



# Entrepreneurship Education Teacher's Guide for Advanced Level

## Senior Five and Six



**THE REPUBLIC OF UGANDA**  
*Ministry of Education and Sports*



International Labour Organisation

NATIONAL CURRICULUM DEVELOPMENT CENTRE  
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P.O BOX 7002,  
KAMPALA, UGANDA  
Website (URL) [www.ncdc.go.ug](http://www.ncdc.go.ug)

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# Preface

The aim of the 'A' Level Entrepreneurship Education Syllabus can only be achieved if the teachers implement it in a uniform and effective way. Towards that end, the teachers are expected to creatively execute the following tasks.

- Interpret and use both the Syllabus and the Learners Book in a well coordinated manner.
- Organise the students and the teaching space in ways that enhance the use of interactive methods of teaching and learning.
- Use the most effective teaching and learning aids, with emphasis on the real objective and situations found in the environments within and outside the school.
- Involve other human resources from within and outside the school.
- Employ effective strategies to carry out timely assessment for teaching and learning (formative) and assessment of learning (summative).

However some teachers, though professionally qualified, may need to be refreshed on the execution of the above tasks, since Entrepreneurship Education poses unique challenges to both the teachers and learners.

This Teachers Guide has been designed to offer the teachers step-by-step methodologies, indicating how the above tasks may be executed. While the guide is not a prescription of dos and don'ts, teachers are advised to critically follow the suggestions and, as much as possible, improve on them.

# Foreword

A Teacher's Guide is a key curricula material which must be available to every teacher of a subject. It offers vital suggestions to the teacher on how he/she can manage a teaching and learning situation of a given subject. Then the teacher depending on his/her professional preparedness and experience, can adjust, modify or reject the suggestions from an informed point of view. Unfortunately, since the 1970's, Teacher's Guides for many subjects have for long disappeared from schools. Where they are available, they are out of date on many issues. Therefore, it is pleasing to note that a comprehensive Teacher's Guide for Entrepreneurship Education has been written to address the unique nature of the subject. Teachers should not only use it but also make constructive inputs for its improvement.

Uganda, as one of the countries that subscribe to the Millennium Development Goals in addition to other declarations, is focused towards having its population live a better life. Millennium Development Goal number 8 aims at developing a global partnership for development. To achieve this, the education system has introduced the Entrepreneurship Education Curriculum. With the many challenges of youth unemployment, poverty, among others, the Entrepreneurship Education Curriculum is meant to address some of these issues. It is hoped that introducing Entrepreneurship Education skills, knowledge and attributes to learners while in their formative years of education will go a long way into making them job creators other than job seekers.

The introduction of Entrepreneurship Education Curriculum in 2000 was timely as many students now offer the subject at both 'O' and 'A' Level. This revised syllabus is taking cognizance of issues that have been raised by stakeholders to make the subject take a more practical approach.

It is needless to say that entrepreneurial competences (attributes, knowledge and skills) are a sine qua non not only for job creation and self employment but also for producing enterprising persons.

I therefore, urge all stakeholders in Entrepreneurship Education Curriculum to give it full support from all points of view to ensure its success.



Y. K. Nsubuga (PhD)  
Director Basic and Secondary Education  
**MINISTRY OF EDUCATION AND SPORTS**

# Acknowledgements

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Entrepreneurship Facility (YEF) for committing financial as well as human resources for revising the 'A' Level Entrepreneurship Education curriculum and making it more relevant and practical. We are highly indebted to its generosity.

Educate which provided continuous quality technical input and inspirational support throughout the process by sharing knowledge of social entrepreneurship and the Educate! Model in Uganda that seeks to foster social entrepreneurship through education and school engagement in communities.

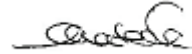
Makerere University Business School, Kyambogo University, Directorate of Education Standards, and Uganda National Examinations Board and Ministry of Education and Sports.

NCDC takes this opportunity to also appreciate all those who played a role in conceiving, preparing and producing the first Entrepreneurship Education curriculum. They include national and international organisations. These are: the Uganda Manufacturers Association (UMA), the Private Sector Development Programme (PSDP), the United Nations Development Programme (UNDP), the United Nations Industrial Development Organisation (UNIDO), Uganda Revenue Authority (URA) and the Capital Markets Authority (CMA). Their respective initiatives, cooperation and support were responsible for the successful conception, preparation and production of the first Entrepreneurship Education syllabus preparation of the first syllabus from which this one was developed.

We are equally grateful to all the schools which provided constructive feedback to the revised curriculum and all those who in one way or another played any role to finalise the revision of this curriculum.

The Teacher Educators and the Trainers of Trainers, who played an important role in orienting the teachers to the revised curriculum, and all those who played a role in the orientation exercise are hereby appreciated.

The National Curriculum Development Centre (NCDC) takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through: P.O Box 7002, Kampala or Email [admin@ncdc.go.ug](mailto:admin@ncdc.go.ug) or [www.ncdc.go.ug](http://www.ncdc.go.ug).



Connie Kateeba  
DIRECTOR  
NATIONAL CURRICULUM DEVELOPMENT CENTRE



# Introduction

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In the year 2000, the National Curriculum Development Centre introduced Entrepreneurship Education in Ugandan education system at both Ordinary and Advanced Levels as a timely response towards global youth unemployment and poverty reduction. In addition, Millennium Development Goal Number 8 (Develop a Global Partnership for Development) and the Uganda Vision 2035 provide for having a transformed Uganda society from a peasant to modern and prosperous country by 2035 for better life for all Ugandans. Today, Entrepreneurship Education is being taught in over 2000 secondary schools. It is being examined by the Uganda National Examinations Board at the two levels.

In 2010, the International Labour Organisation (ILO) offered financial and technical assistance for the revision of the Advanced Level Entrepreneurship Education curriculum so as to make it more relevant and practical with entrepreneurship being taught as a life skill rather than as a business course.

## **Purpose of the Teacher's Guide**

This Teacher's Guide is intended to guide the teacher on the best approaches to be used when teaching Entrepreneurship Education as a vocational subject.

This Guide is further intended to promote uniformity of content coverage for Entrepreneurship Education throughout the Advanced Level curriculum. It provides a linkage to both the syllabus and the learner's book to ensure proper teaching and instruction to achieve the desired learning. The content to be covered has been well arranged in every class per term to allow proper sequence and gradual development of concepts, skills, values and attitudes.

The Entrepreneurship Education curriculum stems from what Uganda as a country expects out of the education system. Its development has hinged on the broad aims of education as stated below:

### **Broad Aims of Education in Uganda**

- i) To promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration of internal relations and beneficial inter-dependence;

- ii) To inculcate moral, ethical and spiritual values in the individual and to develop self-discipline, integrity, tolerance and human fellowship;
- iii) To inculcate a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community;
- iv) To promote scientific, technical and cultural knowledge, skills and attitudes needed to promote development;
- v) To eradicate illiteracy and to equip the individual with basic skills and knowledge to exploit the environment for self-development as well as national development, for better health, nutrition and family life, and the capability for continued learning; and
- vi) To contribute to the building of an integrated, self-sustaining and independent national economy.

### **Aims and Objectives of Secondary Education**

- i) Instilling and promoting national unity and an understanding of social and civic responsibilities; strong love and care for others and respect for public property, as well as an appreciation of international relations and beneficial international co-operation.
- ii) Promoting an appreciation and understanding of the cultural heritage of Uganda including its languages;
- iii) Imparting and promoting a sense of self-discipline, ethical and spiritual values and collective personal responsibility and initiative;
- iv) Enabling individuals to acquire and develop knowledge and an understanding of emerging needs of society and the economy;
- v) Providing up-to-date and comprehensive knowledge in theoretical and practical aspects of innovative production, modern management methods in the field of commerce and industry and their application in the context of socio-economic development of Uganda;
- vi) Enabling individuals to develop basic scientific, technological, technical, agricultural and commercial skills required for self-employment;
- vii) Enabling individuals to develop personal skills of problem-solving, information gathering and interpretation, independent reading and writing, self-improvement through learning and develop of social, physical and leadership skills such as are obtained through games, sports, societies and clubs;

- viii) Laying the foundation for further education;
- ix) Enabling the individual to apply acquired skills in solving problems of the community and to developing in him a strong sense of constructive and beneficial belonging to that community;
- x) Instilling positive attitudes towards productive work and strong respect for the dignity of labour and those who engage in productive labour activities.

### **Aims of Teaching Entrepreneurship Education**

The teaching and learning of Entrepreneurship Education fits very well into the aims and objectives of Secondary Education in particular numbers (iii), (iv), (v), (vi) and (x).

In line with the above, the following aims for teaching Entrepreneurship Education have been developed:

- addressing the attributes, mentioned in No. iii above.
- addressing the emerging needs of society and economy which include: creating jobs, exploiting local resources and sustainable use of the environment.
- In No. (v), Entrepreneurship Education will be addressing innovative production by way of value addition to local products while business planning skills will help promote modern management and to contribute to socio-economic development of Uganda.
- contributing mainly to developing basic commercial skills such as marketing, production, human resource and financial management as well as planning and budgeting, organising, leadership and quality management which are scanning the environment for business ideas and opportunities, market for products and services, and social entrepreneurship.
- producing learners who have positive attitudes towards productive work by participating in all sorts of legal work and have respect for those who work.

Therefore, as a contribution to the aims of Secondary Education, Entrepreneurship Education is aimed at producing an individual who can:

- i) demonstrate the entrepreneurial awareness and motivation.
- ii) explore the environment for opportunities as an entrepreneur, intrapreneur or enterprising person.
- iii) start and manage chosen activities successfully for the development of self, community and the nation.

### **Suggested Time Allocation**

The time allocated for Entrepreneurship Education is 9 periods of 40 minutes each or 6 hours per week.

<b>Class</b>	<b>Term</b>	<b>Weeks/Term</b>	<b>Periods/Term</b>
Senior 5	1	8	<b>72 Periods</b>
Senior 5	2	10	<b>90 Periods</b>
Senior 5	3	10	90 Periods
Totals	6 Terms	28 Weeks	252 Periods

<b>Class</b>	<b>Term</b>	<b>Weeks/Term</b>	<b>Periods/Term</b>
Senior 6	1	10	<b>90 Periods</b>
Senior 6	2	10	<b>90 Periods</b>
Senior 6	3	8	72 Periods
Totals	3 Terms	28 Weeks	252 Periods

### **Target**

This Teacher's Guide is intended to be used by teachers of Entrepreneurship Education for Advanced Level.

### **Scope and Depth**

The Teachers Guide covers topics to be taught in Senior Five and Six. It includes competences, brief content, methodology, materials and continuous assessment. As a teacher, you are expected to orient the students on the methods you will be using to teach this syllabus. Encourage collaboration teaching.

### **Teaching/Learning Methodology**

In teaching Entrepreneurship Education, teachers should note that the subject is multi-disciplinary. It should therefore be treated differently from conventional subjects like Mathematics, History, Economics, Commerce or Business Studies.

The learning of Entrepreneurship should result into some action or initiative for producing concrete outcome such as making products, selling goods to make money, saving money, preparing advertising information, conducting a market survey, identifying business ideas and opportunities or starting a business some time in future.

Learning is not about the accumulation of information and facts. You can use a variety of teaching methods to help students learn entrepreneurial

skills and attitudes being taught. In teaching the Entrepreneurship Education curriculum, it is important to:

- i) use the right method at the right time and in the right place. This means choosing the teaching method that will have the best chance of helping the learner master the content.
- ii) use a variety of methods so that the teaching of the Entrepreneurship Education curriculum is always fresh, challenging and interesting for learners.

Handouts and structured exercises have been provided to enrich the teaching of Entrepreneurship Education.

### **1. Small Group Discussions**

Learners will discuss many issues in small groups of 3 to 5 participants. This teaching method enables learning to come from the learners rather than from the teacher. It allows all learners to have an opportunity to give their opinions and ideas.

Small group discussions enhance problem-solving skills that are critical for formulating and moulding attitudes and clarification of personal values. Small group discussions also stimulate interest and help students to learn from each other.

#### **Advantages of small group discussions**

- i) It keeps learners interested and involved.
- ii) Learners' knowledge and resourcefulness can be identified and shared.
- iii) It allows for reinforcement and clarification of activities through discussion.
- iv) Learners' involvement in the activity can be high and less dependent on the teacher.

#### **Disadvantages of small group discussions**

- i) They require a great deal of time.
- ii) Passive learners may not learn much unless the discussion is well moderated by the teacher.
- iii) The teacher must ensure that all learners participate in the discussion by visiting each group to encourage all members to actively engage in the activity.
- iv) Using small groups during teaching is one of the primary means of delivering the Entrepreneurship Education content.

### **Guidelines for using small groups include**

- i) Give clear instructions to the learners as to what you want the group to do. The discussion should be free and not have a structured plan.
- ii) If you want the groups to answer questions, the questions should be clear and be written on the chalkboard.
- iii) If you want the groups to discuss an issue, the major points regarding the issue should be clearly stated.
- iv) You should explain the task clearly, and show how the activity relates to the Entrepreneurship Education topic.
- v) Each small group should select a secretary who will report the results of the discussion to the entire class. When all groups have reported, you might ask questions about the results. For example, do they all agree on particular results? Why were there differences in results between groups?
- vi) You should tell them how much time they have to do the small group task.
- vii) Use an easy way to divide into groups: by counting off, by pre-selection, or as students enter the classroom, etc. The composition of the groups might change occasionally so that all of the learners will get to know each other.
- viii) Keep the groups small (3 to 7 people at most). Five learners in a group are ideal for small group discussions.
- ix) You should walk around the groups to see that each group understands the task. If they do, do not intrude on the group. Continue to walk between the groups to insure they are on task.
- x) You should also note the strengths and weakness of the group interaction.
- xi) Remind the groups when there are 5 minutes left, and again at 2 minutes.
- xii) If it is a difficult task, the groups may need more time to finish the task. By walking among the groups, you will know if additional time is needed to complete the activity.
- xiii) You should manage the process of reporting the activity by each group.
- xiv) One or two of the learners should prepare a written report of the total activity.
- xv) Each small group should select a leader.

xvi) The leader will be responsible for keeping the group members on task, maintaining order, and ensuring that the assignment is completed in the allotted time.

## 2. Case Study Analysis

This is a teaching method where learners are given information about an entrepreneurial situation and they have to come up with decisions or solutions to a problem concerning the situation.

The Entrepreneurship Education cases are as close to reality as possible. The case study teaching method gives students a chance to practice a method of resolving difficult problems regarding entrepreneurship before they are personally involved in “real life” situations.

The main uses of the case study method

- i) Problem-identification and problem-solving in typical situations encountered by entrepreneurs.
- ii) Developing analytical skills.
- iii) Gaining confidence in decision making.
- iv) Changing/modifying attitudes.
- v) Promotion of teamwork.

### **Advantages of case studies**

- i) Providing concrete entrepreneurial situations for discussion.
- ii) Providing active learner involvement.
- iii) Simulating performance required after teaching.
- iv) Learners’ experiences can be part of the learning experience and shared with others.

### **Disadvantages of case studies**

- i) Information must be concise and kept up-to-date.
- ii) Needs sufficient time for learners to complete the case study.
- iii) The close relationship to “real life” may be difficult to achieve in a case study.
- iv) The difference between the teaching situation and the real world may not be recognised.
- v) Learners may become too interested in the case content and lose track of the critical issues.
- vi) There is not always just one right solution to the case study.

A case study might be given as homework. During the following class, the students might be divided into small groups to discuss their

individual responses to the case study. You would then have the whole class discuss their small group responses to the case study.

### **3. Role-Play**

This is a teaching technique where the learners are presented with a situation they are expected to explore by acting out the roles of those represented in this situation. The role-play learners should be carefully selected and properly prepared for their roles. The remaining learners should be equally prepared for the role-play by briefing them on how they are to act during the presentation. The players should try to behave naturally during the role-play presentation.

#### **Advantages of role-play**

- i) It allows for change/modification of attitudes.
- ii) It promotes development of interactive knowledge and skills.
- iii) It enables learners to see the consequences of their actions on others.
- iv) It can generate interest in the subject.
- v) It generates active participation by the learners.
- vi) Role-plays provide a “living” example of the situation being studied.
- vii) It is an exercise where emotions might become the predominant feature.

#### **Disadvantages of role-play**

- i) Role players usually learn more than observers.
- ii) Observers may be passive until the exercise is discussed.
- iii) Success of the role-play depends mainly on the imaginations of the players.

### **4. Brainstorming Method**

This is where learners suggest ideas on given issues, which are later discussed. The teacher normally engages the learners in a brainstorming activity by asking a general question and then have them respond.

#### **Advantages of the brainstorming method**

- i) Interest of the learners is stimulated.
- ii) Active participation in the learning process allows for enhancement and clarification of issues through discussion and helps learners to learn based on their own experience.



### **Disadvantages of the brainstorming method**

- i) Learners can easily go beyond the scope of the topic.
- ii) It is difficult to apply to a large class.
- iii) It requires ample time to implement.

### **The basic rules for brainstorming**

- i) Criticism of ideas is not allowed.
- ii) All ideas, no matter how wild, are encouraged.
- iii) The more ideas, the better.
- iv) Every learner should try to build on or combine ideas with others.

## **5. Structured Exercises**

Learners take part in an exercise that enables them to practice new skills. Many of the exercises that learners complete in Entrepreneurship Education have been structured.

### **Advantages of structured exercises**

- i) They aid retention.
- ii) They allow practice of new skills in a controlled environment.
- iii) Learners are actively involved and learn by doing.

### **Disadvantages of structured exercises**

- i) They require preparation time.
- ii) They may be difficult to tailor to all learners' situations.

## **6. Games**

Simulations and games can also stimulate student interest in entrepreneurship education material.

The following games are usually used: risk taking, negotiations, creativity and hat/boat making game. Learners need sufficient time to play the game and then to discuss the learning points after the game is played.

### **Advantages of using the games**

- i) Learners are actively involved.
- ii) They learn how to administer the game from the experience of actually playing the game.
- iii) Feedback is immediate.
- iv) Discussions following the game are realistic and are an easy way to discuss ideas highlighted in the game and to change the attitudes of learners.

- v) Interacting with other learners helps to develop their human relation skills.

### **Tips for playing games**

- i) Teachers need help when having learners participate in games.
- ii) Learners will probably work in groups. Each group might contain 5 to 7 members.
- iii) Good discipline is essential. Because you are the overall administrator of the game, learners must be enlisted to assist you.
- iv) Each group will select a leader. The leader will be responsible for keeping order in the group and making sure the noise level is kept at a minimum.
- v) The groups should change occasionally, possibly every two or three weeks. Leadership responsibilities should be rotated so that every learner gets a chance to be a leader of a group at least once in the academic year.
- vi) Two to four observers should be selected to observe the actions of the groups during the playing of the game. If a group becomes too noisy, the observer should give the group a warning and also advise the teacher. If the noise persists, the observer should have the authority to penalise the group.
- vii) Two or three helpers may be needed to assist in playing a game. For example, for the risk taking game, a helper would be needed to write the scores on the board. Another helper might be needed to make sure learners are behind the line when throwing the paper balls. The helpers might help clean up the room at the end of the game.
- viii) All preparation for the game should be in place at the beginning of the class.

## **7. Guest Speakers**

Guest speakers can provide variety to the Entrepreneurship Education learning. Guest speakers could be entrepreneurs, government officials or community leaders.

### **Advantages of using guest speakers**

- i) Guest speakers add a unique perspective and life experience.
- ii) They provide an expert opinion in the teaching/learning environment.
- iii) They share their real life experiences.

- iv) They add another dimension to the learning by having an outside expert speak to the learners.
- v) They stimulate both teacher and learners.
- vi) They give the teacher a break from presenting.
- vii) They provide the teacher an opportunity to observe the learners and their reaction to the speaker.

### **Sample questions for the visiting entrepreneurs**

1. What/who motivated you to start your business?
2. What were your objectives in starting your business?
3. How did you identify your business idea?
4. What product or service does your business provide?
5. What business experience did you have before starting your business?
6. What problems did you encounter in starting and operating your business?
7. How did you solve these problems?
8. What were your sources of finance to start the business?
9. What contributions does your business make to the well-being of society?
10. Do any of your family members own a business?
11. Who are your primary customers and how do you promote/market your business?
12. Who is your mentor?
13. How did your personal background influence your decision to start a business?
14. Have you ever failed in business?
15. How do you use your profits?
16. How do you compete with other similar businesses?
17. How do you plan your production of goods?
18. How do you manage your costs?
19. How do you manage you workers?
20. How do you keep your business records?
21. What challenges do you meet in you business and how do you manage them?

In preparation for the guest speaker, you may request the speaker to cover several topics.

You should have the learners develop a list of questions for the speaker. The speaker should receive these questions a few days in advance. This will help him/her to focus on topics important to the learners. As entrepreneurs/government officials are very busy people, you might have to adjust the timing of the presentation to meet the availability of the speaker. The speaker may have to postpone/cancel the presentation.

It is good to have both male and female entrepreneurs speak to the Entrepreneurship Education class. A letter thanking the speaker should be sent the day after the presentation is made.

#### **8. Debate Technique**

Debate technique suggests that you assign small groups of students to examine each side of an issue, presenting their findings and arguments in a debate format. Each student group will have a limited amount of time to present its side, after which you can open the floor to comments and questions by other students. This method not only engages students with Entrepreneurship Education content but helps them improve their oral communication skills.

#### **9. Writing Assignments**

Written assignments improve student's understanding of Entrepreneurship Education course material and develop critical thinking skills. This technique suggests that you assign students to choose some concepts and use old or new skills from Entrepreneurship Education to explain it.

#### **10. Enhancing Lectures**

Broadening teaching methods in Entrepreneurship Education does not mean abandoning the traditional lecture approach. You can, however, enhance lecture material by incorporating more student-centred activities that help keep students' attention. You can require students to review certain material that is relevant to future lessons. In addition, you can assign short quizzes or writing assignments based on lecture material or brief readings that supplement the assigned textbook.

#### **11. Buzz Method of Teaching**

This is a child-centred method of teaching that requires pairing the students seated near each other to discuss an issue that could have a lot of points or controversy to be agreed upon. The noise is the murmur that the class makes like that of buzz. This method is regarded as buzz group method. So some manageable noise or murmur should not be mistaken for no learning. This method is good in situations when you cannot conduct effective teaching like when it is raining.

## 12. Expository Method

This is a teacher-centred method such as chalk-and-talk or lecture method. It can be used when handling conceptual topics or sub-topics where concepts are hard for learners to internalise. The teacher should take the challenge to explain in detail, give examples and illustrations to create change in behaviour. This method is also appropriate in very big classes, weak classes, resource inadequate classes where the teacher is the only reference point. And above all, it is used where there is indiscipline and the learner's attention span is low.

## 13. Team Teaching

This is a method that is based on collective effort on part of the teacher and the belief that two heads are better than one. The teachers prepare together and share the tasks to be done in the lesson, define roles and then go to class. They lastly allow maximum participation of all the learners but led by one teacher at a particular stage in the lesson.

## 14. Guided Discovery

This is a method based on the realisation that the learners know a lot but they do not know that they know and therefore, your role is to organise the learning environment and present the content systematically so that the learners can discover new knowledge and ideas.

### Teaching Sequence

The teaching for Senior Five and Six should follow the order in which the topics have been arranged as outlined below to promote effective teaching and learning.

S/N	Term	Topic	Periods
<b>SENIOR FIVE</b>			
1	1	Introduction to Entrepreneurship Education	72
2	2	Entrepreneurial Environment	18
3	2	Social Entrepreneurship	72
4	3	Business Ideas	24
5	3	Business Opportunities	27
6	3	Small and Medium Enterprises	21

7	3	Gender and Entrepreneurship	18
<b>SENIOR SIX</b>			
	1	Business Planning	54
	1	Production Management	36
	2	Marketing Management	15
	2	Sales Promotion	14
	2	Managing Personnel	18
	2	Financial Management	30
	3	Business Competition	27
	3	Capital Markets in Uganda	46

## Mode of Assessment

### Continuous Assessment

Continuous Assessment should be carried out through the following assignment tasks: making reports from field visits and project work, case study analysis and written tests.

### Summative Assessment

#### *Paper I*

This will be a 3 hour written paper consisting of sections A and B. Section A will be compulsory comprising of a case study and Section B will have four optional questions, carrying equal marks where a student chooses three (3).

Section A will carry 40 marks and Section B 60 marks.

Section A will comprise of a case study covering 3 Thematic Entrepreneurship Education areas - entrepreneurial awareness, business identification and management.

#### *Paper II*

This will be a 3-hour written paper consisting of sections A and B. It will have six (6) questions in all. Section A will be compulsory carrying 25 marks and questions will be structured.

Section B will carry five optional questions each carrying 25 marks. A candidate will choose any three (3) questions.

## **Guidelines to Forming Business Clubs in Schools**

Every school should have business clubs run by students to enable them apply what they learn in class. The school business club should have multiple projects run by about twenty members each. This number will allow students to have experience identifying opportunities, addressing problems, managing and running a business.

Students taking Entrepreneurship Education automatically become members of the club.

### **Objectives of the Business Club**

- i) Give learners the practical experience to do business.
- ii) Enhance the learners' entrepreneurial competencies.
- iii) Apply the knowledge, skills, and attitudes learned.
- iv) To inspire young people to succeed in the global economy.

### **Stakeholders and Responsibilities**

#### **1. School Board of Governors/Directors**

- i) To permit the establishment of the Business Club in the school.
- ii) To oversee the operations of the Business Club in school.
- iii) To support the activities of the Business Club in the school.

#### **2. School Administration**

- i) To perform advisory and supervisory roles in the school.
- ii) To link the Business Club to the community and other schools.
- iii) To provide the Business Club with required facilities such as land, room, etc.
- iv) To provide market for some students' products and services by purchasing them.

#### **3. Club Patrons**

- i) Oversee the activities of the club.
- ii) Link students to the administration.
- iii) Keep records regarding student's performance in the Business Club.
- iv) Attend club meetings and act as advisers and mentors.
- v) Find resources and opportunities for students.
- vi) Provide training to the club leadership.
- vii) Where necessary patrons could be signatories to club accounts.

#### **4. Staff Members**

- i) Support the club in its activities.
- ii) Offer expertise in the area of specialisation when required.
- iii) Can invest in the Business Club.
- iv) Link the Business Club with other school clubs.

#### **5. Parents and Community**

- i) Parents could support students' projects by purchasing their products.
- ii) Providing a favourable environment for students to develop and nurture their talents and skills.
- iii) Community can as well act as a market to students' products or services.
- iv) Offer moral and financial support to students.
- v) Community members can also act as advisers to students' projects and clubs.
- vi) In case the students' project is in the community and requires land, the community members may offer land for students' project.

#### **6. Students**

- i) To be members of the Business Club.
- ii) To contribute funds to run the club.
- iii) To actively participate in the activities of the club.
- iv) To keep records of the Business Club.
- v) To initiate new ideas for the club.
- vi) To manage the Business Club.
- vii) To implement what is learnt in class in the Business Club.

Students should start and manage the business club basing on the constitution they have written. It should have set rules which will guide the members in the club. The constitution should outline the following:-

- i) Goals and objectives of the business club.
- ii) Leadership structure.
- iii) Office bearers with their responsibilities.
- iv) Election procedure of office bearers.
- v) Rules that govern all club members.
- vi) Activities of the club.
- vii) Consequences for inappropriate actions by club members.
- viii) Membership requirements.



- ix) Sharing proceeds of the club.
- x) Source of funding.

The Business Club should elect a cabinet, brainstorm on project ideas, do research, identify own skills and talents to match them with community needs, coordinate with patrons and co-patrons to bring in skills trainers and guest speakers, do a fundraiser, launch projects, sell products, as well as an update and keep books of accounts. The students should hold weekly meetings to share ideas and update each other on the progress of their projects.

### **Club Leadership Structure**

Students should be allowed to elect a cabinet responsible for the smooth running of club activities. The major roles include:

**Club President:** Oversees all the club activities, plans for the club meetings and endorses all club documents, such as, project proposals, reports, club accounts, letters, etc.

**Club Secretary:** Takes minutes at all the club meetings and makes reports about the club activities and events.

**Club Treasurer:** Entrusted to keep and deposit money on behalf of the club. For cases where the club has an account, this person is one of the signatories on all the club bank documents. This person also presents the financial reports during club meetings.

**Mobiliser:** Mobilises members for all club activities and makes sure that every club member attends in person. It is the responsibility of the mobiliser to organise and plan for the days when the club meets. Clubs must meet on a regular basis, preferably once or twice a week.

### **Note**

When electing club leaders, the members should mind one's commitment, availability and willingness to serve. Students are the primary stakeholders in the business clubs. Projects should therefore be entirely led, managed, and owned by students. Possible sources of funding should include:-

- i) Subscription
- ii) Selling shares
- iii) Saving in the club
- iv) Fundraising
- v) Donations
- vi) Membership fees.

### Business Club Milestones

Class and Term	Activities
Senior 5 Term 1	<p>Establish club, register members, form a committee to write the constitution.</p> <p>Elect club leadership, register the club with the school administration, launch the club and develop business ideas.</p>
Senior 5 Term 2	Write a business plan, raise funds and start a business/project.
Senior 5 Term 3	<p>Continue with club activities while implementing what was learnt in class in the club.</p> <p>Inter-project competitions within school.</p>
Senior 6 Term 1	<p>Continue with club activities while implementing what is learnt in class</p> <p>Participate in regional business plan competitions.</p> <p>Write a business plan for the project.</p>
Senior 6 Term 2	<p>Continue with club activities while implementing what is learnt in class, for instance.</p> <p>apply quality management in the project.</p> <p>market the products/services from the project.</p> <p>promote sales.</p> <p>ensure proper personnel management.</p> <p>ensure proper financial management.</p> <p>Participate in national business plan competitions.</p>
Senior 6 Term 3	<p>Wind up businesses.</p> <p>Form personal project ideas that could be implemented during the vacation.</p>

### Profit and Loss Management

Profits from the project may be handled in the following ways as determined by the club constitution:

- i) Sharing a certain percentage amongst the club members. However the dividend policy should be clearly stipulated in the constitution.
- ii) Reinvest in the business.
- iii) Start up a different project.

iv) Loan out to another business in the club.

Students are encouraged to use their dividends to start their own projects back home either individually or in groups. This fosters the continuity of the entrepreneurial culture.

### **Exit Strategies**

In Term 3 of S6, club members may wind up their project. Members should find ways in which this is done and may vary from project to project.

The following are some of the exit strategies that could be used:

- i) Closing up the business and sharing the proceeds.
- ii) Closing the business in the school and operating a new business in the community after Senior Six.

**Note:** Each group of Senior Five should start its own business and face its challenges.

### **Time of Activities**

Students should get involved in club activities every day after classes and on the weekends.

### **Note**

Business clubs may be used for continuous assessment which may constitute a certain percentage of the final examination mark. Students and schools are therefore, advised to take business clubs very seriously and ensure proper record keeping.

## **How to Use the Teachers Guide**

This Teacher's Guide has been developed following the sequencing of topics, sub-topics and content in suitable methodology. Use a methodology that suits the given classroom environment in terms of numbers, space required and the time it takes, to use the methodology. Handouts and case studies have been provided as appendices. The handout and case study to be used has been appropriately referred to. For example, Handout 1 on the 50 questions is provided in the appendix as Handout I.

Some materials/teaching aids for use have been suggested. Note that initiative should be made to provide more learners book.

Assessments have also been suggested. You do not have to stick to the question provided.

A guest speaker can be invited to cover a number of sub-topics or topics to minimise the costs, guest speakers from the community are heavily encouraged.

You need to use this book while continuously referring to the Learners' Book. The Learners' Book has been developed following the sequencing of the topics, sub topics and content in the syllabus and Teachers' Guide.

Structured exercises have been provided to enhance learning. The answers to these exercises have been provided in the Teachers' Guide.

Field visits can also be organised to cover several sub-topic and topics, but these have to be well planned to achieve maximum benefits.

# Senior Five

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# **Term One**

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# 1

## Introduction to Entrepreneurship Education

**Time: 72 Periods**

### Overview

This topic covers introductory aspects of Entrepreneurship Education, entrepreneurial characteristics, coping with change, creativity, innovation, entrepreneurial motivation, risk-taking, negotiations, personal branding and communication skills.

**Learning Outcome:** The learner applies entrepreneurial qualities in life and in business environment.

### 1.1 Entrepreneurship Education (Learner's Book 5 p. 3-12)

**Competence:** The learner selects entrepreneurship as a career option.

#### Content

- The concept of entrepreneurship and Entrepreneurship Education
- Uganda's unemployment situation
- Reasons for studying Entrepreneurship Education
- The role of entrepreneurship in economic development
- Career options
- Entrepreneurship as a career option
- The concept of self-employment
- Benefits and challenges of self-employment
- Differences between entrepreneur, intrapreneur and enterprising person

#### Materials/ Teaching Aids

- Learner's Book 5
- Chart showing the unemployment situation in Uganda
- Newspaper articles on unemployment and successful entrepreneurs in Uganda

### **Teaching/ Learning Methodology**

- Divide learners in small groups to give the meaning of entrepreneurship and entrepreneurship education.
- Guide learners to discuss the reasons for studying entrepreneurship education and the role of entrepreneurship in economic development.
- Guide learners to discuss Uganda's unemployment situation, by highlighting the unemployment statistics and possible causes of unemployment.
- Invite a guest speaker to talk about the different careers and suggest entrepreneurship as an option. The guest speaker may be a career master in school.
- Organise a debate for learners to identify the benefits and challenges of being self employed. Learners should as well define the concept of self-employment during the debate. After the debate, you should summarise the learner's generated points but emphasise the benefits of self-employment even when those supporting challenges happen to have won.
- Use expository methods to differentiate between entrepreneur, intrapreneur and enterprising person.

### **Assessment**

- Explain the benefits and challenges of being self-employed.

## **1.2 Entrepreneurial Characteristics (Learner's Book 5 p. 12-15)**

**Competence:** The learner demonstrates entrepreneurial characteristics

### **Content**

- Important entrepreneurial characteristics
- Major competences required for successful entrepreneurship

### **Materials/ Teaching Aids**

- Learner's Book 5
- Handout 1: Testing you personal tendencies
- Handout 2: Emotional intelligence
- Guidelines on guest speakers



## Teaching /Learning Methodology

- Use guided discovery on important entrepreneurial characteristics (Handout 1). Make learners take the 50 question test and review the answers with them. Learners take approximately 15 minutes to respond to the 50 questions on 'testing your personal tendencies' (categories of entrepreneurial characteristics). Learners' responses might be made on a separate sheet of paper and the test might be used at the end of Senior Five. Show how an entrepreneur would probably respond: specific entrepreneurial characteristics are highlighted in parentheses. Please note that this information represents "entrepreneurial tendencies", not universal truths applicable to all entrepreneurs. Have the class discuss their responses to each question.

The responses to the 50 questions have been grouped into three categories: personal background, behaviour patterns and lifestyle. Ask the learners to add up the number of responses they gave which were similar to the responses commonly given by entrepreneurs in each of the three categories:

- Personal Background (10 questions)
- Behaviour Patterns (30 questions)
- Lifestyle (10 questions)

The learners with scores closest to fifty would be considered to be the most entrepreneurial. Again, learners should be reminded that these scores only represent "tendencies", and that these tendencies can change over time.

Collect the learners' responses for later use. At the end of Senior Five, the learners might be asked to take the test again. Learners would then be able to compare their responses and discuss reasons for any changes in their responses. The question is: "Will learners be more or less entrepreneurial by the end of Senior Five?"

In some instances, learners may decide against becoming an entrepreneur. These decisions would be considered good decisions because they would be informed decisions based on the contents of the subject.

Based on the results of the entrepreneurial assessment instrument, ask the learners the following questions:

- i) What personal weaknesses did you discover?
- ii) Do you think you can be an entrepreneur with these weaknesses?
- iii) What can you do to improve your weak areas?
- iv) What are your strengths?

- v) Do your strengths make up for your weaknesses?
- vi) Is your lifestyle compatible with the demands placed upon an entrepreneur?
- vii) vii) What can you do to make your lifestyle more compatible with these demands? Who could help you change it?

The test on your personal tendencies (categories of entrepreneurial characteristics) is designed to have learners determine their entrepreneurial tendencies. These tendencies are only an indication of how learners feel about themselves in terms of being entrepreneurial. Both women and men can be successful in business if they want to and are interested. They should see what they are already good at and what they need to improve, independently of their sex. Every society has norms and values regarding strengths and weaknesses of men and women and their effects on business success or failure (e.g. women are good in customer service and men are good at taking risks). Entrepreneurs that have both masculine and feminine traits are the ones that are most successful. Through this subject, learners will obtain information about themselves and about being self-employed.

- Divide learners into groups and ask each group to discuss the 16 traits (important entrepreneurial characteristics) and identify the 5 most important characteristics and provide justification for their choices.
- Divide the class into groups. Ask the learners to list what they consider to be important for success in business in terms of knowledge, skills and traits. Allow 15 minutes for this exercise. List the groups' responses on the chalk board and compare them with the competencies needed to be an entrepreneur in the Learner's Book. Discuss any differences there might be compared to the learners' responses. Point out, giving examples, that possession of only one or even two of these competencies are unlikely to be sufficient to start and run a successful business. Finally, explain that the lack of one or more of these competencies is not the end of the world as far as starting a business is concerned, for most of the competencies can be developed or acquired over time. For example, indicate that two or more business partners could compensate for the lack of all of these competencies in one person.

Have learners prepare a list of their own competencies on a separate sheet of paper. Then ask them to select one business idea to which they could apply these competencies. Divide the class into groups. Ask learners in each group present and justify their competencies.

- Use question and answer and ask each group to list their combined competencies and to select a business idea to which they could

be applied. Ask each group to choose a reporter to present their findings to the class.

- Use Handout 3 of a quiz for learners to discuss the personal characteristics of an entrepreneur.
- Use group discussion and guide learners to complete structured exercise on emotional intelligence (Handout 2) and then discuss reasons why entrepreneurs need to rate highly on each characteristic.
- Invite two guest speakers one a male and the other female entrepreneurs to share their business success stories with the learners.

### **Assessment**

Let explain the characteristics of successful entrepreneurs.

## **1.3 Entrepreneurial Skills (Learner's Book 5 p. 16 - 89)**

**Competence:** The learner acquires entrepreneurship skills.

### **Content**

- Copying with change
  - Types of change
  - Importance of change
  - Reasons why people resist change
  - Change coping techniques
  - Factors that bring about change
  - Effects of change on business

### **Materials/ Teaching Aids**

- Learner's Book 5
- School environment. Use the school environment to ask learners to identify any changes which have taken place in their school.

### **Teaching/Learning Methodology**

- Divide learners into groups and ask them to identify a change which took place in their school and let them discuss the following questions:-
  - What was the change?
  - What could be the cause of the change?
  - How did the change affect their lives in the school?

- How did you cope with that change?
- What did you like about the change and what did you not like about it?
- Use expository methods to explain the different types of change and importance of change.
- Guide learners to brain storm the reasons why people resist change. After the brainstorming exercise, summarise the learners' points on the chalk board.
- Use expository method to explain change-coping techniques while relating to the responses given by the learners in 1 above.
- Guide learners to discuss the factors that bring about change.
- Guide learners to discuss the effects of change on business.

### **Assessment**

Ask learners to provide answers to these questions as an assignment:

1. Why do some entrepreneurs resist innovation and change?
2. What attitudes enable entrepreneurs to effectively cope with innovation and change?
3. How can an entrepreneur improve his/her attitude to more effectively deal with change?
4. How can an entrepreneur cope with change?
5. What decision-making steps should be used to cope with change?

**Creativity** (Learner's Book 5 p. 23-35)

**Competence:** The learner demonstrates Entrepreneurship skills.

### **Content**

- The concept of creativity
- Importance of creativity
- One's creative potential
- Techniques for developing creative ability
- Obstacles to creativity
- Characteristics of creative individuals
- Stages of creative process
- Creativity tests

### **Materials/Teaching Aids**

- Learner's Book 5

- Papers for making 'microscope'.
- Structured exercises on creativity tests. You may conduct about two or more creativity tests in class depending on the time you have. Some other tests may be done individually by the learners during their free time.
- Handout 3 on Creativity Tests 1 regarding 3 descriptions.

### **Teaching/Learning Methodology**

- Use expository methods to introduce the concept of creativity and its importance.
- Guide learners to use role play a simple "Tunnel Vision" experiment. Each will need an ordinary sheet of notebook paper. Learners are to roll the sheet of paper lengthwise into a "telescope" about one inch in diameter. Have learners look steadily for a few seconds at some large object in the room that the teacher indicates. They should then look at the object without the use of the "telescope". Ask them to compare what they see using the "telescope" to what they see without it. It may be helpful to switch back and forth several times. Ask learners to compare their experiences.

The following questions may facilitate the discussion:-

1. Were you able to see the whole object with the "telescope" or without it?
2. Were you able to see surrounding objects using the "telescope" or without it?
3. What difference did the surroundings make to your view of the object?
4. If you had not already known what the object was, do you think you could have figured out what it was with the use of the "telescope"?

Explain that this experiment demonstrates one of the common "blocks" to creativity. Without realising that we are closing ourselves off from a big part of the world, it is easy to get into a habit of automatically blocking out ideas and parts of our environment and actually disregarding this "food" for creativity.

In business situations, entrepreneurs sometimes develop "tunnel vision" and not see the broader picture. For example, one may consider only their own business and ignore the problems and business of others. Use the following questions to conclude the discussion:

1. What kinds of entrepreneurs are likely to encourage/discourage tunnel vision?

2. Do you think tunnel vision occurs more in large or small organisations? Why?
3. What can entrepreneurs do to avoid getting tunnel vision in their businesses?
4. What can employers do to help employees avoid tunnel vision in their jobs?
  - Use guided discovery to carry out the activity “Stop, Look, Listen”. This gives learners a chance to expand their awareness by focusing on their senses of sight and hearing. It also gives learners a chance to become aware of how they “block” their awareness.

### Note

You may participate in the activity to understand the learners’ experiences.

1. Ask learners to write down everything they see for three minutes. Before beginning, explain that learners are free to move about in the room if they wish.
2. Find out if any learners “run out of things” to write down, while others wrote continuously.
3. How could learners have increased the number of things they saw during the experiment? Some useful ideas here include asking them to:
  - i) Get up and walk around.
  - ii) Move things to see behind or under them.
  - iii) Pay attention to details (for example, instead of writing that you see Ken, write that you see Ken’s red shirt, Ken’s blue trousers, Ken’s white socks, etc)
  - iv) Leave the room.
  - v) Open window shades.

You may wish to point out that actions such as walking around and leaving the room are not usually considered appropriate in the classroom. In many situations, behaviour may be limited by rules. Creative ideas sometimes conflict with rules. Therefore, we must be aware of rules when carrying out creative ideas.

4. If learners had trouble writing down more than five or six things, (it is easily possible to write continuously for a three minute period on what one sees in any but the most barren situation), suggest that they try looking at things as if they were strangers from outer space or as if they were seeing the scene for the first time. This technique can be used in the next activity. The procedure

is exactly the same, except this time learners are asked to write down everything they hear for three minutes. This is usually more difficult, so remind learners to listen and write down sounds they usually ignore.

### **Follow-up**

1. Which of the sounds you wrote down are ones that you usually ignore/shut out?
2. How could learners have increased the number of things they heard? Some useful ideas here include asking them to:
  - i) Open windows to let in outside noise.
  - ii) Make noise.

Ask the learner with the longest list of sounds to quickly read the items on the list to the class. Did other learners hear any of the things on the list but not write them down? Ask learners why they think this happened Find out what additional sounds could be added to the list.

5. Is it possible to “turn on” and “turn off” our awareness? In what work situations is it important to “turn off” awareness? To “turn on” awareness? Some examples are:-
  - i) When trying to solve a math problem, “turning off” awareness helps us concentrate on the problem.
  - ii) When looking for safety or health hazards, we should “turn on” our awareness to avoid overlooking hazards.
- Using guided discovery, let the learners read the section of (How creative are you?). Explain to students that the worksheet is designed to help them assess their creative potential. Read the directions to students. Have them complete worksheet A. Read the scores for each response to each question. Instruct learners to write the number of points they scored for their responses beside each statement. For example, if learners checked “Uncertain” for statement A, learners should write “1” beside the statement; if they checked “yes” for statement A, they should write “2” beside statement.
- Using guided discovery, guide learners to fill the Creativity Tests and discuss the three descriptions in Handout 3 and decide which one best describes them. Are males and females equally represented in each of the three descriptions?

After all statements have been scored, have learners add up the points for all statements. Tell them that they may interpret their scores as follows:

- i) Description I applies to persons who scored 23 points or more.
- ii) Description II applies to persons who scored between 11 and 22 points.
- iii) Description III applies to persons who scored 10 points or less.

Use the following questions to discuss the results of the scoring.

1. Were you surprised at the results of the scoring? Why or why not?
2. What do you like about the description from scoring?
3. What about the description would you like to change or improve?
4. In what ways are the descriptions similar/different?
5. What advantages might a person of each description have as a self-employed person/ What about disadvantages?
6. Would the responses of persons with disabilities be different from the general responses of the class?
  - Use expository methods to explain the techniques for developing creative ability, obstacles to creativity, characteristics of creative individuals and the creative process.

### **Assessment**

Ask learners to respond to the following six questions regarding creativity.

1. In your opinion, what is a “creative person?”
2. Do you think that not letting a person be creative could be harmful? Explain your response.
3. Do you think that creativity can be used at work as well as in activities such as art, music, or dance? Explain your response.
4. Do you think that everybody can be creative or that only a lucky few have this ability? Give a reason for your response.
5. Do you think it is easy for most people to accept new and creative ideas, or would they rather stick to old ways of doing things? Explain your response.
6. What do you think stops people from using their creative ability?

### **Innovation** (Learner’s Book 5 p.35-43)

**Competence:** The learners demonstrates entrepreneurship skills.

### **Content**

- Concept of innovation
- Importance of innovation



- Types of innovation
- Advantages and disadvantages of innovation
- Sources of innovation
- Characteristics of innovators
- Ways to foster innovation in small businesses

### **Materials/Teaching Aids**

- Learner's Book 5
- Creativity Test on square and triangle (Handouts 4).

### **Teaching/Learning Methodology**

- Use guided group discovery to explain that sometimes ideas and things we take for granted hide many creative innovations. For instance, if learners were asked what a certain objective is, they would probably say "a table". If they were asked what it can be used for, learners might answer "for writing on" or "for eating on", or other familiar uses.
- Ask learners to imagine they had never seen a table before. Suppose they came into a room containing twenty tables in different positions - on legs, on side, on end, with top leaning against the wall, etc. Not knowing what a table is for and how it is "supposed to be" placed, people could probably think of dozens of innovative and unusual uses for a table.
- Divide the class into groups of about three or four, and assign each group an object. Learners may manipulate the object in any way that does not break it. They are to think of new and unusual uses of the object in ten minutes.
- After ten minutes, ask each group to demonstrate 2 or 3 of the most innovative uses they developed for their object.

### **Note**

Most learners will go about this activity with a considerable amount of humour. Although it is not absolutely essential, humour is often present during the creative/innovative experience. Encourage learners to use their sense of humour during this activity.

- Use expository methods to explain the types of innovations, how to become innovative, advantages and disadvantages of innovation, sources of innovative opportunities, characteristics of innovators and ways to foster innovation in small businesses.

### **Assessment**

- Ask the class to answer the following questions:-
1. In what ways did your group use innovative behaviour during this activity?
  2. What did you learn about innovation during this activity?
  3. Did you feel free to express all your ideas during this activity?
  4. Did you feel silly doing this activity?
  5. Were you afraid of what others would say about your ideas?
  6. Did your ideas flow more easily after you got started?
  7. How did you block your own innovative behaviour?
  8. How can you help yourself to get “unblocked”?
  9. How can you use breakthrough thinking in work situations? (For example, using tools in an unusual way, advertising, etc.)

### **Activity**

- Guide learners to fill in an innovative action an entrepreneur could take to respond to each of the listed changes.

### **Risk-Taking** (Learner’s Book 5 p. 47-56)

**Competence:** The learner demonstrates entrepreneurship skills.

### **Content**

- The concept of a risk
- Types of risk
- Assessing risk situations
- Calculated risks
- Authority and responsibility
- Types of risk-takers

### **Materials /Teaching Aids**

- Learner’s Book 5
- Ring-tossing game materials

### **Teaching/Learning Methodology**

- Use discussion method to guide the learners to discuss as background for the topic on risk-taking. Ask the learners to write 3 paragraphs describing a risk situation. Then ask them to respond orally or in writing to the following questions regarding their risk situations:

1. What is the difference between taking a risk and gambling?
2. How can developing your risk-taking skills help you to become better at handling life situations?
3. What risks are involved when you avoid making a decision?
4. What are the rewards of taking a risk?
  - Use guided discovery on the concept of risk. Guide the learners on the meaning of risk-taking. Use the ring-tossing game to illustrate risk taking and ways of managing risks.
  - Use guided discovery to discuss the types of risks and types of risk takers. Ask learners to explain the types of risk situation they have ever been involved in. Build from there and explain the types of risks and risk takers.
  - Use expository methods to explain assessing a risk situation, calculated risks as well as authority and responsibility.

### **The ring-tossing game (Volleyball game)**

#### **Part one of the game**

The ring-toss game highlights various factors of risk-taking. Do not tell learners the purpose of the game.

#### **Procedure**

Use two baskets (of the same size) and 10 coins, 10 stones, or 10 pieces of paper crushed up. For large classes, select at least 2 pairs of students to represent the rest in playing the ring-toss game. Ask the rest to observe keenly and also to play the game during their free time. Relate the ring-toss game to a basket ball game.

- Place the targets (pegs or baskets) 10 feet apart outside the classroom.
- Mark off one-foot intervals with chalk (have 12 intervals). Each interval will have a number (1 to 12).
- Have two learners at a time go out of the classroom and make five throws each.
- Have two learners serve as recorders and mark the distance from the basket and the number of times the coin/stone/paper went into the basket.
- Each learner has 5 chances to throw; the distance for each throw can change.
- To score, the recorder adds the distance from the basket for each successful throw. The distances of each successful throw are added to obtain a total score.

- The recorder might write on the board the total scores of learners from the highest to the lowest.

### **Discussion questions**

1. How did those who had the highest score decide on how far to place themselves from the basket? How many times did they change distance for the five throws?
2. What problems did those who scored the lowest encounter? What changes did they make in the way they played the game?
3. What approach to risk-taking did learners with the middle group of scores use?
4. If the game was played again, what could learners do to improve their scores?
5. If the game were to be played again in teams, how should the teams be selected?

### **Part II of the game**

- Divide the class into groups of five or six or (select a group of four learners)
- Explain that after waiting for a period of three minutes, each learner in each group will have three throws and then each group's score will be totalled.
- Watch carefully what they do in this three-minute period (do not tell them what to do). Some may practice, others may just sit and talk. Question them about this behaviour later during the discussion. Give everyone three chances to throw, then total each group's score.

### **Discussion questions**

1. What extra resources were used in this part of the activity? (Such as the range of previous scores, each person's previous score, and the opinions of the group.)
2. How was this second game different from the first? (The players had more resources or may have been subjected to group pressure. As a result, there was probably some conflict between personal and group objectives.)
3. Which game would be more realistic in a business situation? (Discussion should consider the pressures on an entrepreneur when setting goals. There will be pressure from customers, subordinates, awareness of previous standards, estimation of the cost of failure and a sense of pride if successful.)

4. Was the total of the group's scores in Part II higher than the total of the individual scores in Part I? How would you account for the difference? (Teamwork more input on technique, discussion among team members, the range of scores for Part I, group pressure).

### **Part III of the game (optional)**

Ask six learners to volunteer as "special players", without explaining what this means. Tell three of them that they will be special in that each of their successful throw will be marked as double score. Tell the other three learners that they will be special in that if they fail their throw, the whole group will lose two scores. Run the game as before. Observe the dynamic and discuss whether "special players" as individuals and their group adopted different strategies. Ask learners to reflect about their "volunteering" as special players and highlight the importance of accessing all relevant information about the rules of the game. This can have determinant impact on the chances of success. Discuss differences and ways that risks could be minimised in the interest of all.

### **Note**

Review under Assessment should be asked before taking a risk. This questioning procedure is essential to the risk-taking process. The questions listed are examples of the many questions you must ask before entering into a risk situation. Taking a risk before answering these questions may lead to failure.

### **Assessment**

1. How did you know that you had accomplished your goal?
2. What were the biggest obstacles to achieving your goal?
3. What have you learned about your risk-taking attitudes?
4. What do you like about your risk-taking attitude?
5. What would you like to change about your risk-taking attitude?
6. What are the most important factors when taking a risk?
7. Was the goal worth the risk involved?
8. How could the risk have been minimised?
9. What information was needed before taking the risk?

### **Negotiations (Learner's Book 5 p. 56 -71)**

#### **Content**

- Meaning of negotiation
- Negotiation concepts

- Principles of negotiation
- Challenges in negotiation
- Ways of overcoming challenges in negotiation
- Preparing for negotiation
- Importance of negotiation
- Personal attributes of good negotiators
- Strategies of negotiation

### **Materials /Teaching Aids**

- Learner’s Book 5
- Mangoes or oranges (or any other fruit –the process of buying)
- Individual score sheet

### **Teaching /Learning Methodology:**

- Use expository methods to explain the:
  - nature of negotiation.
  - principles of negotiation.
- Guide the class to discuss the keys to successful negotiation.
- Let learners read Handout 7 and discuss the challenges in negotiation.
- Guide learners to brainstorm the ways of overcoming challenges in negotiation.
- Use expository methods to explain:
  - preparing for negotiation.
  - the types and personal attributes of negotiators.
- Use guided discovery method to discuss the negotiation skills.
- Use expository methods to explain the strategies for negotiation.
- Organise a field visit to a nearby factory/ marketplace to observe negotiation taking place.

### **Gender tip**

Negotiation is often mentioned as one of the main obstacles for women in business. Evidence shows that women tend to be given less opportunities to develop and practice negotiation skills, particularly when negotiation takes place with men. Gender stereotypes and power relations within society strongly influence women’s negotiation power in relation to men. For this reason, you should provide girls with the necessary support to build their self-confidence, and develop and practice their negotiation skills.

### **Assessment**

Ask learners to write a test on the following questions:-

1. Justify the importance of negotiation in business.
2. Explain the principles of negotiation.

### **Business Ethics (Learner's Book 5 p. 71-74)**

**Competence:** The learner demonstrates entrepreneurship skills.

### **Content**

- The concept of business ethics
- Importance of business ethics
- Principles of good business ethics
- Good business ethics in decision making process
- Decision-making skills for ethical decisions

### **Materials/ Teaching Aids**

- Learner's Book 5
- Guidelines on field visit

### **Teaching/Learning Methodology**

- Guide the learners to tell a story on ethical behaviour in business.
- Have learners brainstorm the meaning of business ethics while you note down their points on the chalk board.
- Engage the learners into a guided discovery on the meaning and importance of business ethics.
- Use expository method on the principles of good business ethics.
- Use expository method on good business ethics n decision making process.
- Have learners demonstrate ethical behaviour and relates to business environment.
- Use group discussion and have learners discuss decision-making skills for ethical decisions. Ask the class to form small groups of about 5 to 8 persons to work on ideas for ethical decision-making. Provide them with information about a business to use for the activity. This could be a local business, a business idea of your choice or theirs, or a business plan sample that they have been working with in the class. Ask each group to do the following:
  1. Identify problems the entrepreneur might encounter in running this business in an ethical manner.
  2. Develop a 10-point code of ethics for the business.

3. Discuss policies and procedures appropriate for this business that would support the code of ethics.
4. List as many ethical problems as possible that might be faced by employees during a normal workday. Discuss the possible solutions for the problems. Consider how a procedures guide helps employees make decisions.
5. Members of the group should then role-play the process of handling an ethical issue with a customer, with a supplier, with a competitor, and with the son of the owner. Discuss the results of the role-playing exercise. If necessary you may want to modify your code of ethics at this time.
6. Each group should present their code of ethics to the class and discuss major outcomes of their discussion.

### **Assessment**

Learners can have a take home assignment on the importance of business ethics. You should mark it and award marks.

### **Communication Skills** (Learner's Book 5 p 74-89)

**Competence:** The learner demonstrates entrepreneurship skills.

### **Content**

- Concept of communication skills
- Importance of communication
- The communication process
- Forms of communication
- Barriers to effective communication
- Strategies to overcome barriers to effective communication

### **Materials/ Teaching Aids**

- Learner's Book 5
- A short comprehension
- Guidelines on the whisper

### **Teaching/ Learning Methodology**

- Use guided discovery to introduce the concept of communication by guiding learners on the whisper. Tell one student a short statement and ask him/her to whisper it to the next person. This can be done up to the tenth person. Ask the first person to tell the class what the teacher told him/her and then what the tenth person



heard. Compare the two statements. Build on this to tell learners about the concept of communication, forms of communication and barriers to communication.

- Have learners brainstorm on the importance of communication.
- Using plenary discussion method, guide learners to brainstorm on the barriers to effective communication. Write the contributions on the chalkboard. Conclude the discussion by explaining the barriers as provided in the Learners' Book.
- Use expository methods to explain forms of information and support, sources of information, business development service and uses of various sources of information.
- Have learners respond to the activity on listening skills self-assessment in the Learner's Book.

#### **1.4 Personal Branding** (Learner's Book 5 p. 89-92)

**Competence:** The learner develops his/her personal brand.

##### **Content**

- The concept of personal branding
- Importance of developing a personal brand
- Guidelines on personal branding

##### **Materials/Teaching Aids**

- Learner's Book 5
- Commodities with different branding
- Guidelines for the field visit
- Guidelines for the guest speaker

##### **Teaching/Learning Methodology**

**Note:** You may have either a guest speaker or a field visit.

- Use expository methods to introduce personal branding to the learners.
- Invite a guest speaker from a nearby factory which produces a branded product to talk to the learners about branding.
- Use guided discovery on the concept of personal branding.
- Use demonstration of various branded products and have the learners discuss the importance of developing a personal brand.
- Take learners to the nearby factory or market to see the different branding of products.

**Assessment**

1. Ask learners to respond to the ten questions regarding personal branding in the Learner's Book as a homework assignment. Then discuss each question in class.
2. Give end of topic assignments. Questions should cover the whole topic covered to assess the attainment of the learning outcome.

## **Term Two**

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# 2

## Entrepreneurial Environment

**Time: 18 Periods**

### **Overview**

This topic covers economic environment, social-cultural environment, political environment, global environment and demographic environment.

Learning Outcome: The learner appropriately uses the environment for the benefit of self, community and nation.

### **2.1 Characteristics of the Entrepreneur's Environment**

(Learner's Book 5 p. 94-96)

Competence: The learner identifies aspects that characterise the entrepreneur's environment.

#### **Content**

- Aspects that characterise the entrepreneur's environment.

#### **Materials/Teaching Aids**

- The Learner's Book 5
- Entrepreneurial environmental framework

#### **Teaching/Learning Methodology**

- Use the expository methods to explain the aspects that characterise the entrepreneur's environment.

### **2.2 Types of Entrepreneurship Environments**

(Learner's Book 5 p. 96-110)

#### **iii) Economic Environment**

##### **Content**

- The concept of economic environment
- Economic factors influencing the entrepreneurial attitudes and opportunities

- Organisations supporting entrepreneurship in Uganda

### **Materials/Teaching Aids**

- Learner's Book 5
- Chart showing list of organisations supporting entrepreneurship in Uganda
- Newspaper articles about an organisation supporting entrepreneurship in Uganda

### **Teaching/Learning Methodology**

- Use expository methods and ask learners to give the meaning of economic environment.
- From the contributions of the learners give the meaning of economic environment as provided in the Learner's Book.
- Organise learners in manageable groups and guide them to discuss the economic factors influencing the entrepreneurial attitudes and opportunities.
- Let every group present the findings to the class and conclude the learner's contributions by explaining the factors as provided in the Learner's Book.
- Guide learners to brainstorm on the organisations supporting entrepreneurship in Uganda as you write down their contributions on the chalk board.
- Give the learners the organisations not mentioned but appear on your chart.

### **Assessment**

Give learners a test on the economic factors influencing entrepreneurial attitudes and opportunities

### **iv) Social-Cultural Environment**

Competence: The learner modifies the social-cultural settings for business.

### **Content**

- The concept of social-cultural environment
- Social-cultural factors influencing entrepreneurial attitudes and opportunities
- Social responsibilities of a business

**Materials /Teaching Aids**

- Learner's Book 5
- Chart showing social responsibilities of business.

**Teaching/Learning Methodology**

- Use expository methods to explain the concept of social-cultural environment.
- Divide learners into manageable groups to discuss the social-cultural factors influencing entrepreneurial attitudes and opportunities. Let each group have a representative to present to the class their findings.
- Conclude the discussion by explaining the factors as given in the Learner's Book.
- Have learners brainstorm the social responsibilities of business as you write down their contributions on the chalkboard or flip chart. Summarise the learner's contributions.

**Assessment**

Give an assignment on the social-cultural factors influencing entrepreneurial attitudes and opportunities

**v) Political Environment**

Competence: The learner generates business opportunities from the political environment.

**Content**

- The concept of political environment.
- Political factors influencing entrepreneurial attitudes and opportunities.

**Materials /Teaching Aids**

- Learner's Book 5
- Newspaper articles on political factors influencing entrepreneurial attitudes and opportunities

**Teaching/Learning Methodology**

- Have learners brain storm the concept of political environment and conclude by giving them learners the meaning of political environment as provided in the Learners' Book.

- Guide learners to discuss the political factors influencing entrepreneurial attitudes and opportunities. Summarise the discussion by explaining the factors provided in the Learner's Book.

#### **vi) Global Environment**

Competence: The learner exploits global opportunities for business.

##### **Content**

- The concept of global environment
- Export and import sector
- Factors in the global environment that influence entrepreneurial intentions

##### **Materials/ Teaching Aids**

- Learner's Book 5
- Chart showing global financial institutions

##### **Teaching/Learning Methodology**

- Using the expository method, explain the meaning of global environment.
- Explain the export and import sector
- Guide learners to discuss in groups the factors in the global environment that influence entrepreneurial intentions. Summarise the factors as provided in the Learner's Book.

##### **Assessment**

Give learners a test on global policies towards trade.

#### **vii) Demographic Environment**

Competence: The learner identifies business opportunities from the demographic environment.

##### **Content**

- The concept of demographic environment.
- Demographic factors influencing entrepreneurial attitudes and opportunities.

##### **Materials/Teaching Aids**

- Learner's Book 5
- Chart showing the population structure of Uganda.

**Teaching/Learning Methodology**

- Explain the meaning of demographic environment making reference to your chart.
- Divide the learners in manageable groups to discuss the demographic factors influencing entrepreneurial attitudes and opportunities. Summarise the demographic factors as provided in the Learner's Book.

**Assessment**

Give end of topic assignments. Questions should cover the whole topic covered to assess the attainment of the learning outcome.



# 3

## Social Entrepreneurship

**Time: 72 Periods**

### Overview

This topic covers aspects of social entrepreneurship including characteristics of social entrepreneurs, visionary leadership, steps to becoming a social entrepreneur, social enterprise planning, triple bottom line in social entrepreneurship, social enterprise creation, sustainability of social enterprises, innovation in social enterprises and impact assessment.

Learning Outcome: The learner initiates and sustains a social enterprise in the community.

### 3.1 Introduction to Social Entrepreneurship

(Learner's Book 5 p. 111-117)

**Competence:** The learner identifies social entrepreneurship as an opportunity.

### Content

- The concept of social entrepreneurship
- Types of social enterprises
- Comparison between social enterprises, business and charity
- Importance of social entrepreneurship
- Social entrepreneurship and sustainable development
- Case study of a social entrepreneur who changed the world
- Opportunities for social entrepreneurs
- Making a social impact in the community

### Materials/Teaching Aids

- Learner's Book 5
- Case study of Prof. Wangari Mathai
- Chart having types of social enterprises

- Chart having comparison between social enterprises, business and charity
- Guideline for a guest speaker.

### **Teaching/Learning Methodology**

- Use expository methods to explain the meaning of social entrepreneurship. Start by introducing the term “social entrepreneurship” and have students brainstorm what it means. How could this be different from business entrepreneurship? Ask them if they have heard the term before and if they have any knowledge about it. Remind students of the meaning of entrepreneurship and discuss what “social” means.
- Use the expository method to explain the types of social enterprises
- Let learners read and discuss in groups Handout 8 on types and importance of social entrepreneurship. Guide a group discussion on the importance of social entrepreneurship and ask learners to complete the questions individually. Then have a class discussion on the following questions and ask learners for their views and opinions:
  - i) Why are business entrepreneurs and social entrepreneurs important to a thriving community?
  - ii) Why is an entrepreneurial mindset important for creating social impact?
  - iii) What are some other examples of local and historical social entrepreneurship?
  - iv) Do you believe that we can all act to make an impact on society?
  - v) How can you make an impact in your community in the near future?
- Let learners brainstorm on the terms ‘sustainable’ and ‘impact’. Give examples of sustainable and impact and ask learners to think of their own.
- Guide a debate whether social entrepreneurship leads to sustainable development. Ask learners to be critical and question if sustainable development is possible. In a perfect world, there would be perfect social enterprises that lead to perfectly sustainable development. However, some people argue that sustainable development is impossible to achieve, arguing that economic development must necessarily create negative impact. Many development efforts such as using pesticides for increasing farmer’s crop yield, the

destruction of forests and wetlands for constructing buildings, etc, negatively impact the environment.

- Invite a guest speaker from either government or a community based organisation (CBO) or non-governmental organisation (NGO), or Embassy or National Agricultural Advisory Services (NAADs), etc, to talk about the opportunities for social entrepreneurship and making a social impact in the community.

### **Note**

Inform students that the goal of this course is to put social entrepreneurship into practice. Tell them this is the first step in the process of them practically creating social enterprises in their school and communities.

## **3.2 Characteristics of Social Entrepreneurs**

(Learner's Book 5 p. 117-126)

Competence: The learner adapts the characteristics of social entrepreneurs in daily life activities.

### **Content**

- Characteristics of social entrepreneurs
  - Visionary leadership
  - Perceptions of vision
  - The bridge the gap approach
  - Vision mapping
  - Developing personal vision statement
  - Advocacy skills

### **Materials/Teaching Aids**

- Learner's Book 5
- Picture of bulls struggling for pasture
- Rubber band to demonstrate structural tension by pulling two ends
- Chart showing vision mapping.

### **Teaching/Learning Methodology**

- Have learners read and discuss the characteristics of social entrepreneurs as stated in the Learner's Book. Instruct them to take a close look at the practical action steps to developing each

characteristic. Challenge the learners to start now in developing and practicing these skills.

- Ask the learners to brainstorm other action steps to develop these characteristics that are not on this list. Ask learners “How many of these traits do you have?” To what extent is the use of these skills similar and different between social and business entrepreneurs?
- Use expository methods to explain the concept of visionary leadership.
- Guide learners to have a role play in which each person is struggling to win the other. Thereafter, introduce the win-win approach.
- Use demonstration on the bridge the gap approach to show structural tension by pulling two ends of a rubber band. Explain to the learners how structural tension arises.
- Use a chart to demonstrate vision mapping and guide the learners to complete writing a vision statement.
- Have learners read advocacy skills in the Learner’s Book. Use expository methods to explain the GEPIC structure and link it to the advocacy skills.

### **3.3 Becoming a Social Entrepreneur** (Learner’s Book 5 p. 127-131)

Competence: The learner follows the steps in becoming a social entrepreneur.

#### **Content**

- Steps in becoming a social entrepreneur
- Developing goals and action steps from a vision
- Community needs in creating social enterprises

#### **Materials/Teaching Aids**

- Learner’s Book 5
- Chart for social entrepreneur development
- Chart on developing goals and action steps

#### **Teaching/ Learning Methodology**

- Use expository methods to explain the steps in becoming a social entrepreneur.
- Guide learners to complete passion and skills matching exercise and interpret the results linking them to becoming a social entrepreneur

- Have learners read the break dance project Uganda from the Learner's Book and discuss the following questions

### 3.4 Social Enterprise Planning (Learner's Book 5 p. 131-152)

**Competence:** The learner produces a social enterprise plan.

#### **Content**

- Structure of a social enterprise plan
- Triple bottom-line in social entrepreneurship

#### **Materials/Teaching Aids**

- Learner's Book 5
- Chart showing steps in identifying opportunities
- Guidelines for the field visit to the nearby community
- Guidelines for the field activity around the school to identify environmental threats and their causes
- Handout 10 regarding case study of Tateni Home Care Services
- Chart showing profit making strategies and their impact
- Community diagram showing community stakeholders

#### **Teaching/Learning Methodology**

- Guide learners in a brainstorming session regarding social enterprise opportunity identification.
- Use expository methods to explain theory of change, preparing a social enterprise plan and sample of social enterprise plans from given ideas.
- Organise a field visit to the nearby community and ask learners to identify social enterprise opportunities and prepare a social enterprise plan.
- Guide learners to brainstorm on the community resources, the profit-making strategies and their effects.
- Use expository methods to explain the strategies of social enterprise to impact community development, community stakeholder analysis, the role of finance in the sustainability of social enterprises.
- Guide learners to form manageable groups and discuss the community threats and opportunities, case study concerning bringing health care into homes and turning community development threats into opportunities, threat to profit making for social enterprises, case study in regarding threats to profit making,

products that generate profit and have a positive impact on society and environment, marketing social enterprises.

- Organise a field activity around the school and ask learners to identify environmental threats from the school environment and their causes.
- Use guided discovery on meaning and causes of climate change.
- Ask one learner to read one case study before the class while the rest listen carefully and make brief notes. Thereafter, ask the learners to respond to the questions provided.

**Note:**

Select one case study for use in class and have the other case studies done as an assignment.

**Assessment**

1. Ask learners to prepare a social enterprise plan for their communities
2. Ask learners to complete the opportunity identification exercise in the Learner's Book.

### **3.5 Social Enterprise Development (Learner's Book 5 p. 152-154)**

**Competences:** The learner develops a social enterprise in the community.

**Content**

- Mentor's role in creating social enterprises.
- Community enterprise mapping.

**Materials/ Teaching Aids**

- Learner's Book 5
- Field visit

**Teaching/ Learning Methodology**

- Use expository methods to explain the mentor's role in creating social enterprises and community enterprise mapping tool.
- Use guided discovery and ask learners to identify examples of social enterprises around the school and instruct them to categorise them as either a social business, non-profit or social enterprise.

Remind the learners of the 4 criteria for a social enterprise. Using the knowledge acquired from class, guide learners to create social enterprises in their communities.

- Take learners to a field visit regarding community enterprise mapping. Ask the learners to practically put their new knowledge of different enterprises to the test. It is also an opportunity for them to start looking at the community through the eyes of a social entrepreneur for the first time. When back from the field, ask learners to discuss their insights. Ask them if they identified many social enterprises and to give reasons for the answer.
- Using self-discovery method, prepare an empty table with three boxes and no headings. Tell the following story to the learners: There is an orphan named David who is talented in school but his single Mom can't afford to pay for his fees. What could be done to help David?
  1. As the learners brainstorm ideas, write them down in three separate boxes. Put no title on the columns and do not judge student responses. Make sure you keep the categories clear in your mind of charity, business, and social entrepreneurship.
  2. Push the learners to be specific in their recommendations about what the family, student clubs, school, or strangers could do to help David. For example, a school club could raise money for him, David could leave school to work for one term; the school could give him a job during holidays to cover fees.
  3. Ask learners to choose the best solution. What makes this solution the best? Discuss with the learners what makes a good solution to a problem like this.
  4. Ask the learners to identify the categories for the three boxes. Start by asking what is similar and different about the solutions in each one. Why did you group them together? Put the titles: social enterprise, business and charity on the three boxes. Explain that there are many different ways to solve a problem. Sustainability of the solution is one of the most important factors of a social enterprise.

### 3.6 Sustainability of Social Enterprises

(Learner's Book 5 p. 154-155)

**Competences:** The learner manages an social enterprise sustainably.

#### **Content**

- Sustainability of social enterprises
- The root cause analysis tool

#### **Materials/ Teaching Aids**

- The Learner's Book 5
- The root cause analysis tool

#### **Teaching/ Learning Methodology**

- Use expository method to explain sustainability of social enterprises. Explain that there are many different kinds of sustainability: financial, resource, and impact sustainability. For example, learners should identify the needs of illiterate widows who are struggling in poverty and identify the resources the widows have such as technical skills, ability to work hard, etc, to plan an innovative enterprise that they can sustain by themselves.
- Use guided discovery about root cause analysis. Instruct the learners to work in small groups to fill in the chart using a real need or problem that they have identified in school. Social entrepreneurs must create enterprises that target root causes instead of symptoms in order to make sustainable impact.
- Guide a brainstorming session on the different ways learners could work together to make something in school more sustainable. Suggest different areas such as food, school fees, energy, staff, etc.

### 3.7 Innovation in Social Enterprises

(Learner's Book 5 p. 155-158)

**Competence:** The learner introduces innovation in social enterprises.

#### **Content**

- The concepts of social innovation and resourcefulness.
- The Innovation matrix.

#### **Materials/ Teaching Methods**

- Learner's Book 5
- Innovation matrix chart



## Methodology

- Relate this sub-topic with the previous knowledge acquired from Topic One under creativity. Explain to learners that creativity is about divergent thinking or the ability to think of many different and uncommon things.
- Have learners brainstorm the definition and examples of social innovation. How does social innovation relate to creativity? Ask learners to give different examples of social innovations they know of from history or personal experience. Discuss the case study of Handicrafts International. How is this an example of a social innovation?
- Tell the learners the following problem statement: Let's say you live in a house with a grass roof. Whenever it rains heavily, the rain breaks through the grass and someone has to run outside to repair it. There was a heavy rain last night and now there is a big hole in the roof. What is the innovative solution? Is it to add more grass? Instruct the learners to refer back to the definition and points about social innovation. An innovative solution would be switching to iron sheets or even more innovative would be to develop a roof that also serves as a rain-collecting system.
- Guide a class discussion about resourcefulness and innovation. Ask the learners to compare the two concepts? What are some examples of resourcefulness? What are some examples of innovation? Ask the learners to identify the greatest resource. Is it land? Is it money? The greatest resource used was 1.2 kg muscle in your head. Using your brain you can turn trash to treasure, mud into bricks, and bricks into grand houses. Our greatest resource is internal, not external. With imagination and resourcefulness, we can find new, creative solutions to our problems.

## Activity

1. In this exercise, learners will match resources to a need or opportunity in the world and brainstorm innovations using that resource and need. Depending on the class size, form small groups of no more than 4 students. Each group is given big paper with three sections: resource, opportunity, innovation. On small pieces of paper, write out 8 to 10 resources. In a different colour ink or on a different colour paper, write out 8 to 10 needs. Instruct the learners to match the needs and resources and write out innovations in their own words. Give them 20 minutes to complete. The group with the most innovations (good innovations) wins!

2. Ask the learners to identify one resource and opportunity in their community that they could practically turn into a social innovation.
3. Introduce the social innovation matrix. Go through the example matrix step by step with the learners.

**Step 1:** Identify the enterprise you want to assess or analyse and fill in the boxes under Level 1 and Level 2 Points of Comparison.

**Step 2:** Identify one organisation with a similar mission to compare to in the innovation matrix. This is often a close competitor or a traditional business / charity enterprise. Describe this organisation in the box labeled Number 1 Comparison Organisation.

**Step 3:** Compare the enterprise with the comparison organisation in terms of the target or market (who the organisation works with) and impact (more or less sustainable). Write in the similarities and differences.

**Step 4:** Identify one organisation with a similar strategy to compare to in the innovation matrix. This is often a close competitor or a traditional business / charity enterprise. Describe this organisation in the box labeled Number 2 Comparison Organisation.

**Step 5:** Compare the enterprise with the comparison organisation in terms of the organisation and resource use (who owns the organisation and what materials does it use and waste) and product and price (cheaper, works differently). Write in the similarities and differences.

4. Instruct learners to write down an existing business enterprise in the community that they know well. Use the business as the main enterprise for Level 1 and 2 Points of comparison. Choose two similar enterprises for comparison and make changes to the original business to make it different from or similar to other organisations. This is an exercise in mixing different elements to innovate. Using the empty innovation matrix change the regular business into a social enterprise.

### **Social Innovation Exercise**

How can you be innovative with the resources you have?

Resource	Need or Opportunity	Innovation
You have land	Poverty	
You have a skill of a visual artist (drawing, painting)	HIV/ AIDS counselling and information	
You have a talent for public speaking	Idle youth	
You have ten friends you trust	Poor sanitation	
You have 50k saved up to start something	Poor security	
There is a free library near your home	Tribalism	
You write extremely well	Malaria	
You have a talent for mathematics	No electricity	

### 3.8 Impact Assessment (Learner's Book 5 p. 159-161)

**Competence:** The learner carries out simple impact assessment for a social enterprise.

#### Content

- The concept of impact assessment
- Importance of impact assessment
- The feedback systems for impact assessment
- Designing a feedback system
- Indicators of community and environmental impact assessment
- Assessment and improvement cycle

#### Materials/Teaching Aids

- Learner's Book 5
- Using group discussions

#### Teaching/Learning Methodology

- Guide learners to discuss what a social value is.

- Use expository methods to explain the concept of impact assessment, inputs/ outputs, the feedback systems for impact assessment, indicators of community and environmental impact assessment and assessment and improvement cycle.
- Guide learners to brainstorm the indicators of community and environmental impact.

**Assessment**

Give end of topic assignments. Questions should cover the whole topic covered to assess the attainment of the learning outcome.

# 4

## Business IDEAS

**Time: 24 Periods**

### **Overview**

This topic is intended to equip learners with skills of scanning the environment to identify feasible business ideas that can be turned into business opportunities.

Learning Outcome: The learner selects business ideas.

### **4.1 Generation of Business Ideas (Learner's Book 5 p. 162-168)**

**Competence:** The learner generates business ideas.

### **Content**

- The concept of a business idea
- Importance of generating business ideas
- Sources of business ideas
- Identifying/formulating business ideas from the environment using different techniques

### **Materials/Teaching Aids**

- Learner's Book 5
- Newspapers having articles on identifying business ideas.

### **Teaching/Learning Methodology**

- Use expository methods to introduce the concept of a business idea. Get learners to identify and brainstorm business ideas in the school and the nearby community. Let learners select those ideas which may solve people's problems or meet their needs.
- Guide learners to discuss the importance of generating business ideas while you write down the points generated by the learners. Summarise the points by explaining the major ones.
- Use expository methods to explain identification of business ideas from the environment using different techniques.

- Use a brainstorming session to give some practical experience of using the technique of identifying business ideas. Give learners 5 minutes to come up with at least a dozen uses for one of the following (choose one item only): old newspapers, bricks, old clothes, boxes (made of cardboard or wood), poles/sticks and any other object you choose
- Use guided discovery and read out the following key points:
  - i) A great business idea is needed to start a successful business venture. Good business ideas, however, do not usually just occur to an entrepreneur. They are the result of effort and often creativity on the part of the entrepreneur.
  - ii) Finding a good idea is the first step in transforming the entrepreneur's desire and creativity into a business opportunity.
  - iii) There are numerous sources of good ideas. To be successful in generating or finding one, however, the entrepreneur needs to keep his/her mind and eyes open and be alert to opportunities.
  - iv) An idea, however good, is only a tool. The idea needs to be developed and transformed into a viable business opportunity.
  - v) Divide the class into small groups based on the common hobbies/interests listed by the group members. Each group must choose one idea to develop into a business. The group should describe their best business idea on a sheet of paper, including the product or service in detail and the likely customers. Each group would have 15 minutes for this task; have each group present their idea to the entire class for five minutes each.
- Use case study analysis on Pendo Button Diapers in the Learner's Book and have learners discuss in small groups the questions that follow.

## 4.2 Evaluation of Business Ideas (Learner's Book 5 p. 169-180)

Competence: The learner evaluates generated business ideas.

### Content

- Classification of business ideas
- How to research a business idea
- Evaluation of different business ideas
- Turning a business idea into a product

**Materials/ Teaching Aids**

- Learner's Book 5
- Chart showing classification of business ideas
- Newspapers having articles on business ideas

**Teaching/ Learning Methodology**

- Use expository method and explain:
  - the classification of business ideas.
  - how to research a business idea.
- Guide a group discussion on the evaluation of a business idea.
- Divide the class into manageable groups and guide the learners to discuss the sources of business ideas. Guide them to look around the environment, use newspapers and magazines and identify sources of business ideas.
- Use expository method and explain turning of a business idea into a product.

**Assessment**

1. Ask learners to imagine that the class has decided to form a company to offer a service (for example, cleaning homes or painting houses). Working as a group, have the learners develop a creative new business that would attract customers.
2. Give end of topic assignments. Questions should cover the whole topic covered to assess the attainment of the learning outcome.





# **Term Three**

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# 5

## Business Opportunities

### Time: 27 Periods

This topic covers the generation of business opportunities from the environment including the evaluation of these business opportunities to start viable business ventures.

Learning Outcome: The learner selects a business opportunity.

### 5.1 Identifying Business Opportunities (Learner's Book 5 p. 181-188)

Competence: The learner identifies business opportunities from the environment.

#### Content

- Differences between business idea and business opportunity
- Identifying business opportunities
- Characteristics of a good business opportunity
- Types of business opportunities
- Identification process for a good business opportunity

#### Materials/Teaching Aids

- Learner's Book 5
- Guidelines for the guest speaker
- The school and the surrounding community
- Guidelines for field visits
- Charts showing components of feasibility a study

#### Teaching/ Learning Methodology

- Guide the learners to revise the concept of a business idea. Inform them what a business opportunity is and how it differs from a business idea.
- Invite a guest speaker (an entrepreneur) to talk to the learners about how he or she found a business opportunity and transformed it into a successful venture. This might be a good opportunity to

have an entrepreneur with a disability to speak to the class. In addition to the normal problems involved in starting a business, the entrepreneur would be able to discuss the special circumstances and barriers that needed to be addressed to become a business owner. The entrepreneur would serve as an inspiration and role-model for the entire class.

- Divide the learners into manageable groups. Ask them to draw up a simple questionnaire to use in interviewing an entrepreneur. Then, have each group visit a business and speak to a successful local entrepreneur. The interview should focus on
  - i) why the entrepreneur generated the business idea;
  - ii) how he or she identified the business opportunity;
  - iii) how he or she assessed the opportunity; and
  - iv) how the idea was transformed into a successful business

During this interview, each group should also collect basic background information about the entrepreneur and the firm, such as the type of business, number of employees, how long the business has been operating, etc. Group members must arrange the whole activity themselves. Provide some assistance where required. When they have completed the exercise, each group should prepare a report and present it to the entire class.

Finally, draw conclusions from the exercise and reinforce the key learning points:

- i) The recognition of a business opportunity coupled with the ability to respond effectively is the basis for starting and maintaining successful ventures. This involves not only generating ideas or identifying opportunities, but also screening and evaluating them to determine the most viable, attractive opportunity to be pursued.
- ii) A business opportunity may be defined as an attractive investment idea or proposition that provides the possibility of a financial return for the person taking the risk. Such opportunities are reactions to customer needs and lead to the development of a product or service that creates added value for its buyers or end-users.
- iii) A good idea is not necessarily a good business opportunity. Consider, for example, that over 80% of all new products fail. It is therefore important for all ideas and opportunities to be well screened and assessed.
- iv) Identifying and assessing business opportunities is not an easy task. However, it is necessary to minimise the risk of failure. It

involves, in essence, determining potential risks against potential rewards.

- Use expository methods to explain the types of business opportunities.
- Use expository method to explain the identification process of a good business opportunity.

### **Assessment**

Give learners a test on identifying business opportunities.

## **5.2 Evaluating Business Opportunities**

(Learner's Book 5 p. 188-194)

Competence: The learner evaluates business opportunities.

### **Content**

- Evaluating business opportunities
- Local organisations that provide business opportunity guidance (BOG) and counselling

### **Materials/Teaching Aids**

- Learner's Book 5
- Chart showing types of possible businesses to choose from

### **Teaching/Learning Methodology**

- Guide learners to brainstorm the purpose of investigating a market opportunity. Write the learners' points on the chalkboard and summarise their points.
- Use expository methods to explain the five steps in evaluating a business opportunity.
- Ask learners how they could carry out a survey of the market concerning their chosen business opportunity.
- Invite a guest speaker from any organisation that offers business opportunity guidance to talk to the learners about business opportunities.

### **Assessment**

1. Give learners an exercise on evaluation of business opportunities.
2. Give end of topic assignments. Questions should cover the whole topic covered to assess the attainment of the learning outcome.

# 6

## Small and Medium Enterprises (SMEs)

**Time: 21 Periods**

### 6.1 Introduction to Small and Medium Enterprises

(Learner's Book p. 195-200)

#### Competences

The learner:

- explains the concepts of small and medium enterprises in developing rural areas of the economy.
- Identifies the roles of small and medium enterprises in developing rural areas of the economy.

- Content
- Concepts of small and medium enterprises
- Role of small and medium enterprises in development
- Formal and informal enterprises
- Advantages and disadvantages of formal and informal businesses
- Advantages and disadvantages of small and medium enterprises

#### Materials/Teaching Aids

- Learner's Book 5
- Chart showing differences between small and medium enterprises
- Chart showing differences between formal and informal businesses

#### Teaching/Learning Methodology

- Use expository methods to make a difference between small and medium enterprises as provided in the Learner's Book.
- Guide learners to brainstorm the role of small and medium enterprises in development as provided in the Learner's Book.
- Divide learners into groups to discuss the differences between formal and informal businesses.
- Guide learners to debate on the advantages and disadvantages of formal and informal businesses.

- Guide learners to discuss the advantages and disadvantages of small and medium enterprises.
- Take learners to the field to study more about the role of small and medium enterprises. Let them make a report.

## 6.2 Success Factors in Small and Medium Enterprises

(Learner's Book 5 p. 200-205)

Competence: The learner identifies the success factors in a given situation for small and medium enterprises.

### Content

- Success factors in setting up and operating small and medium enterprises
- Reasons for high rate of failure of small and medium enterprises in Uganda
- Suggested solutions to the high rate of failure of small and medium enterprises in Uganda

### Materials /Teaching Aids

- Learner's Book 5
- Chart having examples of businesses that have failed. These should be selected from the community
- Chart having businesses that have succeeded in the community

### Teaching/ Learning Methodology

- Use expository methods to explain success factors in setting up and operating small and medium enterprises.
- Guide learners to brainstorm on the reasons for high rate of failure of small and medium enterprises in Uganda.
- Guide learners to discuss and suggest solutions to the high rate of failure of small and medium enterprises in Uganda.

### Activity

Guide learners to complete the table in the Learner's Book regarding business failures and how to avoid failures.

### Assessment

Ask learners to get examples of businesses that have failed from their communities and give reasons why they failed. Give suggestions why some businesses have succeeded.

## 6.3 Insurance for Small and Medium Enterprises

(Learner's Book p. 205-215)

Competence: The learner identifies the importance of insurance for small and medium enterprises.

### Content

- The concept of insurance
- Principles of insurance
- Types of insurance
- The insurance contract
- Importance of insurance to business
- Categories of insurance policies

### Materials/Teaching Aids

- Learner's Book 5
- Chart showing types of insurance
- Newspapers having photographs of accidents such as fire, motor, air, etc.
- Guidelines for the guest speaker
- Case study on Hamiababu Enterprises

### Teaching/ Learning Methodology

- Guide learners to brainstorm the concept of insurance.
- Use the expository methods to explain the principles of insurance.
- With aid of different pictures of accidents, guide learners to discover the types of insurance.
- Use expository methods to explain the insurance contract.
- Divide learners into manageable groups and discuss the importance of insurance to business.
- Use the expository method to explain the categories of insurance policies.
- Invite a guest speaker from any insurance company to talk about insurance.

### Assessment

Give learners an exercise on the types and categories of insurance.

## 6.4 Family and Business (Learner's Book 5 p. 215-223)

Competence: The learner demonstrates good relationship between family and business.

### Content

- Relationship between business and family
- Factors that necessitate good relationship between family and business
- Challenges associated with family businesses
- Suggestions to overcome challenges associated with family businesses
- Importance of family savings in business

### Materials/Teaching Aids

- Learner's Book 5
- Batuli's case study

### Teaching/Learning Methodology

- Use expository methods to explain the relationship between business and family.
- Divide learners in manageable groups and guide them to discuss the factors that necessitate good relationship between family and business.
- Guide learners to brainstorm the challenges associated with family businesses.
- Guide learners to brainstorm the suggestions to overcome challenges associated with family businesses.
- Guide learners to discuss the importance of family savings in business.

### Assessment

1. Ask learners if they have a family business. Let them write the importance of that business to the family and to the community.
2. Ask learners to read the case study of Batuli and thereafter answer the questions that follow.
3. Give end of topic assignments. Questions should cover the whole topic covered to assess the attainment of the learning outcome.



# 7

## Gender and Entrepreneurship

**Time: 18 Periods**

### Overview

This topic covers gender issues in entrepreneurship like gender partnership, stereotypes and how to overcome the stereotypes in business.

Learning Outcome: The learner appreciates gender in entrepreneurship.

### 7.1 Terminologies used in Gender (Learner's Book p. 223-226)

Competence: The learner uses the common terminologies in gender issues appropriately

#### Content.

- Common terminologies in gender issues

#### Materials/Teaching Aids

- Learner's Book 5
- Chart showing gender profile

#### Teaching/Learning Methodology

- Use expository methods to explain the gender terminologies, gender partnerships in entrepreneurship development, gender profile in the country and factors enhancing gender balance/partnership as provided in the Learner's Book.
- Guide learners to brainstorm gender myths/stereotypes and solutions to barriers to women participation in entrepreneurship.

### 7.2 Gender Partnership in Entrepreneurship

(Learner's Book 5 p. 226-232)

**Competence:** The learner strengthens gender partnership in entrepreneurship development.

**Content**

- Gender identity and gender roles
- Gender partnership in entrepreneurship development
- Gender profile in the country
- Factors enhancing gender balance/ partnerships
- Gender myths/stereotypes
- Barriers to women's participation in entrepreneurship
- Solutions to barriers to women participation in entrepreneurship

**Materials/Teaching Aids**

- Learner's Book 5
- Chart showing gender profile

**Teaching/Learning Methodology**

- Use expository methods to explain gender identity and gender roles as provided in the Learner's Book.
- Have learners brainstorm gender identity and gender roles. You should write learners' points on the chalk board or flip chart and summarise them.
- Use group discussion and have learners discuss gender partnership in entrepreneurship development as provided in the Learner's Book.
- Use expository methods to explain gender profile in the country.
- Use expository method to explain the factors enhancing gender balance/ partnerships as provided in the Learner's Book.
- Use a brainstorming session on gender myths/stereotypes. Let learners share experiences on gender myth and stereotypes.

**Assessment**

Give end of topic assignments. Questions should cover the whole topic covered to assess the attainment of the learning outcome.

# Senior Six

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# Term One

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# 1

## Business Planning

**Time: 54 Periods**

### Overview

This topic covers introduction to business planning, the structure of a business plan, the executive summary in a business plan, production plan, management plan/human resource plan, marketing plan, financial plan and competitive analysis.

**Learning Outcome:** The learner prepares a workable business plan.

### 1.1: Introduction to Business Planning

**Competence:** The learner selects a suitable type of business plan.

#### Content

- The concept of a business plan
- Types of business plan
- Rationale for writing a business plan

#### Materials/Teaching Aids

- Learner's Book 6
- Chart showing types of business plans and their differences.

#### Teaching/ Learning Methodology

- Guide learners in a brainstorming session into the meaning of a business plan. Write down learner's contributions on a chalk board and conclude the session by giving the meaning of the business plan as given in the Learner's Book.
- Use expository methods to explain the types of a business plan while giving the differences between them.
- Put learners in manageable groups to discuss the rationale for writing a business plan.

#### Assessment

Give learners a test on the rationale for writing a business plan.

## 1.2 The Structure of a Business Plan

### Competences

The learner;

- writes the structure of a business plan.
- writes an executive summary.
- prepares a production plan.
- prepares a management plan.
- prepares a marketing plan.
- prepares a financial plan

### Content

- The structure of a business plan
- The executive summary
- The production plan
- The production process section
- The management plan/human resource plan
- The marketing plan
- The financial plan

### Materials/Teaching Aids

- Learner's Book 6
- Chart showing the structure of a business plan.
- Chart showing the structure of an executive summary
- Chart showing contents of a production plan
- Chart showing human resources needs
- Chart showing schedule for remuneration
- Any two products showing features that are relevant for marketing
- Chart showing process of pricing a product
- Chart showing start up expenses and operating expenses
- Chart showing components of a financial plan
- Chart showing a sample of assets and liabilities

### Teaching/Learning Methodology

- Use expository methods and explain the structure of a business plan.

- Have learners discuss the meaning of an executive summary as you write their contributions to the chalk board or flip chart. Conclude the discussion by giving the meaning of the executive summary.
- Guide learners to brainstorm the purpose of an executive summary as you write their contributions on the chalk board. Summarise the learner's contributions by explaining the purpose of an executive summary as given in the Learner's Book.
- Use expository methods to explain:
  - explain the tips for writing an effective executive summary.
  - the structure of an executive summary.
  - the contents of the production plan.
  - the production process section of a business plan.
  - the ownership section of a business plan.
- Use group discussion method on the internal and external management team.
- Guide learners to brainstorm on the human resources needs as you write down their contributions on the chalk board. Conclude by giving and explaining the ones given in the Learner's Book.
- Use expository methods to explain the;
  - schedule for remuneration.
  - components of a marketing plan.
- Use plenary discussion method on the pricing strategy of a business as you write down the learner's contributions. Conclude the discussion by explaining the pricing strategy as given in the Learner's Book.
- Divide learners into manageable groups and have them read and discuss;
  - the sales/distribution plan.
  - the advertising/ promotions plan.
  - the 5 ps of marketing.
- Use expository methods to explain the financial section of a business plan.
- Use guided discovery method on the business expenses. Ask the learners to list down some operating expenses and start up expenses.
- Use expository methods to explain the;
  - cash flow projection.
  - financial data section of a business plan.

**Assessment**

1. Give learners an assignment on the purpose of an executive summary.
2. Ask learners to prepare the following;
  - i) the structure of a business plan
  - ii) an executive summary
  - iii) a production plan
  - iv) the production process section
  - v) a management plan/human resource plan
  - vi) a marketing plan
  - vii) a financial plan



# 2

## Production Management

**Time: 40 Periods**

### Overview

This topic covers products/ services to be produced; purchasing skills; purchasing of raw materials; labour requirements; production machinery, equipment and facilities; production planning and control; costing of production; specific business control systems; technology in production; structuring time for increased productivity and packaging.

**Learning Outcome:** The learner prepares a production operations plan.

### 2.1 Introduction to Production Management

**Competence:** The learner explains the concept of production management and identifies the types of products and services.

#### Content

- The concept of a production/ operations plan
- Types of products/ services to be produced
- Capacity planning and design
- Production processes
- Factors affecting production decisions

#### Materials/ Teaching Aids

- Learner's Book 6
- Chart showing production processes

#### Teaching/Learning Methodology

- Have learners discuss production management and operations plan.
- Use expository methods to explain;
  - the types of product or service to be produced.
  - capacity planning and design.
  - production processes.

- Divide learners into manageable groups and let them read and discuss the factors affecting production decisions.

## 2.2 Purchasing Skills

**Competence:** The learner designs a good inventory system.

### **Content**

- The concept and steps in purchasing
- Inventory management

### **Materials/Teaching Aids**

- Chart showing specific procedures when purchasing goods.
- Documents used in purchasing goods.
- Learners Book 6.

### **Teaching/Learning Methodology**

- Ask learners to brainstorm on the way they spend their money as you write their contributions on the chalk board. Let them also brainstorm on the meaning of purchasing.
- Guide learners to discuss steps in purchasing the right quality and quantity of goods as you evaluate their responses.
- Organise learners in manageable groups to study documents for purchasing and proper inventory management as you demonstrate how they are used.

## 2.3 Purchasing of Raw Materials

**Competence:** The learner purchases the right quantity and quality of raw materials.

### **Content**

- Factors for purchasing raw materials
- Purchasing plan
- Contributions of suppliers to the success of the business

### **Materials/Teaching Aids**

- Physical samples of raw materials and the finished products
- Learners Book 6

### **Teaching/Learning Methodology**

- Use expository methods to introduce the sub-topic and explain how much raw materials are required, how much they will cost and what their sources will be.
- Use small group discussions and have learners read and discuss factors to be considered when selecting raw materials.
- Guide learners to discuss the contributions of suppliers to the success of the business.

## **2.4 Labour Requirements**

**Competence:** The learner identifies labour requirements for business.

### **Content**

- Concept of labour planning
- The need for labour
- Types of labour
- Factors to consider when deciding on the number and type of employees

### **Materials/Teaching Aids**

- Chart showing the types of labour
- Learner's Book 6
- Chart showing the factors that determine the number and type of employees

### **Teaching/Learning Methodology**

- Use a brainstorming session on:
  - the meaning of labour planning.
  - the need for labour.
  - the types of labour.
- Use group discussions on the factors to consider when deciding on the number and type of employees to work in a planned business.

## **2.5 Production Machinery, Equipment and Facilities**

**Competence:** The learner selects the machinery, equipment and facilities required to produce the product or service.

**Content**

- Machinery, equipment and facilities required to produce a good / service
- Choice of machinery, equipment and facilities
- Characteristics of appropriate technology
- Making plant layout decisions

**Material/Teaching Aids**

- Learner's Book 6
- Chart showing the difference between machinery, equipment and facilities

**Teaching/Learning Methodology**

- Using expository methods, explain machinery, equipment and facilities required to produce a good or service.
- Have learners discuss the factors considered when selecting machinery, equipment and facilities required to produce a good or service.

**Assessment**

Give an exercise on selection of machinery, tools and equipment.

## 2.6 Production Planning and Control

Competence: The learner prepares a production plan for a business.

**Content**

- Components of a production plan
- Production control

**Materials/ Teaching Aids**

- Learners Book 6
- Case study of Kagoma Aluminium Saucepans
- Case study on operating a hardware store

**Teaching/ Learning Methodology**

- Divide learners into manageable groups and have them discuss the;
  - components of a production plan
  - specific business control systems

- small business control systems
- Use expository methods to explain the projected production statement.
- Have learners read and discuss the Kagoma Aluminium Saucepans, Ltd. case study. What controls can Ahmed initiate to make sure that the losses do not continue?

**Assessment**

Give an exercise on production planning components and production of goods and services.

## 2.7 Costing of Production

**Competence:** The learner identifies ways of minimising costs in a business.

**Content**

- Types of production costs
- Elements of costing of production
- Projected production statement
- Methods of costing
- Ways of minimising costs and maximising profits

**Materials and Teaching Aids**

- Learner’s Book 6
- Chart showing types of production costs

**Teaching/Learning Methodology**

- Divide learners into manageable groups and guide them into discussing the types of production costs and ways of minimising costs and maximising profits.
- Guide learners to brainstorm on elements and methods of costing.

## 2.8 Specific Business Control Systems

**Competence:** The learner designs mechanisms for controlling business assets.

**Content**

- Mechanism for controlling business assets
- Internal control systems of small businesses

### **Materials/ Teaching Aids**

- Learner's book 6
- Purchasing documents( invoices, vouchers)
- Worksheets and books of accounts

### **Teaching/ Learning Methodology**

Using expository methods, make a presentation on the mechanism for controlling business assets.

- Illustrate internal control system using purchasing documents, books of accounts and bank reconciliation statement.
- Using the group discussion method, guide learners to discuss the mechanism for controlling business assets.
- Use expository methods to explain small business control systems.

### **Assessment**

- Ask learners to illustrate the internal control system using purchasing documents, books of accounts, etc.

## **2.9 Technology in Production**

**Competence:** The learner selects the appropriate technology for the business.

### **Content**

- The concept of technology and types of technology
- Factors influencing the choice of technology
- Types of plant capacity
- Factors that influence capacity decisions

### **Materials and Teaching Aids**

- Learner's Book 6
- Charts showing types of technology

### **Teaching/ Learning Methodology**

- Guide the learners in a brainstorming session on meaning and types of technology.
- Divide the learners into manageable groups to discuss the factors considered when choosing technology.
- Conduct a guided discussion on factors that influence the plant capacity decisions.
- Evaluate the group presentations and summarise the findings.

## 2.10 Structuring Time for Increased Productivity

Competence: The learner conducts time management to increase productivity.

### Content

- Making productive use of hidden time to increase productivity
- Effective time management/ control
- Personal inventory on attitude towards time
- Time management planning

### Materials/ Teaching Aids

- Learner's Book 6
- Resource person
- Tina's case study
- Time chart

### Teaching/ Learning Methodology

- Using group discussion method, guide learners in manageable groups to discuss the time management techniques.
- Guide learners to brainstorm;
  - the impact of poor time management.
  - making productive use of hidden time to increase productivity.
- Summarise the contributions of the learners by explaining the concepts as provided in the Learner's Book.
- Using expository methods, explain effective time management or control.
- Using plenary discussion method, guide learners to discuss;
  - the personal inventory on attitude towards time.
  - time management planning.
- Using case study analysis, guide learners to read;
  - Tina's case study and answer the questions that follow.
  - tips on time management and perform the activities that follow.

## 2.11 Packaging

**Competence:** The learner applies proper packaging materials.

### **Content**

- The concept of packaging and its importance
- Types of packaging
- Factors considered when choosing packaging materials

### **Materials/ Teaching Aids**

- Used packaging materials
- Learner's Book 6

### **Teaching/Learning Methodology**

- Using group discussion method, guide the learners to discuss;
  - the concept of packaging.
  - the importance of packaging.
- Summarise the learners' points by explaining the importance of packaging as provided in the Learner's Book.
- Brainstorm on the types of packaging by displaying different packaging materials.
- Guide learners to discuss in groups the factors considered in choosing the packaging materials.

### **Assessment**

Ask the learners to:

1. Look around the school and identify the products that can be packaged. Let them suggest how they would package the products.
2. Design the packages for their products.
3. Outline the advantages and disadvantages of each type of packaging.



## 2.12 Product Life Cycle

**Competence:** The learner follows product life cycle when producing goods.

### **Content**

- The concept of product life cycle and its models
- Stages of product life cycle

### **Materials/ Teaching Aids**

- Learner's Book 6
- Chart showing the stages of the product life cycle

### **Teaching/ Learning Methodology**

- Use expository methods to explain the;
  - concept of product life cycle and its models.
  - stages of product life cycle.

### **Assessment**

Give end of topic assignments. Questions should cover the whole topic covered to assess the attainment of the learning outcome.

# **Term Two**

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# 3

## Marketing Management

**Time: 20 Periods**

### **Overview**

This topic covers marketing, the marketing plan, market survey/research, marketing strategy and potential customers.

Learning Outcome: the learner undertakes marketing of products and services.

### **3.1 Marketing**

Competence: The learner identifies a target market population.

#### **Content**

- Differences between marketing and selling
- Target market population
- Factors determining the target market population

#### **Materials/Teaching Aids**

- Learner's Book 6

#### **Teaching/Learning Methodology**

- Using group discussion method, have learners discuss the differences between marketing and selling.
- Divide learners into manageable groups to discuss the basis for selection of a target market population.
- Have learners discuss the factors that determine a target market population.

### **3.2 The Marketing Plan**

Competence: The learner prepares a marketing plan for a business.

#### **Content**

- The concept of a marketing plan and its preparation.
- The marketing mix

- Benefits of a marketing plan to a business

#### **Materials/Teaching Aids**

- Learner's Book 6

#### **Teaching/Learning Methodology**

- Using expository methods;
  - make a review on the market plan component of a business plan for learners to recall the definition of marketing plan.
  - explain the preparations of a marketing plan.
  - explain the marketing mix.
- In a brainstorming session, have learners brainstorm on the benefits of a marketing plan. Write the learners' contributions on the chalk board and conclude the session by explaining the benefits of a marketing plan as provided in the Learner's Book.

### **3.3 Market Survey/Research**

**Competence:** The learner conducts a market survey.

#### **Content**

- The concept of market research
- Purpose of a market research
- Tools of market research
- Identification of market size, market share and profitability of the product

#### **Materials/ Teaching Aids**

- Learner's Book 6
- Chart showing tools of market survey

#### **Teaching /Learning Methodology**

- Using expository methods, explain how to conduct a market research.
- Have learners brainstorm the purpose of market research.
- Using expository methods;
  - explain the tools of market research.
  - explain the identification of market size, market share and profitability of the product.

### 3.4 Marketing Strategy

Competence: The learner designs an effective marketing strategy.

#### Content

- Meaning of marketing strategy
- Tools for effective marketing strategy

#### Materials/Teaching Aids

- Chart showing the tools for effective marketing strategy.
- Tools for effective marketing strategy
- Learners Book 6

#### Teaching/Learning Methodology

- Using expository methods, explain the ways/ tools for effective marketing strategy as given in the Learner's Book.

### 3.5 Potential Customers

Competence: The learner discovers the characteristics of potential customers for his/ her business.

#### Content

- Characteristics of potential customers for a business
- Market segmentation
- Objectives of market segmentation
- Basis of market segmentation
- Criteria for market segmentation
- Reasons for market segmentation

#### Materials/Teaching Aids

- Learner's Book 6
- Charts showing the basis, criteria and reasons of market segmentation

#### Teaching/ Learning Methodology

- Using group discussion, have learners discuss characteristics of potential customers.
- Using expository method;
  - explain market segmentation giving its meaning and objectives.

- involve learners in a discussion on the basis of market segmentation.
- explain the criteria for selecting segmentation basis and the methods of market segmentation.
- Have learners brainstorm on;
  - how market segmentation can increase profit.
  - the reasons for market segmentation.
  - meaning and characteristics of potential customers for a business.
  - basis for market segmentation.
  - reasons for market segmentation.

### **Assessment**

Give end of topic assignments. Questions should cover the whole topic covered to assess the attainment of the learning outcome.

# 4

## Sales Promotion

**Time: 19 Periods**

### **Overview**

This topic covers introduction to sales promotion; advertising; customer service/care; and creative sales persons/sales force.

Learning Outcome: The learner undertakes sales promotion for a business.

### **4.1 Introduction to Sales Promotion**

Competence: The learner uses the methods of sales promotion.

#### **Content**

- The concept of sales promotion and its strategies.
- Importance of sales promotion.
- The methods of sales promotion.
- Sales promotion strategies

#### **Materials/ Teaching Aids**

- Learner's Book 6
- Chart showing sales promotion strategies

#### **Teaching/Learning Methodology**

- Brainstorm the meaning and objectives of sales promotion.
- Using expository methods, explain the methods of sales promotion.
- Using expository methods, explain the strategies of sales promotion.
- Using group discussion method, guide learners to discuss the importance of sales promotion. Conclude the discussion by explaining the importance of sales promotion as provided in the Learner's Book.

#### **Assessment**

Ask the learners to do the activity on sales promotion in the Learner's Book.

## 4.2 Advertising

**Competence:** The learner prepares various advertising messages for goods and services.

### **Content**

- Concept of advertising
- Types of advertising
- Advantages and disadvantages of each type of advertising
- Importance of advertising
- Factors influencing choice of advertising
- Preparing advertising messages for goods and services

### **Materials/ Teaching Aids**

- Learner's Book 6
- Chart showing types of advertising

### **Teaching/ Learning Methodology**

- Guide learners to brainstorm on the meaning and types of advertising. Conclude the session by giving the meaning and types as provided in the learners book.
- Guide learners to discuss in groups the advantages and disadvantages of each type of advertising. Assign each group a type of advertising and have one person from each group present to the plenary.
- Guide learners to discuss the importance of advertising. Conclude by giving the importance as provided in the Learner's Book.
- Using Expository methods, explain;
  - the factors influencing the choice of advertising.
  - preparing advertising messages for goods and services.

## 4.3 Customer Service/Care

**Competence:** The learner applies customer service survey.

### **Content**

- Meaning and forms of customer care.
- Customer service survey



**Materials/ Teaching Aids**

- Learner's Book 6

**Teaching/ Learning Methodology**

- Discuss the meaning and forms of customer service.
- Using expository methods, explain customer service survey.

**4.4 Creative Sales Persons/Sales Force**

**Competence:** The learner applies steps of creative selling in a business.

**Content**

- Creative selling process
- Attributes of a creative salesperson
- Terms of selling goods and services
- Skills of salesmanship

**Materials/ Teaching Aids**

- Learner's Book 6
- Chart showing attributes of a creative selling person

**Teaching/ Learning Methodology**

- Using expository methods, explain the creative selling process.
- Using guided discovery method, guide learners to discover the attributes of a creative salesperson.
- Using expository methods, explain;
  - the terms of selling goods and services.
  - the skills of salesmanship.

**Assessment**

Give end of topic assignments. Questions should cover the whole topic covered to assess the attainment of the learning outcome.

# 5

## Managing Personnel

**Time: 18 Periods**

### **Overview**

This topic covers hiring criteria and labour requirements for an enterprise; motivation of employees; training of employees and employee/labour turnover

Learning Outcome: The learner identifies, manages and motivates staff in a business.

### **5.1 Hiring Criteria and Labour Requirements for an Enterprise**

**Competence:** The learner designs a recruitment process in a business.

#### **Content**

- The recruitment process
- Sources of recruiting employees
- Procedures of recruiting employees needed for a business
- Induction of workers
- Factors considered when preparing induction of new employees
- Advantages of induction of new employees
- Employee considerations

#### **Materials/ Teaching Aids**

- Learner's Book 6
- Chart showing sources of recruiting employees
- Guest speakers

#### **Teaching/Learning Methodology**

- Guide learners to brainstorm on the meaning and importance of employees in business.
- Have learners brainstorm the factors considered when preparing induction of new employees. Write learner's contributions on the chalk board and conclude the session using the factors provided in the Learner's Book.

- Using expository methods, explain;
  - the recruitment process.
  - the procedures of recruiting employees needed for a business.
  - the induction of workers in business.
- Guide learners to discuss in groups the sources of recruiting employees.

## 5.2 Motivation of Employees

**Competence:** The learner motivates employees.

### **Content**

- Concept of motivation
- Ways of motivating employees

### **Materials/ Teaching Aids**

- Learner's Book 6
- Charts

### **Teaching/ Learning Methodology**

- Using Expository methods, explain the meaning of motivation.
- Have learner discuss in their groups and list the motivating factors for employers
- Use expository methods to explain employee considerations.

## 5.3 Training of Employees

**Competence:** The learner designs the training method appropriate for the business.

### **Content**

- Purpose of training employees
- Identifying training needs
- The training process
- Training methods (on-the-job and off-the-job techniques)
- Selecting competent trainers
- Training administration
- Evaluation of training process

### **Materials/ Teaching Aids**

- Learner's Book 6
- Chart showing the training process
- Chart showing evaluation of training process

### **Teaching/ Learning Methodology**

- Using group discussion method, have learners discuss the purpose of training employees and identifying training needs.
- Using expository methods, explain;
  - the training process.
  - the training methods.
  - selecting competent trainers.
  - training administration.
  - evaluation of training process.

## **5.4 Employee /Labour Turnover**

Competence: The learner develops skills of managing labour turnover.

### **Content**

- Labour turnover
- Managing labour turnover

### **Materials/Teaching Aids**

- Learner's Book 6
- Chart showing types of labour turnover

### **Teaching/ Learning Methodology**

- Have learners brainstorm the meaning and causes of employee turnover.
- Using expository methods, explain;
  - the challenges of labour turnover.
  - ways of managing labour turnover.

### **Assessment**

1. Give an exercise on managing personnel.
2. Give end of topic assignments. Questions should cover the whole topic covered to assess the attainment of the learning outcome.

# 6

## Financial Management

**Time: 30 Periods**

### **Overview**

This topic covers financial needs of potential business; capital; components of a financial plan; managing the flow of funds; tools for interpreting financial statements and business taxes.

Learning Outcome: The learner effectively manages finances for self, family and business.

### **6.1 Financial Needs of a Potential Business**

**Competence:** The learner identifies financial needs of the potential business.

#### **Content**

- Initial investment

#### **Materials/Teaching Aids**

- Learner's Book 6

#### **Teaching/ Learning Methodology**

- Guide learners to brainstorm on the initial investment. Write the learner's contributions on the chalk board and conclude by explaining to the learners as provided in the learner's book.
- Using expository methods, explain initial investments (working capital and fixed capital).

### **6.2 Capital**

**Competence:** The learner identifies sources and types of capital.

#### **Content**

- Capital

**Materials/ Teaching Aids**

- Learner's Book 6
- Chart showing sources of capital
- Chart showing types of capital

**Teaching/Learning Methodology**

- Have learners brainstorm on the meaning of capital. Conclude by giving the meaning of capital as provided in the Learner's Book.
- Guide learners to discuss the various sources of capital. Conclude by giving the sources of capital as provided in the Learner's Book.
- Guide learners to discover the types of capital. Conclude by providing the types of capital as provided in the learner's book.

**6.3 Components of a Financial Plan**

**Competence:** The learner prepares components of the financial plan.

**Content**

- Financial plan
- Components of financial plan

**Materials/ Teaching Aids**

- Learner's Book 6
- Chart showing components of financial plan.

**Teaching/ Learning Methodology**

- Guide learners to discuss in groups the following issues of a financial plan:
  - meaning
  - component
  - importance of financial record-keeping
- Divide learners into manageable groups to draw financial plans of a given business as a project.
- Have learners display and discuss their group financial plans and draw a final financial plan.

**6.4 Managing the Flow of Funds**

**Competence:** The learner designs controls to manage the flow of funds in a business

**Content**

- Controls to manage the flow of funds in a business

**Materials/ Teaching Aids**

- Chart showing the tools used to manage the flow of funds in a business.

**Teaching/ Learning Methodology**

- Using Expository methods, explain the control to manage the flow of funds in a business.

## 6.5 Tools for Interpreting Financial Statements

Competence: The learner uses tools for interpreting financial statements.

**Content**

- Tools for interpreting financial statements

**Materials/ Teaching Aids**

- Learner's Book 6
- Case study of the dairy farm

**Teaching/ Learning Methodology**

- Using Expository methods, explain the tools for interpreting financial statements.
- Using case study analysis, guide learners to read and carry out the given activity.

## 6.6 Business Taxes

Competence: The learner demonstrates good practices of business tax laws.

**Content**

- Taxation
- Some terms used in taxation
- Reasons for paying taxes
- Uganda Revenue Authority
- Basic tax computations
- Tax compliance in Uganda
- Factors influencing tax compliance

- Challenges of tax compliance.
- Measures to overcome the challenges of tax compliance

### **Materials/ Teaching Aids**

- Learners book
- Guest speaker from Uganda Revenue Authority.
- Guide lines for guest speaker

### **Teaching/ Learning Methodology**

- Using group discussion method, guide learners to discuss;
  - the meaning of a tax and taxation.
  - the types of taxes.
  - tax compliance in Uganda.
- Using expository methods, explain the terminologies used in taxation.
- Guide learners to brainstorm on the reasons for paying taxes. Write the learner's contributions on the chalk board and conclude by giving the reasons as provided in the Learner's Book.
- Guide learners to brainstorm the measures to overcome the challenges of tax compliance.
- Using expository methods, explain and guide learners in calculating tax payable.

### **Assessment**

Ask learners to:

1. Explain the problems of tax compliance in Uganda.
2. Suggest ways of improving tax compliance in Uganda.



# Term Three

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# 7

## Business Competition

**Time: 27 Periods**

### Overview

Competition has always been part of business. Even the largest companies in the world suffer as a result of competition. With competition, it is possible that every time one enterprise comes up with a new product, the competitors copy the idea and reproduce almost exactly the same thing. If other competing enterprises flood the market with their cheaper products, they might take away a big market share of the enterprise which originally produced the product. It may not seem fair, but that is business.

If there was no competition, enterprises would not have to work very hard to please the customers. It is great to be able to choose between two or more businesses to go instead of having to buy an item from the same business every time you want it. Competition between businesses is therefore in the interest of customers who thereby get the better and cheaper products.

Learning Outcome: The learner competes favourably with other related businesses.

### 7.1 Business Competition

Competence: The learner identifies types of business competition.

#### Content

- Business competition
- Types/forms of business competition
- Factors to consider in analysing competition
- Factors affecting competition

#### Materials/Teaching Aids

- Learner's Book 6
- Chart showing forms of business competition.
- Chart on maintaining a competitive position.

### **Teaching/ Learning Methodology**

- Guide learners to brainstorm the meaning of competition.
- Using group discussion method, have learners discuss the;
  - types of competition.
  - factors to consider in analysing competition.
  - factors affecting competition.
- Have learners present their work.

## **7.2 Monitoring and Maintaining a Competitive Position**

Competence: The learner maintains a competitive position in business.

### **Content**

- Sustainable competitive advantage
- Managing/maintaining a competitive position in business
- Evaluating business competition.
- Effects of competition on business and customers

### **Materials/ Teaching Aids**

- Learner's Book 6
- Chart showing tools for evaluating business competition.

### **Teaching/ Learning Methodology**

- Using expository methods, explain;
  - sustainable competitive advantage.
  - evaluating business competition.
- Guide learners to brainstorm on the effects of competition on business and customers. Explain the effects of competition on business.

### **Assessment**

Give a test to summarise the topic for evaluating the achievement of the competences and the learning outcome.

# 8

## Capital Markets

**Time: 45 Periods**

### Overview

This topic covers introduction to capital markets; products/instruments in Uganda's capital markets; investment opportunities through capital markets and raising long-term through capital markets

**Learning Outcome:** The learner demonstrates a clear understanding of capital markets.

### 8.1 Introduction to Capital Markets

**Competence:** The learner demonstrates understanding of basic capital markets concepts.

#### Content

- Introduction to capital markets.
- Key players in capital markets

#### Materials/ Teaching Aids

- Learner's Book 6
- Chart showing types of instruments used in Uganda's capital markets
- A picture reflecting the investor protection role of Capital Markets Authority

#### Teaching/Learning Methodology

- Using the previous knowledge learners have, ask learners to give the meaning of capital markets. Write their contributions on the chalk board and summarise by giving the meaning of capital markets as provided in the learner's book.
- Define the key players in Uganda's capital markets.

## 8.2 Products/ Instruments in Uganda's Capital Markets

**Competence:** The learner identifies and understands the workings of capital markets products in Uganda.

### **Content**

- Debt instruments
- Equity instruments
- Collective investment schemes

### **Teaching/ Learning Methodology**

- Using plenary discussion method, have learners brainstorm the types of products/ instruments in capital markets and their definitions. Summarise by giving the definitions as provided in the learner's book.

## 8.3 Investment Opportunities through Capital Markets

**Competence:** The learner understands the various investment opportunities in the capital markets and how to utilise them.

### **Content**

- Investing in shares
- Investing in bonds
- Investing in collective investment schemes

### **Materials/Teaching Aids**

- Learner's Book 6
- A picture reflecting the investment opportunities through capital markets

### **Teaching/ Learning Methodology**

- Use role-play to explain the process of investing in shares, bonds and collective investment schemes.
- Using guided discovery method, have learners use previous knowledge to give advantages and disadvantages of each instrument whilst guiding them towards the responses provided in the Learner's Book.
- Invite a guest speaker from the capital markets industry/ who has invested in capital markets products to give his/her experience of investing in the market.

## 8.4 Raising Long Term Finance through Capital Markets in Uganda

**Competence:** The learner has a clear understanding of how to raise long term finance through capital markets.

### **Content**

- Importance of long term finance to a business
- Avenues of raising long term financing
- Other sources of long term finance for businesses in Uganda

### **Materials/Teaching Aids**

- Guidelines on field visit to the Capital Markets Authority
- Chart showing list of long term finance

### **Teaching/ Learning Methodology**

- Using expository method, identify and explain the importance and types of long term finance for businesses through capital markets, as given in the Learner's Book. Discuss them with the learners. Have learners take notes on the types explained.
- Guide learners to discover other sources of long term finance for businesses in Uganda. Summarise learner's contributions on the blackboard and comment about them accordingly.
- Organise a field visit to the Capital Markets Authority or any of the key capital markets players to learn more about the operations of capital markets in Uganda.

### **Assessment**

Give a test to cover the topic to assess the achievements of the competences and the learning outcomes.

# Appendix

## Handout 1: Testing Your Personal Tendencies (categories of entrepreneurial characteristics)

*The purpose of this assessment is to identify your strengths and weaknesses. Please respond to each question with a mark (x) for either RARELY or NO, or (√) for MOSTLY or YES.*

		Rarely or No	Mostly or Yes
1.	Do you worry about what others think of you?		
2.	Do you read books?		
3.	Do you take risks for the thrill of it?		
4.	Do you find it easy to get others to do something for you?		
5.	Has someone in your family discussed the experience of starting a business with you?		
6.	Do you believe in organising your tasks before getting started?		
7.	Do you get sick often?		
8.	Do you find enjoyment in something just to prove you can?		
9.	Have you ever been fired from a job?		
10.	Are you constantly thinking up new ideas?		
11.	Do you let friends decide your social activities?		
12.	Do you like school?		
13.	Are you a very good learner?		
14.	Are you a member of a group in high school?		
15.	Do you participate in school activities or sports?		
16.	Do you like to take care of details?		
17.	Do you believe there should be security in a job?		
18.	Will you deliberately seek a direct confrontation to get needed results?		

		Rarely or No	Mostly or Yes
19.	Are you the first born child in your family?		
20.	Were your father and mother mostly present during your early life at home?		
21.	Were you expected to do odd jobs at home before 10 years of age?		
22.	Do you get bored easily?		
23.	Do you sometimes boast about your accomplishments?		
24.	Can you concentrate for extended periods of time on one subject?		
25.	On occasion, do you need pep talks from others to keep you going?		
26.	Do you find unexpected energy resources as you tackle things you like?		
27.	Does personal satisfaction mean more than having money to spend on yourself?		
28.	Have you ever deliberately exceeded your authority at work or in school?		
29.	Do you enjoy socializing regularly?		
30.	Do you try to find the benefits of a bad situation?		
31.	Do you blame others when something goes wrong?		
32.	Do you enjoy tackling a task without knowing all the potential problems?		
33.	Do you take rejection personally?		
34.	Do you believe that you generally have a lot of good luck that explains your successes?		
35.	Are you likely to work long hours to accomplish a goal?		
36.	Do you enjoy being able to make your own decisions on the job?		
37.	Do you wake up happy most of your life?		



		Rarely or No	Mostly or Yes
38.	Can you accept failure without admitting defeat?		
39.	Do you have a savings account and other personal investments?		
40.	Do you believe that entrepreneurs take huge risks?		
41.	Do you feel that successful entrepreneurs must have college degrees?		
42.	Do you use past mistakes as a learning experience?		
43.	Are you more people-oriented than goal-oriented?		
44.	Do answers to problems come to you out easily?		
45.	Do you enjoy an answer to a frustrating problem?		
46.	Do you prefer to make decisions by yourself?		
47.	In your conversations, do you discuss people more than events or ideas?		
48.	Do you feel good about yourself in spite of criticism of others?		
49.	Do you sleep as little as possible?		
50.	Do you persist when others tell you it can't be done?		

### Responses: Testing your personal tendencies

RN = Rarely or No	MY = Mostly or Yes
<b>Personal Background</b> 5. MY (family training) 30. MY (optimism, flexibility) 7. RN (attitude, energy, health) 31. RN (personal responsibility, problem-solving) 9. MY (displacement experience) 32. MY (resourcefulness, risk-taking) 12. MY (education) 33. RN (flexibility, self-confidence) 13. RN (average is common) 34. RN (internal locus of control) 14. RN (independence) 36. MY (independence, responsibility) 15. MY (need to achieve) 37. MY (optimism) 19. MY (responsibility) 38. MY (determination, optimism) 20. RN (early responsibility) 40. RN (self-confidence, internal control) 21. MY (early experience) 41. RN (resourcefulness, initiative) 42. MY (initiative, optimism)	<b>Lifestyle</b> 6. MY (management, goal setting) 2. RN (time not available) 8. MY (achievement oriented) 11. RN (control, responsibility) 10. MY (creative, innovation) 29. RN (goal-oriented, time management) 16. RN (impatience, risk oriented) 35. MY (persistence, determination) 17. RN (internal locus of control) 39. MY (profit-oriented) 18. MY (determination, assertiveness) 43. RN (need to achieve) 22. MY (impatience, energy) 46. MY (independence, self-confidence) 23. MY (self confidence, independence) 47. RN (idea-oriented, creativity) 24. MY (perseverance, determination) 48. MY (tolerance of ambiguity, self-confidence) 25. RN (self-starter, self-control) 49. MY (time management, energy) 26. MY (energy, resourcefulness) 27. MY (egotism) 28. MY (self confidence, assertiveness)

Behavioural pattern	
44. MY (foresight, perceptive, persistent)	
1. RN (self-confidence, locus of control)	
45. MY (tolerance of ambiguity, initiative)	
3. MY (risk taking, internal locus of control)	
50. MY (optimism)	
4. MY (leadership)	

## Handout 2: Emotional Intelligence

### Instructions

Rate your emotional intelligence by circling a 5 if you feel a characteristic is high to a 1 if you feel it is low.

Emotional awareness	5	4	3	2	1
Accurate Self-assessment	5	4	3	2	1
Self-Confidence	5	4	3	2	1
Self-control	5	4	3	2	1
Trustworthiness	5	4	3	2	1
Conscientiousness	5	4	3	2	1
Innovation	5	4	3	2	1
Adaptability	5	4	3	2	1
Achievement drive	5	4	3	2	1
Commitment	5	4	3	2	1
Initiative	5	4	3	2	1
Optimistic	5	4	3	2	1
Understanding others	5	4	3	2	1
Ability to develop others	5	4	3	2	1
Service orientated	5	4	3	2	1
Leveraging diversity skills	5	4	3	2	1
Communication skills	5	4	3	2	1
Conflict management skills	5	4	3	2	1
Leadership skills	5	4	3	2	1
Cooperative teamwork skills	5	4	3	2	1

## Handout 3: Creative Tests 1 Regarding 3 Descriptions

Respond to each of the following statements by ticking one of the boxes to the left of the statement. This is not a test. Think carefully about each statement before responding.

### Test 1

	True	False	Uncertain	
A				My ideas are not always easy to explain to others.
B				I would rather work at discovering new facts than teaching others.
C				I don't like to waste time and energy on ideas that may not work out.
D				I find it easier to express ideas than to think of new ideas.
E				I prefer quick solutions to problems rather than dealing with uncertainty.
F				My way of thinking is often considered different or unusual.
G				I find it easy to interrupt a project when friends call or visit.
H				I feel more comfortable with facts than with theories.
I				I would rather be good at making up stories than good at telling them.
J				I have difficulty giving up my ideas just to please others.
K				I would rather design clothes than model clothes.
L				I prefer to work on ideas by myself rather than with others.
M				Unusual things appeal to me more than ordinary things.
N				When I get an idea, I work on it, even when others think it is "far out" and impractical.

O				I would follow up on my ideas even if it means being alone a lot.
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**Scoring Key**

Directions. If learners checked “Uncertain” for statement A, learners should write “1” beside the statement; if learners checked “True” for statement A, the learner should write “2” beside statement. If learner checked “False” for statement A the learner should write 0 beside the statement. Do the same for the rest.

**Creativity: Three descriptions**

Read all three descriptions of three different types of people. Mark an “X” beside the description you believe most closely describes you.

Description I. You are not bound by ordinary ways of thinking. You can develop and combine ideas in new ways. You are willing to experiment even when you are not sure your work will be rewarded. Because you seldom depend on others, you can provide yourself with the time, energy and isolation that are necessary for creative activities. You are not likely to be distracted or discouraged by others once you become interested in a challenging task.

Description II. You can recognize and appreciate a creative idea, although you usually do not produce these ideas by yourself. You probably engage in creative activities which involve using your hands or which involve objects you can see and touch. You start creative projects sometimes, but you may lose patience and interest when a project requires you to work for a long time by yourself.

Description III. You are usually more interested in practical down-to-earth matters than in chasing dreams. Since you tend to be very realistic in your thinking, you may not be alert to unusual ideas that are necessary for creative problem solving. Because you prefer to work with other people, you rarely set aside time to work by yourself on your ideas. You are more likely to engage in activities which give you immediate results and which may be shared with others.

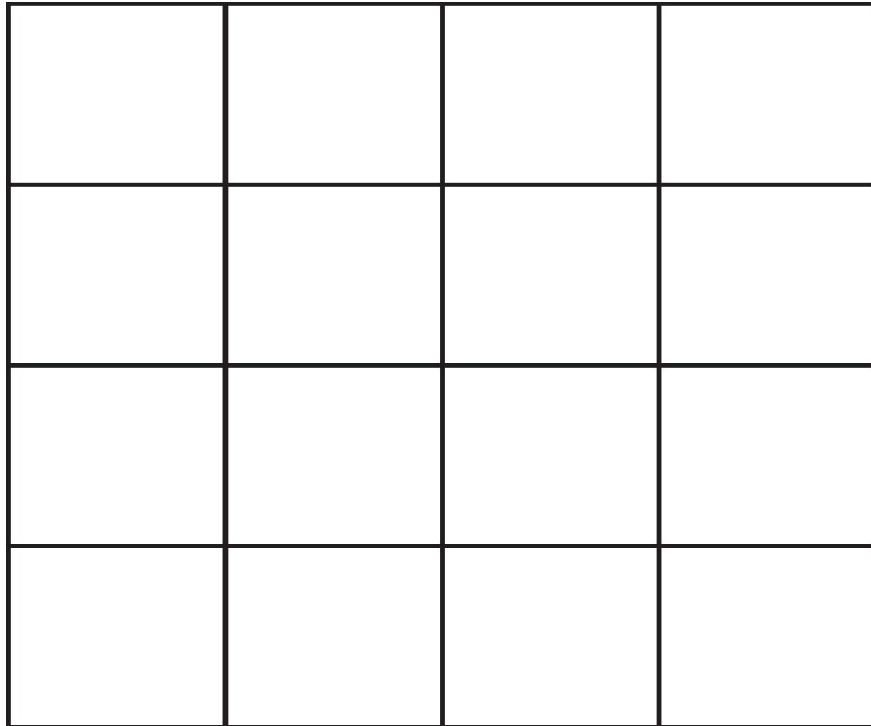
True	False		Uncertain
A	2	0	1
B	2	0	1
C	0	0	1
D	0	3	1
E	0	2	1

F	3	0	1
G	0	3	1
H	0	3	1
I	2	0	1
J	3	0	1
K	2	0	1
L	3	0	1
M	2	0	1
N	3	2	1
O	2	0	1

### Handout 4: The Creativity tests 3 on squares and triangles

Guide the learners to take the following creativity tests on their own or as a brain teasing exercise to awaken their interest and attention.

#### 1. Creative squares test



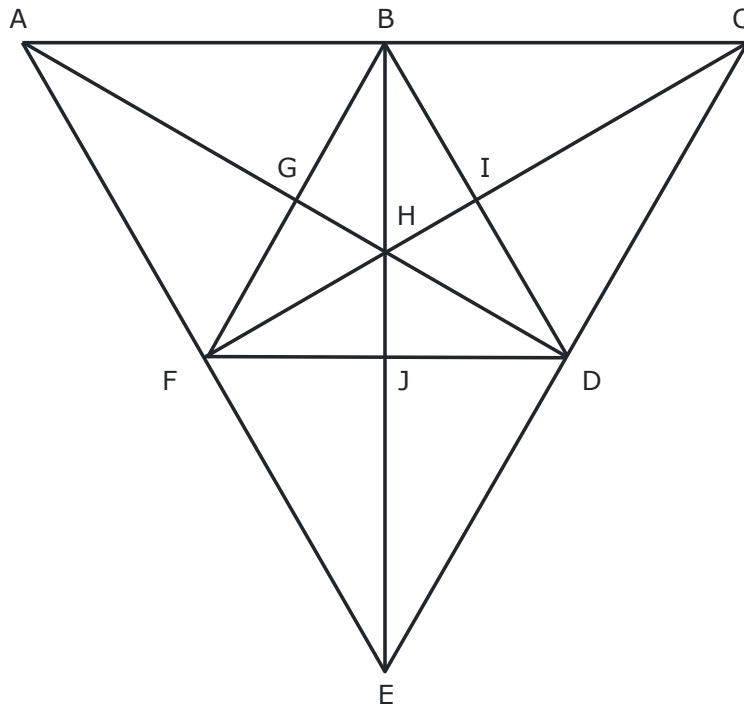
Do the creative squares tests to provide another example of creativity in action. Ask each individual to count the total number of squares in the figure. Emphasise that a square is a rectangle with sides of equal

length. Discuss the answers and the process used in solving the puzzle. Highlight the need for creativity. After the exercise, in order to illustrate how to come up with all the squares there are, you may: a) number each square or box in the main diagram; (b) combine various boxes to form squares, i.e. four equal-sided boxes; (c) add up the possible combinations to arrive at a total of 30. As a follow-up activity, ask how many rectangles (different lengths of the two sides) can be identified in the same overall square (52).

## 2. Creativity Triangles

Divide the class into small groups and have them count the number of triangles portrayed in The correct number is 47: ACE; BFD; AEB; AED, AEH, AFC, AFH; AFD, AFB, ACH; ACD, AGF, AGB, ABH, ABD, CEB, CEF, CEH, CDH, CDF, CDB, CID, CIB, CBH, CFB, EDH; EBD, EDF, EBF, EJD, EFH; EFB; HBG; HBI; HFG; HFJ; HDI; HDJ; HFB, HDB; HFD; FIB; FID; DGB; DGF; BJD; BJF

Ask learners if working in a group helped them to “see” things from different angles? Did any of the groups count the triangles originating on a single side, then multiply that by two and then add one for the overall triangle?



## Handout 5: Entrepreneur's Innovative Action

Entrepreneurship is about taking innovative actions whenever one finds oneself, The different situations of change.

Fill in an innovative action an entrepreneur could take to respond to the identified change.

Change	Possible Entrepreneurial Response
Structure of population changes	
Values and lifestyles change	
Incomes and purchasing power decrease	
Government policies on gender reviewed	
Natural resources getting exhausted	
Ownership of factors of production changing hands	
Banks advertise availability of loans	
Use of computers increases	
Use of mobile phones increases	
Use of computers and internet facilities in homes increase	
New advanced equipment bought by business competitor	
New strategies for accommodating people living with HIV	

## Handout 6: Case Study of Mrs Rahel Kingo. The Entrepreneur

*This is a true story of a woman who exhibits entrepreneurial characteristics, but she is married to a police officer who is rather inactive. He does not appreciate his wife's entrepreneurial activities. This caused them to temporarily separate. The names, however, are disguised to maintain anonymity.*

Rahel was born in Kilimanjaro Region some 40 years ago in a family of 4 boys and 3 girls. She was brought up by her stepmother because



her mother had divorced. Her upbringing was rather rough; she experienced a lot of mistreatment. She was able to attain standard IV primary school education after which she emigrated to the urban centres of Moshi and Arusha where she served as a house girl for several years.

At the age of 22, she met a police officer named Kingo who made her pregnant and later, decided to take her as his wife. When Kingo met her, she was employed by a Chagga woman selling “mbege” (a Chagga alcoholic beverage). She acquired a lot of experience in the production and sale of the brew. By the time she met Kingo, some new customers were mistakenly referring to Rahel as the owner of the mbege brewing centre.

Immediately after she joined Mr Kingo, she requested permission from her husband to start brewing mbege at police staff quarters. Within a very short period she became very famous around the police quarters and neighbouring streets, and was nicknamed “mama mbege”. Her success was envied by some police officers and she was ordered to stop brewing mbege. She immediately convinced her husband to rent a small house outside the premises of the quarters to retain most of her customers. She was aware of the limitations one was likely to face with rented premises and she was just about to ask her husband to look for a plot in the shanty town so that they could start erecting their premises. She hesitated because of two reasons: first, her marriage with Kingo (who was from a different tribe) had not been formalized either in the tribal circles, church or government. Secondly, she thought that her success could be interpreted as a sign of exercising a dominant role in the family affairs.

The police officer was transferred to Mbeya, the region that neighbours his home. Rahel alias Mama Mbege, was then a mother of three children, and she was really performing well. In Mbeya, mbege was unavailable though there were other local brews. The start-up was tough because it took time for people to get accustomed to that new brew. As more Chagga people in Mbeya discovered Mama Mbege’s business, more came for a drink and during holidays (Easter/Christmas/public holidays) she would receive several orders for Mbege to be taken home. She started making good money and this time, she decided to implement her earlier idea of having a home of their own. She secured the plot and set a day to pay the money and sign the agreement. On the day the agreement was to be signed, this man disappeared from home and the agreement was not finalised. Difficult times started for the woman. The man started rebuking her “it is normal for you Chagga women to control men-but you will not control me” and things of the like.

Mama Mbege sought the advice of others, including the relatives of her husband. She managed to influence one of them to volunteer to face her husband over the matter. The man was influenced and agreed to cooperate so the agreement was written and a plot was secured. Immediately, she started making clay bricks and within a short time there were enough bricks. She had requested her husband to design the new house but again, this man did not deliver the goods. She made a contract with a "fundi" and the work was soon completed. Most commodities in the market were in short supply, so she had a problem of securing corrugated iron sheets. But, fortune was on her side. The R.T.C Manager was a tribesman of her husband and so she approached him and she immediately got allocated the sheets.

As she brought the corrugated iron sheets home, she almost could not differentiate her husband's behaviour from that of a lunatic. While she expected appreciation and praise from her husband, she was again ridiculed, insulted and called names. She ignored all the setbacks she was encountering. She roofed her house and started with the finishing up work. The finishing needed a lot of money, so she decided to do it piece meal. In those rooms she could not work on, she started a poultry project of 200 layers and 200 broilers. The sales from broiler were used to feed the layers until she started getting eggs.

Eggs were not selling in that locality, but she discovered that she could use the "Kijiweni" or "Jua Kali" boys to take her eggs to Chunya, a place where there are gold mines. She made good money; while other poultry proprietors were selling a tray for 600/= she was almost getting double the price. She got good money, finished up the house and now settled for a new "going". By then, things domestically were almost getting out of control and she decided to leap forward. This time she established a retail shop and employed a young boy who was assured of a share if he managed the shop well. The boy performed well and started his own retail shop. When she had opened the retail shop, she started to travel to Arusha and sometimes as far as Namanga, where she could get Kenya-made products, which besides being relatively cheaper, were selling like hot cakes in the southern region markets.

She prospered further and this time, established a bar of her own. The Mbege business had been suspended since the time when the chicken started laying eggs. The woman had tried to support her husband and the whole family, but she admits that the behaviour of her husband had retarded her development to a large extent. She also revealed that her husband's behaviours were a reflection of some form of inferiority complex because of his inability to fully support the family. She appreciated the necessity and the important role of contacts and connections with different people. Such contacts are necessary if the business is to prosper. In the case of problems associated with

running a bar, the proprietor has to attract customers, talk to them and even at times to extend free offers to regular customers and even give limited credit. This close relationship with customers in the bar gave her husband a headache. Sometimes he becomes quite hostile for no apparent reason at all. She admits that further trouble from her husband might make it necessary to separate even though temporarily, because the children still need parental care and education.

Regarding her future plans, Rahel anticipates a smooth going when her children complete their schooling and join her in the business. She admires the transport industry, but she dreams of it only if the boys will show the initiatives and abilities to manage a transport business.

## **Handout 7: Challenges in Negotiation**

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A number of things can occur in a negotiation that can be especially challenging. Anticipating challenges and developing strategies to deal with them can be helpful when they happen.

Below are some common negotiation challenges and strategies for handling them. By being able to recognise them, you will be in a better position to handle them effectively. By being conscious of them, you will be less likely to inadvertently use one yourself.

### **Time pressure**

The other party, early in the negotiation, says 'let's skip the haggling, just give me your best price'. Whether you are negotiating a price for a product, the start date for a project, or how many resources you can temporarily loan to another department, beware if the other party puts you under unexpected time pressure and attempts to push you straight to your fallback position.

Try responding, "I'd like to give you my best price but until I've learned more about your requirements, I don't know what my best price is." Sidestepping the request and signalling that you need information is a good countermeasure because you have agreed that you want to learn the needs of the other party.

### **Another decision-maker**

Well into the negotiations, you discover that you are not talking to a decision-maker. He or she leaves the room and returns five minutes later saying that the boss will not agree unless another x percent is conceded. That point is negotiated and the party disappears again asking for another concession. Sometimes, they don't even leave the room - they simply say "my boss would never agree to that".

Insist on discussing matters with the decision-maker or resurrect matters that the other party thought were already agreed. "If you

want delivery in two weeks and an x percent discount, we'll have to take another look at quantity." With this countermeasure, you are not only sidestepping the attempted manipulation but also effectively encouraging the other person to be open and honest. That way you can arrive at an agreement with which you both feel comfortable.

### **Delay tactics**

This is a tactic that senior people frequently use on more junior people. It is a way of saying, "I'm calling the shots around here because I'm the more important person." Their hope is that you will become more nervous, or that the effect on your schedule will cause you to feel under pressure and so you will agree to what they want in order to keep the discussion short.

An effective countermeasure, assuming you do not want to reschedule the meeting, is always to bring some work or reading along with you. That way the attempt at pressure becomes a gift of time during which you do some work that you would not otherwise have done. Alternatively, you can use the time for some last-minute preparation. Finally, if the time available for the meeting becomes too tight you may have no alternative but to reschedule. If the delay was genuinely unavoidable, the other party will understand. If it was an attempt to manipulate you, he or she will see it will not work and be less inclined to try it on you in the future.

### **Last-minute wavering**

Just when you think that negotiations are over and you have reached agreement, the other party begins wavering over some seemingly trivial point. The other party knows that your defences are down as the negotiation nears completion and they ask for another concession. Actually, the other party can waver several times, squeezing several additional concessions from you each time.

Your defence is to remember that every time he or she raises another issue, points that have been previously agreed to can be brought back for discussion using the word if. As in, "I can consider this new point but only if we reconsider . . ." If the new point is genuine the other party will not mind resurrecting a previously agreed to one; if the new point is not genuine, the other party will retract it.

### **An early concession**

Some negotiators begin with an early concession and then wait for you to reciprocate and in the spirit of relationship-building, you probably will.

Thank them, remember the concession for later, and continue exploring.

### **Aggressive behaviours**

Sarcastic comments, patronising, bullying, attempts to make you feel guilty, attempts to make you feel inferior, bribery, belittling remarks and dismissive words are all forms of inappropriate influencing. They are designed to help the other person “win” at your expense.

Sometimes these aggressive behaviours work. They get us what we want, but only in the short term and at a long term cost. Behaviours such as these can create resentment, lack of ownership of what has been agreed to, lack of initiative from other people when problems arise, withdrawal of goodwill, poor relationships, and retaliation.

If we communicate with people openly, honestly and above all, respectfully, we tend to avoid these problems. While communicating with people this way does not guarantee that we shall achieve our short term goals (although the chances are certainly increased), we usually experience long term benefits because people prefer being treated this way.

### **Linking logic**

This is based on the assumption that if a person is correct in one thing, he or she must be correct in another. So, in a debate about modern technology, one person could ask the other, “Would you give up your cell phone?”. Since the answer is probably no, he or she has just strengthened his/her argument. The fact that your resistance to the technology the other party is promoting and your decision to carry a cell phone are unconnected may escape your attention.

Your best defence against this form of manipulation is asking questions. You need to get to the bottom of the other person’s point to see if the logic he or she is applying is sound or not.

### **Price-only negotiation**

Negotiators who pay attention exclusively to price turn potentially cooperative deals into adversarial ones. While price is an important factor in most deals, it is rarely the only one.

People care about much more than the absolute level of their own economic outcome. Competing interests include relative results, perceived fairness, self-image, reputation, and so on. Successful negotiators, acknowledging that economics aren’t everything, focus on important non-price factors such as relationships (short and long-term) and the larger interests. Less experienced negotiators often undervalue the importance of developing working relationships with the other parties, putting the relationship at risk by overly tough tactics of simple neglect. This is especially true cross-culturally.

### **Letting positions override interests**

Despite the clear advantages of reconciling deeper interests, people have a built-in bias toward focusing on their own positions instead. This hardwired assumption that our interests are incompatible implies a zero-sum pie in which my gain is your loss.

Issues - topic on the table for agreement  
Positions - one party's stands on the issues  
Interests - underlying concerns that would be affected by the resolution

Reconciling interests to create value requires patience and a willingness to research the other side, ask many questions and listen.

### **Neglecting the other side's problem**

You can't negotiate effectively unless you understand your own interests and your own no-deal options. But there is much more to it than that. Since the other side will say "yes" for its reasons, not yours, agreement requires understanding and addressing the other party's problem as a means to solving your own.

Successful negotiators agree that overcoming this self-centred tendency is critical. Spend time trying to understand how the poor man or woman on the other side of the table is going to sell this deal to his or her boss. Before you can change a person's mind, you have to first learn where that person's mind is.

## **Handout 8: Types and Importance of Social Enterprises**

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Non-profit: an enterprise that does not make financial profit from delivering its goods and services and relies on donations for funding.

For-profit: an enterprise that sells its products for-profit but focuses on creating sustainable positive impact.

Hybrid Social Enterprise: an enterprise which mixes non-profit and for-profit strategies. A hybrid is something made up as a result of mixing different aspects or components of different things. Most social enterprises are hybrids.

Comparison between social enterprises, business and charity.

### **Entrepreneurship versus Social Entrepreneurship**

Area	Business Entrepreneurship	Social Entrepreneurship
End Goal	Profit maximization	Sustainable impact
Timeframe	Immediate results	Long term

Type of enterprise	For-profit	Non-profit, for-profit and hybrid forms
Rewards	Profit or money returns for private investors	Social and environmental benefits for communities
Target market	Potential customers	The vulnerable, disadvantaged and underserved
Customer orientation	Superior service meeting consumer Needs	Empowerment for partners in development
Impact	New products and services	Social, environmental and economic development

Consumer: somebody that consumes something by buying, eating, drinking, or using it

Empowerment: to increase someone's power or ability, strength and capacity to do something

### **Importance of Social Entrepreneurship**

- Social enterprises create sustainable impact on society and the environment by addressing root causes instead of creating short term solutions.
- Social enterprises are leaders in innovation and therefore have widespread effects on the way we live and work.
- Social entrepreneurship, if practiced by enough people, leads to more sustainable infrastructure development.
- Social entrepreneurs are “transformative forces: people with new ideas to address major problems”.

### **Handout 9: Worksheet making a social impact in the community**

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Taking something that you love to do and turning it into a project that benefits the community is a great way to get started as a social entrepreneur and to create meaning in your own life. Each of us has the ability to make a difference in the lives of others. How we decide to make meaning is up to each individual. When you look out into your community, what do you see? Social entrepreneurs are people who want to make a difference and are willing to work hard to accomplish their goals. How can you make an impact in your community?

**Four ways to make an impact:**

1. Make the world a better place.
2. Increase the quality of life of others.
3. Turn a wrong into right.
4. Prevent the end of something good.

Write your ideas on how you could use each of these strategies to make an impact:

Choose your best idea. What is the first step you can take to making that impact?

**Handout 10: Increasing Access: Bringing Healthcare into Homes Tateni Home Care Services (1)**

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Veronica Khoza was frustrated, like so many other nurses in South Africa in the 1990's, by telling people day-after-day that they had HIV/AIDS and watching them die after only a few years due to lack of proper treatment. Some hospitals would not admit people with HIV/AIDS for fear that their staff would catch the virus. So Veronica started asking the question, "Who is looking after people sick at home?" From that question, Tateni Home Care Services was born.

In a country where the formal healthcare system is unable to treat the millions of people sick with HIV/AIDS and other diseases, Tateni had to take an innovative approach to increasing the poor's access to the healthcare services they desperately needed. Hospitals, lacking the facilities or staff to deal with these problems, would send patients home without counselling, access to appropriate medication, or information about home care.

Where Tateni worked, there were communities too poor and discriminated against to even make it to the hospitals. This meant that hundreds of sick people had only their families and neighbours to turn to for healthcare. Family members and relatives did not have information on how to provide healthcare and were terrified of anything to do with HIV/AIDS. Some people would lock up patients in their bedrooms. Employers would discharge infected persons from work. As a result of rejection and stress, many patients would get sicker, dying faster than expected. The disease killed younger and younger people, orphaning more and more children. Before Tateni, most healthcare centres offered information and counseling about HIV/AIDS prevention, but not about how to deal with the disease once it has struck.

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1 [www.ashoka.org](http://www.ashoka.org)



Tateni's innovation was to provide home-based healthcare that teaches family and friends to care for the ill and even to rehabilitate them. They employ retired nurses and others to conduct healthcare trainings of youth and families in the community. Once a patient is referred to Tateni, a nurse goes with a community care worker who lives near the patient to assess the illness and develop a care plan. The community care worker, with help from the professional staff, then trains family members and relatives to take care of the ill person. The government adopted Tateni's model of home-based care and implemented it in the entire district.

## **Handout 11: Characteristics of a Good Business Opportunity**

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In simple terms, a business opportunity can be defined as an attractive project idea which an entrepreneur accepts for investment on the basis of what is known about the possible success of the project.

An attractive business opportunity has the following qualities:

- i) Good market scope, i.e. gap between present supply and current or likely demand
- ii) An attractive return or investment

An entrepreneur doing good business is not likely to worry much about market scope but will certainly be more concerned about production bottlenecks. On the other hand, an entrepreneur having a technical background may be more worried about market and marketing activities than production or production-related problems.

Apart from the criteria of market scope and investment returns, a business opportunity has to be analysed from other points of view. These include technical production and commercial managerial viability, the availability of raw materials, manpower needs, and other production requirements. Therefore it can be concluded that there are four main characteristics of a good business opportunity, namely:

- i) A good income potential,
- ii) Reasonable ease of entry into the market
- iii) Low or moderate start-up costs
- iv) Good growth potential

### **Good income potential**

It is important to select a business opportunity which will give a sufficient income to support oneself, in a reasonable lifestyle. A business opportunity is good only if it will have the potential to produce a good, steady, full-time income. In selecting the best business opportunity, you have to carefully consider the amount of income you expect to generate.

**Reasonable ease of entry into the market**

It is advisable that one should enter into a business in which he/she has got its general background. Some businesses, however, require certain skills and experiences than you may need to pick up by taking some course work. While you may find some businesses most appealing they may require time to gain certain skills or experience. Keep in mind that the best investment you can make is an investment in yourself. An investment in building experience, education and training is never wasted. Even if preparing yourself for your chosen home business would take a year or more, that period of time will most certainly pass whether you pursue the needed preparation or not. So if you start now, you will be ready to succeed that much sooner.

Also keep in mind that even if a business requires no prior experience, if it is in a field you know well, getting started will be much easier. You will be able to use contacts you already have, and your reputation in the field could be valuable in ruining the business successfully.

**Low or modest start-up costs**

You are advised to select a business opportunity which will require low capital investment.

**Good growth potential**

In as much as possible you should try to select a business opportunity which has the chance to survive for a long time while generating sufficient income to the owner/manager. By starting a business which soon ceases production due to unavailability of raw materials, customers or funds indicates improper selection of the business opportunity from the very beginning

**Other characteristics**

- Related to ones skill and experience.
- Properly timed.
- Sizeable market gap.

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