear, see, discuss and do, I acquire knowledge and skills.
- What I teach to another, I master.

(Active Learning Credo statement by Silberman 1996)

In support of this are the findings that we remember:

- 20% of what we hear
- 40% of what we see
- 90% of what we see, hear, say and do or what we discover for ourselves.

A student-centered approach to learning

Different students learn in different ways. Some students learn best by writing, others by talking and discussing, others by reading and others by listening. Most students learn by using a combination of those. All students learn skills through practicing and repetition. You need to use a variety of teaching strategies to cater for the different ways your students learn. The selection of teaching method should be done with the greatest care and some of the factors to be considered are:

The uniqueness of subjects; the type of lessons; the particular learning objectives to be achieved; the allocated time to achieve the objective;

instructional materials available; the physical/sitting arrangement of the classroom, individual students' needs, abilities and learning styles.

Teaching and learning strategies

In order to cater for different students' learning styles and to assist and encourage students to learn, teachers need to perform certain tasks. These are teaching strategies.

You need to engage students directly in learning but there are times when you have to take charge of the learning in the class and teach particular concepts or ideas.

Teaching strategies include:

- Group work
- Skills lab
- Research/inquiry
- Class discussions/debates
- Problem-solving activities
- Teacher talk, instructions, explanations, lectures or reading aloud
- Directed question and answer sessions
- Audio-visual presentations
- Text books or worksheets
- Directed assignments
- Demonstration and modeling
- Guest speakers
- Classroom displays.

1.2.6. Student Business Club and Skills lab

a. Student Business Clubs

What – Students Create Real Businesses

The student business club (SBC) is an extra-curricular activity to enhance student learning of entrepreneurial competencies. Business club is like 'garden where learners transplant 'or test what they develop in the 'nursery'- the nursery here means the classroom/ skills lab.

It is a club in which students work in groups under the guidance of their tutor to raise money, create and sell products & services that solve problems in their communities, and manage their businesses.

Why – Learning by Doing

Entrepreneurship is a practical subject. Students must have time to practice. By running a mini business enterprise called “projects”, students learn entrepreneurial competencies practically. Students need products and services to apply the entrepreneurial competences.

Student Business Club:

- Give learners the practical experience to do business.
- Enhance the learner’s entrepreneurial competences.
- Apply the knowledge, skills, and attitudes learned.
- Inspire young people to succeed in the global economy.
- Tutors have an opportunity to see how learners apply the competences outside class and are able to give constructive feedback

Student business club exhibitions are a practical assessment tool where students publicly demonstrate their skills, attitudes, and competencies by exhibiting products and services done in the business club.

Who – The Club is Open to All Students

A’ level Entrepreneurship students typically lead the student business club. The Club runs multiple different business projects managed by small teams (Skills Lab teams). The club has student leaders and recruits club members from the total school population to join them.

How – Students Lead Business Projects

The club is student-led but is supervised by entrepreneurship Tutor(s).

The Club should be student run. Students should be actively engaged in idea generation, planning, procurement, sales, record keeping, and decision making. Tutors should only guide them. Clubs should start small with what the students can afford. Clubs should start with or no capital and use recycled materials and seeds only! Tutors should not ask the administration to give the Club huge sums of money to start operating. The Club experience should reflect the real business world. No one will just give them big capital for free when they graduate, so you should request only what is realistic.

Club funds and profits should be kept in a safe and secure place. The best place is a club account with the college bursar. Students should not keep Club money in their suitcases as cases of theft and misuse of funds will arise. The patron should organize inter Project exhibitions at school to motivate students to work to succeed and to showcase the Club work to the rest of the stakeholders.

Skills Lab Teams meet during extracurricular time to create their business projects. The student business club holds regular club meetings to plan and coordinate activities. Student products & services are sold in and out of school.

Business club structure

Club Set Up	Club Management	Club Sales & Exhibition
Elect club leadership & write constitution	Create innovative products	Keep business records
Recruit club members	Fundraise during visitation day/parents' days	Invest income
Propose product ideas	Sell products & services	Prepare for student business exhibitions

When – Extra-curricular time

Student Business Clubs meet a time convenient for students, after classes. The Student Business Club is one of the best extra-curricular activities that strengthens both academic and practical competencies.

Where – In-school and back home

Student businesses club activities take place both in school and in the community. Club members can decide to sell their products and services to fellow students, tutors, the school administration or community members. Both boarding and day students can participate in student business clubs. Day students typically set up projects back home that can grow into small businesses after graduation.

School Stakeholder Business Club Roles:

<p>School Administration</p>	<p>To perform advisory and supervisory roles in the school.</p> <p>To link the business club to the community and other schools.</p> <p>To provide the business club with required facilities to operate such as land, room.</p> <p>To provide market for some students' products and services.</p>
<p>Club Patrons / Entrepreneurship Tutor</p>	<p>Oversee the activities of the club.</p> <p>Link students to the administration.</p> <p>Keep records regarding student's performance in the business club</p> <p>Find resources and opportunities for students.</p>
<p>Staff Members</p>	<p>Support the club in its activities.</p> <p>Offer expertise in the area of specialization when required.</p> <p>Can invest in the business club.</p> <p>Link the business club with other school clubs.</p>
<p>Parents and community</p>	<p>Providing a favorable environment for students to develop and nurture their talents and skills. Community is the market to students' products or services.</p> <p>Community members can also act as advisers to students' projects and clubs.</p> <p>In case the students' project is in the community and requires land, the community members may offer land for students' project.</p>

Students	<p>To be members of the business club.</p> <p>To fundraise or find available resources to run the club.</p> <p>To actively participate in the activities of the club.</p> <p>To keep records of the business club.</p>
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b. Skills Lab

i. What is a skills lab

Skills lab is a method of teaching where students are required to complete learning activities working in manageable groups where applicable. Skills Labs do not necessarily require a cost, It is an easy method that enables teachers to change pedagogy from theory-based to competence-based instruction.

Skills lab is like nursery where learner germinates their ideas, products before they are transplanted

Business club is garden where learners plant, test what is developed in nursery. This should be done when student is skills in class in order to be sure that after class it will be used/applied.

Difference and similarity between skill lab and end unit assessment

The similarity is that they both aim to build competences in students. However the difference largely lays in the purpose. The skills labs prepare/guide learners to create prototypes that they are going to use in the real life (or business club when they are still at school). The Skills lab is at the level of building and polishing learner's competences well as the end unit assessment is to test whether the competences have been acquired.

The basic characteristics of Skills Lab are:

- It takes place during a double period (80 minutes) Unless the tutor cannot find the 80 minutes as a block.
- Students work in small groups (manageable teams) . Unless the class has too few students.

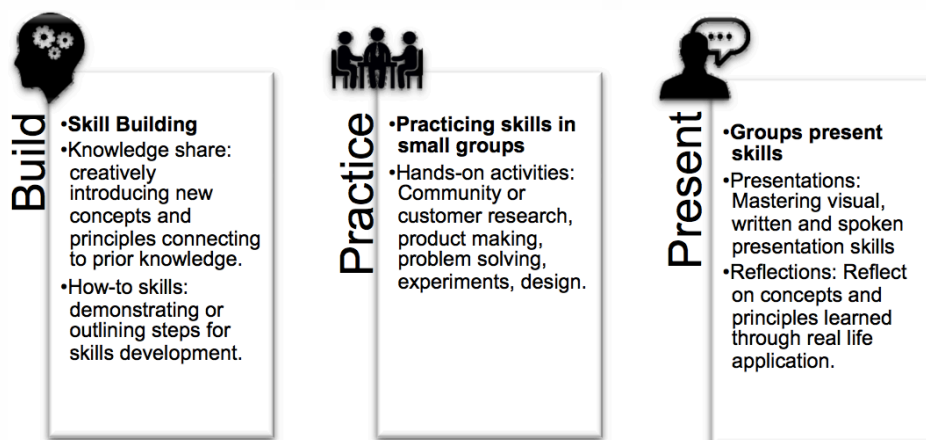
- Assessment takes place through portfolio activities.
- Students talk more than teachers (10% teacher talk time and the rest is for the students)
- Students receive constructive feedback on their work (Teacher gives quality feedback on student presentations.
- Skills lab consists of three components: build, practice and present.
- Link to student business club as a platform for practicing real life activities through making products.

Note

Skills lab as a methodology of teaching can be used at any time within a unit (i.e. at the start, during or at the end of the unit). It can be used as a method of teaching during teaching and learning of a given lesson NOT necessarily only at the end of the week or unit. However, within this Teachers' Guide, you have been provided with skills lab model lesson which appears at the end of every unit.

Skills Lab follows a 3-part format, which helps teachers plan for practical and Competence-based lessons. This format includes Build, Practice and Present, described below:

ii. Steps of skills lab lesson plan



iii. Use of Present Boards and Portfolios during Skills Lab

Present boards are boards made by learners using locally available resources that contain learners' work/achievements. When learners finish their work from presentations as a group, it's hang on the present board. This can be used by both the teacher and students for reference.

The biggest sign of a successful skills lab is the activities students complete. And how do we know whether students completed their group activity? It's through **Present Boards**. Each team has their own board to display all the work they completed during the Skills Lab. At the end of each Skills lab, each team makes a verbal presentation to the class and shows their Present Board.

	When?	How?	Where?
Present Boards	Last activity of each Skills Lab. Each lab team/group has their own Present Board.	Made by students. Boards have cool designs to showcase the notes and work product for each lab	Boards are hung on the walls of classroom and kept there for others to see

iv. Relationship between Portfolios and Present Boards

What is a Student Portfolio?

A portfolio is a collection of student work for individual assessment. Learners fill their portfolios by completing a series of assignments. These individual assignments are the evidence that students have mastered a learning objective. Each assignment requires learners to apply the skill they learned in that unit practically.

Portfolios are the basis for Skills Lab. First, teachers create the portfolio assessment for students to complete.

Skills Lab is when students will work upon group activities to prepare for completing the portfolio assessment individually. Skills Lab is one of your teacher's normal lessons (no extra time is needed) that are especially designated for the purpose of students working in groups to complete their activities. Skills Lab prepares students to complete portfolio assignments on their own after classes. So, the classroom activity should connect directly to the portfolio assignment.

For example, they set goals as a group in class, and set individual goals as portfolio assignment.

	Done by?	When?	Where?
Present boards	Groups	During Skills Lab	On Present Boards
Portfolios	An Individual	As an Assignment	In Portfolio Folder

v. Relationship between Portfolios and Back Home Projects (BHPs)

Back Home Projects (BHP) refer to projects of business activities that are started up by students in their communities. These projects can be started during school or after school. The tutor has a role of encouraging and supporting students to start up BHP during school.

BHPs are meant to help learners apply skills and attitudes acquired during skills lab and business club activities. However, they still require support and mentoring from the teacher on how to start and maintain BHPs.

The portfolio assignments given to students should be able to challenge them to start BHPs. For example, preparing a journal template for the businesses they intend to start.

vi. Other components of student portfolio

Tutors should also guide learners about the use of K-W-L (what learners already know, what they want to know, what they have learnt). This should be done after the introductory activity of each unit to help assess how much the students already know and what they would be interested in learning about the unit. Learners write under (K-what I know, what I want to know)

At the end of the unit, the tutor comes back to K-W-L and asks the learners to complete the last column which is (What they have learnt). The students should keep that sheet in their student portfolio.

K-W-L chart

UNIT:

What I know

What I want to know

What I learned

1.2.7. Steps for a lesson in active learning approach

Generally, the lesson is divided into three main parts whereby each one is divided into smaller steps to make sure that learners are involved in the learning process. Below are those main parts and their small steps:

1. Introduction

Introduction is a part where the teacher makes connection between the previous and current lesson through appropriate techniques. The teacher opens short discussions to encourage learners to think about the previous learning experience and connect it with the current instructional objective. The teacher reviews the prior knowledge, skills and attitudes which have a link with the new concepts to create good foundation and logical sequencings.

2. Development of the new lesson

The development of a lesson that introduces a new concept will go through the following small steps: After a short presentation as introduction to the lesson, the following steps are undergone : discovery activities/prediction, presentation of learners' findings, exploitation, synthesis/summary and exercises/application activities, explained below:

Discovery activity/prediction

Step 1

- The teacher discusses with students to take responsibility of their learning
- He/she distributes the task/activity, necessary resources and gives instructions related to the tasks (working in groups, pairs, or individuals to instigate collaborative learning, to discover knowledge to be learned). Teacher can ask questions to find out what participants know already, before sharing new information. Very often, someone in the class will know something about what you are going to learn together. So, it is always good to find that knowledge. Teacher can also see if participants have misunderstandings which you can correct during the session.

Step 2

- The teacher let the students work collaboratively on the task.
- During this period the teacher refrains to intervene directly in the working of activity or results/findings of the task

- He/she then monitors how the students are progressing towards the results, output, results, and expectations knowledge to be learned and boost those who are still behind (but without communicating to them the knowledge).

Presentation of learners' productions

- In this period, the teacher invites representatives of groups to share their productions/findings.
- After three/four or an acceptable number of presentations, the teacher decides to engage the class into exploitation of the students' productions.
- Exploitation of learner's productions
- The teacher asks the students to evaluate the productions: which ones are correct, incomplete or false
- Then the teacher judges the logic of the students' products, corrects those, which are false, completes those, which are incomplete, and confirms those, which are correct.

Institutionalization (summary/conclusion/ and examples)

- The teacher summarizes the learned knowledge and gives examples, which illustrate the learned content. Then links the activities to the learning objectives, and guides learners to make notes.

Exercises/Application activities

- Exercises of applying processes and products/objects related to learned unit/sub-unit
- Exercises in real life contexts
- Teacher guides learners to make the connection of what they learnt to real life situations. At this level, the role of teacher is to monitor the fixation of process and product/object being learned.

3. Assessment

In this step, the teacher asks some questions to assess achievement of instructional objective. During assessment activity, learners work individually on the task/activity.

The teacher avoids intervening directly. In fact, results from this assessment inform the teacher on next steps for the whole class and individuals. In some cases, the teacher can end with a homework assignment, or additional activities.

PART II: SAMPLE LESSON PLAN

SCHOOL NAME: ES MUKONO EAR

TEACHER'S NAME: NUWAGABA NICHOLAS

Term	Date	Subject	Class	Unit N ^o	Lesson N ^o	Duration	Class size
1	28 /01/ 2019	ENTREPRENEURSHIP	Year one	1	3 of 5	40 min	40 students
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title		Initiation to Entrepreneurship					
Key Unit Competence		Be able to exhibit the desirable behavioral qualities of an entrepreneur					
Title of the lesson		Stages of Entrepreneurship Process					
Instructional Objective		Given a gap-filling exercise on stages of entrepreneurship process, students will be able to indicate and explain correctly the <i>stages of Entrepreneurship process</i> The tutor will read for the two learners with visual impairment and allow them to answer verbally.					
Plan for this Class (location: in / outside)		Inside the classroom in a U shape arrangement					
Learning Materials (for all learners)		N.A					
References		Entrepreneurship for Rwanda secondary schools' book 4					

Timing for each step	Description of teaching and learning activity		Generic competences
	Teacher activities	Learner activities	
1. Introduction 5 minutes	Lead a review of the previous lesson on qualities of a good entrepreneur, <ul style="list-style-type: none"> - <i>Give at least 3 qualities of a good entrepreneur?</i> • Handle any homework or assignments, • Ensure a conducive learning environment. • Show learners the relationship between the previous lesson and new lesson • Guide students to discover the lesson of the day. • Share the objectives of the lesson with the learners 	Answer the questions on qualities of a good entrepreneur <ul style="list-style-type: none"> - Correct homework with the tutor - Discover the title of today's lesson - Stages of entrepreneurship process 	Communication: Through answering questions and peer discussion.

<p>2. Development of the lesson</p> <p>a. Discovering Activity</p> <p>15minutes</p>	<ul style="list-style-type: none"> • Ask students to show the link between learning objective and Key unit competence 	<p>Listen carefully the instructions</p> <p>Forming groups</p> <p>Student arrange themselves in teams and sit together.</p> <p>Work individually or in pairs to analyze stages each enterprise went through from start up to present</p> <p>In their groups, they share and agree on different stages of entrepreneurship process</p>	<p>Cooperation, interpersonal management and life skills:</p> <p>Students share ideas in pairs and in groups.</p> <p>Critical thinking</p> <ul style="list-style-type: none"> – Student analyze each enterprise and come up with reasonable stages <p>Communication</p> <ul style="list-style-type: none"> – Student discuss in groups and answer questions. <p>Research and problem solving</p> <p>Through discussion and research students identify stages of entrepreneurship process</p> <p>Peace and values education:</p> <p>Trough games and group discussions students socialize and develop some values like sharing, honesty,</p>
<p>Ask student to play Mingle-Mingle Game: Put students into groups & have them sit together.</p> <p>Ask student to look at fully developed businesses with tangible products in their home area.</p> <p>E.g. Inyange industries (Inyange water or Enterprise Urwibutso of Sina Gerard.</p> <p><i>What stages do you think the above business went through to get to where it is today?</i></p> <p>This activity will be done first individually, shared in pairs then in a big group according to learners sitting arrangement</p>			

<p>b. Presentation 10minutes</p>	<p>Endeavour to tell students that this activity will be done in 10 minutes and the presentation will be done using gallery work</p> <p>Teacher moves around in groups and guides them as they attempt to answer the questions.</p>	<p>Groups Present each Stage to Class: Each team hung their answers on present board.</p> <p>Each team moves around to read presentations of other teams while taking notes and asking for clarification where they do not understand.</p>	<p>cooperation, respect, turn taking, team work, etc.</p> <p>Inclusive Education:</p> <p>During the game, learners with physical disabilities play with others while seated</p>
	<p>Invite the student to hung their work on the present boards</p> <p>Allow a student to make gallery work</p>		<p>Inclusive Education:</p> <p>Taking into account learners with physical impairment, during gallery walk and also read for learners with visual impairment.</p>

c. Exploitation

5minutes

Teacher comments on each presentation and asks other groups if they agree on what the group has said.

Harmonize their findings and come up with 5 stages of entrepreneurship process and their explanations

Communication

– Student discuss and communicate verbally while presenting their work and commenting on other groups work

Invite the representative of each group to come, indicate each stage and explain its indicators

Critical thinking

– Learners use critical thinking in answering questions

Assign a task to agree on the 5 stages which are common and arrange them starting from the first up to the last.

d. Synthesis

3minutes

Help the students to come up with an outline on what they have learnt and underlining the 5 stages of entrepreneurship process as well as their explanations

Read the summary loudly for the two learners with visual impairment to allow them to take notes.

Discovery:

At this stage, entrepreneur generates ideas, recognizes opportunities, determines the feasibility of ideas, markets, and ventures and other prior information.

Concept development:

Here an entrepreneur plans the business, identifies needed resources through developing a business plan.

Here an entrepreneur plans the business, identifies needed resources through developing a business plan.

Harvesting:

Here an entrepreneur decides on the venture's future (growth, development or demise).

Inclusive Education:

Taking into account of students with visual impairment by reading for them note written on board and giving more time to take note

3. Conclusion and Assessment

2minutes

Apply questions:

Ask the student how these stages of entrepreneurship process will help them in their everyday life and business club.

Based on experience from this lesson, of you were to decide to start your own business. Which stage would you use first?

Apply questions:

Ask the student how these stages of entrepreneurship process will help them in their everyday life and business club

Expected answers:

Learners may come up with different answers but most importantly is to know how those stages follow each other and how to use them.

The first stage is Discovery

Gap-filling questions

1.....an entrepreneur decides on the venture's future (growth, development or demise).

..... here an entrepreneur plans the business, identifies needed resource

Critical thinking

– Students develop critical thinking and reasoning skills while answering questions from other groups

Research and problem solving

Imagination and application of this lesson to daily life challenges.

<p>Based on experience from this lesson, of you were to decide to start your own business. Which stage would you use first?</p> <p>Assess if the objective has been achieved by asking learners to attempt a gap-filling exercise.</p> <p>Read all questions for two learners with visual impairment and allow them to answer verbally.</p>	<p>through developing a business plan.</p> <p>..... an entrepreneur starts and operates business and utilizes resources to achieve its goals and objectives.</p> <p>.....acquires needed resources for the venture startup including financial, material, and human and technology.</p> <p>Answers</p> <ol style="list-style-type: none"> 1. Harvesting 2. Concept development 3. Actualization 4. Resourcing: 	
<p>Teacher self-evaluation</p>	<p>Improvement: The objectives were partly achieved, as this is the theoretical lesson. Remedial lesson is to be organized at an appropriate time during skills lab</p>	

PART III: UNIT DEVELOPMENT

● UNIT: 1

INITIATION TO ENTREPRENEURSHIP

Key Unit Competence: To be able to exhibit desirable qualities of an entrepreneur

1.1. Unit Prerequisite

Learners were introduced to the characteristics of a good entrepreneur; personal values, skills and characteristics of an entrepreneur; work in Society; concept of needs, wants, goods and services; factors and indicators of business growth (O level). This prior knowledge, skills or competences should help them to be able to exhibit desirable qualities of an entrepreneur.

1.2. Cross-cutting issues to be addressed

Note: The examples below are just to guide you on how to address cross-cutting issues throughout the unit *but this does not* mean that these are the only ones. You can address and give learners opportunities to discuss all the crosscutting issues where possible taking consideration of their environment or community.

Gender education: Emphasis throughout this unit has to be put on how both male and females have same opportunities when it comes to exhibiting desirable qualities of an entrepreneur, there are no qualities specifically reserved or meant for a particular gender but they can all choose whatever ideas they feel capable of.

Environment and sustainability: The greatest place an entrepreneur uses to exhibit his qualities is the environment, and one cannot implement his/her opportunity into a profitable business without the environment. Therefore, great care for environment is paramount for continued business ideas and opportunity generation as well as survival of the business activities.

Inclusive education: In addition to all having equal opportunities to exhibit desirable qualities and opportunities, emphasis has to be put on how we all regardless of our background, economic or social setup have right exhibit desirable qualities that do not discriminate as our needs are

the same. Learners need to understand that good qualities should not discriminate but promote inclusiveness of all...etc.

Peace and Values: You need to emphasize to learners the need to live in peace and harmony with others. Learners also need to appreciate the importance of promoting positive business values especially towards society, customers, shareholders, environment, and government, among others as a way of exhibiting desirable qualities of an entrepreneur.

Refer to other crosscutting issues as identified in the curriculum framework.

1.3. Guidance on introductory activity

Introductory activity, Unit 1

Follow the guidance about the introductory activity.

Introductory activity

- Learners in small groups, pairs or individual read and analyze the case study and identify skills Bikorimana acquired from O 'level entrepreneurship that motivated him to start his bakery project, what did it take Bikorimana to start a bakery project, give reasons why Bikorimana is an entrepreneur and illustrate how the above project will solve community problems?

During the activity, make sure everyone is following and actively participating. Those who are not acting may have to listen attentively without disturbing and should applaud the actors after.

Learners share their findings, responses or answers to the activity using an appropriate method such as group presentation, pair-share or large group discussion. Ensure all learners are given an opportunity to give their views and should be respected.

Harmonize their findings or answers, and help them draw conclusions/summary about what motivated Bikorimana to start his bakery project, what did it take Bikorimana to start a bakery project, give reasons why Bikorimana is an entrepreneur and illustrate how the above project will solve community problems Answer or address any questions or challenges about the activity. Guide them to take notes in their books referring to learners' book.

Possible answers for introductory activity (case study)

- _ Financial management skills
- _ Researching skills
- _ Creativity skills
- _ Innovative skills
- _ etc.
- a. He wanted to be self-employed among other reasons
- b. It took him the following;
 - _ Thinking about a profitable business idea
 - _ Acquiring the various factors of production e.g. land, labour, apital, etc.
 - _ Implementation of the business idea
 - _ Research on the market and customers
 - _ Hard work
 - _ Innovation
 - _ Vision and setting targets and goals
 - _ Etc.
- c. Bikorimana is an entrepreneur because he used the stages of entrepreneurship process to start his business namely;
 - _ Discovery
 - _ Concept development
 - _ Conceptualization
 - _ Resourcing
 - _ Harvesting
- d. How will the above project solve community problems?
 - _ Employment creation
 - _ Bringing goods near to the people
 - _ Increasing on the variety of goods and services on the market
 - _ Improving on the standards of living
 - _ Paying taxes to the government
 - _ Participating in the community programs for example umuganda

_ Etc.

1.4. List of lessons (including assessment)

Lesson title/probable heading, learning objectives (from the syllabus including knowledge, skills and attitudes) and Periods.

No	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Periods
1	Meaning of entrepreneurship, entrepreneur, intrapreneur and manager	Explain the meaning of entrepreneurship, an entrepreneur, Intrapreneur and manager	1
2	Qualities of an entrepreneur	Define the qualities of an entrepreneur	1
3	Stages of entrepreneurship process	Explain the stages of Entrepreneurship process	1
4	Types of entrepreneurs	Explain the different types of entrepreneurs	1
5	Types, benefits and challenges of creativity, innovation and invention	Distinguish between creativity, innovation and invention Discuss the meaning of entrepreneurship in relation to creativity and innovation Identify people in the community with entrepreneurial qualities Describe how creativity and innovation helps to sustain different activities	1
	Skills lab 1	To be able to exhibit desirable qualities of an entrepreneur	2
	End Unit assessment and Remediation	To be able to exhibit desirable qualities of an entrepreneur	1

LESSON 1: Meaning of entrepreneurship, entrepreneur,

intrapreneur and manager

Learning objectives: Explain the meaning of entrepreneurship, an entrepreneur, Intrapreneur and manager

Teaching aids:

Basic materials for a class/ lesson to be conducted: Learners books, internet and projector, text books, resourceful person and any other trustworthy and reliable resources to enhance learning.

Possible methods: pair share; small group discussion, brainstorm, research in the library, research on the internet

Prerequisites/Revision/Introduction:

Read the Key unit competence in the syllabus to determine what students will know and be able to do by the end of the unit. Look at the action verb, concept and context of each learning objective. This will help you see the skills, knowledge attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Activity 1.1 learners' book

Learners analyze the question and using their knowledge of entrepreneurship obtained in O 'level and research made from internet or libraries distinguish between entrepreneur, Intrapreneur and manager. This activity may be given as a research question or homework.

Depending on the purpose of the application activity, chose an appropriate method to assess learners 'findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Possible answers to Activity 1.1, refer learner's book

An **entrepreneur** is a person who has the ability to see and evaluate business opportunities, gather necessary resources and use them to initiate and manage the identified business; takes risks in the business with the aim of making profits.

Entrepreneurship is the process of identifying business opportunities from a locality, organising necessary resources, and using them to start an enterprise to produce goods and services, market them while covering

risks with the aim of making profits.

Intrapreneur is a person within a large corporation/enterprise who takes direct responsibility for turning an idea into a profitable finished product or service through assertive risk taking and innovation.

Manager is a person who organizes resources, allocates tasks, oversees and controls business operations so as to achieve the organizational goals, mission and vision.

Application activity 1.1 learner's book

Learners analyze the case study either in groups or in pairs and come up with possible answers. This activity may be given as a research question or homework.

Depending on the purpose of the application activity, chose an appropriate method to assess learner's findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Possible answers to application activity 1.1

1. I learnt that you may not succeed when you are alone but when you are working together with others you gain more. That is why Kharim is convincing his friends to join him to realize his dream together with joint effort.
2. An **entrepreneur** is a person who has the ability to see and evaluate business opportunities, gather necessary resources and use them to initiate and manage the identified business; takes risks in the business with the aim of making profits WHILE.

Entrepreneurship is the process of identifying business opportunities from a locality, organising necessary resources, and using them to start an enterprise to produce goods and services, market them while covering risks with the aim of making profits.

LESSON 2: Qualities of an entrepreneur

Learning objective: *Define the qualities of an entrepreneur*

Possible methods: Think-pair-share; small group discussion, brainstorm, field study, gallery walk, interview with entrepreneurs in the community, research in the library, research on the internet, etc.

Prerequisites/Revision/Introduction:

Read the learning objective to determine what students will know and be able to do by the end of the lesson. This will help you see the skills, knowledge attitudes embedded in the learning objective. Remember the learning objectives are linked to the key unit competence.

Learners briefly define the qualities of an entrepreneur. Correct any homework or assignment from the previous lesson. Help learners link the previous lesson to the current lesson.

Activity 1.2 learners' book

Using an appropriate method, such as small groups or pairs learners may interview an entrepreneur; make research in the library or internet, group discussions showing if they have a role model in entrepreneurship who inspires them to join business, state and describe true characteristics that their role model mentioned above possesses. Ensure a balance among the groups or when pairing and that the instructions are clearly understood.

Make a follow up as learners do the activity. Ensure everyone is actively participating and heard instructions clearly followed; and address any challenges/issues identified. Encourage learners to think about the environment, innovation, standards as well as developing quality entrepreneurial skills.

Learners share their findings through an appropriate method such as group presentation, pair-share, written reports, whole class presentation. Ensure learners of different needs and abilities are given opportunities share or present their findings.

Harmonize their findings or answers, and help them draw conclusions/summary to identify the qualities of a good business entrepreneur. Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to learners' book.

Possible answers for activity 1.2

1. Yes
2. The learner may come up with the following answers but with different wording and explanation
 - Hard working
 - Creativity and Innovation

- Risk taking
- Decision making skills
- Persistence and Perseverance
- Opportunity seeking
- Seeking information (researching skills)
- Self-confidence
- Financial Discipline
- Goal setting and planning
- Commitment
- Persuasive and good at networking
- Controlling/monitoring

Application activity 1.2

Learners analyze the extract either in groups or in pairs to differentiate a business idea and a business opportunity; and suggest ways of avoiding the situation in the extract. This activity may be given as a research question or homework.

Depending on the purpose of the application activity, choose an appropriate method to assess learner's findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Possible solutions to the application activity 1.2

1.
 - a. *Refer to the above exercise for the same answers*
 - b. *There is no specific answer to this question but the teacher should see if those names relate to the question*

Possible names given could be;

- _ Bill gates
 - _ Jacob Zac burg
 - _ Sina Gerald
 - _ Etc.
2. *There is no specific answer to this question but the teacher should*

see if those answers given relate to the question and deserve a mark

LESSON 3: Stages of entrepreneurship process

Learning objective: *Explain the different types of entrepreneurs*

Teaching aids: Basic materials for a class/ lesson to be conducted: Learners books, internet, newspapers, textbooks or magazines and any other trustworthy and reliable resources to enhance learning.

Possible methods: Think-pair-share; small group discussion, brainstorm, gallery walk, research on internet, etc.

Prerequisites/Revision/Introduction: Review the learning objective to determine what students will know and be able to do by the end of the lesson. This will help you see the skills, knowledge attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Lead a review of the previous lesson on qualities of a good entrepreneur, handle any homework or assignments, and ensure a conducive learning environment. Help learners link the previous lesson to the current lesson.

Activity 1.3 learner's book

Using an appropriate method, learners in reference to their community, and looking at fully developed businesses with tangible products in their home area e.g. Inyange industries (Inyange water) suggest the stages they think the above businesses went through to get to where they are today?

Make a follow up as learner's do the activity. Ensure everyone is actively participating and heard; instructions clearly followed; and address any challenges/issues identified. Encourage learners to think about the environment, be creative and think beyond the box, as they discuss the sources of business ideas.

Guide learners to share their findings on the activity, ensure learners of different needs and abilities are given opportunities to share or present their findings. Harmonize their findings or answers, and help them draw conclusions/summary on sources of good business ideas and opportunities. Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to the learner's book.

Possible answers for activity 1.3

- a. **Discovery:** At this stage an entrepreneur generates ideas, recognizes opportunities, determines the feasibility of ideas, markets, and ventures and other prior information.
- b. **Concept development:** here an entrepreneur plans the business, identifies needed resources through developing a business plan.
- c. **Resourcing:** An entrepreneur acquires needed resources for the venture startup including financial, material, human and technology.
- d. **Actualization:** Here an entrepreneur starts and operates business and utilizes resources to achieve its goals and objectives.
- e. **Harvesting:** Here an entrepreneur decides on the venture's future (growth, development or demise).

Application activity 1.3 learner's book

Learners in groups analyze and explain each stage and giving an example, discovery, concept development, resourcing, actualisation, harvesting. This activity may be given as a research question or homework.

Depending on the purpose of the application activity, choose an appropriate method to assess learner's findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Possible solutions to the application activity 1.3 above

1. Solutions to the questions:

Refer to activity 1.3 for answers but in this case the learner is expected to present an example for each.

LESSON 4: Types of entrepreneurs

Learning objectives: Explain the different types of entrepreneurs

Teaching resources: Basic materials for a class/ lesson to be conducted: textbooks, learner's notebooks, internet, newspapers and any other trustworthy and reliable resources to enhance learning.

Possible methods: Think-pair-share; small group discussion, brainstorm, research on internet, etc.

Before the lesson, review the learning objective to determine what students will know and be able to do by the end of the lesson. This will help you to see the skills, knowledge and attitudes embedded in the learning objective and prepare for your lesson appropriately. Remember the learning objectives are linked to the key unit competence.

Lead a review of the previous lesson on stages of entrepreneurship process, handle any homework or assignments and ensure a conducive learning environment. Help learners link the previous lesson to the current lesson.

Activity 1.4 learner's book

Give instructions to the learning activity, learners in small groups or pairs identify and explain the different types of entrepreneurs and give an example for each type in their community.

Monitor group activities to ensure everyone is actively participating and heard; instructions clearly followed; and address any challenges/ issues identified. Encourage learners to think about the environment, be creative, peace and values as they give reasons for their choice.

Guide learners to share their findings on the activity, ensure learners of different needs and abilities are given opportunities to share or present their findings. Harmonize their findings or answers, and link the findings to the learning objective, help them draw conclusions/summary on different types of entrepreneurs. Guide them to make notes in reference to their learner's book.

Possible answers for activity 1.4

- **Innovative entrepreneurs:** These are creative entrepreneurs who introduce new products and new production techniques of the market through gathering available information and experimenting new combination of factors of production. Such entrepreneurs always see and exploit opportunities for introducing new products, production methods or new markets. These are common in developed countries.
- **Imitative entrepreneurs/ adoptive entrepreneurs.** These entrepreneurs do not innovate new products and services. They imitate or adopt existing commodities and start their enterprises exactly in the same manner. These are common in developing countries.

- **Drone entrepreneurs/conservative entrepreneurs**, they do not accept or imitate changes and they decline to utilise available resources to make changes in production processes even when their businesses are making losses and consequently are out competed and their businesses collapse.
- **Fabian entrepreneurs:** These entrepreneurs tend to be very conscious in adopting and accepting changes and innovations. They do not adopt environmental methods of production and business. Fabian entrepreneurs only adopt new methods if they realise that their businesses will fail if they do not adopt new ideas.
- **Business entrepreneurs/trading entrepreneurs.** They undertake buying and selling finished goods and services as their core business activity.
- **Industrial entrepreneurs:** These are entrepreneurs engaged in converting raw materials into usable finished products.
- **Agricultural entrepreneurs:** These are engaged in agricultural activities. For instance, they deal in activities such as growing of cash and food crops, rearing animals, dairy farming, poultry etc. They use modern methods of production and use of exotic breeds and non- exotic.
- **Induced entrepreneurs:** These entrepreneurs are attracted into entrepreneurs' activities by policies and incentives provided by the governments, NGO's etc. Incentives like: loans, tax holidays, and land tenure system.

Application activity 1.4 learner's book

Learners can be given an activity to discuss the various types of entrepreneurs that they know and give examples from their community. Explain any four attributes of each of the following types of entrepreneurs (innovative entrepreneurs, imitative entrepreneurs, drone entrepreneurs, Fabian entrepreneur). Give clear instructions and ensure a balance in the groups. Learners are to give a report of their findings. Monitor the activity to ensure learners are on track and actively participating.

Learners share their findings to the large group. Assess their answers depending on the purpose of the application activity. Refer to the possible answers below as you assess their work.

Possible solutions to the application activity 1.4

Guidance to the questions below

1. *Refer to the above activity for almost the same answers*
2. *For the selected entrepreneur the learner is expected to give at least one example for each but the explanation remains the same therefore the teacher should look out for an example to reward a mark*

LESSON 5: Types, benefits and challenges of creativity, innovation and invention

Learning objectives: Distinguish between creativity, innovation and invention, discuss the meaning of entrepreneurship in relation to creativity and innovation, identify people in the community with entrepreneurial qualities, and describe how creativity and innovation helps to sustain different activities.

Teaching resources: Basic materials for a class/ lesson to be conducted: internet, newspapers, textbooks or magazines and any other trustworthy and reliable resources to enhance learning.

Possible methods: Think-pair-share; small group discussion, brainstorm, research on internet, etc.

Before the lesson, review the learning objective to determine what students will know and be able to do by the end of the lesson. This will help you see the skills; knowledge attitudes embedded in the learning objective and prepare for your lesson appropriately. Remember the learning objectives link to the key unit competence.

Ensure a conducive learning environment and lead a review of the previous lesson about the types of entrepreneurs, handle any homework or assignments. Help learners link the previous lesson to the current lesson using an appropriate discovery activity.

Activity 1.5 learner's book

Use an appropriate method such as small groups or pairs, provide learners with the activity 1.5 in the learner's book, and give instructions to the activity. During grouping or pairing, ensure a balance between boys and girls and learners' different abilities.

Learners in small groups or pairs analyze the paragraph, use prior knowledge, and research in different entrepreneurship documents, make

research and discuss about, the various types of creativity, benefits of creativity and obstacles to creativity.

Learners should also consider factors such as the environment and sustainability, gender, creativity.

Monitor to confirm whether everyone is working on the activity, instructions were understood, address any challenges or questions, ensure everyone is given an opportunity and are contributing in-group discussions. Encourage learners to work together, value each other's contributions, share ideas, etc.

Learners present their findings, results, answers through an appropriate method such as pair and share, small group presentations from the activity. Encourage different learners from the groups to share the group's work to avoid just a few learners dominating. Learner's support why environment and sustainability, gender, creativity are among the important factors considered. Also, encourage other learners to listen and not disturb when other teams are sharing unless it is a question. Encourage learners to appreciate each other's work especially the presentation.

Guide learners to share their findings on the activity, ensure learners of different needs and abilities are given opportunities share or present their findings. Harmonize their findings or answers, and link the findings to the learning objective, help them draw conclusions/summary on the factors considered while evaluating Business Ideas. Refer to the possible solutions to the activity below

Appreciate the team's presentations and answer or address any questions or challenges about the activity. Guide them to make notes in their books referring in their learner's book on factors considered while evaluating business ideas.

Possible answers for activity 1.5

Types of creativity

- _ Divergent creativity
- _ Convergent creativity
- _ Lateral creativity
- _ Aesthetic creativity
- _ Systems creativity
- _ Inspirational creativity

Benefits of creativity or creative thinking

- Become better problem solver
- Connect with your community
- Save more money: the more we become creative the more we save
- Expanded sense of time
- Self-awareness and expression
- Freedom through taking up risks, try new things and remove limitations as result.
- Stress relief: reducing stress level and improving quality of things

Challenges creative thinking

- Lack of direction; goals, objectives or plans
- Fear of failure
- Fear of criticism
- Striving for constancy: fear of doing new things
- Passive thinking: Thinking without putting into actions
- Negative attitudes: Focusing on negative sides
- Excessive stress: unwanted stress reduces quality of mental processes
- Rationalizing and justifying: Failure to improve business success due to justifying your decisions

Application activity 1.5 learner's book

This activity can be given as an individual, pair or small group activity, describe briefly the relationship that exists between creativity and innovation and give an example in each, identify the role played by the three aspects (innovation, creativity and invention) in the development of the business. Give clear instructions and ensure a balance in the groups. Monitor the activity to ensure learners are on track and actively participating.

Learners share their findings to the large group. Assess their answers depending on the purpose of the application activity. Refer to the possible answers below as you assess their work.

Conclude the lesson by guiding the learners on what to cover in terms of next lesson, home works, organizing the class, etc.

Possible solutions to the application activity 1.5

1. Relationship between creativity, innovation and invention

Creativity is the ability to think and act in ways that are new and fresh. In our minds, there are two kinds of creativity: *innovation and invention*. Innovation is thinking creatively about something that already exists (e.g., the tape recorder, Walkman, and CD player are all innovations of the phonograph). Invention is creating something that did not exist before (e.g. the phonograph). A phonograph is a device that records or plays sound from cylinder records.

Note: *The examples given above are not the only ones and the learner may give even better examples and the teacher is expected to pay attention to the examples being given by the learners*

2. Identify the role played by the three aspects (innovation, invention and invention) in the development of a business

Possible answers include;

- _ Opening new markets
- _ Development of skills
- _ Increasing on business image
- _ Increasing goodwill among customers
- _ Reducing cost of advertising
- _ It's a strategy of out competing competitors
- _ Increase sales and revenue as well as expansion of the business
- _ Attraction of high calibre employees capable of putting the business to the next level
- _ Etc.

Skills lab 1

For this lab, learners will be able to apply appropriate measures of improving products of the club or the ones they intend to start back at home.

Guidance to the lab:

For this skills lab, students through group discussions will be able to create a student business club, elect leaders and set a club Vision and

mission to address the issues in their community.

This lesson is meant to help student teachers set up their school business club, all other subsequent skills lab lessons and other lessons will be referring to the business club as a learning aid, so there is need for it to be started.

Learning aids; Flip charts, markers, scotch, examples of other club structures and documents, mission and vision

Suggested Duration; 80 minutes

Build 15 minutes

- _ Start lesson by reviewing, the meaning of entrepreneurship, Intrapreneurship, Innovation, invention. Allow about 4 students to share what they know about the meaning of the above terms.
- _ Ask students to list examples of people they know in the community with entrepreneurial qualities and why.
- _ Ask, how can one acquire the competences of entrepreneurship? E.g. work experience in other businesses, at school, by starting own businesses, mentorship among others.

But emphasize that the best way for one to become an entrepreneur is to actually practice entrepreneurship, this course will enable student teachers to start and run real businesses at college, earn money, and use this experience to open up similar businesses at home.

- _ Share lesson objective; today you are going to create a student business club, elect leaders and set a club Vision and mission to address the issues in their community.
- _ Emphasize that this will be a sure way of ensuring that they practice and acquire entrepreneurship competences, they will be using the club as a platform to implement all competences they will acquire from not only entrepreneurship but all other subjects.
- _ Ask the class to share the experiences they have in other clubs they are involved in, they talk about; leadership, formation, meetings, goals and objectives.

Practice; 25 minutes

- _ Using existing clubs as reference, discuss and come up with a student business club of the college, they should create a;

- _ Club name, Vision, Mission, Leadership structure, Choose a day in the week for club weekly meetings.
- _ The club vision and mission should be connected to a real existing problem in the community that they would want to use the entrepreneurship competences to solve.
- _ I.e. The club may be passionate about overcoming poverty, so there vision should describe how the community would look like without poverty and mission will describe what the club will do to overcome poverty.
- _ They should draw the club organisation chart on big paper and explain the role of each position

Present; 25 minutes

- _ Invite one student to present the club name they have chosen, and explain why they chose the name, how it reflects the college and nature of business activities they will run.
- _ Another student should present the club vision and mission, make sure they talk about the problems in the community that they want to solve, and link the vision and mission to them.
- _ Another student should talk about the club leadership structure, explain the roles of the different positions that they chose to create like, club president, secretary, treasurer, coordinators among others.
- _ Elected club leaders stand and talk to the class about what they intend to do for the club. Ask them questions, challenge them to talk about what they plan for the club to start running projects, plans for funding among others.

Conclusion; 5 minutes

- _ Emphasize that as students of entrepreneurship, the club will enable them to grow the competences, apply what they learn in class, all lessons and learning activities will be connected to the business club.
- _ All entrepreneurs they admire like Sina Gerald become famous after deciding to start businesses not because they scored highly in school, so they should work very hard to ensure that the club succeed.
- _ They should now find time in the next club meeting and use knowledge on innovation and creativity to identify business ideas

that they would want to start.

Individual assignment

Ask, each student to write down a list of problems and challenges they face or observe in the community in one column, write down their interests and passions in a second column, list down any resources, resourceful persons, organisations, natural resources in another column. They write down possible business ideas the club might choose to start and explain how it solve a community problem?

Success criteria/ Expected learner's responses

A good individual assignment response from the students should contain the following

1. List of common community problems, note that some problems may be unique to specific communities but the most common ones may include, poverty, violence, environmental degradation, disempowerment of women/girls, among others.
2. A list of resources like people, market, river, lake, factories, school hospital, garbage, plastic bottles, restaurants,
3. A list of things students are happy doing, the skills they have, knowledge they have acquired so far.
4. At least 4 business ideas that reflect the above three, that's Knowledge, skill or passion of the student, available resources, and a community problem. For example. Community problem is poverty, knowledge or skill innovation and creativity, resources available is so much banana grown, Business idea may be making banana crisps. This idea would solve poverty in the community by providing market to the farmers of bananas, and student earn money by selling the crisps to the supermarkets and shops.

1.5. Unit 1 Summary

An entrepreneur is a person who has the ability to see and evaluate business opportunities, gathers necessary resources and uses them to initiate and manage the identified business; takes risks in the business with the aim of making profits.

A person can become an entrepreneur in the following ways;

- _ Initiating or starting up his or her own business/enterprise.
- _ Inheriting an already existing business and assuming or taking its risks
- _ Buying an already existing business and assuming its risks.

- _ Buying shares in an already existing business and assuming ownership

Entrepreneurship is the process of identifying business opportunities from a locality, organising necessary resources, and using them to start an enterprise to produce goods and services, market them while covering risks with the aim of making profits

An Intrapreneur is a person within a large corporation/enterprise who takes direct responsibility for turning an idea into a profitable finished product or service through assertive risk taking and innovation.

A manager is a person who organizes resources, allocates tasks, oversees and controls business operations so as to achieve the organizational goals, mission and vision.

Qualities or characteristics of a successful Entrepreneur

- Hard working
- Creativity and Innovation
- Risk taking
- Decision making skills
- Persistence and Perseverance
- Opportunity seeking
- Seek information
- Self-confidence
- Financial Discipline
- Commitment
- Persuasive and good at networking
- Controlling/monitoring

Stages of entrepreneurship process

- _ Discovery
- _ Concept development
- _ Resourcing
- _ Actualization
- _ Harvesting

Types of entrepreneurs include the following.

- Innovative entrepreneurs
- Imitative entrepreneurs/ adoptive entrepreneurs
- Drone entrepreneurs/conservative entrepreneurs
- Fabian entrepreneurs
- Business entrepreneurs/trading entrepreneurs
- Industrial entrepreneurs
- Agricultural entrepreneurs
- Induced entrepreneurs

Relationship between creativity, innovation and invention

Innovation is the process of turning a new concept into commercial success or wide spread use, *Invention* is the creation of a new idea or concept and *Creativity* is the act of turning new and imaginative ideas into reality.

Additional Information

Any good business product could be an invention, a new product or service, or an original idea or solution to everyday problems. A good business product does not necessarily have to be a unique products or services. An opportunity is a favorable set of circumstances that creates a need for a new product, service or business. An opportunity has four essential qualities: it is attractive, durable, timely and anchored in a product, service or business that creates or adds value for its buyer or end user.

Essentially, entrepreneurs need ideas to start and grow their entrepreneurial ventures. Generating ideas is an innovative and creative process. Sometimes, the most difficult aspect of starting a business is coming up with a business idea. Even if you have a general business idea in mind, it usually needs to go through fine-tuning processes. Fruitful ideas often occur at points where skill set, hobbies and interests, and social networks intersect. In other words, the best ideas for a new business are likely to come from activities and people that you already know well.

How to Foster Creativity within Your Organization

There are several smaller steps leaders can take to make a big change on their organization. Here are five ways you can foster creativity within your own team:

1. Reward Creativity

Not every idea will be a success, but big breakthroughs won't occur if the company plays it safe. Executives need to be comfortable with failure, and give employees the freedom and flexibility to experiment with and explore new opportunities.

Global conglomerate Tata gives out a “Dare to Try” award to employees with the “most novel, daring, and seriously attempted ideas that did not achieve the desired results,” while Google's innovation lab, X, offers bonuses to each team member who worked on a project the company ultimately decided to kill as soon as evidence suggested it wouldn't scale.

Companies that reward creativity show they value it, inspiring individuals within the organization to pursue untested theories and concepts.

2. Hire the Right People

The “right” people in this context aren't solely creative. Organizations should instead focus on diversity, bringing in a variety of viewpoints, cultural backgrounds, and skill sets. Tom Kelley, partner at global design firm IDEO, established “The Ten Faces of Innovation,” describing how each type of person such as “The Hurdler,” who tackles problem-solving head-on, or “The Caregiver,” who works to understand and form relationships with each individual customer adds to the overall creativeness of a project.

“Not everyone is going to be creative, but most people can learn the tools and techniques for being innovative,” Marion says. “It helps to look at things from a different vantage point.”

It is also worth considering building an innovation team within your organization, whose role is to tap into creative energies to develop new products, services, or processes within an organization.

3. Try the “Yes, And...” Approach

One method for spurring creative brainstorming is trying a technique used in improvisational theater: “Yes, and...” The approach encourages colleagues to build off their peers' thoughts by first agreeing and then adding something to the discussion. Taking “no” off the table ensures all ideas are heard.

Employees could test this approach by simply putting a paperclip

in the middle of the table and thinking up as many use cases for it as possible. The activity might sound silly, but it could help inspire creativity.

4. Try Flexible Work Hours

Not everyone is suited for the traditional nine-to-five schedule. Offering flexible arrangements, such as the ability to work from home, is known to make employees healthier, happier, and more productive. As long as employees are clear about expectations, complete their work on time, and coordinate appropriately with their team, it's an easy strategy to test and enables everyone to work when they're feeling most creative, as opposed to a set time during the day.

5. Give Employees Time to Recharge

With creativity can also come burn out? Employees need time to step back and hit the refresh button.

“Companies do need to take burnout into consideration,” Marion says, “and maybe take some time between projects or offer sabbaticals to recharge their employees.”

The only thing companies can't do is ignore creativity altogether, or hope the problem will solve itself. Creativity needs to be prioritized and for good reason, reminds Marion.

“Creativity lends itself to unique solutions to problems,” he says, “and to unique features on products, or unique business models and sources of revenue.”

Completing student's portfolio

At the end of this unit, the tutor comes back to K_W_L and asks the learners to complete the last column which is (What they have learnt). The students should keep that sheet in their student portfolio.

K-W-L chart

UNIT:		
What I know	What I want to know	What I learned

NB: This exercise of completing student's portfolio will be done consistently after each unit.

1.6. End of unit 1 assessment

1. Think of at least 4 different entrepreneurs in your home community. Explain what types of entrepreneurs these people represent and provide reasons why.

There is no specific answer to this question but the teacher should see if those answers given relate to the question and deserve a mark

2. Joanna is a senior 4 student and wants to start a small business project in her holidays. Imagine a situation where she comes to you for advice. How would you advise her to apply the five stages of the entrepreneurship process to start a successful business?

There is no specific answer to this question but the teacher should see if those answers given relate to the question and deserve a mark following the entrepreneurial stages outlined below.

- _ Discovery
- _ Concept development
- _ Resourcing
- _ Actualization
- _ Harvesting

Additional Activities

1. Come up with a business opportunity by analysing a need in your community, your own skills or passion and available resources.

There is no specific answer to this question but the teacher should see if those answers given relate to the question and deserve a mark because each student may have a different interpretation of the question.

2. Why do we need to conserve our environment as a source of business ideas and opportunities?
 - Because without the environment, there cannot be business ideas. Environment includes all that surrounds us such as existing businesses, information, existing products, community needs, local resources, situations, among others which are the sources of business ideas.
 - For business ideas to be turned into business opportunities and hence profitable business need a conducive environment such as natural, legal, economic, political, and therefore all kinds of environment are important for ideas and opportunity generation.

UNIT: 2

CAREER OPPORTUNITIES

Key Unit Competence: To be able to make rational career choices and related decisions

2.1. Unit Prerequisite

Learners were introduced to the characteristics of a good entrepreneur; personal values, skills and characteristics of an entrepreneur; work in Society; concept of needs, wants, goods and services (O level). This prior knowledge, skills or competences should help them to be able to generate business ideas and take advantage of opportunities available.

2.2. Cross-cutting issues to be addressed

Note: The examples below are just to guide you on how to address cross-cutting issues throughout the unit *but this does not* mean that these are the only ones. You can address and give learners opportunities to discuss all the crosscutting issues where possible taking consideration of their environment or community.

Gender education: Emphasis throughout this unit has to be put on how both male and females have same opportunities when it comes to identifying career opportunities, there are no opportunities specifically reserved or meant for a particular gender but they can all choose whatever careers they feel capable of doing.

Environment and sustainability: The greatest source of business ideas and opportunities is the environment, and one cannot implement his/her opportunity into a profitable business without the environment. Therefore, great care for environment is paramount for continued business ideas and opportunity generation as well as survival of the business activities and it should also be emphasized in business club activities and skill labs.

Inclusive education: In addition to all having equal opportunities to generate business ideas and opportunities, emphasis has to be put on how we or regardless of our background, economic or social setup have right to generate ideas that do not discriminate as our needs are the

same. Learners need to understand that good business ideas should not discriminate but promote inclusiveness of all...etc.

Peace and Values: You need to emphasize to learners the need to live in peace and harmony with others. Learners need to appreciate the generation of business ideas and opportunities that promote peace and are not against the values of the community they want to serve.

Learners also need to appreciate the importance of promoting positive business values especially towards society, customers, shareholders, environment, government, among others to generate business ideas and opportunities.

Refer to other crosscutting issues as identified in the curriculum framework.

2.3. Guidance on the introductory activity

This introductory activity is intended to:

- Provide interest and motivation to the learners about career opportunities
- Make rational choices regarding their careers and develop tangible action plans so as to achieve their career objectives.
- Focus learner attention planning for their own careers.
- Convince learners about what they will benefit from the unit
- Build on previous knowledge, skills, values and attitudes to help the teacher assess the learners prior knowledge and help link with the new content, or
- Could be new content to help arouse learner's interest about what to expect in the new content
- Be answered in one lesson, or
- Gradually, over a period as the unit progresses. At this point, there are no right or wrong answers as learners will gradually get more appropriate answers progressively as they go through the unit.

Use an appropriate method such as small groups or pairs, provide learners with the Unit 2 introductory activity, and give instructions to the activity. During grouping or pairing, ensure a balance between boys and girls and learners with different abilities.

Learners in small groups or pairs analyze Unit 2 introductory activity to identify the type of careers shown in each photograph, the subjects one needs to study so as to pursue each of the above careers

Monitor to confirm whether everyone is working on the activity, instructions were understood, address any challenges or questions, ensure everyone is given an opportunity and are contributing in-group discussions. Encourage learners to work together, value each other's contributions, share ideas, etc.

Learners present their findings, results, answers through an appropriate method such as pair-share, small group presentations on the introductory activity. Encourage different learners from the groups to share the group's work to avoid just a few learners dominating. Also encourage other learners to listen and not disturb when other teams are sharing unless it is a question. Encourage learners to appreciate each other's work especially the presentation.

Appreciate the team's presentations and remind them this activity was not meant to come to the very right answers but to help them become aware of what to expect in the unit. Answers to the activity will be got as the unit progresses. You can support learner's answers by referring to possible answers to the introductory activity below:

Possible answers to introductory activity

1. Type of careers in the picture
 - Policemen
 - Musician
 - Fine artist
 - Teacher
 - Footballer
 - Flight attendants
 - Farmer
2.
 - Policemenall subjects
 - Musicianall subjects
 - Fine artist.....fine art
 - Teacherall subjects

- Footballer.....all subjects
- Flight attendants.....all subjects
- Farmeragriculture

2.4. List of lessons (including assessment)

Lesson title/probable heading, learning objectives (from the syllabus including knowledge, skills and attitudes) and Periods

No	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Periods
1	Meaning of career concept and Fields of career opportunities	Explain the meaning of career Classify the major fields of career opportunity	1
2	Sources for career information	Identify the various sources of information that help in choosing career Recognize different career opportunities available in community	1
3	Meaning and sources of career guidance	Explain the meaning of career guidance Identify sources of career guidance to choose appropriate careers Utilize the available sources of information to select appropriate careers Recognize careers that match talents, skills, interests and passion	1

4	Employment options	Differentiate between self-employment and paid-employment Compare the benefits and challenges of self and paid employment Identify different career opportunities in their community	1
5	Benefits and challenges of self-employment	Compare the employment options to choose the suitable one Choose appropriate careers that match their talents, skills, interests and passion	1
6	Skills lab 2	To be able to make rational career choices and related decisions	2
7	End Unit assessment and Remediation	To be able to make rational career choices and related decisions	1

LESSON 1: Meaning of career concept and Fields of career opportunities

Learning objectives:

- a. Explain the meaning of career
- b. Classify the major fields of career opportunity

Teaching aids:

Basic materials for a class/ lesson to be conducted: Desks, Learners books, internet, case studies and any other trustworthy and reliable resources to enhance learning.

Possible methods: pair share; small group discussion, brainstorm, interview with business people, research in the library, research on the internet.

Prerequisites/Revision/Introduction:

Read the Key unit competence in the syllabus to determine what students will know and be able to do by the end of the unit. Look at the action verb, concept and context of each learning objective. This will help you see the skills, knowledge attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Activity 2.1

Learners in small groups, pairs or individually read and discuss the term career, identify which fields they can obtain information concerning their career and suggest the guidelines for choosing their career and observe the images and indicate the jobs related to each career opportunity. You may ask two learners to act out the interview as the rest listen and follow.

During the discussion, make sure everyone is following and actively participating. Those who are not acting may have to listen attentively without disturbing and should applaud the actors after.

Learners share their findings, responses or answers to the activity using an appropriate method such as group presentation, pair-share or large group discussion. Ensure all learners are given an opportunity to give their views and should be respected.

Harmonize their findings or answers, and help them draw conclusions/summary to the meaning of a business, a business idea and a business opportunity. Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to learners' book.

Possible answers for activity 2.1 (case study)

- a. A **career** is a job or profession that you do for a long period of your life for survival which enables you to achieve your goals. It can also be defined as a profession for which one has been trained in as an undertaking or as a permanent calling. It is what one wants to become in the future.
- b. The student may suggest either from the following fields
 - _ Education
 - _ Health
 - _ Security forces

- _ Law
- _ Media
- _ Hotel and tourism
- _ Commercial
- _ Manufacturing and Construction
- _ Agriculture

c. Factors that influence career choice

- _ **Family influence/Preference:** Family back ground and or parents may influence directly or indirectly one's career. Some parents urge their children to do subjects which lead them do to certain courses. In some cases, children are influenced indirectly by the jobs their parents do or choose for them. For instance, if a parent is an economist, his/her children will be influenced to do economics at advanced level to follow the footsteps of their parents.
- _ **Friends and Peer Pressure:** Some people want to be close to their friends and so, they end up choosing the same career path. Peer pressure can also influence choice of a career because some people always want to fit in their peer groups, so they end up opting for the same career, schools and institutions. It is common to find students of some schools becoming musicians while a majority of another school becoming businessmen, doctors, teachers, etc.
- _ **Role models:** These are people we admire and want to emulate. Because we admire them, we end up taking their careers. This is, especially in musicians and football players. People tend to pick up star performers in the above-mentioned fields to become their role models thus taking up the same careers.
- _ **Talent and natural ability:** This is choosing a career basing on talent and ability. It is very good if one is able to identify their talents at an early stage.
- _ **Government policy:** Government policy may also influence a career choice. For instance, when government gives scholarships to students doing particular courses, it indirectly influences people to join careers based on those courses. Forexample, if government sponsors the best performers at form six in national exam to go and

study in America. They will either be doctors or engineers.

- **Demand in the job market:** Demand for a particular area of specialization may encourage people to take up that career. For instance, many people have undertaken careers in information technology and human resource management in Rwanda due to high demand for such professions in the job market.
 - **Income level and level of payment:** Different careers have different levels of payment. This may be due to the nature of employment, level of demand and supply for its services, profitability of its products, employers and government policies, among other factors. People usually prefer high paying careers to low paying careers.
 - **Schools:** Schools are important sources for acquiring information about careers. Through career day events, learners interact with professionals, ask questions, and get to understand about their career of interest. It is important for learners to attend such events and ask as many questions as they can.
 - **Media,** (Newspapers, radios and TV): The media includes: newspapers, radios, TV set, etc. Newspapers normally have columns and articles advising about different careers. Radio and TV broadcasters have talk shows about careers. Learners should get time to read newspapers as well as listen to radio and watch TV for career advice.
 - **Potential workplace:** Potential work place are useful source of information. If you already have a job and you are seeking for another for fear of being “right sized” by the present employer, then it’s better to seek information from those already employed by that organization or you may check on their website.
- d. Observe the images below and indicate the jobs related to each career opportunities




Field of career opportunities	Related Jobs
	freighters, cargo couriers, pilots, air hostesses, drivers, captains
	Computer design, software engineering, computer repair and maintenance, CD and DVD burning etc.
	Tea picking, supervisors, drivers, machine operators, factory cleaners, gardeners etc.

Fig: 2.2 career opportunities

Application activity 2.1

Learners analyze the questions either in groups or in pairs and come up with possible answers. This activity may be given as a research question or homework.

Depending on the purpose of the application activity, chose an appropriate method to assess learner's findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Possible answers for the Application Activity 2.1, refer learner's book

1. As a student of entrepreneurship, identify a field from which to choose your career and why?

The student may suggest either from the following fields

- _ Education
- _ Health
- _ Security forces

- _ Law
- _ Media
- _ Hotel and tourism
- _ Commercial
- _ Manufacturing and Construction
- _ Agriculture

Note. The reasons for the choice may differ according to the learner's reasoning e.g. capital available, the level of demand on the market, government policy, geographical location, topography and nature of the soils as well as personal interest and passion.

2. Distinguish between work and career

Work is any activity that we do in order to receive a result. Or it's the use of either mental power, physical power or both to do something which may turn out to be productive to the one involved in the activity **while** a **career** is a job or profession that you do for a long period of your life for survival which enables you to achieve your goals. It can also be defined as a profession for which one has been trained in as an undertaking or as a permanent calling. It is what one wants to become in the future.

3. Case study

- a. Sector education inspector and traditional medical healer
- b. Creativity, hard work, innovation, perseverance, etc.
- c. Hitayezu was motivated by biology and geography education at university, his passion for the work and training from his father
- d. What I learn from the story is to work hard and follow my dreams, to have multiple careers in order to be rich. To respect our parents and seek advice from them etc.

LESSON 2: Sources for career information

Learning objectives: Identify the various sources of information that help in choosing career

Possible methods: Think-pair-share; small group discussion, brainstorm, field study, gallery walk, interview with entrepreneurs in community, research in the library, role play, research on the internet, etc.

Prerequisites/Revision/Introduction:

Read the learning objective to determine what students will know and be able to do by the end of the lesson. This will help you see the skills, knowledge attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Learners briefly explain career, identify which fields they can obtain information concerning their career and suggest the guidelines for choosing their career as discussed in the previous lesson through a question and answer session. Correct any homework or assignment from the previous lesson. Help learners link the previous lesson to the current lesson.

Activity 2.2. learners book

Using an appropriate method such as small groups or pairs learners identify places and people in their home area that can be an inspiration to their career and fill the questionnaire provided at www.gostudy.net. Ensure a balance among the groups or when pairing and that the instructions are clearly understood.

Make a follow up as learners do the activity. Ensure everyone is actively participating and heard instructions clearly followed; and address any challenges/issues identified. Encourage learners to think about the environment, innovation, standards as they come up with qualities of a good business idea.

Learners share their findings on the qualities of a good entrepreneur through an appropriate method such as group presentation, pair-share, written reports, whole class presentation. Ensure learners of different needs and abilities are given opportunities to share or present their findings. Learners give reasons why it is important to think about environment, innovation, standards, etc. while thinking of good business ideas.

Harmonize their findings or answers, and help them draw conclusions/summary.

Guide them to make notes in their books referring to learner's book.

Possible answers for activity 2.2

1. Identify places and people in your home area that can be an inspiration to your career

- **Parents, friends and relatives:** Families and friends can be extremely helpful in providing career information.
 - **Professional societies, trade groups, and labor unions:** These groups have information on careers with which they are associated to or which they actively represent
 - **Personal skills, talent and passion:** The first places to start when looking for business ideas or opportunities is to look within you.
 - **Mass media:** This is a wonderful source of information, ideas and opportunities. Magazines, TV stations, Cable networks, radios, newspapers
 - **Guidance and career counsellors:** Counsellors can help you make choices about which careers might suit you best.
 - **Local libraries:** These can be an invaluable source of information since most areas have libraries, they can be a convenient place to look for career information.
 - **Tertiary institutions** such as colleges, universities frequently have career centers with libraries of information on different careers, listings of related jobs, and alumni contacts in various professions.
 - **Exhibitions, expos and trade shows:** Another means to get career information is to attend exhibitions and trade fairs.
 - **Listening to customer complaints:** Complaints and frustrations on the part of customers have led to prospective career opportunities.
 - **Surveys:** You can carry out a survey online or offline. One can visit different people of different career fields and find out the advantages and disadvantages of each career field. This helps you to compare and make an informed decision on which career to undertake.
2. Use your internet, search on www.gostudy.net to choose a career field by filling in the questionnaire provided.

With this exercise take the learners to the computer lab and guide them on answering the questionnaire provided on the website and the type of career field for each learner will depend on the questions answered by the learner electronically on an individual basis.

Application activity 2.2 learners' book

Learners in either groups or in pairs identify a course to do after their third year and suggest at least four people in their school that can offer career guidance to them. This activity may be given as a research question or homework.

Depending on the purpose of the application activity, chose an appropriate method to assess learner's findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Possible solutions to the application activity 2.2

1. Suppose you wish to choose a career after your graduation, what source of information would put into consideration?
 - _ Parents, friends and relatives
 - _ Professional societies, trade groups, and labor unions
 - _ Personal skills, talent and passion
 - _ Mass media
 - _ Guidance and career counsellors
 - _ Local libraries
 - _ Tertiary institutions
 - _ Exhibitions, expos and trade shows
 - _ Listening to customer complaints.
 - _ Surveys
2. reflecting on your future career, give reasons why you will choose that career.

Students may give different answers depending on their reasoning but these answers can range as the following

- _ Capital
- _ Demand on market
- _ Skills and ability
- _ Level of payment
- _ Parent influence
- _ Etc.

After the activity, guide learners on how their findings will be shared with the whole class and emphasizing the crossing cutting issues to the activity.

Close the lesson by guiding the learners on what to cover in terms of next lesson, home works, organizing the class, etc.

LESSON 3: Meaning and sources of career guidance

Learning objectives:

- _ Explain the meaning of career guidance
- _ Identify sources of career guidance to choose appropriate careers
- _ Utilize the available sources of information to select appropriate careers

Teaching aids: Basic materials for a class/ lesson to be conducted: Desks, Learner’s books, internet, newspapers, books or magazines, radio, television and any other trustworthy and reliable resources to enhance learning.

Possible methods: Think-pair-share; small group discussion, brainstorm, field study, gallery walk, interview with successful people in the community, research on internet, etc.

Prerequisites/Revision/Introduction: Review the learning objective to determine what students will know and be able to do by the end of the lesson. This will help you see the skills, knowledge attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Lead a review of the previous lesson on career, fields they can obtain information concerning their career, guidelines for choosing their career.

Activity 2.3 learners’ book

Using an appropriate method, learners attempt the following questions; define the term “career guidance”? Reflecting on your choice of combinations, give reasons why you chose that combination and who helped/influenced you make your choice, why is career guidance important? Make a list of sources where career guidance can be obtained.

Make a follow up as learners do the activity. Ensure everyone is actively participating and heard; instructions clearly followed; and address any challenges/issues identified. Encourage learners to think about the

environment, be creative and think beyond the box, as they discuss the sources of business ideas.

Guide learners to share their findings on the activity, ensure learners' of different needs and abilities are given opportunities to share or present their findings. Harmonize their findings or answers, and help them draw conclusions/summary on career guidance. Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to learner's book even when they are presenting their group work.

Encourage them to always write down the main points heard in another group.

Possible answers for activity 2.3

- a. How can you define the term “career guidance”?

Career guidance is the act of assisting students and adults to successfully choose a right career for themselves, manage and develop it.

- b. Reflecting on your choice of combinations, give reasons why you chose that combination and who helped/influenced you make your choice

Learner depending on their subject combinations may give different reasons for their choice e.g.

- _ Personal preference
- _ The marks obtained
- _ The school desired/attended
- _ Etc.

And people that could have influenced them may include;

- _ Teachers:
- _ Parents:
- _ Career guidance counsellors
- _ Government officials.
- _ Heroes and mentors.
- _ Role models e.g. musicians, athletes

- _ Friends and relatives

c. Why is career guidance important?

- _ To stay focused towards achieving your targets
- _ It's an important element in decision making
- _ Helps to avoid chasing a wrong dream
- _ Guidance and counselling encourages hard work and boost self-confidence etc.

d. Make a list of sources where career guidance can be obtained

- _ Teachers:
- _ Parents:
- _ Career guidance counsellors
- _ Government officials.
- _ Heroes and mentors.
- _ Role models e.g. musicians, athletes
- _ Friends and relatives

Application activity 2.3 learners' book

Learners in groups analyze the question to come up with possible answers. This activity may be given as a research question or homework.

Depending on the purpose of the application activity, chose an appropriate method to assess learners' findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Possible solutions to the application activity 2.3

You have had a challenge of choosing a course to do after your s6. Identify at least four people in your school that can offer career guidance to you?

- _ Teachers:
- _ Career guidance counsellors
- _ Friends

- _ School administrators
- _ Etc.

LESSON 4: Benefits and challenges of self-employment

Learning objectives: Compare the employment options to choose the suitable one

Teaching resources: Basic materials for a class/ lesson to be conducted: Desks, Learners' books, internet, newspapers, books or magazines, radio, television and any other trustworthy and reliable resources to enhance learning.

Possible methods: Think-pair-share; small group discussion, brainstorming, gallery walk, interview with entrepreneurs in community, research on internet, etc.

Before the lesson, review the learning objective to determine what students will know and be able to do by the end of the lesson. This will help you to see the skills, knowledge attitudes embedded in the learning objective and prepare for your lesson appropriately. Remember the learning objectives are linked to the key unit competence.

Lead a review of the previous lesson on meaning and sources of career guidance, handle any homework or assignments and ensure a conducive learning environment. Help learners link the previous lesson to the current lesson.

Activity 2.4 learners' book

Give instructions to the learning activity, learners in small groups or pairs discuss whether to engage in paid or self-employment. Monitor group activities to ensure everyone is actively participating and heard; instructions clearly followed; and address any challenges/issues identified. Encourage learners to think about the environment, be creative, peace and values as they give reasons for their choice.

Guide learners to share their findings on the activity, ensure learners of different needs and abilities are given opportunities to share or present their findings. Harmonize their findings or answers, and link the findings to the learning objective, help them draw conclusions/summary on the factors influencing choice of business opportunity. Answer or address any questions or challenges about the activity. Guide them to make notes in reference to their learner's book.

Possible answers for activity 2.4

1. **Self-employment** is where an individual privately utilizes his/ her own resources to start and operate his/ her own business. While **paid employment** is when you work for someone else who pays you a salary or wage at the end of the month/ day/week...

The following are the Benefits and challenges of paid employment

Benefits	Challenges
-Income is specific and regular (steady income)	-Fixed income even when output increases
-Favorable hours of work: Fixed time of work- spare time for leisure	-You cannot be innovative. you work on orders
-Limited liability: Not directly affected by business losses and debts.	-Poor working conditions since conditions are determined by employer.
-No exposure of personal assets to business losses	-Lack of independence
-Fringe/ financial benefits such as housing allowances, medical care, free transport, ...	-Relatives cannot be made part of business
-Pension on retirement	-Limited freedom of expression
-Defined specific tasks	-Limited decision making
-Allows specialization: Tasks are allocated to those who can do them better.	-You are exploited by the employer
-It is easy for the government to collect taxes. E.g.; PAYE (Pay As You Can) tax.	-High level of job insecurity

Benefits and challenges of being self- employed/Self-employment

Benefits	Challenges
<ul style="list-style-type: none"> -Raise more employment opportunities -You become your own boss and therefore you are independent 	<ul style="list-style-type: none"> -<i>Risk of losses</i> -<i>Uncertain Income.</i> It varies depending on variation of profits
<ul style="list-style-type: none"> -You determine your own time of work -More income from profits -Higher status in society -Positive contribution to the society wellbeing by providing goods and services, employment opportunities, etc... -Better standard of living because of better income -Allow your children to participate and learn business. -More productivity -High degree of job security -Improved creativity and innovation -It promotes confidence and self-esteem 	<ul style="list-style-type: none"> -Long and irregular hours of work Most entrepreneurs work -on weekends, nights and public holidays. -No defined tasks: No well-defined job description. Entrepreneurs do all kind of jobs in their enterprises. -Unlimited liability: self-employed persons are responsible for all risks and debts of the business -No fringe benefits: Entrepreneurs do not enjoy extra benefits from the company -Increased expenditures: Self-employed people spend a lot of money to meet the legal requirements of a business. Eg: taxes, licenses.

Conclusion. However, in relation to the above advantages and disadvantages, it's better to opt for self-employment than paid employment.

Application activity 2.4 learners book

This activity can be given as a research activity, where learners go to the library and internet borrow some ideas on how to develop a flyer and more

information about career. Give clear instructions and ensure a balance in the groups. Learners are to give a report of their findings. Monitor the activity to ensure learners are on track and actively participating.

Learners share their findings to the large group. Assess their answers depending on the purpose of the application activity. Refer to the possible answers below as you assess their work

Possible solutions to the application activity 2.4

Reflecting on your community;

1. Activities and work according to our community and among them may include
 - _ Doctors
 - _ Trading
 - _ Brokers
 - _ Construction workers
 - _ Judges
 - _ Teaching
 - _ Etc.
- 2.

Those working for themselves	Those working for others
Traders	Teachers
Drivers	Doctors
Motorcyclists	Construction workers
Farmers	Judges
Brokers	Policemen
Money changers	Politicians
Etc.	Etc.

Note: Try to see some sense in the answers that the learner provides and how they have tried to allocate them accordingly.

3. Those working for others are called paid employed and those working for themselves are called self employed

4. Low life style due to hard work

- _ Loosing capital invested
- _ Limited capital
- _ High taxes
- _ Limited skills
- _ Limited time for leisure
- _ High competition
- _ Etc.

Skills lab 2

For this skills lab, students teachers are required to;

1. Conduct personal assessment test and find out there, interests, strength and weaknesses. Discuss possible Career choices that aligns with strength and passion. Create departments in the Business club that will enable various members to get initial experience in the careers of their choice.
2. Design a flyer that promotes the Student Business Club to new senior 4 students. The flyer should be attractive and present at least 3 arguments why students should start business projects while they are in school.

Objective; Through group discussions student teachers will be able to create departments in the business club that suits members strength and passion to enable them grow their career choices.

This lesson is meant to help student teachers assess themselves and choose a career in the business club that will give them the right experience needed even after college. They should apply the knowledge they have acquired in this unit to make rational career choices.

Learning aids; Flip charts, markers, scotch, examples of college leadership structure and documents, Unit content on career choices.

Duration; 80 minutes

Build 15 minutes

Use Think – Pair – Share and Lead an introductory whole class discussion to get students refresh themselves about they have covered so far in the unit, this will set the context for the activities they do In Practice session.

- _ Start lesson by asking students; the meaning of a Career, Paid employment, self-employment.
- _ Ask students to list examples of careers they know.
- _ **Ask**, how can one get the information concerning career choices?
- _ **Emphasize** that the best way for one to choose a right career is to first conduct a self-awareness test and know who you are in terms of strength, weaknesses, passion, skills and talent vs. the requirements of each career. It is better for someone to make a rational career choice if you are to enjoy and achieve self-actualisation.

Share lesson objective; Today, in your groups, you will be able to create departments in the business club that suits members strength and passion to enable them grow their career choices.

- _ Emphasize that this will be a sure way of ensuring that they practice and acquire experience in careers of their choice, the same experience that is needed by other employers.

Practice; 25 minutes

- _ Ask students in 3 minutes to get empty sheets of paper and write down individually their strength, their weaknesses, things they like doing most.
- _ Ask students share what they have written with their peers in and peers supplement by adding to each one's list the things they know but they are left out or the owners are not aware of them. For example one might be good at something but not aware of that fact, so the peers help that person to discover their strength.
- _ They refer to the business club chart they created in the last skills lab, and discuss other departments that need to be added that will enable the club to run more effectively.

Example, they may add departments like Production, Sales, Marketing, Finance, Research and development, Inventory/stock among others.

- _ They should list the roles and responsibilities of each department. Remind them that these departments are different from the club leadership they made in the last skills but the heads of these departments will recruit members to work under them, and they report to the club leadership (President and His/hers committee)

Present; 25 minutes

- _ Invite students to present the departments they have been able to create in the club, they should explain why they think that department is important for the club.
- _ They should also present the roles and responsibilities of each department/Function. After presenting the departments and roles, ask different students to choose what function they would want to lead of work in and ask them to explain their choices.

Conclusion; 5 minutes

- _ **Emphasize** that as students of entrepreneurship, the club will enable them to acquire the experience in different business functions/departments. This will enable them to effectively compete on the job market after college.
- _ It will be better if every student gets an opportunity to work in different functions so as to acquire the skills and experience.
- _ In the next club meeting, the club president and the leadership team should conduct interviews from the club members who want to lead or work under the departments they created in the club.

Individual assignment

Ask, each student to Design a flyer that promotes the Student Business Club to year 2 and 3 students. The flyer should be attractive and present at least 3 arguments why students should start business projects while they are at college.

Success criteria/ Expected learner's responses

A good portfolio response from the students should contain the following

- _ Heading of the flyer reflecting the Business club name, Vision and mission, address e.g. P.O.box, telephone and email if already available.
- _ Skills students will acquire by participating in the business club.
- _ Days on which club activities take place, like meetings, product making among others
- _ How to become a member, person to contact, and deadline.
- _ Creative design of the flyer e.g. not overcrowded with words only, some drawings of products made or to be made, attractiveness to read.

Give a deadline for every student to hand in their portfolio assignment.

After grading, provide constructive feedback to each student and record the portfolio scores.

2.5. Unit 2 Summary

A career is a job or profession that you do for a long period of your life for survival which enables you to achieve your goals. It can also be defined as a profession for which one has been trained in as an undertaking or as a permanent calling. It is what one wants to become in the future.

Summary of career fields and related jobs

- **Education.** Teacher, Lecturer, head teacher, inspectors, etc...
- **Health.** Doctor, Nurse, Mid wife, gynecologist, dentist, ...
- **Security forces.** Soldiers, security guard, police...
- **Law.** Lawyer, advocate, judge, prosecutor,...
- **Media.** Journalist, editors, radio/TV presenter...
- **Hotel and tourism.** Waiter/ waitress, tourist guide, receptionist,...
- **Commercial.** Business person, Accountant, Cashiers, managers,...
- **Manufacturing and Construction.** Engineer, technicians, machine operators, carpenters,
- **Agriculture.** Agriculturalist, farmer, veterinary, cop scientist, etc...
- **Arts.** Musician, Artist, manager, etc...

Steps for Career development.

Step 1: ***Where am I now?*** (What skills do you already possess?)

Step 2: ***Where do I want to go?*** (What do you want for your career?)

Step 3: ***How might I get there?*** (What steps do you need to take to get there?)

Step 4: ***Who can help?*** (What resources might I use?)

Career guidance is the act of assisting students and adults to successfully choose a right career for themselves, manage and develop it.

Employment opportunities

Employment opportunities refers to anything that and individual can pursue to earn a living.

Paid employment

Paid employment is when you work for someone else who pays you a salary or wage at the end of the month/ day/week... The salary is paid by the person, company or government department that employs you.

Additional Information

It's strange how the term career opportunity is used in practice; since it can sometimes be used to describe both a big break in a career, or the last option someone might have at a company before they're terminated.

A good definition of "opportunity" might be something like: a favorable or advantageous circumstance or combination of circumstances. This is a very general definition, and can mean different things to different people. What might be a career opportunity for one person might be seen as a setback for another.

Recognizing Opportunities

It's important to recognize opportunities when they present themselves. This person in the above example missed this opportunity because they were blinded by greed and vanity. They should have realized the long-term career potential of the new job was far more important than the short-term satisfaction realized by staying in their old job.

Finding Career Opportunities

Many people feel locked into their current jobs and career paths. But the fact is that if they have the right tools, there are career opportunities all around. The Internet is a prime example of how everyone is surrounded by opportunity.

Home Based Businesses

High speed connections allow people to not only work from home in existing jobs, but they also create opportunities for home-based businesses. Take a careful look at the advertisements seen on the Internet; they are often extremely targeted. Search engines such as Google have made it possible to target consumers with pinpoint accuracy. The Internet offers anyone

with experience selling a product the opportunity to create their own home-based business.

Work from Home

Finally, for anyone interested in a work from home career opportunity, we have several articles that can help with this topic. This is different than the home-based opportunities just discussed which rely on the Internet.

Many of the work at home opportunities involve working for a larger company from the comforts of your home. This can involve anything from stuffing envelopes to assembling products.

Anyone thinking about this type of career move should take a look at our work at home series of articles. Unfortunately, not everyone is concerned about your career, so it's important to make sure you're getting involved with a company that will help you to make money, not lose it.

2.6. End of unit 2 assessment

Possible answers

1.
 - a. False
 - b. True
 - c. False
 - d. False
 - e. True.
 - f. False
 - g. True
 - h. False
2. Formulate 5 interview questions you can ask an entrepreneur in your community to find out the advantages and disadvantages of running a business.
 - i. How did you come up with the idea of starting this venture?
 - ii. Where did you get the capital to start?
 - iii. Where do you see yourself in the next 3 years?
 - iv. What advantages have you obtained from the venture?

- v. What obstacle have you faced along the path?
3. Give examples of careers one can take in each field by filling in the table below.

No.	Political Field	Security Field	Law Field	Engineering Field	Commercial Field	Tourism Field
1	President	Police	Barrister	Engineers	Bankers	Tour guides
2	Mayor	Army	Lawyer	Plumbers	Accountants	Drivers
3	Sector chief	Military	Judge	Machine operators	Managers	Chefs
4	Governor	Prison officers	Prosecutor	masons	Sales representatives	Accountants

2.7. Additional Activities

Remedial Activities

1. What do you understand by the terms: Business, Business idea and Business opportunity?

Possible answer

b. Business: Business refers to the activity of buying and selling goods and services for a profit. Business can also mean the production, distribution, and sale of goods and services for a profit

c. Business idea: A business idea is the response of a person or persons, or an organization to solve an identified problem or to meet perceived needs in the environment.

d. Business opportunity: A business opportunity refers to an attractive business idea worth investing in or propositions that provide the possibility of a monetary return for the person implementing them or taking the risk of investing in them.

2. How different is a business idea from a business opportunity

Possible answer

A business idea is any response to an identified need, gap, and challenge in community or unsaved customer need that has to be met which may or may not result into a profitable business activity while

A business opportunity is a business idea that has been evaluated, researched on and therefore proved that it can solve the challenges or unmet customers needs and therefore be turned into a profitable business venture.

Consolidation Activities

1. Describe the factors influencing one's choice of a career opportunity

Possible answer

- _ Family influence/Preference:
 - _ Friends and Peer Pressure
 - _ Role models
 - _ Talent and natural ability
 - _ Government policy
 - _ Demand in the job market
 - _ Income level and level of payment
 - _ Schools
 - _ Media
 - _ Potential workplace
2. Why do we need to conserve our environment as a source of career opportunity?
 - Because without the environment, there is no career. Environment includes all that surrounds us such as existing businesses, information, existing products, community needs, local resources, situations, among others which are the sources of our career.
 - To have enough time to succeed in our career we need a conducive environment such as natural, legal, economic, political, and therefore all kinds of environment are important to our future and opportunity generation.

Extension Activity

Discuss the different sources of business as a career in your community.

- Personal interest in searching for new things/Hobbies
- Franchises (improving upon an existing idea)

- Mass media (newspapers, magazines, TV, Internet)
- Business exhibitions
- Surveys and research
- Customer needs, advice, complaints, preferences, wishes, etc.
- Changes in society
- Brainstorming
- Being creative
- Prior jobs
- Seeing a need or a gap in the marketplace
- Most promising skills
- Use skills as foundation for a business.

● UNIT: 3

SETTING GOALS

Key unit competence: To be able to set achievable entrepreneurial goals

3.1. Unit Prerequisite

In S1 Learners were introduced to roles, benefits and challenges of an entrepreneur, setting goals, S2 Unit 1: Meaning, roles and characteristics of an entrepreneur 2 Unit 2: Personal values, skills and characteristics of an entrepreneur Unit 3: Work in the society. This prior knowledge, skills or competences should help them to be able to set smart goals in life and take advantage of opportunities available. As a foundation of this whole unit.

3.2. Cross-cutting issues to be addressed

Note: The examples below are just to guide you on how to address crosscutting issues throughout the unit but this does not mean that these are the only ones. You can address and give learners opportunities to discuss all the cross-cutting issues where possible taking consideration of their environment or community around them.

Gender education: Emphasis throughout this unit has to be put on how both male and female have same opportunities when it comes to setting goals. There are targets specifically reserved or meant for a **particular** gender but they can all choose whatever they wish.

Environment and sustainability: All careers base from the environment, and one cannot implement his/her profitable business career without the environment. Therefore, great care for environment is paramount for continued long term achievement of entrepreneurial goals.

Inclusive education: In addition to all having equal opportunities to identify, examine and justify the need for setting goals, emphasis has to be put on how we all regardless of our background, economic or social setup have right set personal goals that do not discriminate as our needs

are the same. Learners need to understand that education in general should not discriminate but promote inclusiveness of all etc.

Peace and Values: You need to emphasize to learners the need to live in peace and harmony with others. Learners need to appreciate the need for setting goals that promote peace and are not against the values of the community they want to serve. Learners also need to acknowledge the importance of promoting positive business goals especially towards society, customers, shareholders, environment, and government among others as they pay and sensitize others to meet their tax obligation.

Financial education: You need to emphasize to learners the need to manage properly their business revenues and any other monetary issues. This will help them to be financially fit in order to achieve future goals and generate various businesses.

Note: Refer to other cross-cutting issues as identified in the curriculum framework.

3.2.1. Guidance on the introductory activity

a. This introductory activity is intended to:

- Provide interest and motivation to the learners setting goals in business
 - Focus learner 's attention on setting personal goals
 - Convince learners about what they will benefit from the unit
 - Build on previous knowledge, skills, values and attitudes to help the teacher assess the learner's prior knowledge and help link with the new content, or
 - Could be new content to help arouse learners' interest about what to expect in the new content
 - Be answered in one lesson, or
 - Gradually over a period as the unit progresses. There are no right or wrong answers
- b. Use an appropriate method such as small groups or pairs, provide learners with the introductory activity in student book, and give instructions to the activity. During grouping or pairing, ensure a balance between boys and girls and learners' different abilities
- c. Learners in small groups or pairs analyze the paragraph in student book Imagine that you are dreaming of standing at the top of Mount Karisimbi, Rwanda's highest mountain. Do you

think that this dream could become a reality one day? How should you go about achieving this dream? Monitor to confirm whether everyone is working on the activity, instructions were understood, address any challenges or questions, ensure everyone is given an opportunity and is contributing in-group discussions. Encourage learners to work together, value each other's contributions, share ideas, etc.

- d. Learners present their findings, results, answers through an appropriate method such pair-share, gallery walk, small group presentations on the introductory activity. Encourage different learners from the groups to share the group's work to avoid just a few learners dominating. Also encourage other learners to listen and not disturb when other teams are sharing unless it is a question. Encourage learners to appreciate each other's work especially during presentation, they may clap or show thumbs up, flowers etc. as a gesture of appreciation for the effort of each group.
- e. Appreciate the team's presentations and remind them this activity was not meant to come to the very right answers but to help them become aware of what to expect in the unit. Answers to the activity will be got as the unit progresses. You can support learner's answers by referring to possible answers to the introductory activity below:

Possible answers for introductory activity

Note: These responses may be shared or not with the learners. They are precisely to guide the teacher while harmonizing learners' responses during presentation.

- i. Do you think that this dream could become a reality one day?
- ii. **Yes**
- iii. How should you go about achieving this dream?
- iv. Setting a smart goal using the following questions
 - a. Where do I want to be?
 - b. What must I know to get there?
 - c. What steps must I take in order to know and be able to do these things?
 - d. What abilities and experience do I already have that are going to help me take these steps?

- e. What obstacles might be on my way and how can I deal with them?
- f. What should I do first, second and so on?

3.3. List of lessons (including assessment)

Lesson title/probable heading and Learning objectives (from the syllabus including knowledge, skills and attitudes) and Periods

No.	Lesson titles	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Number of Periods
1	Meaning entrepreneurial goal	Explain the meaning of an entrepreneurial goal. Describe the types of goals.	2
2	Characteristics of a goal	Explain the meaning of a SMART (Specific, Measurable, Attainable, Realistic and Timeframe) goal.	1
3	Strategies of setting entrepreneurial goals	Appreciate the importance of setting entrepreneurial goals in everyday business life Differentiate between entrepreneurial vision, goals and objectives	1
4	Steps of creating an action plan for entrepreneurial goals	Discuss action plans for achieving the goals set Create an action plan for achieving entrepreneurial goals.	2
5	End Unit Assessment and Skills lab 3	To be able to set achievable entrepreneurial goal.	3

LESSON 1: Meaning of entrepreneurial goal and characteristics of a goal

Learning objectives:

Explain the meaning of an entrepreneurial goal.

Explain the meaning of a SMART (Specific, Measurable, Attainable, Realistic and Timeframe) goal.

Prerequisites/Revision/Introduction: Read the Key unit competence in the syllabus to determine what students will know and be able to do by the end of the unit. Look at the action verb, concept and context of each learning objective. This will help you see the skills, knowledge and attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Teaching resources: Basic materials for a class/ lesson to be conducted: Learners books, internet, case studies and any other trustworthy and reliable resources to enhance learning.

Learning activity: Follow the guidance about the Learning activity.

Activity 3.1 learners' book

Learners in small groups, either pairs or individual read and analyze the questions what is a goal? Identify and explain various types of goals that you know. Give examples.

1. While learners are doing the activity, make sure everyone is working and actively participating.
2. Learners share their findings, responses or answers to the activity using an appropriate method such as group presentation, pair-share or large group discussion. Ensure all learners including SEN are given an opportunity to give their views and should be respected.
3. Harmonize their findings or answers and help them draw conclusions/summary to the meaning of a goal and types of goals. Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to learner's book.

Possible answers

1. Goals are defined as lifelong aims, which an individual or entity endeavor to achieve.
2. i) Short-term goals e.g. I will finish the English assignment by the end of today

- ii. Medium term goals e.g. I will start a goat rearing project in a period of 8 months
- iii. Long term goals e.g. I will build a house in Kigali by 2030

Application Activity 3.1 learners 'book

1. Learners analyze the picture provided and answer the questions relating it to their personal development. This activity may be given as a research question or homework.
2. Depending on the purpose of the application activity, choose an appropriate method to assess learners' findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Probable answers to Application activity 3.1

- **Roots** mean values and skills we need to achieve our goals
- The **stem** (tree trunk) means people in our lives that give us strength e.g. friends, family church, etc.
- **Branches** mean our goals and what we want to accomplish in life
- **Leaves** mean the resources we need like time, information, money etc.
- **Fruits** mean our future achievements, what we enjoy, what we achieve as our goals
- **Thorns** represent the obstacles and challenges that we meet along the way to achieving our goals

LESSON 2: Characteristics of a goal

Learning objectives:

Explain the meaning of a SMART (Specific, Measurable, Attainable, Realistic and Timeframe) goal.

Prerequisites/Revision/Introduction:

Read the Key unit competence in the syllabus to determine what students will know and be able to do by the end of the unit. Look at the action verb, concept and context of each learning objective. This will help you see the skills, knowledge attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Teaching aids: Basic materials for a class/ lesson to be conducted: Learners' books, internet, text books from the library, case studies and any other trustworthy and reliable resources to enhance learning.

Learning activity: Follow the guidance about the learning activity.

Activity 3.2 learners' book

1. Learners in small groups, either pairs or individually read and write any five SMART Goals of their choice basing on their values, skills, interests and talents, discuss five characteristics that a good goal should have following the instructions given.
2. While learner(s) is/are doing the activity, make sure everyone is working and actively participating.
3. Learners share their findings, responses or answers to the activity using an appropriate method such as group presentation, pair-share or large group discussion. Ensure all learners are given an opportunity to give their views and should be respected.
4. Harmonize their findings or answers, and help them draw conclusions/summary. Guide them to make notes in their books referring to learners' book.

Possible answers:

1. a) There is no specific answer to the question but the teacher should try to read among the goals that the learners have set and determine whether they are right or wrong.
e.g. I will obtain 80% in Math this year in third term exams.
b) Specific, Measurable, Attainable, Realistic, Time bound/time framed

Application activity 3.2 learners' book

Learners analyze the given questions to define a goal, SMART goals, Long term goals, Short term goals and use an example to differentiate between personal and professional goals. This activity may be given as a research question or homework.

1. Depending on the purpose of the application activity, chose an appropriate method to assess learners' findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Possible answers for application activity 3.2

1.
 - a. A goal is defined as the lifelong aim, which an individual or entity endeavors to achieve.
 - b. SMART goals; these are goals that are specific, measurable, attainable, realistic and time bound.
 - c. A long-term goal is something you want to accomplish in the future
 - d. A short-term goal is a goal that you can reach within a short time
2. A personal goal is a goal on an individual basis and may be professional or non-professional e.g. I want to marry by the end this year 2019 whereas a professional goal is a goal related to accomplishing a work-related task of a professional skill e.g. I want to study a certificate in accountancy this year 2019

Lesson 3: strategies of setting entrepreneurial goals

Learning objective:

- _ Appreciate the importance of setting entrepreneurial goals in everyday business life
- _ Discuss the meaning of entrepreneurship in relation to creativity and innovation

Prerequisite/Revision/Introduction: Read the Key unit competence in the syllabus to determine what students will know and be able to do by the end of the unit. Look at the action verb, concept and context of each learning objective. This will help you see the skills, knowledge attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Teaching aids: Basic materials for a class/ lesson to be conducted: pictures, Learners' books, internet and any other trustworthy and reliable resources to enhance learning.

Learning activity: Follow the guidance about the learning activity.

Activity 3.3 learners' book

1. Learners in small groups, either pairs or individual read and analyze the activity to come up with answers following the instructions given.

2. While learners are doing the activity, make sure everyone is working and actively participating.
3. Learners share their findings, responses or answers to the activity using an appropriate method such as group presentation, pair-share or large group discussion. Ensure all learners are given an opportunity to give their views and should be respected.
4. Harmonize their findings or answers, and help them draw conclusions/summary of what they have learnt. Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to student book.

Possible answers to learner's activity 3.3

1. As a student entrepreneurship:
 - a. A mission statement is a sentence that states the purpose, goal of a business or organization and explains why a company was formed and what the organization does.
 - b. This question has no specific answer but it's up to the teacher to determine whether what the students have written is right or wrong following the characteristics of good goal
 - c. Identify un expected life events that might come your way and prevent you from accomplishing your goal?

Answers may include;

- _ Inadequate funding (capital)
- _ Small market size, may be because of strong competition
- _ Inappropriate business location
- _ Sickness
- _ Being chased out of school
- _ Death of a parent or relative
- _ Bankruptcy
- _ Failing exams
- _ Etc.
- d. What can you do to overcome/avoid such events and minimize their impact?
 - _ Being disciplined

- _ Regular checkups for healthy living
- _ Avoiding bad company
- _ Proper planning
- _ Market research
- _ Etc.

Application activity 3.3 learners' book

Learners analyze the given questions and write a SMART goal for a business project they want to start after school and outline the major steps they would put into consideration in order to achieve the goal. This activity may be given as a research question or homework.

Depending on the purpose of the application activity, chose an appropriate method to assess learners' findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Possible answers for application activity 3.3 in learner's book

1.
 - a. This question has no specific answer but it's up to the teacher to determine whether what the students have written is right or wrong following the characteristics of good goal.

E.g. To increase sales of rabbit meat up to 7000 a day by 2020
 - b.
 - i. Where do I want to be in the next period of time say 4 months, 6 months, one year etc.?
 - ii. What must I know to get there?
 - iii. What steps must I take in order to know and be able to do these things?
 - iv. What abilities and experience do I already have that are going to help me take these steps?
 - v. What obstacles might be on my way and how can I deal with them?
 - vi. What should I do first, second and so on?
2. A **mission statement** "something that states the purpose or goal of a business or organization, explains why a company was formed

and what the organization does” and a **goal** is a description of a destination an entrepreneur wishes to reach while an **objective** is a measure of the progress that is needed to get to the destination therefore goals are the long term outcomes you (or the organization) want/ need to achieve.

LESSON 4: Steps of creating an action plan for entrepreneurial goals

Learning objective: Identify the key steps/action plan of setting entrepreneurial goals.

Prerequisites/Revision/Introduction: Read the Key unit competence in the syllabus to determine what students will know and be able to do by the end of the unit. Look at the action verb, concept and context of each learning objective. This will help you see the skills, knowledge attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Teaching aids: Basic materials for a class/ lesson to be conducted: Learners books, internet, and any other trustworthy and reliable resources to enhance learning.

Learning activity: Follow the guidance about the learning activity.

Activity 3.3 learners’ book

1. Learners in small groups, either pairs or individual read and fill in the template based on entrepreneurial goals set previously and make a plan in order to achieve them in a period set following the instructions given.
2. While learner(s) is/are doing the activity, make sure everyone is working and actively participating.
3. Learners share their findings, responses or answers to the activity using an appropriate method such as group presentation, pair-share or large group discussion. Ensure all learners are given an opportunity to give their views and should be respected.
4. Harmonize their findings or answers, and help them draw conclusions/summary. Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to the learners’ book.

Possible answers for activity 3.3

1. This question has no specific answer but it's up to the teacher to determine whether what the students have written is right or wrong following the characteristics of a good goal and the steps as given by the student. Encourage the learners to set achievable goals that suit their level as learners.

Application activity 3.3 learners' book

1. Learners analyze a given scenario, which relates to their community either in groups or in pairs and come up with answers. This activity may be given as a research question or homework.
2. Depending on the purpose of the application activity, chose an appropriate method to assess learners' findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Possible answers for application activity 3.3:

1. a. What are the obstacles (things in the way) that you need to overcome to plan the festival?

The learner may provide some of the following answers.

- _ Limited resources
- _ lack of experience
- _ Rain etc.

And any other tangible reason the learner may provide

- b. Which skills do you need to run the festival?

- _ Planning
- _ Organizing
- _ Marketing
- _ Decision making
- _ Team building
- _ Decision making

And any other sensible reasons a learner can give

- c. Which opportunities do this festival give your community?

- _ Getting to know people and making new friends

- _ Promoting culture of sharing
 - _ Developing patriotism
 - _ Leisure time and relaxing
1. a) Write a SMART goal for a business project you want to start after school.
 - b) Outline the major steps that you would put into consideration in order to achieve the above goal.

Importance of setting goals

- _ it helps in allocating scarce resources
- _ setting goals is important in decision making
- _ it's a tool for planning
- _ it helps a person to stay focused on achieving the set targets
- _ its motivating to the entrepreneur
- _ it helps to allocate tasks to employees and setting employment targets
- _ it helps to avoid wastage of resources

And any other sensible reasons a learner can give etc.

Skills lab 3

Skills Lab3:

1. Referring to the Vision and mission of the student business club discuss and set annual goals for the business club. Create a clear action plan that will lead to the attainment of the goals with departments or persons in charge of each goal. Groups present their different action plans.
2. Individual assignment: Draw a goal tree for one of your personal career goals

Guidance to this skills lab

Objective; Through group discussions student teachers will be able to set business club annual “SMART” goals that will guide club leadership and members to achieve success.

This lesson is meant to help student teachers to apply competences acquired in the unit and drive the business club to success by setting smart goals and create an action plan that they will follow to achieve the goals.

Learning aids; Flip charts, markers, scotch, examples of any goals set by college or any organisation, Unit content on goals.

Suggested Duration; 80 minutes

Build 15 minutes

Lead an introductory whole class discussion to get students refresh themselves about what they have covered so far in the unit, this will set the context for the activities they will do In Practice session. You can use any learner centered approach to do it i.e. Think pair share, run and write, among others

- _ Start lesson by asking students; the meaning of a Goal, Vision and mission.
- _ Ask students to give the difference between Vision Goal and Mission.
- _ **Ask**, what is the difference between a goal and a ‘SMART’ Goal?
- _ **Why is it important for an entrepreneur to set smart goals?**

Note that, responses to the above questions are covered in the Learner’s guide, and by now they might have covered them in other lessons

Emphasize that for any person to succeed in life, they adopt the culture of setting goals, when goals are smart, they create a systematic pathway of achieving the vision and mission. Goals gives direction, measures the distance that will be covered by the business as the year moves.

Share lesson objective; Today, in your groups, you will be able to set SMART goals for departments in the business club and action plans that will guide their operations for the year.

- _ Emphasize that this will be a sure way of ensuring that they practice and acquire experience in careers of their choice, the same experience that is needed by other employers.

Practice; 25 minutes

- _ Ask students to work in their groups and write 10 SMART Goals, the business club should work hard to achieve by the end of the year, the goals should clearly be in line with the club’s Vision and mission.
- _ Make sure there is a goal being set on each of the elements/ departments of the Club, e.g. Club membership recruitment, Production of goods/services for the year, Marketing, sales,

Fundraising among others. They also create action plans to achieve each goal they set.

Present; 25 minutes

- _ Invite students to present, challenge them for each goal to show you and the class how it is;
- _ Specific, - specifies the output or activity to be done, e.g. Recruit 10 workers
- _ Measurable (quantifiable or it has a measurable figure e.g. we shall recruit 50 new club members, customers, products etc.)
- _ Achievable – they should mention activities that are within their reach, not too far away from their capacity.
- _ Realistic – they should set targets they can be able to hit given their capacity and technology.
- _ Time bound – For each goal they should include a deadline.

They should as well present the action plan for each goal to indicate how the goal can be achieved.

Conclusion; 5 minutes

- _ **Emphasize** that as students of entrepreneurship, Setting smart goals for the business club and as persons is the sure way of achieving success, all big entrepreneurs we see and admire started as small as you are now, but with a clear Vision one can easily set a mission from which small specific, measurable, achievable realistic and time bound goals are set and act as stepping stones to success.
- _ **Encourage**, students to adopt the goal setting culture as part of their life.
- _ In the next club meeting, the club president and the leadership team should guide the team and review all the goals for the club and assign specific people tasks to do to achieve the goals.

Individual assignment

Ask, each student to draw a personal goal tree reflecting 5 personal goals they want achieve this year covering areas of academics, Back home business, Leadership and, social life.

Success criteria/ Expected learner's responses

A good portfolio response from the students should contain the following

- _ Goal tree reflecting the 5 personal goals that are “SMART”
- _ Elements of the goal tree completed with vivid examples of the stem, brunches, thorns, and fruits.
- _ Each tree should be unique to each student and original

Give a deadline for every student to hand in their portfolio assignment.

After grading, provide constructive feedback to each student and record the portfolio scores.

3.4. Unit 3 Summary

Goals are defined as the lifelong aims, which an individual or entity endeavors to achieve.

Types of goals

There are mainly two types of goals

- _ Short term goals
- _ Long term goals

A mission statement “something that states the purpose or goal of a business or organization, explains why a company was formed and what the organization does”

A goal is a description of a destination an entrepreneur wishes to reach

An objective is a measure of the progress that is needed to get to the destination therefore goals are the long-term outcomes you (or the organization) want/ need to achieve.

The steps followed to set smart goals:

- a. Where do I want to be in the next period of time say 4 months, 6 months, one-year etc?
- b. What must I know to get there?
- c. What steps must I take in order to know and be able to do these things?
- d. What abilities and experience do I already have that are going to help me take these steps?

- e. What obstacles might be on my way and how can I deal with them?
- f. What should I do first, second and so on?

Additional Information

Goal Setting

Many people feel as if they're a drift in the world. They work hard, but they don't seem to get anywhere worthwhile.

How to Set a Goal

First consider what you want to achieve, and then commit to it. Set SMART (specific, measurable, attainable, realistic and time-bound) goals that motivate you and write them down to make them feel tangible. Then plan the steps you must take to realize your goal, and cross off each one as you work through them.

Goal setting is a powerful process for thinking about your ideal future, and for motivating yourself to turn your vision of this future into reality.

The process of setting goals helps you choose where you want to go in life. By knowing precisely what you want to achieve, you know where you have to concentrate your efforts. You'll also quickly spot the distractions that can, so easily, lead you astray.

Why Set Goals?

Setting goals gives you long-term vision and short-term motivation. It focuses your acquisition of knowledge, and helps you to organize your time and your resources so that you can make the most of your life.

By setting sharp, clearly defined goals, you can measure and take pride in the achievement of those goals, and you'll see forward progress in what might previously have seemed a long pointless grind. You will also raise your self-confidence, as you recognize your own ability and competence in achieving the goals that you've set.

3.5. End of unit 3 assessment

1. Read the case study. Then answer the questions that follow.
 - a. To start a poultry project
 - b.
 - _ Irregular supply of birds
 - _ Lack of collateral security to obtain loan from bank
 - _ Poor quality of birds
 - c.
 - _ Looking for investors who can assist him with his plans to increase production
 - _ To increase meat production to 70 000 kilograms in nine months.
 - _ To spend the next six months increasing production at the chicken hatchery from 60 000 to 300 000 chicks per week

d. ONE YEAR TIMELINE/ACTION PLAN TO ASSIST HAGUMINSHUTI WITH PLANNING.

No	Goal to be achieved	Timeline
1	Looking for investors	Jan-March 2019
2	To increase meat production to 70 000 kilograms	March-July 2019
3	Increasing production at the chicken hatchery from 60 000 to 300 000 chicks per week	July-December 2019

3.9. Additional Activities

1. Justify how setting a SMART goal can help in achieving career goals more successfully.

Possible answers

1. **Goals trigger behavior.**

Having a clear, compelling goal mobilizes your focus toward actionable behavior. In other words, goal setting should motivate you.

2. Goals guide your focus.

When you set a goal you naturally direct your attention toward a next step and, as a result, lead yourself in the right direction which forces your actions—your behaviors—to follow. It's a cheesy saying but I'll say it anyway: whatever the mind believes, the body achieves. The body follows the mind.

3. Goals sustain momentum.

Seeing progress is addicting. No seriously, it's literally addicting because of the dopamine released in your brain after attaining a reward. Just as a snowball grows in size as it's rolled down a hill, momentum works the same way.

4. Goals align your focus.

Goal setting helps you align focus with behavior because you get feedback on your progress. The actions you take—or avoid—offer clues about your values, beliefs, challenges, strengths and weaknesses which allow you to course correct as necessary and reset your goal achievement strategy (and subsequently, your focus).

5. Goal setting promotes self-mastery.

Perhaps the most important reason why goals work is because they build character. Actually, *achieving* goals builds character.

And any other answer the student may come up with that is reasonable therefore these answers are not an end give room for more points from the learners.

3.10 Extension Activities

1. Come up with a way in which students with different learning styles can study together effectively.
2. Draw a goal tree for one of your personal career goals.
3. Choose a type of organization and work position you would like to work in after school. Explain what roles you would conduct in this position and what you have already done in school to prepare yourself for this role.

Guidance to the teacher regarding answers to the above extension activities

1. These questions have no specific answers but it's up to the teacher to determine whether what the students have drawn or wrote is right or wrong, encourage the learners to set achievable goals that suit their level.

● UNIT: 4

ROLE OF STANDARDS IN BUSINESS

Key Unit Competence: To be able to justify the need for standards and its role in business.

4.1. Unit Prerequisite

In S3 Learners were introduced to Quality Management and Certification, in S1 Concept of standardization, S2 Entrepreneurial culture, prior knowledge and skills should help them to realize the importance of standards be able to apply these standards in everyday life.

4.2. Cross-cutting issues to be addressed:

Note: The examples below are just to guide you on how to address cross-cutting issues throughout the unit BUT THIS DOES NOT mean that these are the only ones. You can address and give learners opportunities to discuss all the cross-cutting issues where possible taking in consideration the environment or community around them.

Environment and sustainability: Environment are one of the greatest factors that can affect any research activity both positively and negatively. Therefore, great care for environment is crucial. Learners are to be advised to conduct environmental protection related researches so as to maintain the environment that protect and promote the business sector.

Gender education: Limited number of women get involved in business research. This is a cross-cutting issue and must be mainstreamed in each of the different parts of the work program, ensuring a more integrated approach to research and innovation. Throughout this unit, do away with all the stereotypes that generate discrimination against women in career by telling girls and boys that they are all capable of participating in any area of their choice and that they are equally capable as boys.

Inclusive education: In addition to all having equal opportunities in life and conforming to standards, emphasis has to be put on how we all regardless of our background, economic or social setup have opportunities that do not discriminate. Learners need to understand that standards

are important because the advantages get to all of us, boys, girls, abled and disabled therefore the teacher should make sure that he/she does not discriminate but promote inclusiveness of all etc.

Peace and Values: You need to emphasize to learners the need to live in peace and harmony with others. Learners need to appreciate the business standards that promote peace and are not against the values of the community and general health of the people. Learners also need to acknowledge the importance of business standards in promoting positive business image in society, customers, shareholders, environment, government etc.

Note: Refer to other cross-cutting issues as identified in the curriculum framework.

4.3. Guidance on the introductory activity

This activity is intended to:

- Provide interest and motivation to the learners about standards in business.
- Focus learner's attention on importance of standards and its purposes.
- Convince learners about what they will benefit from the unit and the country at large.
- Build on previous knowledge, skills, values and attitudes and help learner's to link new content to old content
- Help arouse learner's interest about what is expected in the new content.
- Be answered in one lesson, or gradually over a period as the unit progresses. There are no right or wrong answers.
- Use an appropriate method such as small groups or pairs, provide learners with the introductory activity in the learner's book and give instructions to the activity. During grouping or pairing, ensure a balance between boys and girls and learners 'different abilities.

Learners in small groups or pairs analyze the case study in the learner's book to describe why are standards necessary? How are they enforced? What can a consumer do in case he/she has a complaint about the standard of product or service? What can an entrepreneur do to comply and minimize complaints about his/ her product quality?

Monitor to confirm whether everyone is working on the activity, instructions were understood, address any challenges or questions, ensure everyone is given an opportunity and contributing in-group discussions. Encourage learners to work together, value each other's contributions, share ideas as well as complement of the points given etc.

Learners present their findings, results, answers through an appropriate method such as pair and share, small group presentations on the introductory activity. Encourage different learners from the groups to share the group's work to avoid a few learners dominating. Also encourage other learners to listen and not disturb when other teams are sharing unless it is a question. Encourage learners to appreciate each other's work especially during presentation.

Appreciate the team's presentations and remind them that this activity was not meant to come to the very right answers but to help them become aware of what to expect in the unit. Answers to the activity will be got as the unit progresses. You can support learners' answers by referring to possible answers to the introductory activity below:

Possible answers to the introductory activity:

1. a) To an entrepreneur
 - It helps to meet the requirements of the purchasers.
 - It strengthens and harmonizes national metrology systems.
 - (Metrology: scientific process of measurement)
 - It develops culture of quality management in public and private institutions.
 - It facilitates the access of Rwandan goods and services to external markets.
 - It leads to better public health, consumer and environmental protection, economic growth, poverty reduction, better quality of life.
 - It protects its citizens from buying poor quality products.
 - Standardization is a source of security.
 - It promotes good relationship among countries.

b. To an industry

- It leads to lower costs of production since redundancy and errors have been minimized.
- It helps industry products, services and personnel to cross borders.
- They improve industry efficiency and remain competitive.
- Helps to earn customers' loyalty since customers want high quality, reliable, consistent and safe products and services

To the consumers

- Purchase of good quality products
- They are protected from being over exploited by entrepreneurs
- Improved choice and access to goods and services
- Improved standards of living
- Better products and service information
- Better operational compatibility between products and delivery of services

To the society

- Protecting natural environment from being contaminated by the activities of some entrepreneurs.
- Enhanced product quality and reliability at reasonable prices
- Improved health, safety, environmental protection and reduction of wastes in society
- Simplification for improved usability
- Increased distribution efficiency and ease of maintenance
- Standards provide confidence in products and services to the users.

c. How are they enforced?

- _ Through putting up laws set by RSB
- _ Strict punishments to those who do not follow the laws
- _ Continuous follow up and supervision

- _ Giving accreditation certificates to those who conform to the laws
- _ Laws related to standards.
- d. What can a consumer do in case he/she has a complaint about the standard of a product or service?
 - _ File a court case
 - _ Report to RSB
 - _ Report to police
 - _ Etc.
- e. What can an entrepreneur do to comply and minimize complaints about his/ her product quality?
 - _ Extensive research
 - _ Quality control and management
 - _ Obtaining accreditation certificate from RSB
 - _ Etc.

4.4. List of lessons (including assessment)

No	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Periods
1	Meaning of standards in business, Standard and sub-standard goods and services	<p>Explain the meaning of standards, standard goods and standard services</p> <p>Distinguish standard goods and services from sub-standard ones</p>	2
2	Importance of standards to consumers, government, producers and society	<p>Explain the importance of standards in business and in life</p> <p>Discuss the implication of standards to the entrepreneur.</p>	3

3	End Unit assessment	<p>Explain the meaning of standard and sub standard goods and services.</p> <p>Explain the standard procedure to be followed to make standard goods/services.</p> <p>Discuss the importance of standards to the business and society.</p>	1
4	Skill lab 4	To be able to justify the needs for standards and its role in the business	1
5	Remediation	To be able to justify the needs of standards and its role in the business	1

LESSON 1: Meaning of standards in business, Standard and sub-standard goods and services

Learning objectives: Explain the meaning of standards, standard goods and standard services, distinguish standard goods and services from sub-standard ones

Prerequisites/Revision/Introduction:

1. **Read the Key unit competence** in the syllabus to determine what students will know and be able to do by the end of the unit. Look at the action verb, concept and context of each learning objective. This will help you see the skills, knowledge attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Teaching aids: Basic materials for a class/ lesson to be conducted: Learners' books, internet, samples of products with the certification mark and those without to show learners the difference between standard products and sub-standard products and any other trustworthy and reliable resources to enhance learning.

Guidance to the learning Activity 4.1.

Activity 4.1. Imagine you have bought a cooking oil from a supermarket. After opening it to use it, you find that it has bad smell, is expired, does not have the RSB mark and no longer of use. What can you do about it? What should you have done before buying the cooking oil? What laws can be put in place to make sure this kind of thing does not happen?

Learners in either small groups, pairs or individual read the questions come up with answers following the instructions given.

While learner(s) is/are doing the activity, make sure everyone is working and actively participating.

Learners share their findings, responses or answers to the activity using an appropriate method such as group presentation, gallery walk pair-share or large group discussion. Ensure all learners are given an opportunity to give their views and should be respected.

Harmonize their findings or answers, and help them draw conclusions/summary. Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to the learner's book.

Possible answers for the activity 4.1 learners' book

1. Imagine you have bought a cooking oil from a supermarket. After opening it to use it, you find that it has bad smell, is expired, does not have the RSB mark and no longer of use.
 - i. What can you do about it?
 - _ Taking it back for replacement
 - _ Reporting to the police
 - _ Reporting it to Rwanda Standards Board
 - _ Etc.
 - ii. What should you have done before buying the cooking oil?
 - _ Reading on the instructions before buying the product
 - _ Checking if the product has a certification mark of RSB
 - _ Etc.
2. What laws can be put in place to make sure this kind of thing does not happen

- _ Food and drugs law
- _ Consumer protection law.
- _ Public health law.
- _ e.g.

Application Activity 4.1 Learners' Book

1. Learners list the various characteristics of each of the following giving examples from Rwanda.
 - a. Standard products/services.
 - b. Substandard products/services.

This activity may be given as a research question or homework. Depending on the purpose of the application activity, chose an appropriate method to assess learners' findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Possible answers for the Application Activity 4.1, learners' book

This question has no specific answers but up to the teacher to read through the answers of the students and determine right or wrong

LESSON 2: Importance of standards to consumers, government, producers and society

Learning objectives: Explain the importance of standards in business and in life, discuss the implications of standards to the entrepreneur

Prerequisite/Revision/Introduction: Read the Key unit Competence in the syllabus to determine what students will know and be able to do by the end of the unit. Look at the action verb, concept and context of each learning objective. This will help you see the skills, knowledge attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Teaching aids: Basic materials for a class/ lesson to be conducted: Learners' books, newspapers, Text books and any other trustworthy and reliable resources to enhance learning.

Learners in small groups, pairs or individually read the text to come up with description of different types of research used by Mugabe, and the

purpose of using the different types of research following the instructions given.

While learner(s) is/are doing the activity, make sure everyone is working and actively participating.

1. Learners share their findings, responses or answers to the activity using an appropriate method such as group presentation, pair-share or large group discussion. Ensure all learners are given an opportunity to give their views and should be respected.
2. Harmonize their findings or answers, and help them draw conclusions/summary in relation to the answers related to the case study. Guide them to make notes in their books referring to learner's book.

Possible responses for activity 4.2

- a. What kind of inconvenience did Isimbi and Mugeni experience?

The dress lost color after being washed

- b. What caused this problem?

It was because the material of the dress was poor quality

- c. Identify the dangers that such products can cause to a consumer.

- **Loss of the money bought with i.e. the consumer feels his/her money is**
- **wasted**
- **Tarnishing the image of the business**
- **Loss of confidence in business products by consumers**
- **Etc.**

Application Activity 4.2 learners Book

Learners discuss the various importance of standards to the following stakeholders in Rwanda, Government, Consumers, Industry, Society, discuss the process of standardization in Rwanda. This activity may be given as a research question or homework.

Depending on the purpose of the application activity, chose an appropriate method to assess learners 'findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Possible answers to the application activity 4.2

1. (*Refer to the **introductory activity** because it has the same answers*)
2. Process of standardization
 - Identification of need.
 - Collective programming
 - Drawing up of a draft standard:
 - Consensus
 - Validation
 - Approval.
 - Review

Skills lab

Referring to the products/services students are making/offering in the business club or intend to make/offer, they will compare what would be a standard product or service or a substandard one. Discuss the advantages of producing a standard product or service and challenges the club may face if they fail to meet the standards.

Analyse the process the club will go through to standardise the products and services you offer or plan to, pointing out the costs, resources, and people/organisations that will be involved.

Guidance to the lab:

Suggested Duration 80 minutes,

Learning aids; Bottled water, or juice or any standard packed foods, empty glass or plastic mag and any unpacked foods like mandazi, unit content on standards, RSB Magazines, internet, computer or smartphone

1. Build part (max 15 min)

Start lesson by displaying Different products, packed and standardized like mineral water, packed mandazi, packed juices and mixed with other unpacked and unstandardized products, Ask students in their groups to make a selection of products they would wish to buy assuming they were all sold at the same price.

Ask students to explain their choices. Let those who selected the standardized products explain their choice and others as well.

Ask, why are standards important for both a customer and an entrepreneur? Which organisation in Rwanda is responsible for enforcing standards? Where is the nearest office from the college?

Emphasize the importance of standardisation to the entrepreneur, customer and Government.

Share Lesson Objectives, Today, you are going to discuss and set strategies to standardise the products and services you are offering or planning to offer in your business club.

2. Practice (Max 30 Min):

- _ Guide students to use the products they are making in the club or plan to make and compare what would be a standard product or service or a substandard one.
- _ Discuss the advantages of producing a standard product or service and challenges the club may face if they fail to meet the standards.
- _ They explain the process the club will go through to standardise the products and services,
- _ They pointing out the costs, resources, and people/organisations that will be involved in the process.

Students can use the unit content in the learner's guide, RSB documentation available or visit RSB website to seek guidance on the steps to be taken for each product they are making.

3. Presentations (Max 25 min)

- _ Students present the rationale for standardising their products/ services clearly showing how the club will benefit if their products are standardised.
- _ They explain the steps they will take to have their products acquire the standard mark, the costs involved, and offices to visit and who in the club will lead the process.
- _ challenge them to also talk about timelines for these activities to happen.

4. Conclusion (Max 05)

- _ Emphasize the importance of standardization to the entrepreneur, customer and Government, the legal implications to the club if they hit the market with substandard products,
- _ Ensure the key unit competence is practiced,

Portfolio Assignment (5Min)

- Write an essay about standardization in business startups, highlights the challenges a starting entrepreneur face if they don't comply to the standards, the benefits they would enjoy when they standardize their operations.
- For the business you wish to start back at home, describe the standards you want comply to.

Portfolio Success Criteria;

- _ Students should clearly explain how lack of compliance to standards can negatively affect the entrepreneur with examples
- _ Reasons justifying how standardization can lead to business growth.
- _ The name of business they want to start at home or already started, the products or services the offer.
- _ The standards that apply to that particular type of business.

4.5. Summary of the unit

A **Standard** is a set of rules and guidelines or characteristics of activities or their results established by agreement, documented and approved by a recognized body aimed at producing a common product.

Substandard products/services: These are products/services, which do not meet the customers' needs or purpose of their consumption.

Standardization: This refers to the process of developing and implementing technical specifications.

Importance of standards

- It helps to meet the requirements of the purchasers.
- It strengthens and harmonizes national metrology systems.
- It develops culture of quality management in public and private institutions.

- It facilitates the access of Rwandan goods and services to external markets.
- It leads to better public health, consumer and environmental protection.
- It protects its citizens

Levels of standardization

- International standardization
- Regional standardization
- National standardization

Types of standards

- Basic standards
- Product standards
- Terminology standards
- Test and measurement standards
- Service standards
- Etc.

Process of standardization

- _ Identification of need.
- _ Collective programming
- _ Drawing up of a draft standard:
- _ Consensus
- _ Validation
- _ Etc.

Additional information

Brief history of standards

Form teams and research on the origin of standards, and how it has evolved over time. Each team will present its research findings to the entire class.

The earliest standards were made to enforce honesty among people. Human society has exchanged goods and services on the basis of physical measurement. Unfair dealings and incorrect measurements were resented and systems were developed to enforce honesty. The earliest written standards were for weights. Egyptians developed a standard of measurement called Egyptian royal cubit some 5000 years ago. The basis of this standard was Pharaoh's forearm. On a block of black granite approximately 20.63 inches long 6-palms and 24-finger widths were inscribed. It formed the basic measurement standard for pyramids and other great monuments. Shih Huang-Ti, the founder of the Chinese Empire, under whom the Great Wall was built, was designed for Chinese unity. He enforced one law, one weight, and one measure to rule out discord and confusion between petty states. His wall stood but his standards for weights and length did not. The standards proposed by the Chinese Emperor was used only for the construction of the Great Wall. The total length of this wall is 10,000 li (a Chinese unit of length) approximately 5,000 Kilometers. The unit li is no longer used. Napoleon Wars were among the first set of wars that tried to use standards to a competitive advantage. After conquering most of the Western Europe, he noted from captured weapons the incompatibility of ordinance from various countries. Cannon balls were not of the same size, weight systems and calibers were unique to each captured army. Napoleon had to solve this problem through the science of measurement called metrology. The system that developed to assist the Emperor was the Le System International d'Unites, or the metric system. He imposed this system on all the conquered states.

This metric system was eventually adopted by all of Europe and exported to all parts of world in the era of colonialism

Role of standards

- Standards serve as reference documents that are used in contracts or international trade; on which commercial transactions are based.
- They represent a level of technical expertise and technology, that are used by industrialists as the indisputable definitions that simplify and clarify contractual relations between economic partners.
- A standard is a document that is used by jurisprudence to settle disputes.
- For business partners it serves as:
- A factor for rationalization of production by defining the requirements of technical characteristics, customer satisfaction,

- and manufacturing methods validation from multiple viewpoints.
- A factor for clarification of transactions by clearly defining the requirements and reducing uncertainties that may have different practical values to different parties in transaction.
- A factor for innovation and developing products by transferal of knowledge.
- A factor for transferring new technologies by facilitating and accelerating the transferal and use of technologies.
- A factor for strategic decision making for companies. The participation in standardization activity assists in identifying solutions and adapting them by increasing the competence of companies.

4.6. End of unit 4 assessment

1. They were worried because the products were sub-standard and poor quality because they never had authority from a recognized standards body RSB.
2. A **Standard** is a set of rules and guidelines or characteristics of activities or their results established by agreement, documented and approved by a recognized body aimed at producing a common product

Standard products/services: These are products/services which meet the customers' needs or purpose of their consumption

3. The standard procedures to make products and services in business is
 - quality control,
 - quality management,
 - Product testing etc.
4. **Importance of standards to the business**
 - It leads to lower costs of production since redundancy and errors have been minimized.
 - It helps industry products, services and personnel to cross borders.
 - They improve industry efficiency and remain competitive.
 - Helps to earn customers' loyalty since customers want high quality, reliable, consistent and safe products and services

To standards to the society

- Protecting natural environment from being contaminated by the activities of some entrepreneurs.
- Enhanced product quality and reliability at reasonable price
- Improved health, safety, environmental protection and reduction of wastes in society
- Simplification for improved usability
- Increase distribution efficiency and ease of maintenance
- Standards provide confidence in products and services to the users.

UNIT: 5

MARKET RESEARCH

Key Unit Competence: To be able to conduct market research for business start-up and growth

5.1. Unit Prerequisite

Learners were introduced to the market (O' Level S.2: Unit 4) Learners were introduced the market. So, this prior knowledge and skills should help them to conduct market research for business start-up and growth.

5.2. Cross-cutting issues to be addressed:

Note: The examples below are just to guide you on how to address cross-cutting issues throughout the unit **but this does not** mean that these are the only ones. You can address and give learners opportunities to discuss all the cross-cutting issues where possible taking in consideration the environment or community around them.

Environment and sustainability: Environment is one of the greatest factors that can affect any research activity both positively and negatively. Therefore, great care for environment is crucial. Learners are to be advised to conduct environmental protection related researches so as to maintain the environment that protect and promote the business sector.

Gender education: Less number of women get involved in market research. This is a cross-cutting issue and must be mainstreamed in each of the different parts of the work program, ensuring a more integrated approach to research and innovation. Throughout this unit, do away with all the stereotypes that generate discrimination against women in research career by telling girls and boys that they are all capable of participating in research activities.

Inclusive education: In addition to all having equal opportunities to carry out market research, emphasis has to be put on how we all regardless of our background, economic or social setup have a right to conduct researches that do not discriminate. Learners need to understand that

good market research should not discriminate but promote inclusiveness of all etc.

Peace and Values: You need to emphasize to learners the need to live in peace and harmony with others. Learners need to appreciate the market researches that promote peace and are not against the values of the community. Learners also need to acknowledge the importance of market research promoting positive business values especially towards society, customers, shareholders, environment, government etc.

Standardization culture: You need to emphasize to learners the need for standard market research. This will help them to abide by standards of effective research as prospective market researchers.

Note: Refer to other cross-cutting issues as identified in the curriculum framework.

5.3. Guidance on the introductory activity

This activity is intended to:

- Provide interest and motivation to the learners about research in business.
- Focus learner's attention on market research and its purposes.
- Convince learners about what they will benefit from the unit.

It can:

- Build on previous knowledge, skills, values and attitudes to help the teacher assess the learner's prior knowledge and help link with the new content, or
- Could be new content to help arouse learner's interest about what is expected in the new content.
- Be answered in one lesson, or gradually over a period as the unit progresses. There is no right or wrong answers.

Use an appropriate method such as small groups or pairs, provide learners with the introductory activity in the learner's book and give instructions to the activity. During grouping or pairing, ensure a balance between boys and girls and learners' different abilities.

Learners in small groups or pairs analyze the case study in the learner's book to describe why it is very important for Kagoyire to gather information related to her sales decline, the meaning of market research, the reason why it is important to carry out market research and explain

the different sources of data that Kagoyire can use to obtain the relevant information.

Monitor to confirm whether everyone is working on the activity, instructions were understood, address any challenges or questions, ensure everyone is given an opportunity and contributing in-group discussions. Encourage learners to work together, value each other's contributions, share ideas, etc.

Learners present their findings, results, answers through an appropriate method such as think-pair-share, small group presentations on the introductory activity. Encourage different learners from the groups to share the group's work to avoid a few learners dominating. Also encourage other learners to listen and not disturb when other teams are sharing unless it is a question. Encourage learners to appreciate each other's work especially the presentation.

Appreciate the team's presentations and remind them that this activity was not meant to come to the very right answers but to help them become aware of what to expect in the unit. Answers to the activity will be got as the unit progresses. You can support learners' answers by referring to possible answers to the introductory activity below:

Possible answers to the introductory activity:

1. Kagoyire did not make market research. She should have conducted research (collecting information) on the type of the customers (market) in that nearest restaurant located in Agaciro village and their fillings on the product (juice). From that information Kagoyire would decide whether to start business or not.
2. Market research is the process of collecting and analyzing information or data related to the demand of goods and services in a particular market. Market research gathers information about products, customers, distributors/ suppliers and competitors.
3. The reasons why market research is important in any business include but are not limited to the following:
 - i. Research, being a fact-finding process, significantly influences business decisions. The business management is interested in choosing that course of action which is most effective in attaining the goals of the organization. Research not only provides facts and figures to support business decisions but also enables the business to choose one which is best.

- ii. A considerable number of business problems are now given quantitative treatment with some degree of success with the help of operations research. Research into management problems may result in certain conclusions by means of logical analysis which the decision maker may use for his/her action or solution.
- iii. Research plays a significant role in the identification of a new project, project feasibility and project implementation.
- iv. Research helps the management to discharge its managerial functions of planning, forecasting, coordinating, motivating, controlling and evaluation effectively.
- v. Research facilitates the process of thinking, analyzing, evaluating and interpreting of the business environment and of various business situations and business alternatives. So as to be helpful in the formulation of business policy and strategy like where to buy, when to buy, how much to buy, and at what price to buy
- vi. Research helps in discovery and invention. Developing new products or modifying the existing products, discovering new uses, new markets etc.
- vii. Research is a must in the production area. Product development, new and better ways of producing goods, invention of new technologies, cost reduction, improving product quality, work simplification, performance improvement, process improvement etc., are some of the prominent areas of research in the production area.
- viii. In the area of financial management, maintaining liquidity, profitability through proper funds management and assets management is essential. Financial institutions also (banking and non-banking) have found it essential to set up research division/ department for the purpose of collecting and analyzing data both for their internal purpose and for making in-depth studies on economic conditions of business and people.
- ix. In the area of human resource management personnel policies have to be guided by research. An individual's motivation to work is associated with his needs and their satisfaction. An effective Human Resource Manager is one who can identify the needs of his work force and formulate personnel policies to satisfy the same so that they can be motivated to contribute their best to the attainment of organizational goals. Job design, job analysis, job assignment, scheduling work breaks etc., have to be based on investigation and analysis.

- x. Research in business is a must to continuously update its attitudes, approaches, products goals, methods, and machinery in accordance with the changing environment in which it operates.
- xi. It helps in predicting the future. Predicting the future is important in making decisions such as forecasting demand for new products and established products.
- xii. Marketing research helps in hypothesis testing. Marketing research helps entrepreneurs to test theories or –gut feelings about their business. For example, the relationship between professionals and actual performance of any organization.
- xiii. Business research helps to determine or find out customers ‘reactions on the ruling price in the market regarding the entrepreneur’s products.
- xiv. Research helps the entrepreneur to maintain customer loyalty.
- xv. Customers normally develop confidence in the firms that go down to them and find out what they exactly need.

5.4. List of lessons (including assessment).

Lesson title/probable heading Learning objectives (from the syllabus including knowledge, skills and attitudes) and Periods

	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Periods
1	The meaning of: Market, Marketing and market Research	<p>Explain the meaning of market, marketing and market research</p> <p>Conduct a market research to identify gaps and needs of customers in the business</p>	1

2	Components of marketing/marketing mix elements	Describe the components of marketing (5Ps) Analyze the relationship between (5Ps) involved in marketing Develop marketing strategy for small business	1
3	Importance of marketing in a business	Explain the importance of marketing in a business Appreciate the role of conducting market research for a business	1
4	Elements of market research/surveys	Explain the meaning of customer, competitor and supplier surveys Describe the steps of conducting market research Identify the source of competitor's information Recognize that customers are the backbone of any business	2
5	Tools/techniques used in market survey and importance of market survey	Discuss the tools used in conducting market research Make market research tools like questionnaire, observation guides Analyze the importance of market survey	1

Skills lab 5	Apply Skills Lab Methodology Able to conduct market research for business start-up and growth	2
End Unit Assessment	Able to conduct market research for business start-up and growth	1

LESSON 1: Meaning of Market, Marketing and Market research

a. Learning objectives:

- Explain the meaning of market, marketing and market research
- Conduct a market research to identify gaps and needs of customers in the business

b. Teaching aids: Basic materials for a class/ lesson to be conducted: Desks, Learners' books, internet, newspapers, books or magazines, radio, television, computer, projector and any other trustworthy and reliable resources to enhance learning.

c. Prerequisites/Revision/Introduction:

1. Read the Key unit competence in the syllabus to determine what students will know and be able to do by the end of the unit. Look at the action verb, concept and context of each learning objective. This will help you see the skills, knowledge attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.
2. Use K-W-L (What learners already know-What they want to know-What they have learnt) after the introductory activity to assess how much students already know and what they would be interested in learning about research in business. Learners write under (K what I know; W-What I want to know) about market research. Briefly discuss what is written under each section with learners.

K-W-L Chart

Topic:

what **K**now I

what **I** Want to know

what **L**earned I

a. Learning activities

Follow the guidance about the learning Activity 5.1 in the learners' book: Analyze the photos and answer the questions that follow.

1. Learners in either small groups, pairs or individually read and analyze photo to come up with what that person is busy doing, meaning of the terms research and market research.
2. While learner(s) is/are doing the activity, make sure everyone is working and actively participating.
3. Learners share their findings, responses or answers to the activity using an appropriate method such as group presentation, pair-share or large group discussion. Ensure all learners are given an equal opportunity to give their views and should be respected.
4. Harmonize their findings or answers, and help them draw conclusions/summary to what that person is busy doing, meaning of the terms research and market research. Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to the learner's book.

Possible answers for the activity 5.1

1. A) The person is busy doing research
B) **Research** is a systematic process of collecting and logically analyzing and interpreting data for some purpose.
C) **Market research** is the process of collecting and analyzing information or data related to the demand of goods and services in a particular market. Market research gathers information about products, customers, distributors/ suppliers and competitors.

a. Application activities

1. Learners think about gap filling either in groups or in pairs and if they don't do research; explain the challenges encountered in their businesses, describe the challenges or obstacles to effective market research. This activity may be given as a research question or homework.

2. Depending on the purpose of the application activity, chose an appropriate method to assess learners' findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Possible answers for the Application Activity 5.1, learner's book

1. Market
2. Market research
3. Promoting and selling

LESSON 2: Components of marketing/marketing mix elements

a. Learning objectives:

- Describe the components of marketing (5Ps),
- Analyze the relationship between (5Ps) involved in marketing,
- Develop marketing strategy for small business.

b. Teaching aids: Basic materials for a class/ lesson to be conducted: Desks, Learners' books, internet, newspapers, books or magazines, radio, television, computer, projector and any other trustworthy and reliable resources to enhance learning.

c. Prerequisite/Revision/Introduction: Read the Key unit competence in the syllabus to determine what students will know and be able to do by the end of the unit. Look at the action verb, concept and context of each learning objective. This will help you see the skills, knowledge attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

d. Learning activities

e. Read the following text and answer the questions that follow.

Learners in small groups, pairs or individually read the text to come up with description of marketing mix elements and analyze the relationship between marketing mix elements with the purpose of using the different marketing elements to develop marketing strategies for small business.

While learner(s) is/are doing the activity, make sure everyone is working and actively participating.

1. Learners share their findings, responses or answers to the activity using an appropriate method such as group presentation, pair-share or large group discussion. Ensure all learners are given an equal opportunity to give their views and should be respected.
2. Harmonize their findings or answers, and help them draw conclusions/summary to description of marketing mix elements and analyze the relationship between marketing mix elements. Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to learner`s book.

Possible responses for activity 5.2

1. **Product:** a product is something either goods or services that is offered to a market to be sold in order of getting profit. E.g. table, rice, potatoes, beans, cars, books, pens, cloths, services like transportation, music, medical care, communication, banking, etc.
2. **Price:** This refers to the amount of money paid by customer for a product. The price has greater impact on the consumer demand for a product. If price is too low, then consumers may lose confidence in the quality of a product. If the price is too high the consumers will not be able to afford the product.
3. **Place:** The place /location should be attractive and nearest to the customer (that place should be known). This involves the channels of distribution that are used in order to reach more distant customers. This involves manufacturer- wholesaler- services provider- retailer-marketing specialists and customers.
4. **Positioning** refers to the place that a brand occupies in the minds of the customers and how it is distinguished from the product of the competitors. Positioning is one of the most powerful marketing concepts. Product positioning is the process marketers use to determine how to best communicate their products' attributes to their target customers based on customer needs, competitive pressures, available communication channels and carefully crafted key messages.
5. **Promotion:** This is a set of ways of attracting customers to buy products either for the first time or to buy more of them.

e. Application activities

1. Learners examine the description of marketing mix elements and decide if Kamariza made essentials for marketing her product (Sandals) to determine what is essentials / marketing elements for marketing her Sandals (basing on their imagination) either in groups or in pairs. This activity may be given as a research question or homework.

2. Depending on the purpose of the application activity, chose an appropriate method to assess learners 'findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Possible answers to the application activity 5.2

- i. The following are the answers generated from Kamariza's scenario: Kamariza:
- Is specialized in sandals making: This stands for a **Product (Sandals)**
 - She is operating in one growing center of Northern province: This stands for a **place** (a growing center of Northern province)
 - Her products are sold at affordable price: This stands for **Price** (affordable/cheap price)
 - Her products are appreciated (occupies the first place in the choice of consumers): This stands for **Positioning** (her sandals occupy the first place in choice of consumers' preference)
- ii. She is now planning on how to make an advert on different Radio and RTV: this means that she is going to make **promotion** (in upcoming period = future) i.e. today she has not started promoting her sandals.

Therefore, Kamariza does not make all essentials for making her products (sandals) marketable, because she has not yet used **promotion** (ii explains more)

LESSON 3: Importance of marketing in a business

a. Learning objectives:

Explain the importance of marketing in a business

Appreciate the role of conducting market research for a business

b. Teaching aids:

Basic materials for a class/ lesson to be conducted: Desks, Learners 'books, internet, newspapers, books or magazines, radio, television, computer, projector, market set, boutique and any other trustworthy and reliable resources to enhance learning.

c. Prerequisite/Revision/Introduction:

Read the Key unit Competence in the syllabus to determine what students will know and be able to do by the end of the unit. Look at the action verb, concept and context of each learning objective. This will help you see the skills, knowledge attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

d. Learning activities

Follow the guidance about the learning Activity 5.3: Read the questions clearly and answer the question that follows.

1. Learners in either small groups, pairs or individual read the questions to come up with meaning of the Kinyarwanda Proverb relating it to the business situation and
2. While learner(s) is/are doing the activity, make sure everyone is working and actively participating.
3. Learners share their findings, responses or answers to the activity using an appropriate method such as group presentation, pair-share or large group discussion. Ensure all learners are given an equal opportunity to give their views and should be respected.
4. Harmonize their findings or answers, and help them draw conclusions/summary. Answer or address any questions or challenges about the activity. Guide them to make notes in their notebooks referring to the learner's book.

Possible answers for activity 3.1.

1. **“Umukobwa wabuze umuranga yaheze iwabo”** in Rwandan context, this means that a girl to get married (find a kind husband) must have a go between person. In business context, this means that a product/service to be sold must have a sales representative or marketer who have enough knowledge about the product/service and must be able to convince others to buy that product or service.
2. **Umuranga = a marketer** is very important in the business because he/she has enough knowledge about the product/service and must be able to convince others to buy that product or service. Simply, without him/her the product is not known in the market, therefore that product or service is not promoted and sold as expected.
3. some ways of advertising a product/service made; are advertising, after sales services, sales promotion, public relations, personal selling e.t.c

a. Application activities 3.1.

1. Learners read and analyze the importance of marketing in a business either in groups or in pairs and come up with a decision of what is more important compared to others. This activity may be given as a research question or homework.
2. Depending on the purpose of the application activity, chose an appropriate method to assess learners' findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Expected learners' responses to the application activities 3.1

(for more information refer to learner's book 5.3: Importance of marketing in a business)

The following are the importance of marketing in a business:

1. Marketing is an effective way of engaging customers hence, increase the number of customers
2. Marketing helps to build and maintain the company's reputation hence, facilitates advertising
3. Marketing helps to build a relationship between a business and its customers
4. Marketing is a communication channel used to inform customers hence, location of an enterprise
5. Marketing aids in providing insights about your business
6. Marketing helps your business to maintain relevance
7. Marketing creates revenue options
8. Marketing helps the management team to make informed decisions

From the above list of importance of marketing in a business, none is more important compared to others, all of them are complementary to each other.

LESSON 4: Elements of market research/surveys

a. Learning objectives:

- Explain the meaning of customer, competitor and supplier surveys
- Describe the steps of conducting market research
- Identify the source of competitor's information
- Recognize that customers are the backbone of any business

b. Teaching aids: Basic materials for a class/ lesson to be conducted: Desks, Learners' books, internet, newspapers, books or magazines, radio, television, computer, projector, market environment and any other trustworthy and reliable resources to enhance learning.

c. Prerequisite/Revision/Introduction: Read the Key unit competence in the syllabus to determine what students will know and be able to do by the end of the unit. Look at the action verb, concept and context of each learning objective. This will help you see the skills, knowledge attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

d. Learning activities

Follow the guidance about the learning Activity 5.4: Learners read questions 1 and 2 and answer the questions that follows:

1. Learners in either small groups, pairs or individually read the questions to come up with the meaning of market research and enumerate two stages / steps someone would consider while undertaking market research.
2. While learner(s) is/are doing the activity, make sure everyone is working and actively participating.
3. Learners share their findings, responses or answers to the activity using an appropriate method such as group presentation, pair-share or large group discussion. Ensure all learners are given an opportunity to give their views and should be respected.
4. Harmonize their findings or answers, and help them draw conclusions/summary to what market research is and list at least two steps / stages someone would consider while undertaking market research. Answer or address any questions or challenges about the activity. Guide them to make notes in their notebooks referring to the learner's book.

Possible answers for activity 5.4

1. Market survey refers to the process of collecting/ gathering and analyzing market related information (customers, competitor, suppliers and the product)
2. Steps to follow when conducting a market research
 - i. Finding the topic of the research study
 - ii. Defining the research problem

- iii. Setting of objectives
- iv. Selection of the basic data collection method(s)
- v. Determine the scope
- vi. Designing a clear schedule for conducting the research
- vii. Collecting data
- viii. Analyzing data
- ix. Presenting data

For more information refer to learner's book 5.4.1 Steps to follow when carrying out market research/survey

a. Application activities

1. Learners read the paragraph either in groups or in pairs and come up with how a customer is a king and explaining how competitors are important in the business. This activity may be given as a research question or homework.
2. Depending on the purpose of the application activity, chose an appropriate method to assess learners' findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Expected learners' responses for application activity 5.4

Answers may not be limited to the following:

1. Customer is the king because without the customer the business may not exist, this is explained by the following reasons:
 - i. A customer is a source of income to the business
 - ii. They advise the entrepreneur by giving constructive feedback
 - iii. They provide capital to the business when they pay in advance
 - iv. Customers are the reason for the existence of the business, they consume business products against payment
 - v. Customers spread business reputation
 - vi. They provide important information on companies' rivals
 - vii. Customers are sources of business profits
 - viii. Customers influence business innovations

- ix. Customers recommend the business to other customers
- x. Customers advertise the business.
- 2. Competitor / competition is important, this is further explained by the following:
 - i. Competition policy is about applying rules to make sure businesses and companies compete fairly with each other. This encourages enterprise and efficiency, creates a wider choice for consumers and helps reduce prices and improve quality.
 - ii. **Low prices for all:** the simplest way for a company to gain a high market share is to offer a better price. In a competitive market, prices are pushed down. Not only is this good for consumers - when more people can afford to buy products, it encourages businesses to produce and boosts the economy in general.
 - iii. **Better quality:** Competition also encourages businesses to improve the quality of goods and services they sell – to attract more customers and expand market share. Quality can mean various things: products that last longer or work better, better after-sales or technical support or friendlier and better service.
 - iv. **More choice:** In a competitive market, businesses will try to make their products different from the rest. This results in greater choice – so consumers can select the product that offers the right balance between price and quality.
 - v. **Innovation:** To deliver this choice, and produce better products, businesses need to be innovative – in their product concepts, design, production techniques, services etc.

LESSON 5: Tools/techniques used in market survey and importance of market survey

a. Learning objectives:

- Discuss the tools used in conducting market research
- Make market research tools like questionnaire, observation guides, etc
- Analyze the importance of market survey

b. Teaching aids: Basic materials for a class/ lesson to be conducted: Desks, Learners' books, internet, newspapers, books or magazines, radio, television, computer, projector, questionnaire, observation guides and any other trustworthy and reliable resources to enhance learning.

c. Prerequisites/Revision/Introduction: Read the Key unit Competence in the syllabus to determine what students will know and be able to do by the end of the unit. Look at the action verb, concept and context of each learning objective. This will help you see the skills, knowledge attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

d. Learning activities

Follow the guidance about the learning Activity 5.5.

1. Learners either in small groups, pairs or individual advise Jonathan on what tools/techniques to use in order to get customers 'information about product they want most, location of business etc. for starting his Juice processing factory.
2. While learner(s) is/are doing the activity, make sure everyone is working and actively participating.
3. Learners share their findings, responses or answers to the activity using an appropriate method such as group presentation, pair-share or large group discussion. Ensure all learners are given an equal opportunity to give their views and should be respected.
4. Harmonize their findings or answers, and help them draw conclusions/summary to sources secondary data. Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to Learners' book

Possible answers for activity 5.5

The following are some of the sources of secondary data:

1. Learners would advise Jonathan on the following tools/techniques in order to get the required information.
 - i. Interview
 - ii. Observation
 - iii. Questionnaire
 - iv. Focus groups

For more information refer to learner's book **5.5.1 Tools/techniques used in market research**

a. Application activity

1. Learners read the paragraph /the question either in groups or in pairs and come up with:
 - i. what products would people in their community like to have but are currently not being provided, choice of one product that they would be interested in dealing with,
 - ii. who from their community can give them information about the product they identified,
 - iii. Decide on the population sample,
 - iv. Decide on questions that they will use to collect the data that they require about the product chosen,
 - v. Decide on a plan of how they will collect the data and,
 - vi. Decide on how they will analyze it, and collection of data. This activity may be given as a research question or homework.
2. Depending on the purpose of the application activity, chose an appropriate method to assess learners' findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Expected learners' responses for application activity 5.5

Answers of this question will vary from learner to learner or group per group depending on the information collected by learners from the field.

Skills Lab 5

For this lab, learners will be able to appropriately interview people by carrying out a survey so as to understand customer's needs. Through this research/interview, they will be able to write an appropriate report on how to improve existing product or launch a better new product.

Guidance to the lab:

1. Build part (max 15 min)

Using Think, Pair and Share; ask learners to answer the following questions.

1. What makes a product an improved one? What do entrepreneurs do to make products more demanded in the market?

2. What should you find out about the product before improving it?
3. What is a market survey?

- _ Choose few pairs to answer the above questions to the general audience.

1. A market survey may refer to collection of information about the market (that can be in terms of prices, the number of sellers in that market, product/service they prefer more etc.)

Emphasize that this lab will provide the business club or projects they have at home an opportunity to grow and sustain by incorporating the feedback from their customers after carrying out survey.

2. Practice (Max 30 Min) Surveying Students & Staff:

- _ Let learners go outside the classroom in teams and do the survey. Each team must survey at least 10 people (students, staff & other) about the products/services they prefer more.
- _ **Note** each group will use the following questions to interview people.
- _ Make sure each student has got a pen and notebook, community the time they have for the activity, appoint a time keeper and group leaders to help manage everyone

Survey questions:

1. What do most people like about the products that you normally buy and why? If you have a business club at the school, ask them what they find interesting about the club products
2. What changes would you propose to the above product (ones you normally buy)?
3. What do other products similar to the above product differ from others?
4. How can we best extend our products to bigger markets outside our community?
5. Name other products we could make from locally available resources that can be most competitive

After conducting the survey, students analyse the data they got, they make summaries according to how people responded to the questions.

3. Presentations (Max 25 min)

- Communicate the appropriate time for this activity to be done. Let learners through each group provide a summary of the results from the interview (like simple report).
- Choose the appropriate method they can use to present their findings for example gallery work or one group presenting at a time. During presentations encourage learners challenge/supplement each other (control this as it takes time) as it will enable them to understand better.

Make sure the presentations for each product should answer;

- What customers love about their products and why
- The changes customers wish to see on the products
- How competing products differ from club products, How best the club can extend products to bigger markets.
- Suggestions of others products the club can make from available resources and why.

4. Conclusion (Max 05)

Use a small ball to make conclusion. Slow the ball randomly to different learners to answer questions on what they have learnt.

Explain to the learners that they will use the market survey results to improve their products either for the club or the ones they have at home. The survey will help them improve their products both at school and at home or they will be able to approach business knowing the importance of carrying out a survey.

Emphasize the importance of carrying out a survey by writing them on the note board;

- A survey will lead to knowing customers 'needs and thus serving them accordingly.
- Through carrying out a survey, one will be able to know competitors in the market and thus will work better to have a competitive edge over them.
- Through a survey, the entrepreneur will be able to know the nature of demand of the products he/she wants to serve and thus will produce according to the demand.

5. Portfolio Assignment(5Min)

As a take way of this lab, provide learners a portfolio assignment which is meant to test the skills leaners have attained from this lab. Remember this is an individual activity and thus each learner must do it.

Each learner uses a survey research tool to interview at least 5 customers on the business he/she intends to start back at home. Analyse th results an show how you will use the 5Ps to improve your business.

Portfolio success criteria;

Names of interviewed community members, name of the community, sample questions, summery of responses and a clear strategy of applying the 5ps appropriately according to the feedback given.

5.5. Summary of the unit 5

Research is a systematic process of collecting and logically analyzing and interpreting data for some purpose. It consists of three steps: pose a question, collect data to answer the question, and present an answer to the question.

Market Research: This is the process of collecting and analyzing information or data related to the demand of goods and services in a particular market. Market research gathers information about products, customers, distributors/ suppliers and competitors.

While conducting market research, different tools/techniques used for market surveys. These tools/techniques for collecting primary data = original information include (Interviews, Observation, filed experiments, focus groups, Case studies, Questionnaires) and sources of secondary data = existing information include (Books, Statistics data, Magazine, Websites, Data centers,)

The following are the major steps involved in carrying out a business research:

1. **Finding out the topic of the research study:** This is the title of all the research work that has to be done in the field
2. **Defining the research problem:** This enables the entrepreneur to find out how to deal with prevailing situation which consequently enables him to achieve his/her target.
3. **Setting of objectives:** Specifically show what the research wants to achieve at the end of the study. They should always be brief and SMART (systematic/specific, measurable, achievable, realistic, time bound)

4. **Selection of the basic research tools/techniques.**
5. **Determine the scope;** the researcher determines the limitations of his study. That is to say areas to be covered and what to be included or excluded.
6. **Designing a schedule of activities** for conducting the research or coming up with a clear action plan on how to conduct the research.
7. **Collecting data:** The researcher collects data on a number of things such as price, product, promotion, target market etc.
8. **Analyzing data:** This is done during and after the real field study.
9. **Presenting data:** After data analysis, the researcher presents his/her findings to the relevant authorities for action.

Additional information

Know that under research there are two types of research:

1. **Primary research:** Primary sources are original sources from which the researcher directly collects data that have not been previously collected. The major sources of primary data include respondents, analogous case situations and research experiments.
2. **Secondary research:** These are sources containing data that have been collected and compiled for another purpose. It means that the data here is already in existence. Secondary data may be internal or external. Internal sources are within the organization while external sources are sources of secondary data that originate from outside the organization These include the following:
 - **The government and its ministries:** For example, the ministry of education has data on schools, enrolment, distribution of tertiary institutions etc.
 - **Trade publications** especially industry magazines.
 - **Bureau of statistics:** (Data centers). The bureau of statistics has the important information used for research. In Rwanda the bureau of statistics the - National Institute of Statistics of Rwanda.
 - **Competitors:** Company reports and websites are easily accessible and contain a limited amount of information.
 - **The general media** (newspapers, radio and television).
 - Company records and files.
 - Textbooks and other published sources (Publications)

- Other researchers' information (Internal and external reports)
- Associations, Databases and Directories.

5.6. End Unit 5 Assessment

1. i. d
ii. b
2. The following are examples on how research can help a marketing department in achieving its target:
 - i. Research guides the business to communicate with current and potential customers. Once you have your research results, you should have enough ammunition to formulate the most effective way to communicate to your customers. You should know what they like/do not like to hear/see/do. Then you can tailor what you say to them to make them take action.
 - ii. Research helps the business identify opportunities in the marketplace.

Research might make it obvious that a new product you have planned may not be what your market wants or needs. You may then decide to make modifications on what you are going to offer to suit your audience.

- iii. Market research helps the business minimize risks.

Through market research, you may find all the information you need to decide whether to take action on a particular subject. For example, you may find that the particular location where you wanted to open a shop already has a saturated market in your line of business, which should make you refrain from making that decision and look for a more appropriate location.

- iv. Research measures the business's reputation.

It's always good to know how you measure against your competitors. Market research finds out just where you are and then, according to the results, you can take action to change perception.

- v. Market research uncovers and identifies potential problems of the business.

You can get consumer's reactions to a new product or service when it is still being developed. This should enlighten any further development so it suits its intended market.

- vi. Research helps the business to plan ahead.

Research can estimate the likely sales of a new product/service and also the advertising expenditure required to achieve maximum profits.

- vii. Research can help the business establish trends.

If you treat your market research as an ongoing exercise that you do periodically, you will find that you will have a lot of data to be able to analyze your customers and establish any particular trends.

- viii. Research helps the business establish your market positioning.

It is important to know the position of your business at particular moments in time. Information from market research helps you benchmark and monitor your progress, which can be useful to make decisions and take action.

- ix. Research can determine the most persuasive promise

Every brand needs to make a promise. If you think of the most known brands, they all make a promise to you and you usually know what is by just looking at their logo. It can be security, a fast and tasty meal or the assurance of top technology. It needs to be simple and market research can help you define what your brand's promise is.

Additional Activities

Remedial Activities:

1. What do you understand by the following terms?
 - a. Research
 - b. Market research
2. Differentiate between customer research and competitor research.

Possible answers:

1. To answer this question, refer to 5.1 Meaning of market, market and market research in learner's book
2. To answer this question, refer to 5.4 elements of market research/surveys

Consolidation Activity:

Briefly, explain under which circumstances a market research should be conducted?

Possible answers:

The circumstances under which business research should be conducted include:

- i. When the entrepreneur wants to introduce a new product in the market.
- ii. When the entrepreneur wants to find out the effectiveness of advertisement that have been made.
- iii. In case the entrepreneur wants to establish the quality and quantity of products demanded by people/customers.
- iv. Market research may also be conducted if the entrepreneur wants to know the level of competition of rival firms/business.
- v. Market research may also be undertaken to help the entrepreneur in determining the best channel of distribution of goods and services.
- vi. Market research may be undertaken if the management would like to increase sales so as to increase revenue.
- vii. When the entrepreneur wants to test the existing ideas etc.

Extension Activity

What challenges are likely to be faced by researchers while conducting research?

Possible answer:

Any research study requires careful consideration from start to end, and there are some common primary research problems you can navigate through with the right preparation and forethought.

Research problem 1: Researcher bias

Bias is any form of research problem. The pitfall of researcher bias is in assuming that you already know the answer. There are three areas where bias has a tendency to creep into your research:

- How you ask questions

- How you take notes
- How you draw conclusions from collected data

To eliminate bias, write survey questions and interview questions of good quality, take objective notes when doing any observations and objectively interpret data to draw conclusions supported by your data.

Research problem 2: Failure to acknowledge that reported and actual behavior sometimes differ

Whenever you are asking participants questions, even anonymously, they have a tendency to report behavior in a more favorable light, creating a research problem although one that is unavoidable. Therefore, you must acknowledge that reported behavior and actual behavior are not always the same. For example, if you survey participants about the number of calories, they consume in 24 hours, they are likely to report fewer calories than they actually consume.

Research problem 3: Ignoring related factors

Ignoring factors related to your primary research but that you are unable to study creates a research problem. While it is virtually impossible to study every factor that relates to a group of participants, you should make every effort to incorporate them into the analysis of your data. For example, if you are studying student lunch choices from school cafeterias, you are omitting other factors, such as students who skip lunch, faculty and staff who eat lunch, students who eat differently at school than they do privately, students who leave the cafeteria to eat elsewhere or students who pack a lunch.

Research problem 4: Over generalization of results

Over generalization presents another research problem. While it is tempting to make a generalization about a group based on interviews, observations or surveys never attribute your findings as something that is permanent. Recognize any generalizations apparent in your primary research as a pattern or trend—one that may change. Any research involving human participants focuses on individuals who are dynamic and functioning in situations and scenarios that constantly change, which changes the results of the same research at another point in time or in another situation.

Research problem 5: Failure to recognize invalid data

Unfortunately, some primary research participants are the source of your research problem. While you hope every participant takes your study seriously, there are always some participants who intentionally provide inaccurate answers or behave aberrantly. Because data from these contrived responses and behaviors can alter your entire data set, you must have the ability to recognize when this occurs by carefully examining all primary research methods and result.

When you encounter this type of data in your results, omit it from the data upon which you perform an analysis.

UNIT: 6

BUSINESS GROWTH AND DEVELOPMENT

Key unit competence: To be able to analyze the factors that lead to business growth and development

6.1. Prerequisite

In S.1 Unit 7, Learners were introduced to factors and indicators of Business growth. This prior knowledge, skills and competences should help the learners to analyze the factors that lead to business growth and development

6.2. Cross-cutting issues to be addressed

Note: The examples below are just to guide you on how to address cross-cutting issues throughout the unit BUT THIS DOES NOT mean that these are the only ones. You can address and give learners opportunities to discuss all the crosscutting issues where possible taking consideration of their environment or community around them.

Gender education: Emphasis throughout this unit has to be put on how both males and females have same chance to create growing businesses by using internal and external business growth strategies. There is no business growth specifically reserved for a particular gender but they can all be engaged in growing business activities and earn more incomes.

Environment and sustainability: The greatest source of entrepreneurship is the environment. One cannot implement his/her profitable business without the environment. Therefore, great care for environment is very important for the growth of business enterprises.

Inclusive education: All people have equal rights to operate business activities, emphasis has to be put on how we all regardless of our background, economic or social setup have right to create and manage growing business enterprises. Learners need to understand that doing a profitable business should not discriminate but promote inclusiveness of all.

Peace and Values: You need to emphasize to learners the need to live in peace and harmony with others. Learners also should possess the values appreciated by the community they want to serve. Learners also need to acknowledge that business enterprises should promote a peaceful environment while dealing with customers, employees, suppliers, government, shareholders, competitors, society, etc.

Financial education: You need to emphasize to learners the need to properly manage their business revenues. This will help them to effectively manage their business enterprises successfully so as to achieve business growth.

Standardization culture: You need to emphasize to learners that standards should be observed by business people. Learners also need to acknowledge that businesses whether small, medium and large should produce and sell quality products or services to customers. Following standards will help learners to start and operate businesses successfully having standardization culture in their mindset.

Note: Refer to other crosscutting issues as identified in the curriculum framework

6.3. Guidance on the introductory activity

- a. Explaining the purpose of the introductory activity. This activity is intended to:
 - Provide interest and motivation to the learners about business growth and development
 - Focus learners' attention on factors of business growth and strategies that can be used to achieve a business growth.
 - Convince learners about what they will benefit from the unit.

It can

- Build on previous knowledge, skills, values and attitudes to help the teacher assess the learner's prior knowledge and help link with the new content, or
 - Could be new content to help arouse learners' interest about what to expect in the new content.
 - Be answered in one lesson, or gradually over a period as the unit progresses. There are no right or wrong answers
- b. Use an appropriate method such as small groups or pairs, provide learners with the introductory activity in student book, and give

instructions to the activity. During grouping or pairing, ensure a balance between boys and girls and learners with different abilities.

- c. Learners in small groups or pairs analyze the portrait in student book: to describe the strategies and factors of business growth, describe the factors that lead to business growth and advice Hirwa on what he can do to continue growing his business.
- d. Monitor to confirm whether everyone is working on the activity, instructions were understood, address any challenges or questions, ensure everyone is given an opportunity and is contributing in-group discussions. Encourage learners to work together, value each other's contributions, share ideas, etc.
- e. Learners present their findings, results, answers through an appropriate method such as pair share, gallery walk, and small group presentations on the introductory activity. Encourage different learners from the groups to share the groups' work to avoid just a few learners dominating. Also encourage other learners to listen and not disturb when other teams are sharing unless it is a question. Encourage learners to appreciate each other's work especially the presentation.
- f. Appreciate the teams' presentations and remind them this activity was not meant to come to the very right answers but to help them become aware of what to expect in the unit. Answers to the activity will be got as the unit progresses. You can support learners' answers by referring to possible answers to the introductory activity below:

Possible answers for introductory activity

Note: These responses may be shared or not with the learners. They are specifically to guide the teacher while harmonizing learners responses during presentation.

1. **A growing business** is a business that is increasing in production, profitability and size while **a declining business** is the one which is experiencing negative growth due to a decrease in demand for one or more of its products. A declining business is characterized by a decrease in sales revenue, profit and fewer customers
2. Some of the strategies Hirwa used to grow his business are:
 - Hardworking. This is an entrepreneurial quality that helps entrepreneurs to grow.

- _ Offering good customer care to his customers.
 - _ New distribution channel: he has opened two more shops selling various items in different districts of the country
 - _ Market penetration and development: he has opened two more shops selling various items in different districts the country and is also planning to start a wholesale shop in Kigali all of these strategies helped him to reach new and more customers
3. The factors Hirwa used to grow his business are the following:
- _ Availability of market/Customers
 - _ A good business management (in his absence he was replaced either by his wife or children this means that he has never kept his business closed)
 - _ A proper location of the business (his business was located near customers)
 - _ A good quality of his workers
 - _ A favorable government policy (Rwandan environment policy allows everyone to run any legal business opportunity he/she wants)
4. As one who learnt entrepreneurship, I would advise Hirwa to not only continue the way he started but also looking for other strategies like:
- _ Merging with other firms or Mergers
 - _ Franchising
 - _ Joint-ventures

Hirwa should not be fear to expand his business to Kigali, the essential factor is to have customers there (solving their tastes and preferences needs) and apply customers care.

6.4. List of lessons (including assessment)

Learning objectives (from the syllabus including knowledge, skills and attitudes): and Periods

No.	Lesson title/probable	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Periods
1	<ul style="list-style-type: none"> ▫ Meaning of Business growth and Business development 	<ul style="list-style-type: none"> ▫ Explain the meaning of business growth and business development ▫ Differentiate between a growing business from a declining business ▫ Exhibit the value and practices that lead to business growth and development 	1
2	<ul style="list-style-type: none"> ▫ Indicators of business growth 	<ul style="list-style-type: none"> ▫ Identify the indicators of business growth and development 	1
3	<ul style="list-style-type: none"> ▫ Business growth strategies 	<ul style="list-style-type: none"> ▫ Lay the strategies for business growth 	2
4	<ul style="list-style-type: none"> ▫ Factors that lead to business growth and development 	<ul style="list-style-type: none"> ▫ Describe factors that lead to business growth and development ▫ Devise potential mitigation to constraints to business growth 	1
5	Skills Lab 5	Apply Skills Lab Methodology To be able to identify the internal and external factors of business growth	2

6	End of Unit Assessment	To be able to evaluate the factors that affect business growth	1
Total Number of Periods			8

LESSON 1: Meaning of business growth and business development

a. Learning objectives:

- Explain the meaning of business growth and business development
- Differentiate a growing from a declining business
- Exhibit the value and practices that lead to business growth and development

b. Teaching resources: Basic materials for a class/ lesson to be conducted: Brainstorming, pair work, group discussion, Learners and teachers' books, internet, dictionaries, and any other trustworthy and reliable resources to enhance learning.

c. Prerequisites/Revision/Introduction: Read the Key unit competence in the syllabus to determine what learners will know and be able to do by the end of the unit. Look at the action verb, concept and context of each learning objective. This will help you see the skills, knowledge attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence and related Assessment Standard.

Use K-W-L (What learners already Know-What they want to know-What they have learnt) after the introductory activity to assess how much students already know and what they would be interested in learning about business growth and development. Learners write under (K-what I know; W-What I want to know) about business growth and development. Briefly discuss what is written under each section with learners.

K-W-L Chart

Topic:

what **K**now I

what I **W**ant to know

what **L**earned I

d. Learning activity 6.1: Refer Learner 's book

Follow the guidance about the learning activity.

- Learners in small groups, pairs or individually analyze the question and analyze the photograph and make comments in relation to the different stages of a plant. suggest the meaning of business growth and business development; During grouping or pairing, ensure a balance between boys and girls and learners with different abilities
- While learner(s) is/are doing the activity, make sure everyone is working and actively participating.
- Learners share their findings, responses or answers to the activity using an appropriate method such as group presentation, pair-share or large group discussion. Ensure all learners are given an opportunity to give their views and should be respected.
- Harmonize their findings or answers referring to possible responses, and link the findings to the learning objective, help them draw conclusions/summary on business growth and development, factors that facilitate the growth of business people in their community. Answer or address any questions or challenges about the activity. Guide them to take notes in their notebooks referring to Learner's book.

Possible answers for activity 6.1

Note: These responses may be shared or not with the learners. They are specifically to guide the teacher while harmonizing learners' responses during presentation

1. Referring to the photograph shown in the Student Book, the plant has germinated and grown slowly by slowly (the plant is growing step by step) this means that even business first starts, then progressively grows.
2. Yes, tell them that business starts first, then grows progressively as time goes on. This growth depends on owner's characteristics like good management, not celebrating prematurely the success of that

business, hardworking, good customer care but knowing primarily that the customer is the backbone of the business that is customer is the king

e. Application activity

This activity can be done individually, in pairs, small groups, or whole class discussion. Learners analyze the photograph and make comments about the steps of business growth and development. Give clear instructions and ensure a balance in the groups. Monitor the activity to ensure learners are on track and actively participating.

Learners share their findings to the large group. Assess their answers depending on the purpose of the application activity. Basing on the learners' performance or results, you may decide to give remedial or extension activities. Refer to the possible answers below as you assess their work.

Possible responses to application activity 6.1

Encourage learners to make comments and give their own thoughts on the photograph given. Learners may come up with their own thinking and commenting on the photo in the following way:

1. The photograph above shows that achieving business growth is a process that goes step by step from a small business to a big business.
 - Things showing that Gasana's boutique is growing are:
 - i. He got many customers
 - ii. Increased assets (wooden shelves)
 - iii. Increased capital
 - iv. Increased number of employees

But notice that generally, it seems to be impossible for a business to grow in one or two months. Attaining business growth is a step by step process where most business persons start small like seeds, as the time goes on due hardworking, perseverance, obtaining enough markets, etc their businesses grow up to a certain level.

2. Gasana's boutique will be developed when: growth in terms of revenues, business expansion, increasing market and profitability will be highly attained. These will obviously contribute to

improved Standards of living of either of employees, his family or the community in general will be improved just from his business contribution in terms of:

- i. Nutrition and reduction of malnutrition, Infrastructure, Hygiene Education, Clothing, Shelter Etc

It is obviously clear that development is more than growth, although growth takes slightly a long time to be achieved but development takes much time compared to growth.

Lesson 2: Indicators of business growth

a. Learning objectives:

- *Identify the indicators of business growth and development*

b. Teaching resources: Basic materials for a class/lesson to be conducted: teacher's and Learners' books, internet, books, case studies, resourceful persons, gallery walk, visit nearby businesses or local entrepreneurs, debates and any other trustworthy and reliable resources to enhance learning.

c. Prerequisites/Revision/Introduction: Read the learning objective to determine what learners will know and be able to do by the end of the lesson. This will help you see the skills, knowledge attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Learners briefly give indicators of business growth and development from Mukamana's scenario. Correct any homework or assignment from the previous lesson. Help learners link the previous lesson to the current lesson.

d. Learning activities

Using an appropriate method, such as small groups or pairs, students may interview local entrepreneur; make research in the library or internet, group discussions following instructions given to explain the indicators of business growth and development. Ensure a balance among the groups or when pairing and that the instructions were clearly understood.

Make a follow up as learners do the activity. Ensure everyone is actively participating and heard instructions clearly; address any challenges/issues identified. Encourage learners to think about

the environment, creativity, innovation and standardization culture as they explain the indicators of business growth and development.

Learners share their findings about indicators of business growth and development through an appropriate method such as group presentation, pair-share, written reports, and whole class presentation. Ensure learners of different needs and abilities are given opportunities to share or present their findings. Answer or address any questions or challenges about the activity. Guide them to make notes in their notebooks referring to learners' book.

Possible answers for activity 6.2

Guide learners to come up with their own thinking in relation to the passage given in Learner's book. They may suggest answers such as:

Indicators of business growth in Mukamana's business include:

- a. Increased customers, increased stock of shoes, increased sales, increased capital, opening other shop and increased number of workers.

b. Other indicators of a business that is growing can be:

- _ Increased market share.
- _ Use of advanced technology.
- _ Increase in assets like buildings, vehicles, bank deposits, etc.
- _ Increased sales revenues.
- _ Increase in taxes paid to the government.
- _ Better salaries and wages to employees.
- _ Increased number of products that the enterprise produces.

c. Application activities

Learners analyze the portrait/passage either in groups or in pairs to identify the strategies one can use to grow if he/she has a small business. This activity may be given as a research question or homework.

Depending on the purpose of the application activity, chose an appropriate method to assess learners' findings, answers or

responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Possible solutions to the application activity 6.2

Guide learners to come up with their own thoughts in relation to the passage given in Learner's book. Most of their answers may be around the following:

1. **Indicators of business growth in the Peter's Case study include:** Increased capital, increased number of workers, increased production and use of modern techniques of production like tractors.
2. Learners can suggest that a small business can use the following strategies to grow:
 - a. Selling quality products.
 - b. Proper location of the business.
 - c. Offering credit facilities to only well-known and trusted customers so as to avoid the problems of bad debtors.
 - d. Form cooperatives and partnership businesses so as to increase capital and obtaining more profits.
 - e. Offering discounts to customers
 - f. Good customer care etc.

Lesson 3: Growth strategies

a. Learning objectives:

- *Lay the strategies for business growth*

b. Teaching aids: Basic materials for a class/lesson to be conducted: Brainstorming, Learners and teachers' books, internet, case studies, resourceful persons, visit nearby businesses, debates and any other trustworthy and reliable resources to enhance learning.

c. Prerequisites/Revision/Introduction: Review the learning objective to determine what students will know and be able to do by the end of the lesson. This will help you see the skills, knowledge attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Lead a review of the previous lesson on indicators of business growth, handle any homework or assignments, and ensure a

conducive learning environment. Help learners link the previous lesson to the current lesson.

d. Learning activities

Using an appropriate method, learners in reference to their local community, propose the internal and external growth strategies in a business and identify the importance of using those business growth strategies.

Make a follow up as learners do the activity. Ensure everyone is actively participating and heard clearly instructions to be followed; and address any challenges/issues identified. Encourage learners to think about the environment, be creative and think beyond the box, as they discuss about internal and external growth strategies in business.

Guide learners to share their findings on the activity, ensure learners of different needs and abilities are given opportunities share or present their findings. Harmonize their findings or answers, and help them draw conclusions/summary on internal and external business growth strategies. Answer or address any questions or challenges about the activity. Guide them to make notes in their notebooks referring to Learner's book.

Possible answers for activity 6.3

a. A growth strategy refers to a strategic plan formulated and implemented for expanding a business enterprise in revenue, profit and size. It is also the method by which a company uses to expand its business activities depending largely on its financial situation, competition and even government regulation.

b. Internal growth strategies entrepreneurs should use to grow their businesses:

- 1. Improving customer care:** This involves offering good customer care to the customers as a way of attracting them.
- 2. Delivering quality products and services:** This strategy involves providing quality products and services. This helps the company to grow.
- 3. Offering discounts to customers:** A discount is a deduction on the price. As a growth strategy, discounts attract customers and increase sales revenue.
- 4. Introducing new products:** This is a growth strategy where a

business introduces new products on the market. This expands its market share and increase its sales revenue.

5. Carry out sales promotion: This growth strategy involves all activities done to inform and attract customers to buy more of the business products. For example, giving discounts, advertising on Radio, Television, Newspapers, etc.

c. External growth strategies used by business people in my community can be merging with other firms or Mergers, franchising and joint ventures.

d.Importance of using internal growth strategies for a business:

i. Importance of using internal growth strategies for a business:

- _ It increases sales and profits of the company.
- _ It is much safer than rapid growth or growth using external resources through acquisitions and mergers.
- _ It does not require much capital so there is less risk on your finances.
- _ The business owner can easily manage this strategy.
- _ It allows the company to use modern technology using internal resources. This allows the business to increase the quality and size of production.

ii. Importance of using external growth strategy for a business:

- _ This growth strategy like in case of merging helps to save costs of production and generate high capital for heavy investments.
- _ It increases sales and profits of the company.
- _ It allows a company to enter new markets.
- _ It helps a company to compete at national and international markets.
- _ It leads to economies of scale like in case of merging and joint venture.

d. Application activities

Learners in groups or in pairs read and analyze the application activity questions to differentiate organic and inorganic growth strategy, to think about benefits of establishing clear growth strategies in business and demerits of not applying business

growth strategies by entrepreneurs. This activity may be given as a research question or homework.

Depending on the purpose of the application activity, chose an appropriate method to assess learners' findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Possible answers to the application activity 6.3

1. Learners may give their own opinions about people or entrepreneurs in their community/village whose businesses have grown up.

Learners may also give their own thoughts about strategies in which entrepreneurs in their community used to grow. Learners may suggest that some of the strategies entrepreneurs in their community used to grow include:

Internal growth strategies like improving customer care, delivering quality products or services, carry out sales promotion, e.t.c and **external growth strategies** like merging with other enterprises, joint venture, etc.

2. Some of the benefits of establishing clear growth strategies for entrepreneurs.

Establishing internal business growth strategy helps them:

- _ To increase sales and profits of the company.
- _ It allows the company to use modern technology using internal resources. - This strategy can be easily managed by the business owner(s).
- _ It does not require much capital so there is less risk on your finances.

Adopting external business growth strategy helps them:

- _ To increase sales and profits of the company.
 - _ It allows a company to enter new markets.
 - _ It helps a company to compete at national and international markets.
 - _ It leads to economies of scale like in case of merging and joint venture.
3. Learners may give their own opinions about what may happen to

business enterprises if their owners do not apply growth strategies. Most of learners may suggest as follow:

- If a company does not set and implement growth strategies, it may be out of competition and lack customers.
 - A business enterprise may make losses and collapse.
 - It may be difficult for a business enterprise to expand since it has no direction and targets to achieve.
 - A business enterprise may become unable to pay bank loans, salaries to workers, rent, government taxes and other obligations.
 - There will be stagnation for a business enterprise since the company will be unable to make creativity and innovation as a way of surviving in the world of business competition.
4. Learners may give their own opinions about how to compete with others if an entrepreneur has small capital. Learners may suggest as follow:

Yes. It is possible for an entrepreneur to compete with a small capital.

An entrepreneur with a small capital can do the following to continue operating and over compete his/her business rivals:

- Improving customer care.
- Offering discounts to customers.
- Producing and offering quality products or services.
- Seeking for a loan from financial institutions to increase capital.
- Setting SMART goals and objectives, this means that small business owners should set goals basing on realistic facts but not on personal unrealistic expectation of incoming revenues from sales.
- Possessing good entrepreneurial characteristics such as: having a lot of determination, patience and a positive attitude towards work and love of what you are doing as your career; working hard and having proper business plans/vision.
- Another option/alternative is to merge with other businesses, to form joint ventures, cooperatives or partnership businesses as a way of increasing financial capital and skills to beat off competition.

N.B: If you have insufficient capital, keeping these things will enable your business to grow and survive in competition.

LESSON 4: Factors that lead to business growth

a. Learning objectives:

- Describe factors that lead to business growth and development
- Devise potential mitigation to constraints of business

b. Teaching resources: Basic materials for a class/lesson to be conducted: Learners and teachers' books, internet, case studies, resourceful persons, visit nearby businesses or local entrepreneurs, debates and any other trustworthy and reliable resources to enhance learning.

c. Prerequisites/Revision/Introduction: Before the lesson, review the learning objective to determine what students will know and be able to do by the end of the lesson. This will help you see the skills; knowledge attitudes embedded in the learning objective and prepare for your lesson appropriately. Remember the learning objectives link to the key unit competence.

Lead a review of the previous lesson on business growth strategies, handle any homework or assignments, and ensure a conducive learning environment. Help learners link the previous lesson to the current lesson.

d. Learning activities

Give instructions to the learning activity, learners in small groups or pairs give some examples of entrepreneurs who have achieved business growth in their community, they also suggest the main things that lead their businesses to grow. Monitor group activities to ensure everyone is actively participating and heard; instructions clearly followed; and address any challenges/issues identified. Encourage learners to think about the environment, be creative, peace and values as they give reasons for their answers.

Guide learners to share their findings on the activity, ensure learners of different needs and abilities are given opportunities share or present their findings. Harmonize their findings or answers, and link the findings to the learning objective, help them draw conclusions/summary on factors that lead to business growth. Answer or address any questions or challenges about the activity. Guide them to make notes in their notebooks referring to

the learner's book.

Possible answers for activity 6.4

1. Learners may give different names of entrepreneurs who have made grow their business depending on their regions, community/village. Make sure that examples given include both women/girls and men/boys to show that both man/boy and woman/girl have equal chance and opportunity to start/run the business in Rwanda

- a. Learners may give their own examples of entrepreneurs to this question.

A young entrepreneur (girl) created a small business producing mushroom (ibihumyo) in **name of district/a city/community**, now her business/project has grown up since she is able to supply large quantities of mushrooms to many hotels across Rwanda.

Another example, an entrepreneur (woman) in **(name of a district/city/community)** has started a small business of poultry farming with few workers. Now her business has grown up to more than 5000 layers and is employing more than 100 workers.

Another example, an entrepreneur (boy) in **name of a district/city/community** has started a business of a small boutique with 100 000 Frw, now his business has expanded and moved to Kigali where he has a big wholesale shop with more than 10 000 000Frw, he is employing more than 30 workers and import goods from Europe and Asia (Dubai mainly).

2. **Two main things that lead their businesses to grow include:** Presence of market for the products, peace and security in Rwanda, etc.

e. Application activities

Learners in small groups share ideas on the activity and evaluate the factors that lead to business growth. This activity may be given as a research question or homework. Give clear instructions and ensure a balance in the groups. Monitor the activity to ensure learners are on track and actively participating.

Learners share their findings to the large group/entire class. Assess their answers depending on the purpose of the application activity. Refer to the possible answers below as you assess their

work.

Possible answers to the application activity 6.4

a. Some of the factors that lead to business growth include:

1. **Availability of market:** The market plays a big role in determining the success of a business. A big and reliable market helps a business to grow. More buyers will mean more sales and more revenue for the business.
2. **Enough capital:** The amount of capital available to a business determines its growth. If more capital is available, then the business can easily grow but if it lacks enough capital, it will not easily grow.
3. **Competent business management:** The quality and ability of the business management team determines the growth of a business. If the management is competent and hardworking, then the business will grow faster than if the management is not competent.
4. **Technology used by the business:** Technology as a method of production determines the quantity and quality of output. It is a factor that determines the growth of a business.
5. **Quality of workers:** The quality of workers in terms of skills, trainings, experience and commitment is factor of business growth. If the quality of the staff is low, the business will find it hard to grow.
6. **Political stability and security:** The political environment affect business growth, a peaceful political environment enables a business to grow but when there is insecurity, it is hard for a business to grow. For example, if there is political instability, riots, war or general insecurity, businesses will find it hard to grow because they will lack markets, workers will leave and raw materials will be hard to find.

b. The statement “Rome was not built in a single day”.

This statement means that a person should not have fear of taking the risks of creating a new business. He/she has to know that growing is the process not happening in a single day/night/week/month as the proverb says; ROME is a very big city; therefore, it could not be built in a single day/night/week/month, it took much time to build that city. In the business it is like that; a business cannot start and grows immediately (in short period of time), growing is the process.

In trying to start a business a person has more chances of succeeding. This statement can help a person to start business

and grow because it encourages one to take risks in business and at the end a person has more chances of growing

Skills Lab 6

For this skills lab, student teachers will be required to analyse the information business growth strategies below and show how they will use each one to serve customer needs better and achieve the business club's growth and development goals.

- Bundling
- Promotion and discount
- Developing new product
- Franchising
- New distribution channels,

Suggested Duration of the lesson: 80 minutes

Learning aids; Unit content on business growth and development, marketing brochures from various businesses, Company magazines, Product samples from the business club and other businesses. Internet, computer or smartphone.

Build (max 15 minutes)

- _ Remind students that this lesson will facilitate them with skills and knowledge to grow their business club to serve more customers in a better way.
- _ Set context by asking learners to respond to the questions below;
- _ What do they understand by the term growth and development? How can you tell that a business has grown or is growing? What factors can contribute to business growth

Tell learners that through this lesson, they will be able to discuss strategies they use to grow their business club and their back-home projects)

Practice (max 25 Minutes)

Assign each of the group with one business growth strategy below.

- _ Bundling
- _ Promotion and discount

- _ Developing new product
- _ Franchising
- _ New distribution channels.

Each group is expected to explain the meaning of the growth strategy, give an example of one existing business that is using the strategy, show how the business club can adapt the strategy and grow.

The learners in their respective groups each with the given form of business growth strategy will discuss as they appear in students' book.

Move around the groups guiding the discussions and supporting learners accordingly as they answer the given questions.

Present (max 25 Minutes)

- _ Ask group representatives to present their findings and let them ask for clarifications during presentations.
- _ Guide the presentations through question and answer approach to insight more understanding in the learners.)
- _ Ensure each presenter explains the meaning of the strategy, share a real example of another business that is using the strategy and show how the club can use the strategy the growth it will bring to the business.

Conclusion (max 10 minutes)

- _ Emphasize that businesses pass through different stages as they grow and that the indicators like increased sales, profits and others prove that the business is growing.
- _ Insist that they should be able to implement the strategies in their students 'business club or in the businesses they intend to have back at home so that their businesses can grow.

Portfolio assessment (max 5 minutes)

Ask each learner to describe the current state of their back home business and show how he/she will implement one growth strategy to improve their business performance in the market.

Portfolio Success Criteria

Each student's work should have;

Business name, the products or services being offered, close competitors and current market share compared to other businesses offering the same products or service.

Show how a chosen growth strategy will improve the performance of the business.

Unit Summary

Business growth refers to the process by which business enterprises increase their production, profitability and size. It is the expansion of the business enterprise.

Some of the indicators of business growth include:

- Increased capital
- Increase of assets
- Increase of business profit
- Opening more branches
- Increased market share
- Increased sales revenue
- Increased number of employees
- Increased stock of goods
- Use of advanced technology

No business company which can grow without the contribution and efforts of the business owner(s). To expand in business, It requires having clear strategies which enable the business to succeed in world of business competition. Entrepreneurs work hard and strive towards achieving the set business goals. There are different strategies which entrepreneurs use to grow their businesses such as:

Offering good customer care, delivering quality products or services, carry out sales promotion, merging with other firms, etc. In addition, different factors influence the level of business growth for business enterprises. The factors that lead to business growth in any business organization are: **availability of market, enough capital, proper business location, Political stability and security, etc.**

Business development is the business growth in terms of sales revenue, business expansion, increasing market and profitability. It can also be

seen as the activity of pursuing strategic opportunities for a particular business or organization, for example by cultivating partnerships or other commercial relationships, or identifying new markets for its products or services.

6.5. Additional information

There's no doubt that one of the main objectives of any entrepreneur is to have their enterprise grow and expand. Business growth is something that every company wants. Whether you are a start-up or large enterprise, in the business world everyone wants to grow.

The following are the some of the motives (reasons) why business enterprises need to grow:

- _ Businesses need to grow so that they can earn more profits.
- _ To enjoy economies of scale.
- _ To increase market share.
- _ To attract investors.
- _ To increase trust and customer confidence.

For businesses to grow and be successful in today's very competitive business world, it is important for businesses to be aware of what their competitors are doing and to find a way to compete with them. A business can compete with its competitors through undertaking the following:

- Research and development
- Carry out a routine SWOT analysis
- Offering best quality products
- Competitive differentiation such as giving longer warranty or a lower price than its competitors.

There are mistakes which prevent companies to grow and these mistakes should be avoided by business owners and managers. If a company seeks to grow it has to avoid the following mistakes: **mismanagement of money, poor personal management, lack of proper record keeping and poor customer care.**

Advice to entrepreneurs who wish to grow is that they have to do and keep these things in their minds:

- a. To have a clear vision, SMART goals and objectives in their businesses. It would be better if these visions, goals and objectives

are written and kept somewhere.

- b. They have to work hard and struggle towards achieving the set targets. Business growth is not an easy task, it is just like climbing up a mountain expecting to reach the top.
- c. To produce and offer quality products or services
- d. To improve customer care.
- e. Carry out sales promotion.
- f. Perseverance and having a never give up attitude.
- g. To keep in mind that a business growth is a step by step journey, it is just like pump priming.
- h. To apply for a bank loan in case they have inadequate capital.

Factors that hinder business growth

- 1. Internal factors that hinder business growth
 - i. Lack of enough capital or capital constraint:
 - ii. Poor management of the business:
 - iii. Lack of skilled workers:
 - iv. Lack of proper record keeping: Lack of background and experience in the business: Lack of business plan/vision for the business: Inadequate education and training: Embezzlement and misuse of business funds: Low quality products:
 - v. Poor location of the business:
 - vi. Lack of motivation and drive:
 - vii. Failure to manage stock: Bad debtors: Poor customer care:
- 2. External factors that hinder business growth
 - 1. Corruption: High competition:
 - 2. Change in government policies: Technological barrier.
 - 3. Unfavorable economic factors: Bureaucratic procedures:
 - 4. Small local markets: Natural calamities:
 - 5. Poor infrastructures:
 - 6. Political instability and insecurity:
 - 7. Limited to finances/funding:

6.6. End unit 6 assessment

1. Assume your business is attaining the following:
2. Increase in production, profitability and size.
3. This is business growth.
4. A prolonged period of little or no growth for companies.
5. This is business stagnation.
6. Assume that you have a mini-supermarket selling fresh milk, juices, bread and cakes in one center of Kigali city;
 - a. How would you know that your business is growing?
 - b. What are the factors which you think can favor the growth of your business?
 - c. How would you know also that your business is declining?
 - d. What can you do to minimize such a decline?
7. The following shows that a business is growing: increase in stock of goods, increase of capital, increase in assets like bank deposits, buying delivery vans, more customers, employing many workers, etc.
8. The factors which can favor the growth of my business may include: availability of customers, proper business planning, peace and security, proper location of the business, possessing good qualities of an entrepreneur like hardworking, perseverance, creativity and innovation, etc.
9. The following shows that a business is declining: A decrease in sales revenue, decrease in profit, fewer customers, etc.
10. To minimize a decline in business learners may suggest as follow:
 - a. Delivering high quality service to customers.
 - b. Selling quality goods to customers and avoid selling expired goods like expired juice, bread and cakes.
 - c. Being honest and build trust among my customers.
 - d. Taking a loan from financial institutions to increase capital.
 - e. Proper location of the business.
 - f. Offering discount to customers.
 - g. Advertising my business on Radio, Television, etc in order to inform and attract customers to buy more of the business products.

6.7. Additional activities

6.7.1 Remedial Activities

- a. With examples, differentiate a growing business and a declining business.
- b. What are the indicators of business that is declining?
- c. Explain briefly the factors that lead to success in business.

6.7.2 Consolidation Activities

- a. Suppose you want to start a business of poultry farming after school, examine the factors that may affect the growth of your business.
- b. Briefly explain the reasons why some businesses fail?
- c. Indicate the causes of business failure and practical measures to overcome such failure.

6.7.3 Extension Activities

- a. Examine the contribution of applying growth strategies to the growth of a business.
- b. Give practical examples of mergers, franchising and joint ventures in Rwanda.

UNIT: 7

FORMS OF BUSINESS ORGANIZATIONS

Key unit competence: To be able to classify different forms of businesses

7.1. Prerequisite

learners were introduced to the forms of enterprises and career opportunities in senior 3, entrepreneurial culture in senior 1, Business growth in senior 2. This prior knowledge, skills or competences should help the learners to be able to classify different forms of businesses present in their area and their roles in the economic development of the country and be able to choose the best that they can engage in.

7.2 Cross-cutting issues to be addressed

Note: The examples below are just to guide you on how to address crosscutting issues throughout the unit BUT THIS DOES NOT mean that these are the only ones. You can address and give learners opportunities to discuss all the crosscutting issues where possible taking consideration of their environment or community around them.

Gender education: Emphasis throughout this unit has to be put on how both males and females have the same chance to interact and exchange ideas through interpersonal communication. There is no communication specifically reserved for a particular gender. For example, at school, at the work place, in churches, etc. both males and females have equal chances to give their opinions, interact and communicate to others. Every person irrespective of his/her gender has the right to interact and build relationships with others.

Environment and sustainability: The greatest source of communication is the social environment since it is where communication takes place. When someone calls or sends a message to another, the information passes through a physical environment to reach the receiver. Therefore, great care for environment should be considered for interpersonal communication to take place between people at the workplace, families, schools, etc.

Inclusive education: All people have equal rights to engage in business activities with others. Emphasis has to be put on how we all regardless of our background, economic or social setup have right to participate in any activity whether at school, work place, etc. For instance, hearing impaired person can easily engage in business with the rest of the people in society or community. Learners need to understand that forms of business organizations should not discriminate but promote inclusiveness of all.

Peace and Values: You need to emphasize to learners the need to live in peace and harmony with others. Learners need to identify potential contributions of business organizations in promoting peace and values to each other. Learners also should possess the values appreciated by the community they want to serve. Learners also need to acknowledge that working together is an essential element of success.

Financial education: You need to emphasize to learners the need for proper management of business funds and other business assets. Financial information of any company is communicated to shareholders so as to invest their money in such company. Therefore, the business funds of any company can be increased through using effective communication with different parties. Learners need to understand that communication is important in financial management of business enterprises.

Note: Refer to other crosscutting issues as identified in the curriculum framework.

Introduction

The more efficiently a business uses its assets, the greater the chance that it will make a monetary profit. Business organization affects how a business is treated under the law. State and federal governments provide incentives and rules for every type of business organization.

This unit is therefore designed to equip you with knowledge, and understanding about different business organizations. It will also equip you with knowledge and skills as well as attitudes and values that will enable you to develop apposite attitude towards business organizations and impact the teacher to be a role model to learners by establishing a business to bring change to himself and the community at large.

7.3. Guidance on the introductory activity

a. This activity is intended to:

- Provide interest and motivation to the learners about business organizations.

- Focus learner's attention on demonstrating the skills to develop a culture of self-employment and self-reliance
 - Convince learners about what they will benefit more together than working alone in any activity getting inspiration from the unit.
 - Build on previous knowledge, skills, values and attitudes to help the teacher assess the learner's prior knowledge and help link with the new content, or
 - Be new content to help arouse learner's interest about what to expect in the new content.
 - Be answered in one lesson, or
 - Gradually over a period as the unit progresses. There are no right or wrong answers
- b. Use an appropriate method such as small groups or pairs, provide learners with the introductory activity in student book, and give instructions to the activity. During grouping or pairing, ensure a balance between boys and girls and learners' different abilities.
 - c. Learners in small groups or pairs analyze the introductory activity questions in student book reading the case study to determine what benefits would Mukamana and the other ladies enjoy if they decided to do their handicraft work together, Identify the advantages they also enjoy working as an individual, using their knowledge of entrepreneurship, identify the classification of enterprises to which they belong and explain the reasons why Mukamana and other ladies decided to register their business and the advice they would give to Mukamana in order to benefit more from their activities
 - d. Monitor to confirm whether everyone is working on the activity, an instruction where understood, address any challenges or questions, ensure everyone is given an opportunity and is contributing in-group discussions. Encourage learners to work together, value each other's contributions, share ideas, etc.
 - e. Learners present their findings, results, answers through an appropriate method such as pair-share, gallery walk, and small group presentations on the introductory activity. Encourage different learners from the groups to share the group's work to avoid just a few learners dominating. Also encourage other learners to listen and not disturb when other teams are sharing unless it is a question. Encourage learners to appreciate each other's work especially the presentation.

- f. Appreciate learners' presentations and remind them that this activity was not meant to come to the very right answers but to help them become aware of what to expect in the unit. Answers to the activity will be got as the unit progresses. You can support learner's answers by referring to possible answers to the introductory activity below:

Possible answers for introductory activity

Note: These responses may be shared or not with the learners. They are specifically to guide the teacher while harmonizing learners' responses during presentation.

1. What benefits would Mukamana and the other ladies enjoy if they decided to do their handicraft work together?
 - Encourages specialization and division of labour
 - More capital is raised
 - Continuity of the business
 - Wise decisions are made
 - More skills applied and there is specialization
 - Increase in transparency and reduction in the misuse of resources
 - Losses are shared by all partners

And any other reasonable points that learners may raise

2. Identify the advantages they also enjoy working individual
 - The owner enjoys profits alone
 - It requires little capital to start and operate
 - Close or direct contact between the owner and the customer
 - Easy coordination of activities
 - Independence in decision making
 - Easy to set up the business since there are no formal procedures required.
 - The sole proprietor is self-motivated
 - The sole-trader have enough time for the business
 - Minimizes cost through employing family members

3. Using your knowledge of entrepreneurship, identify the classification of enterprises to which they belong.
 - Small scale enterprise
 - Self-employment
4. Explain the reasons why Mukamana and other ladies decided to register their business.
 - It enables the business to acquire a trade license and a permit to commence its activities
 - After registration, a business will be entitled to protection by the country's business legal framework
 - It helps a business to protect its brand: Trademarks are patented.
 - It safeguards the business name.
 - The business has guaranteed continuity as a result of registration
 - The business is versatile.
 - It avoids fines and penalties from the government
5. Which advice would you give to Mukamana in order to benefit more from their activities?

There are no specific answers to the question but the teacher should pay attention to what the learner has written if there are good points to reward a mark.

7.4 List of lessons (including assessment)

No	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Periods
1	Classification/Forms of business forms	<p>Explain the concept of business organization for enterprises</p> <p>Identify various forms of business organizations, Classify business enterprises according to their forms</p>	3

		Discuss the classifications of enterprises. <i>Choose the suitable form of business enterprises</i>	
2	Business registration procedures according to form	<i>Make use of the procedures of registering different forms of businesses</i>	1
3	Benefits of registering a business and consequences of not registering a business	Explain the benefits of registering a business Describe the consequences of not registering a business Appreciate the value of choosing partners to business	2
4	Factors considered in choosing people to work with in a business organization	Analyze the factors considered when choosing people to work with in a business operation Recognize the need for managing enterprises in society	1
5	Skills lab 7	To be able to classify different forms of business	2
6	End Unit assessment and Remediation	To be able to classify different forms of business	1

Lesson 1: Classification/Forms of business forms

Learning objectives: *Explain the concept of business organization for enterprises, identify various forms of business organizations and discuss on different classifications of enterprises*

Prerequisites/Revision/Introduction: Read the Key unit competence in the syllabus to determine what students will know and be able to do by the end of the unit. Look at the action verb, concept and context of each

learning objective. This will help you see the skills, knowledge attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Introductory activity: Refer learner's book. Follow the guidance about the introductory activity.

- a. Teaching resources:** Basic materials for a class/ lesson to be conducted: Learners books, internet, text books, case study scenarios, resourceful persons and any other trustworthy and reliable resources to enhance learning.
- b. Possible Teaching methods:** Think-pair-share, small group discussion, brainstorm, research in the library, research on the internet, etc.

Activity 7.1 learners' book

Learners in small groups, pairs or individual Visit the library or use the internet to research on the categories of enterprises according to life span and fill in the table. During grouping or pairing, ensure a balance between boys and girls and learners _different abilities.

- While learner(s) is/are doing the activity, make sure everyone is working and actively participating.
- Learners share their findings, responses or answers to the activity using an appropriate method such as group presentation, pair-share or large group discussion. Ensure all learners are given an opportunity to give their views and should be respected.
- Harmonize their findings or answers referring to possible responses, and link the findings to the learning objective, help them draw conclusions/summary on the questions discussed. Answer or address any questions or challenges about the activity. Guide them to take notes in their notebooks referring to Learner's book.

Application activity 7.1

This activity can be done as individuals, pairs, small groups, whole class discussion. Learners read and analyze the activity Give examples of enterprises from your community and Rwanda at large by filling in the table. Give clear instructions and ensure a balance in the groups. Monitor the activity to ensure learners are on track and actively participating.

Learners share their findings to the large group. Assess their answers depending on the purpose of the application activity. Basing on the

learners' performance or results, you may decide to give remedial or extension activities. Refer to the possible answers below as you assess their work.

Possible answers for activity 7.1

Note: These responses may be shared or not with the learners. They are specifically to guide the teacher while harmonizing learners' responses during presentation.

The learner should be able to come up with something like this. The teacher should check if the answers given are true following this format.

For more answers refer to the learners' book

Category	Meaning	Example	characteristics
Agri-business Enterprises	Agri-business enterprises are business enterprises involved in the growing of crops and rearing of animals with the aim of making profits	1. Crop production 2. Livestock farming:	Mainly use very simple technology or simple methods of production. Mainly employ unskilled people. They depend on skills of their owners who may be assisted by family members. Their sales are usually low in quantity and value because of limited capital

Possible solutions to the application activity 7.1

Encourage learners to give their own thoughts on the activity. Learners may come up with their own thinking and suggest answers in the following ways:

Manufacturing enterprises	Agri-business enterprises	Service enterprises	Trading enterprises
Utexrwa	Gashumba posho	Beauty saloon	Nakumatt super market
Etc.	Etc.	Etc.	Etc.

And any other example students may give depending on the area of their location

Lesson 2: Business registration procedures

Learning objectives: *Make use of the procedures of registering different forms of businesses*

Prerequisites/Revision/Introduction: Read the learning objective to determine what learners will know and be able to do by the end of the lesson. This will help you see the skills, knowledge attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Learners identify various listening strategies and skills, demonstrate the use of effective speaking skills and strategies, discussed in the previous lesson through a question and answer session. Correct any homework or assignment from the previous lesson. Help learners link the previous lesson to the current lesson.

Teaching aids: Basic materials for a class/lesson to be conducted: Learners books, internet, Textbooks, case studies, role play, school clubs and any other trustworthy and reliable resources to enhance learning.

a. Teaching methods: Think-pair-share; small group discussion, brainstorm, research in the library, research on the internet, etc.

Activity 7.2 learners' book

Using an appropriate method, such as small groups or pairs students may make research in the library or internet, group discussions following instructions given to differentiate cooperation and team building and Suppose they intend to start a small business in their location during vacation out of their pocket money savings that they have accumulated over time and suggest the major steps that they would take to follow before starting.

Ensure a balance among the groups or when pairing and that the instructions are clearly understood and followed.

Make a follow up as learners do the activity. Ensure everyone is actively participating and heard instructions clearly; address any challenges/issues identified. Encourage learners to think about the environment, peace and values, gender education, creativity, innovation and standardization culture as they propose the procedures of registering a business.

Learners share their findings about the importance of working as a team in business other than working as an individual, difference between cooperation and team building through an appropriate method such as group presentation, pair-share, written reports, whole class presentation. Ensure learners of different needs and abilities are given opportunities to share or present their findings.

Harmonize their findings or answers, and help them draw conclusions/summary about the importance registering a business. Answer or address any questions or challenges about the activity. Guide them to make notes in their notebooks referring to learners' book.

Possible answers to the activity 7.2

- _ Personal names, place and date of birth, domicile and residence, nationality, sex;
- _ Name of the spouse in case he/she is married; and their matrimonial regime
- _ Consent of the spouse if their regime is based on joint ownership;
- _ Name of the business and its trademark if applicable;
- _ Commercial activities to be carried out;
- _ Headquarters of the business enterprise

Application activity 7.2

This activity can be done as individuals, pairs, small groups, whole class discussion. Learners analyze the activity and discuss the various procedures followed in registering a domestic company following Rwandan setting today.

Give clear instructions and ensure a balance in the groups. This activity may be given as a research question or homework.

Depending on the purpose of the application activity, chose an appropriate method to assess learners' findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Possible answers for application activity 7.2

- _ Copy of ID/Passport of promoter(s)
- _ Completed application form and two copies of article 14
- _ Payment of registration fee

Lesson 3: Benefits of registering a business and consequences of not registering a business

Learning objectives: Explain the benefits of registering a business and describe the consequences of not registering a business

a. Prerequisites/Revision/Introduction: Review the learning objective to determine what students will know and be able to do by the end of the lesson. This will help you see the skills, knowledge attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Lead a review of the previous lesson on cooperating with others and Teambuilding, handle any homework or assignments, and ensure a conducive learning environment. Help learners link the previous lesson to the current lesson.

b. Teaching resources: Basic materials for a class/lesson to be conducted: Learners books, Text books, case studies, resource persons, role play, debates and any other trustworthy and reliable resources to enhance learning.

c. Teaching methods: Think-pair-share, small group discussion, brainstorm, etc.

Activity 7.3 learners' book

- Using an appropriate method, such as small groups or pairs, discuss the importance of registering a business and also suggest possible dangers of operating a business that is not registered
- Make a follow up as learners' do the activity. Ensure everyone is actively participating and heard clearly instructions to be followed; and address any challenges/issues identified. Encourage learners

to think about the environment, peace and values, be creative and think beyond the box, as they suggest the importance registering a business and possible dangers of operating a business that is not registered

- Guide learners to share their findings on the activity, ensure learners of different needs and abilities are given opportunities share or present their findings. Harmonize their findings or answers, and help them draw conclusions/summary on the importance of registering a business and also suggest possible dangers of operating a business that is not registered. Answer or address any questions or challenges about the activity. Guide them to make notes in their notebooks referring to learner's book.

Possible answers for activity 7.3

Benefits of registering a business

- It enables the business to acquire a trade license and a permit to commence its activities
- After registration, a business will be entitled to protection by the country's business legal framework
- It helps a business to protect its brand: Trademarks are patented.
- It safeguards the business name.
- The business has guaranteed continuity as a result of registration
- The business is versatile.
- It avoids fines and penalties from the government

Consequences of not registering the business

- Being fined due to not paying tax by the government
- Suspension of operations: The government may close down such a business
- Inability to issue official documents, invoices to suppliers and other partners, ...
- Operating outside official system stipulated by the government
- Limitation to financial services. It's hard to access funds from financial institutions for investment

Application activity 7.3

Learners in groups or in pairs read and analyze the case study. Then answer the questions that follow. Identify the benefits of registering and consequences of running an unregistered business in Rwanda today, this activity may be given as a research question or homework.

Depending on the purpose of the application activity, chose an appropriate method to assess learners' findings, answers or responses. Refer to the possible answers below as you assess their work. Depending on the performance or results, you may decide to give remedial or extension activities.

Possible answers to the application activity 7.3

This activity has answers related to activity 7.3 therefore refer to the activity above for the same answers.

Lesson 4: Factors considered in choosing people to work with in a business organization

Learning objectives:

Analyze the factors considered when choosing people to work with in a business operation and explain the factors considered when choosing people to work with in a business organization

a. Prerequisites/Revision/Introduction: Before the lesson, review the learning objective to determine what students will know and be able to do by the end of the lesson. This will help you see the skills; knowledge attitudes embedded in the learning objective and prepare for your lesson appropriately. Remember the learning objectives link to the key unit competence.

Lead a review of the previous lesson on effective communication, handle any homework or assignments, and ensure a conducive learning environment. Help learners link the previous lesson to the current lesson.

b. Teaching resources: Basic materials for a class/lesson to be conducted: Learners notebooks, internet, textbooks, case studies, newspapers and any other trustworthy and reliable resources to enhance learning.

c. Teaching methods: Think-pair-share; small group discussion, brainstorm, interview with entrepreneurs in community, research in the library, research on the internet, etc.

Learning activity 7.4

Give instructions to the learning activity, learners in small groups or pairs analyze the question suggesting the criteria considered while choosing people to work in an organization. Encourage learners to think about the environment, standardization culture, be creative, peace and values as they give answers to the activity.

Guide learners to share their findings on the activity, ensure learners of different needs and abilities are given opportunities share or present their findings. Harmonize their findings or answers, and link the findings to the learning objective, help them draw conclusions/summary on the criteria considered while choosing people to work in an organization. Answer or address any questions or challenges about the activity. Guide them to make notes in

their notebooks referring to the learner's book.

Possible answers to activity 7.4

- _ Work Experience
- _ Self-Confidence
- _ Being compatibility and warm
- _ Specific Skills Set e.g. computing skills
- _ Reasonable level of education
- _ Physically able
- _ healthy and safe from disease
- _ *And any other reasonable answers the student may come up with*

Application activity 7.4

- _ This activity can be done as individuals, pairs, small groups, whole class discussion. Learners analyze the extract and suggest the factors they would put forward to recruit a worker in their business and why they decided to choose those factors amongst others?
- _ Give clear instructions and ensure a balance in the groups. Monitor the activity to ensure learners are on track and actively participating.
- _ Learners share their findings to the large group. Assess their answers depending on the purpose of the application activity. Basing on the learners' performance or results, you may decide to

give remedial or extension activities. Refer to the possible answers below as you assess their work. Conclude the lesson by guiding the learners on what to learn in terms of next lesson, home works, organizing the class, etc.

Possible answers for application activity 7.4

- _ Suggest the factors you would put forward to recruit a worker in your business?
 - _ Education and Credentials
 - _ Work Experience
 - _ Possessing Self-Confidence
 - _ Personality Compatibility and Warmth
 - _ Specific Skills Sets.
 - _ The age of the employee,
 - _ Nationality
 - _ The level of education of the employee
 - _ The marital status
 - _ The sex of employee,
 - _ The physical ability of workers.
 - _ The cost of the employee in terms of salary and training needs etc.
 - _ The size of the organization that is recruiting workers in terms of ability to pay them
 - _ The level of confidence, personal value and esteem
 - _ The health status of the employee
- a. Why did you decide to choose those factors amongst others?

There are no specific answers to the above question but the teacher should read through the presentations of the students to see if there is some sense.

Skills lab 7

1. For this skills lab, students will use business classification information/content to discuss and classify the projects the business club is running or plan to run, explain rules that govern businesses that fall in that class.

Portfolio assignment; Write an essay explaining how your back home business can find opportunities for growth depending on the class it falls into, like capacity building to make products or services, market partnerships among others.

Suggested Lesson Duration; 80 minutes

Learning aids; unit content on business classifications, internet, computer, smartphones, magazines or textbooks on forms of business, Learner's guide.

1. Build part (max 15 min)

Lead an introduction discussion to build the context by asking sample questions below; what is the meaning of business organisations? What are some examples of business classifications? Why should an entrepreneur labor to know where the businesses they run fall/classified?

Use techniques like called call to invite even silent students to respond to the questions.

Wind up the discussion by emphasizing the importance of business classifications to an entrepreneur.

2. Practice (Max 25 Min)

Ask students to analyse different classes of businesses, they find out the characteristics and requirements to operate legally in such a class. They should align the club projects to the appropriate business classes.

Make sure they discuss the rules and guidelines that govern various classes of businesses that the club projects fall. Suggest action steps to make club projects to align with the requirements of the category they fall.

3. Presentations (Max 25 min)

Students present explaining forms of businesses that various business club projects fall, they explain the guidelines that govern businesses under those classes. They also explain the action steps they suggest to take to make sure club operations conform to the classes they fall into.

4. Conclusion (Max 10 Min)

Emphasize the importance of business classifications to an entrepreneur, encourage the students to go ahead and apply the standard operating procedures that conforms with the category of their projects if they are to be allowed in the market.

5. Portfolio Assignment (5 Min)

As a take away of this lab, provide learners a portfolio assignment which is meant to test the skills learners have attained from this lab. Remember this is an individual activity and thus each learner must do it.

6.

- a. Each learner identifies the various types of businesses that exist in their community and those you are familiar with.
- b. List the types of merchandise/goods sold or what line of businesses they deal in.
- c. How are they different in terms of size?

Guidance to the teacher regarding answers to the assignment

There are no specific answers to the above question by the fact that learners come from different area but the teacher should read through the presentations of the students to see if there is some sense.

But the student should be able to classify and give answers related to the classification.

According to;

- _ Sector or activities
- _ Size
- _ Legal status and
- _ Life span

7.5. Unit 7 Summary

Registering a sole proprietorship, you need

- _ Personal names, place and date of birth, domicile and residence, nationality, sex;
- _ Name of the spouse in case he/she is married; and their matrimonial regime
- _ Consent of the spouse if their regime is based on joint ownership;
- _ Name of the business and its trademark if applicable;
- _ Commercial activities to be carried out;
- _ Headquarters of the business enterprise

Registering a Non-Governmental Organization (NGO) in Rwanda

- _ A detailed action plan.
- _ A memo indicating the source of funding of INGO
- _ Its annual budget
- _ Evidence of collaboration of district where it operates
- _ Recommendation letter from the line Ministry(ies)
- _ Articles of INGO
- _ A memo linking relationship between its program with Community Development Plan (CDP)
- _ A correctly filled inventory form

A business organisation is a group of people who form a business together in order to achieve a particular aim usually making profits.

An enterprise is a business or company set up with an aim of making profit.

Enterprises can be classified:

1. According to sector or activities;

- _ Agri-business Enterprises
- _ Manufacturing/Secondary enterprises
- _ Trading Enterprises
- _ Service Enterprises

2. According to Size

- _ Micro Business
- _ Small Scale Business
- _ Medium scale businesses
- _ Large-scale businesses

3. According Legal status

- _ Sole proprietorship
- _ Partnership
- _ Joint stock companies
- _ Cooperatives
- _ State owned enterprises (SEO)/ parastatals

4. According Life span

- _ Temporary or short-term businesses
- _ Permanent or long-term businesses

Additional information

Business is extremely important to a country's economy because businesses provide both goods and services and jobs. Businesses do these things much more efficiently than individuals could on their own.

Businesses are the means by which we get most of the goods and services that we, as consumers, want and need. You will presumably be reading this answer on a computer that was produced by a business. You are buying internet access from a business. ...

Business is extremely important to a country's economy because businesses provide both goods and services and jobs. Businesses do these things much more efficiently than individuals could on their own.

Businesses are the means by which we get most of the goods and services that we, as consumers, want and need. You will presumably be reading this answer on a computer that was produced by a business. You are buying internet access from a business. Almost everything that you use in your everyday life was produced by a business and sold by yet another business. Without these businesses, it would be very hard for us to get the things we need. Imagine, for example, how hard it would be for one person to build and sell their own computers from scratch. This is a major reason why businesses are important for a country's economy.

Businesses are also the means by which many people get their jobs. Businesses create job opportunities because they need people to produce and sell their goods and services to consumers. Without businesses, each individual would have to create his or her own way of making a living. This would be very difficult. Thus, businesses are important because they provide goods, services, and jobs. Without these things, nations' economies would be much smaller and weaker than they are.

7.6. End unit 7 assessment

Possible answers

Nyimana would like to get your advice on various options of the type of enterprise to invest in.

- a. Advise him on the forms of enterprises he can choose citing examples.

The advice to Nyimana is to start a partnership

- _ Sole proprietorship
 - _ Partnership
 - _ Joint stock companies
 - _ Cooperatives
- b. Analyze the advantages of each form of enterprise.

Sole proprietorship

- The owner enjoys profits alone
- It requires little capital to start and operate
- Close or direct contact between the owner and the customer
- Easy coordination of activities
- Independence in decision making
- Easy to set up the business since there are no formal procedures required.
- The sole proprietor is self-motivated
- The sole-trader have enough time for the business
- Minimizes cost through employing family members

Partnership

- Encourages specialization and division of labour
- More capital is raised
- Continuity of the business
- Wise decisions are made
- More skills applied and there is specialization

- Increase in transparency and reduction in the misuse of resources
- Losses are shared by all partners

Joint stock companies

- Limited liability: The liability of each shareholder is limited.
- Expert management: It employs professional managers in different fields.
- Boosting the economy of the country: Companies pay more taxes
- Transferability of shares: Members can transfer their shares freely without any consent of other members in case of Public Ltd Company.
- Shareholders are safeguarded against frauds
- More job opportunities
- Higher profits
- Large scale production
- Probability to raise huge capital
- The company enjoys continuity even if all its members may die
- It is a separate legal entity. It can sue or be sued since it differs from its owners.

Advantages of cooperatives

- Open and voluntary membership
 - Democratic administration
 - Payment of limited capital
 - Profits made are divided among members as dividends.
 - Promotion of education to all members
- c. Analyze the disadvantages of each for of enterprise.

Disadvantages of a limited company

- Long procedures to start: The Company is required to have many documents to start operations
- Excessive government control
- Delays in decision making because of several management levels

- Lack of secrecy: It is necessary for companies to disclose and publish all information about its operations to the public.
- Lack of motivation since the management is separate from the ownership.
- Shareholders who have more shares influence/ dominate the decision making.
- Risk of selling shares to rivals (competitor) companies

Disadvantages of a sole proprietorship

- Chance of expanding are minimal due to limited capital
- The business may be closed when the owner is sick or absent
- The owner suffers from long hours of work for holiday.
- It is difficult to obtain loans from banks due to lack of collateral security
- Unlimited liability
- Poor competitive edge towards large business
- Limited capital
- No specialization since the owner deals with all items sold on very small scale
- No separate legal entity
- Poor or lower technology used
- Personal attitudes affect the business
- The business may collapse when the owner dies

Disadvantages of a partnership

- There is no secrecy in the business because all the partners have access to all business documents and records.
- The liability of the partners is unlimited
- Profits from the business are shared
- In case an active partner dies, the business may be greatly affected
- Misunderstandings can easily come up because partners have different interests that may result into the dissolution (end) of the partnership.
- There is slow decision making since partners have to first consult

each other.

Problems faced by co-operative societies in Rwanda

- Limited capital
- Limited securities
- Poor administration
- Embezzlement of funds
- Some members are reluctant to run new methods of production
- Disputes and misunderstanding between members
- Nepotism / Tribalism
- High competition from similar co-operatives
- Lack of government support
- Government interference
- Mismanagement of funds
- Lack of storage facilities
- Poor transport facilities

Consolidation Activities

1. Give examples of parastatals found in Rwanda that you know.
2. Discuss the various benefits /advantages resulting from existence of such enterprises in Rwanda.

Advantages of public corporations/ parastatals

- _ Basic goods are made available to the public at a subsidised cost e.g. water and electricity
- _ Prices may be lower
- _ Creation of employment opportunities
- _ Source of income to the government.
- _ Economies of large-scale production are enjoyed by both the nation and citizens
- _ They foster development e.g. construction of roads

Disadvantages of public corporations

- _ Dis-economies of scale occur because of poor administration
- _ Poor customer care
- _ There is limited competition. This may lead to production of poor quality goods and services
- _ Tax payers are always over burdened
- _ Mismanagement of funds/embezzlement/corruption are common

UNIT: 8

BUSINESS ORGANIZATION STRUCTURE

Key unit competence: To be able to design business organization structure

8.1 Prerequisite

In S.1 Unit 1: Meaning, roles and characteristics of an entrepreneur, Unit 2: Personal values, skills and characteristics of an entrepreneur; S.3 Unit 3, Learners were introduced to communication skills and in Year one (TTC), unit 1, Initiation to entrepreneurship. These prior knowledge, skills and competences should help the learners to analyze the factors that lead to business growth and development

8.2. Cross-cutting issues to be addressed

Note: The examples below are just to guide you on how to address cross-cutting issues throughout the unit BUT THIS DOES NOT mean that these are the only ones. You can address and give learners opportunities to discuss all the crosscutting issues where possible taking into consideration the environment or community around them.

Gender education: Emphasis throughout this unit has to be put on how both males and females have same chance to start/run business and make its organization structure by departmentalizing it using managerial functions. There is no business organization structure reserved for a particular gender but they can all be engaged in organizing business activities and earn more incomes.

Environment and sustainability: The greatest source of entrepreneurship is the environment. One cannot implement his/her profitable business without the environment. Therefore, great care for environment is very important for business organization structure.

Inclusive education: All people have equal rights to operate business activities, emphasis has to be put on how we all regardless of our background, economic or social setup have right to create and organize business structurally. Learners need to understand that doing a profitable business should not discriminate but promote inclusiveness of all.

Peace and Values: You need to emphasize to learners the need to live in peace and harmony with others. Learners also should possess the values appreciated by the community they want to serve. Learners also need to acknowledge that business enterprises should promote a peaceful environment while dealing with customers, employees, suppliers, government, shareholders, competitors, society, etc.

Financial education: You need to emphasize to learners the need to properly manage their business revenues. This will help them to effectively manage their business enterprises successfully so as to effectively manage human resources.

Standardization culture: You need to emphasize to learners that standards should be observed by business people. Learners also need to acknowledge that businesses whether small, medium and large should produce and sell quality products or services to customers. Following standards will help learners to start and organize businesses successfully having standardization culture in their mindset.

Note: Refer to other crosscutting issues as identified in the curriculum framework

8.3. Guidance on the introductory activity

a. This activity is intended to:

- Provide interest and motivation to the learners about business organization structure
- Focus learners' attention on business departments and managerial functions that can be used to structurally organize the business.
- Convince learners about what they will benefit from the unit.

It can

- Build on previous knowledge, skills, values and attitudes to help the teacher assess the learner's prior knowledge and help link with the new content, or
- Could be new content to help arouse learners' interest about what to expect in the new content.
- Be answered in one lesson, or
- Gradually over a period as the unit progresses. There are no right or wrong answers

- b. Use an appropriate method such as small groups or pairs, provide learners with the introductory activity in student book, and give instructions to the activity. During grouping or pairing, ensure a balance between boys and girls and learners with different abilities.
- c. Learners in small groups or pairs analyze the portrait in student book: to discover what Uwineza did as wrong, analyzing likely consequences and provide an advisory major that lead to proper business organization structure.
- d. Monitor to confirm whether everyone is working on the activity, instructions were understood, address any challenges or questions, ensure everyone is given an opportunity and is contributing in-group discussions. Encourage learners to work together, value each other's contributions, share ideas, etc.
- e. Learners present their findings, results, answers through an appropriate method such pair share, gallery work, small group presentations on the introductory activity. Encourage different learners from the groups to share the groups' work to avoid just a few learners dominating. Also encourage other learners to listen and not disturb when other teams are sharing unless it is a question. Encourage learners to appreciate each other's work especially the presentation.
- f. Appreciate the teams' presentations and remind them this activity was not meant to come to the very right answers but to help them become aware of what to expect in the unit. Answers to the activity will be got as the unit progresses. You can support learners' answers by referring to possible answers to the introductory activity below:

Possible answers for introductory activity

Note: These responses may be shared or not with the learners. They are specifically to guide the teacher while harmonizing learners' responses during presentation.

1. Uwineza did not make an organization structure about how work will be done. Saying that she trusts her employees.
2. The likely consequences are the following:
 - _ Employees may not attend regularly,
 - _ Employees may be reluctant to the organization activities,
 - _ It will be difficult to control the employees' performance because none is assigned such kind of task,

- _ There will not be teamwork towards achieving organization goals
- _ All of these will contribute to the low productivity of the business therefore, business will shut down immediately

3. The advice to Uwineza is:

- _ To document the tasks assigned to employees,
- _ Contracting employees,
- _ To design an organization structure,
- _ To document the minute of each meeting with employees,
- _ To keep each employ file,
- _ Etc

8.4. List of lessons (including assessment)

Learning objectives (from the syllabus including knowledge, skills and attitudes): and Periods

No.	Lesson title/probable	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Periods
1	<ul style="list-style-type: none"> ▫ Meaning of Organizational structure and department in an organization 	<ul style="list-style-type: none"> ▫ Explain the meaning of organizational structure, ▫ Discuss the departments in a business organization and how they support the running of business activities. ▫ Design an organizational structure of any enterprise ▫ Organize the duties of the different functions of departments on the organizational chart. 	2

		<ul style="list-style-type: none"> ▫ Exhibit teamwork and respect all business partners ▫ Trust for other team member's ability to run departments of any enterprise. 	
2	▫ Managerial functions	<ul style="list-style-type: none"> ▫ Explain the managerial functions of the business ▫ Analyze the managerial functions in an Organization 	1
3	▫ Personnel/ human resource management	▫ Recognize the role of each department in management of any business	1
4	▫ Importance of human resource management	▫ Explain the importance of human resource management	1
5	Skills Lab 5	Apply Skills Lab Methodology To design business organization structure/chart	2
6	End of Unit Assessment	To design business organization structure/chart	1
Total Number of Periods			8

LESSON 1: Meaning of Organizational structure and department in an organization

a. Learning objectives:

- Explain the meaning of organizational structure,
- Discuss the departments in a business organization and how they support the running of business activities.

- Design an organizational structure/chart of any enterprise
- Organize the duties of the different functions of departments on the organizational chart.
- Exhibit teamwork and respect for all business partners
- Trust other team member's ability to run departments of any enterprise.

b. Teaching resources: Basic materials for a class/ lesson to be conducted: Desks, Learners books, internet, books, case studies, resourceful persons, grown entrepreneurs from local community and any other trustworthy and reliable resources to enhance learning.

c. Prerequisites/Revision/Introduction: Read the Key unit competence in the syllabus to determine what learners will know and be able to do by the end of the unit. Look at the action verb, concept and context of each learning objective. This will help you see the skills, knowledge attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence and related Assessment Standard.

Use K-W-L (What learners already Know-What they want to know-What they have learnt) after the introductory activity to assess how much students already know and what they would be interested in learning about business growth and development. Learners write under (K-what I know; W-What I want to know) about business growth and development. Briefly discuss what is written under each section with learners.

K-W-L Chart Topic:		
what K now I	what I W ant to know	what L earned I

2. Learning activity 8.1: Refer Learner 's book

Follow the guidance about the learning activity.

- Learners in small groups, pairs or individual analyze the question and analyze the read the statements and make comments in relation to the organisation structure. suggest the meaning of business growth and business development; During grouping or pairing, ensure a balance between boys and girls and learners with different abilities

- While learner(s) is/are doing the activity, make sure everyone is working and actively participating.
- Learners share their findings, responses or answers to the activity using an appropriate method such as group presentation, pair-share or large group discussion. Ensure all learners are given an opportunity to give their views and should be respected.
- Harmonize their findings or answers referring to possible responses, and link the findings to the learning objective, help them draw conclusions/summary on business growth and development, factors that facilitate the growth of business people in their community. Answer or address any questions or challenges about the activity. Guide them to take notes in their notebooks referring to Learner's book.

Possible answers for activity 8.1

Note: These responses may be shared or not with the learners. They are specifically to guide the teacher while harmonizing learners' responses during presentation

1. **b)** because Uwimana assigned tasks to employees (teachers) and the team to supervise how work are to be carried out (organization structure)
2. **A. A department** is known as a section, division or a single unit (special unit) within an organization that has specific functions which help the entire firm to achieve its goals
B. example of department but not limited to:
 - _ Production department
 - _ Marketing department
 - _ Finance department
 - _ Human resource department
3. **Application activity**

This activity can be done as individuals, pairs, small groups, whole class discussion. Learners analyze the photograph and make comments about the steps of business growth and development. Give clear instructions and ensure a balance in the groups. Monitor the activity to ensure learners are on track and actively participating.

Learners share their findings to the large group. Assess their answers depending on the purpose of the application activity. Basing on the learners' performance or results, you may decide to give remedial or extension activities. Refer to the possible answers below as you assess their work.

Possible responses to application activity 8.1

1. Encourage learners to make comments and give their own thoughts/reasons on which department they wish to work from.
 - _ This will depend on personal views or from parents/guardian careers (let learners express their feelings),
 - _ Others may select departments expecting their future universities courses (encourage them),
 - _ Others may select department basing on their business (already in existence)
 - _ Others may select depending on their business dreams from childhood,
 - _ Others may not select none of them saying that they will be employed themselves therefore, combining more than one (encourage them)
 - _ Etc
2. Encourage learners to know that from the list of learnt departments none is more important compared to others, all of them are complementary linked to help business achieve its goals
3. Learners will name different business organization from their different communities (there are no specific names of organizations). Learners will discuss how those businesses are organized in terms of production, marketing, finance, human resource departments etc. (**Refer to learner's book 8.1 Department in business organization** some of them will highlight positive attitude of their bosses (**As teacher encourage that good behavior that lead to the success of the business**):
 - _ Selecting employees based on test,
 - _ Training employees,
 - _ Motivation,
 - _ Allowing employment leave,
 - _ Contracting employees

- _ Timely payment,
- _ Effective communication,
- _ Regular employees meeting
- _ Etc

While others will highlight negative attitude of their bosses (**As teacher discourage that negative attitude that lead to business fail**):

- _ Selecting employees basing on nepotism, workmates, classmates,
- _ Laisse faire,
- _ Harsh language (poor communication)
- _ Not allowing employment leave
- _ Not contracting employees
- _ Hard to pay employees
- _ Etc

Lesson 2: Managerial functions

a. Learning objectives:

- Explain the managerial functions of the business
- Analyze the managerial functions in an Organization

b. Teaching resources: Basic materials for a class/lesson to be conducted: Brainstorming, teacher's and Learners' books, internet, case studies, resourceful persons, gallery walk, visit nearby businesses or local entrepreneurs, debates and any other trustworthy and reliable resources to enhance learning.

c. Prerequisites/Revision/Introduction: Read the learning objective to determine what learners will know and be able to do by the end of the lesson. This will help you see the skills, knowledge attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Learners briefly give managerial functions discussed in the scenario. Correct any homework or assignment from the previous lesson. Help learners link the previous lesson to the current lesson.

d. Learning activities

Using an appropriate method, such as brainstorming, small groups or pairs, students may interview local entrepreneur; make research in the library or internet, group discussions following instructions given to give/list managerial functions. Ensure a balance among the groups or when pairing and that the instructions were clearly understood.

Make a follow up as learners do the activity. Ensure everyone is actively participating and heard instructions clearly; address any challenges/issues identified. Encourage learners to think about the environment, creativity, innovation and standardization culture as they explain the managerial functions.

Learners share their findings about managerial functions through an appropriate method such as group discussion, pair-share, and whole class presentation. Ensure learners of different needs and abilities are given opportunities to share or present their findings. Answer or address any questions or challenges about the activity. Guide them to make notes in their notebooks referring to learners' book.

Possible answers for activity 8.2

Guide learners to come up with their own thinking in relation to the passage given in Learner's book. They may suggest answers such as:

1. Other probable managerial functions discussed in the meeting are:
 - _ Organizing,
 - _ Leading,
 - _ Controlling
 - _ Communicating

2. Application activities

Learners analyze the passage/case study either in groups or in pairs to identify the strategies one can use to grow if he/she has a small business. This activity may be given as a research question or homework.

Depending on the purpose of the application activity, chose an appropriate method to assess learners' findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Possible solutions to the application activity 8.2

Guide learners to come up with their own thoughts in relation to the passage given in Learner's book. Most of their answers may be around:

1. Mugabo does not follow the following managerial functions:
 - _ **Planning:** Mugabo failed to define who (employees) to work with, because he considered nepotism and fellow group mates, classmates etc...
 - _ **Organizing:** Mugabo failed the coordination and supervision because he uses harsh language
 - _ **Commanding:** Mugabo failed because he uses harsh language while communicating
 - _ **Staffing:** Mugabo failed to identify the right people to work with because he failed to set a selection test.
 - _ etc.

Lesson 3: Personnel/ human resource management

a. Learning objectives:

- Recognize the role of each department in management of any business

b. Teaching aids: Basic materials for a class/lesson to be conducted: Brainstorming, Learners and teachers' books, internet, case studies, resourceful persons, visit nearby businesses, debates and any other trustworthy and reliable resources to enhance learning.

c. Prerequisites/Revision/Introduction: Review the learning objective to determine what students will know and be able to do by the end of the lesson. This will help you see the skills, knowledge attitudes embedded in the learning objective. Remember the learning objectives link to the key unit competence.

Lead a review of the previous lesson on managerial functions, handle any homework or assignments, and ensure a conducive learning environment. Help learners link the previous lesson to the current lesson.

d. Learning activities

Using an appropriate method, learners in reference to their local community, propose the main cause of poor performance of a brick making factory and identify the mitigating measures to the problem.

Make a follow up as learners do the activity. Ensure everyone is actively participating and heard clearly instructions to be followed; and address any challenges/issues identified. Encourage learners to think about the environment, be creative and think beyond the box, as they discuss.

Guide learners to share their findings on the activity, ensure learners of different needs and abilities are given opportunities to share or present their findings. Harmonize their findings or answers, and help them draw conclusions/summary on human resource management. Answer or address any questions or challenges about the activity. Guide them to make notes in their notebooks referring to Learner's book.

Possible answers for activity 8.3

a. From the case study the following may be the main cause of poor performance of a brick making but not only limited to:

- _ Lack of proper resources organization;
- _ Some machine may be under obsolescence status/ depreciated (used for more than 2 years)
- _ Lack of proper means/techniques of motivating employees;
- _ Making outdated (customers minds) products (lack of innovation);
- _ Insufficient market / customers;
- _ Lack of proper records keeping;
- _ Poor performance of marketing department;
- _ Poor performance of sales and production departments
- _ Etc

b. When I am appointed as the manager of that factory, I would do the following in order to help my business not collapse:

- _ Establish and follow the usage of documented procedure of resource management (especially human resources);

- _ Holding a detecting problem meeting;
- _ Making a market research to better suit the customers 'needs;
- _ Repairing & maintaining machines or buying new ones if the situation dictates;
- _ Motivating employees;
- _ Maintaining a proper record keeping;
- _ Train different heads of department (especially Humana resource department manager) and other employees

3. Application activities

Learners in groups or in pairs read and analyze the application activity scenario and think about the duty/duties of Claudette. This activity may be given as a research question or homework.

Depending on the purpose of the application activity, chose an appropriate method to assess learners' findings, answers or responses. Depending on the performance or results, you may decide to give remedial or extension activities.

Possible answers to the application activity 8.3

1. From the scenario, it is clear that Claudette is Human Resources Manager whose duties are the following:

As a manager of an important division of an organization, the duties are usually many and also hold great importance in a company/enterprise. Some of them are listed below,

- Correlating and planning to make the best use of the employee talents and skills
- Administer the work of support staff and specialists of their team
- Building a relationship between employee and organization management
- Guide in helping their team in recruiting and hiring employee workforce
- Moderate and act on employee benefit programs
- Avoiding and solving different types of conflicts arising in an organization
- Consulting with department managers over important organizational issues

2. All these duties are important in the business/enterprise. Give a homework in pairs or small group where learners will discuss how human resource manager's duty/duties is/are important in the business. This has a crosser link to the following lesson.

Lesson 4. Importance of human resource management

a. Learning objectives:

- Explain the importance of human resource management

b. Teaching resources: Basic materials for a class/lesson to be conducted: Learners and teachers' books, internet, case studies, resourceful persons, visit nearby businesses or local entrepreneurs, debates and any other trustworthy and reliable resources to enhance learning.

c. Prerequisites/Revision/Introduction: Before the lesson, review the learning objective to determine what students will know and be able to do by the end of the lesson. This will help you see the skills; knowledge attitudes embedded in the learning objective and prepare for your lesson appropriately. Remember the learning objectives link to the key unit competence.

Lead a review of the previous lesson on Human resource management, handle any homework or assignments, and ensure a conducive learning environment. Help learners link the previous lesson to the current lesson.

d. Learning activities

Give instructions to the learning activity, learners in small groups or pairs give the case study of Bikorimana enterprise and monitor group activities to ensure everyone is actively participating and heard; instructions clearly followed; and address any challenges/ issues identified. Encourage learners to think about the environment, be creative, peace and values as they give reasons for their answers.

Guide learners to share their findings on the activity, ensure learners of different needs and abilities are given opportunities share or present their findings. Harmonize their findings or answers, and link the findings to the learning objective, help them draw conclusions/summary importance of human resource management. Answer or address any questions or challenges about the activity. Guide them to make notes in their notebooks referring to the learner's book.

Possible answers for activity 8.4

1. The productivity of Bikorimana enterprise will be reduced
2. Bikorimana's human resource department would do the following to improve the productivity efficiency:
 - _ Proper human resource organization and management;
 - _ Motivate employees not only in timely payment but also in fringe and non-fringe benefits;
 - _ Contracting his employees;
 - _ Proper record keeping
3. There is no specific answer for that question. Let learners discuss it the way they understand some of them will choose to leave while others will choose to remain in Bikorimana's enterprise. The dissatisfied employees will:
 - _ Look the job elsewhere because they are not timely paid and not contracted
 - _ The remnants will wait till the problem is solved, probably fearing to be jobless or job seekers.

Application activities

Learners in small groups share ideas on the activity and discuss the impact of human resource management. This activity may be given as a research question or homework. Give clear instructions and ensure a balance in the groups. Monitor the activity to ensure learners are on track and actively participating.

Learners share their findings to the large group/entire class. Assess their answers depending on the purpose of the application activity. Refer to the possible answers below as you assess their work.

Possible answers to the application activity 8.4

HR management practices are extremely important in determining the relative success of any business. Ultimately, the specifics of the policies and the manner in which they are enforced will determine the employee's impression of the workplace, the company and his or her place in it. A company that provides:

- _ Sufficient salary, paid time off, healthcare,
- _ Retirement or savings options, and
- _ Opportunities for advancement will be perceived as fulfilling its responsibilities to its workforce,
- _ Even as caring about its employees, Such a company will see higher productivity.

This will allow the company to better adapt to economic realities, as the lower levels of the company are typically in closest contact with customers and clients. It also represents a great deal of savings in hiring, recruiting and training.

Such a company is more attractive to consumers, as well, some of whom will avoid companies known to mistreat employees. On the contrary, companies in which employees feel dehumanized, disrespected, exploited, or stifled may see:

- _ Higher labor turnover,
 - _ Less willingness to share information, and
 - _ A decrease in productivity, as newer employees have a greater tendency to make mistakes, which take man-hours to correct
4. A good management plan helps you accomplish your goals in a number of ways:
- It clarifies the roles and responsibilities of everyone in the organization so that everyone knows what she/he and everyone else is supposed to do. Staff members know who they need to go to for information, consultation, supervision, etc. They also know what the boundaries of their own positions are -- when they can do something without checking with someone else, and when they can't.
 - It divides the work of the organization in reasonable and equitable ways, so that everyone's job is not only defined, but feasible.
 - It increases accountability, both internally (when something doesn't get done, it's obvious whose responsibility it was) and externally (the better the management of the organization, the better it will serve the community).
 - It ensures that necessary tasks are assigned to the appropriate staff members, and creates a time schedule to get them accomplished. Bills get paid on time, staff members are where they're supposed to be to provide the organization's services, funding proposals get

written and submitted, problems are dealt with, and the organization functions smoothly as a result.

- It helps the organization define itself. By developing a plan that's consistent with its mission and philosophy, an organization can be clear on what it believes in and communicate this with clarity to its staff, its target population, and the community as a whole.

Skills Lab 8

In this skills lab, Students will be able to discuss the staffing needs they have in the school business club and;

- a. Identify the Functions you need to put on the business organisation chart and why
- b. Describe the tasks to be done under each function on the chart
- c. Show how each function support each other to lead to club achievement of its goals.

Suggested lesson Duration; 80 minutes

Learning aids; example of the college organisation structure , unit content on organisation structure, business club leadership structure.

Build (max 15 minutes)

Introduce the lesson by leading a diagnostic discussion,

What is meant by the term organisation chart? Why should any business think about having an organisation chart? List the current business club functions, and any other functions they have had about in business operations.

Remind students that this lesson will give those skills and knowledge to structurally organize their business.

- _ Tell learners that through this lesson, they will refine their business club organizational chart. and refine the roles and responsibilities of each function on the chart.

Practice (max 25 Minutes)

Share with students an example of the college organisation chart and other org charts, they review and discuss the importance of each function on the chart, they discuss the roles and responsibilities of each function

and choose functions they would love to add to their business club organisation structure.

They draw a new structure, indicating the new functions they have added and explain why.

Move around the groups guiding the discussions and supporting learners accordingly as they answer the given questions.

Present (max 25 Minutes)

The students present the new organisation chart, they explain the roles and responsibilities of each function. They indicate the new functions.

Ask them to show how each function on the organisation chart is supports each other to achieve the same business goal.

Guide the presentations through question and answer approach to insight more understanding in the learners.)

Conclusion (max 10 minutes)

Emphasize that businesses have different departments and each of them performs different responsibilities and functions. Ask learners to discuss within their groups and come up with different functions/ responsibilities of each department basing on their business club or BHPs.

Portfolio assessment (max 5 minutes)

Ask each learner to suggest/write functions of the department to which he/she belongs in their business club or back home project.

8.5. Unit 8 Summary

Organizational structure is a system that outlines how certain activities are directed in order to achieve the goals of an organization

An organizational chart is a graphical representation of a firm's hierarchy of authority

Business management involves the planning, organizing and coordination of the activities of an enterprise to achieve defined objectives. Without proper coordination and planning, a business cannot achieve its goals and objectives.

Some of the examples of managerial functions

Planning: Refers to the process of setting goals and determining a course of actions, defining who, when and how to achieve them

Organizing: Refers to the coordination and supervision of factors of production particularly land, capital and labor

Leading: This involves directing/ influencing or inspiring the workers towards achieving organizational goals

Controlling: This refers to the evaluation of achievements compared to the plans/standards and taking measures towards success of organizational goals/objectives.

No business/company which can be sustained without an organized system of resource management (especially human resource) and without the contribution and efforts of the business owner(s) to set a business organization structure as well as efficient managerial functions. To expand in business, it requires having clear strategies which enable the business to succeed in world of business competition. Entrepreneurs work hard and strive towards achieving the set business goals.

8.6. Additional information for teachers

Human Resources Manager Job Responsibilities:

- Enhances the organization's human resources by planning, implementing, and evaluating employee relations and human resources policies, programs, and practices.
- Maintains the work structure by updating job requirements and job descriptions for all positions.
- Supports organization staff by establishing a recruiting, testing, and interviewing program; counselling managers on candidate selection; conducting and analysing exit interviews; and recommending changes.
- Prepares employees for assignments by establishing and conducting orientation and training programs.
- Manages a pay plan by conducting periodic pay surveys; scheduling and conducting job evaluations; preparing pay budgets; monitoring and scheduling individual pay actions; and recommending, planning, and implementing pay structure revisions.

- Ensures planning, monitoring, and appraisal of employee work results by training managers to coach and discipline employees; scheduling management conferences with employees; hearing and resolving employee grievances; and counselling employees and supervisors.
- Implements employee benefits programs and informs employees of benefits by studying and assessing benefit needs and trends; recommending benefit programs to management; directing the processing of benefit claims; obtaining and evaluating benefit contract bids; awarding benefit contracts; and designing and conducting educational programs on benefit programs.
- Ensures legal compliance by monitoring and implementing applicable human resource federal and state requirements, conducting investigations, maintaining records, and representing the organization at hearings.
- Enforces management guidelines by preparing, updating, and recommending human resource policies and procedures.
- Retains historical human resource records by designing a filing and retrieval system and keeping past and current records.
- Cultivates professional and technical knowledge by attending educational workshops, reviewing professional publications, establishing personal networks, and participating in professional societies.
- Completes human resource operational requirements by scheduling and assigning employees and following up on work results.
- Manages human resource staff by recruiting, selecting, orienting, and training employees.
- Advances human resource staff job results by counselling and disciplining employees; and planning, monitoring, and appraising job results.
- Contributes to team effort by accomplishing related results as needed.

The future Challenges before managers

Because of continuous changing socio-economic, technological and political conditions, the human resource managers of the future shall have to face more problems in the management of labour. The human resource managers of today may find themselves obsolete in the future

due to changes in environment if they do not update themselves some of the important challenges which might be faced by the managers in the management of people in business and industry are discussed below:

- 1. Increasing Size of workforce:** The size of organizations is increasing. A large number of multinational organizations have grown over the years. The number of people working in the organization has also increased. The management of increased workforce might create new problems and challenges as the workers are becoming more conscious of their rights.
- 2. Increase in Education Level:** The governments of various countries are taking steps to eradicate illiteracy and increase the education level of their citizens. Educated consumers and workers will create very tough task for the future managers.
- 3. Technological Advances:** With the changes coming in the wake of advanced technology, new jobs are created and many old jobs become redundant. There is a general apprehension of immediate unemployment. In the competitive world of today, industry cannot hope to survive for long with old technology. The problem, of unemployment resulting from modernization will be solved by properly assessing manpower needs and training of redundant employees in alternate skills.
- 4. Changes in Political Environment:** There may be greater government's interference in business to safeguard the interests of workers, consumers and the public at large. Government's participation in trade, commerce and industry will also pose many challenges before management. The Government may restrict the scope of private sector in certain areas in public interest. It does not mean chances of co-operation between the Government and private sector are ruled out. In fact, there will be more and more joint sector enterprises.
- 5. Increasing Aspirations of Employees:** Considerable changes have been noted in the employees of today in comparison to his counterpart of 1950s. The workers are becoming more aware of their higher-level needs and this awareness will intensify further in the future workers.
- 6. Changing Psychosocial System:** In future, organizations will be required to make use of advanced technology in accomplishing their goals while satisfying human needs. In the traditional bureaucratic model, the organizations were designed to achieve technical functions with a little consideration given to the psychosocial system. But future management would be required to ensure effective participation of lower levels in the management of the organization system.

7. **Computerized Information System:** In the past, the automation of manufacturing processes had a major effect upon the systems of production, storage, handling and packaging, etc. More recently, there has been and, in the future, there will be the impact of revolutionary computerised information system on management. This revolutionary development would cover two primary areas of personnel management which are as follows:
 - a. The use of electronic computers for the collection and processing of data, and
 - b. The direct application of computers in the managerial decision-making process.
8. **Mobility of Professional Personnel:** Organizations will expand the use of boundary agents whose primary function will be achieving coordination with the environment. One interesting fact will be an increase in the mobility of various managerial and professional personnel between organizations. As individuals develop greater technical and professional expertise, their services will be in greater demand by other organizations in the environment.
9. **Changes in Legal Environment:** Many changes are taking place in the legal framework within which the industrial relations systems in the country are now functioning. It is the duty of the human resource or personnel executive to be aware of these changes and to bring about necessary adjustments within the organizations so that greater utilisation of human resources can be achieved. This, indeed, is and would remain a major challenge for the personnel executive.
10. **Management of Human Relations:** On the industrial relations 'front, things are not showing much improvement even after so many efforts by the government in this direction. Though a large number of factors are responsible for industrial unrest but a very significant cause is the growth of multi-unions in industrial complexes having different political affiliations. Under the present conditions, it appears that inter-union rivalries would grow more in the coming years and might create more problems in the industry.

Management of human relations in the future will be more complicated than it is today. Many of the new generation of employees will be more difficult to motivate than their predecessors. This will be in part the result of a change in value systems coupled with rising educational levels. Greater scepticism concerning large organizations and less reverence for authority figures will be more common. Unquestioning acceptance of rules and regulations will be less likely.

8.7. End unit 8 assessment

Possible answers for this unit assessment

1.
 - i. **Human Resource Management**
 - ii. **Organization**
2. Let learners design any organization chart of their school. The essential part is to have top management (**Board of Directors**), middle management (**Heads of departments like Director of studies and deputy HM in charge of administration**) teachers and casual workers and then (**Support staff**). Depending on department assigned, **refer to learner's book 8.1 the tale showing types of departments in left hand and functions in right hand.**

8.8. Additional activities

8.8.1. Remedial Activities

- a. Differentiate organization structure from organization chart.
- b. What are main managerial functions?
- c. Explain briefly two department that you know.

Possible answer:

1. **Organization structure** is a system that outlines how certain activities are directed in order to achieve the goals of an organization while **Organization chart** is a graph that represents a firm's hierarchy of authority
2. The main managerial functions are four (4): Planning, Organizing, Leading and Control
3. To answer this question, **refer to 8.1 meaning of organization structure and department in an organization** (table differentiating types of department in left hand and meaning in other hand)

8.8.2. Consolidation Activities

1. Discuss the importance of organization chart.
2. What are the future Challenges before managers?

Possible answers:

1. Organizational chart is a good tool to the organization structure.

Fundamentally, organization charts benefit users for its visual communication of information which is more effective than pure text. The following are some top benefits to use organizational chart:

- Organizational chart helps build and design the organization structure to meet the business' objectives.
 - Organizational chart can guide the employees to know their rights and responsibilities.
 - Organizational chart help divide the functions of a company, enterprise or department.
 - It also shows the relationships between the organization's staff members.
 - With organizational chart, it's easy to find whether the officer's workload is too heavy.
 - It's easy to find whether the unrelated persons undertake the work of several loose, no relationship.
 - Find out whether an employee is incompetent in his/her work at important positions.
 - Make everyone clear within their organizations and improve employee performance.
 - Other departments are also able to understand and enhance the coordination of the organization.
 - It's easy to see the promotion channels open.
 - Some managers can use the organization chart tool to analyze budget, design work team and generate reports.
 - Organizational chart often outlines employee tasks and which manager is responsible for overseeing each employee.
2. To answer this question, **refer to 8.7 Additional information in T.G**

8.8.3. Extension Activities

1. Differentiate a narrow from a wider span of control
2. What are the objectives of HRM?

Possible answers:

1. The span of control is the number of people who report to one manager in a hierarchy. The more people under the control of one manager- **the wider the span** of control while less people under the control of one manager is **narrower span of control**.
 - a. The narrower span of control is where a manager manages at least three (3) people
 - b. The wider span of control is where a manager manages more than three people i.e. from four (4) people and above N.B
 - _ Keep in mind that the wider span of control depends on knowledgeable employees;
 - _ It also (wider span of control) affects speed of communication and decision making.
2. The basic objective of human resource management is to contribute to the realization of the organizational goals. However, the specific objectives of human resource management are as follows:
 - i. To ensure effective utilization of human resources, all other organizational resources will be efficiently utilized by the human resources.
 - ii. To establish and maintain an adequate organizational structure of relationship among all the members of an organization by dividing of organization tasks into functions, positions and jobs, and by defining clearly the responsibility, accountability, authority for each job and its relation with other jobs in the organization.
 - iii. To generate maximum development of human resources within the organization by offering opportunities for advancement to employees through training and education.
 - iv. To ensure respect for human beings by providing various services and welfare facilities to the personnel.
 - v. To ensure reconciliation of individual/group goals with those of the organization in such a manner that the personnel feel a sense of commitment and loyalty towards it.
 - vi. To identify and satisfy the needs of individuals by offering various monetary and non-monetary rewards. In order to achieve the above objectives, human resource management undertakes the following activities:
 - a. Human Resource Planning, i.e., determining the number

and kinds of personnel required to fill various positions in the organization.

- b. Recruitment, selection and placement of personnel, i.e., employment function.
- c. Training and development of employees for their efficient performance and growth.
- d. Appraisal of performance of employees and taking corrective steps such as transfer from one job to another.
- e. Motivation of workforce by providing financial incentives and avenues of promotion.
- f. Remuneration of employees. The employees must be given sufficient wages and fringe benefits to achieve higher standard of living and to motivate them to show higher productivity.
- g. Social security and welfare of employees.