ENTREPRENEURSHIP

ACCOUNTING PROFESSION OPTION
for Rwandan Schools

Senior **6** **Teacher Guide**

Kigali, 2023

FOREWORD

Dear Teachers,

Rwanda Basic Education Board is honoured to present the teacher's guide for Entrepreneurship in the Accounting Profession Option. This book serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of the Entrepreneurship Subject. The Rwandan educational philosophy is to ensure that students achieve full potential at every level of education which will prepare them to be well integrated in society and exploit employment opportunities.

Specifically, the curriculum for Accounting Profession Option was reviewed to train quality Accountant Technicians who are qualified, confident and efficient for job opportunities and further studies in Higher Education in different programs under Accounting career advancement.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate their learning process. Many factors influence what students learn, how well they learn and the competences they acquire. Those factors include the relevance of the specific content, the quality of teachers' pedagogical approaches, the assessment strategies and the instructional materials.

High Quality Technician Accounting program is an important component of Finance and Economic development of the Rwanda Vision 2050, *"**The Rwanda We Want**"* that aims at transforming the country's socioeconomic status. The qualified Technicians accountant will significantly play a major role in the mentioned socioeconomic transformation journey. Entrepreneurship subject equips students with productive entrepreneurial mindsets, hence being able to address challenges faced by their communities.

The ambition to develop a knowledge-based society and the growth of regional and global competition in the jobs market has necessitated the shift to a competence-based curriculum.

The Entrepreneurship teacher's guide provides active teaching and learning techniques that engage students to develop competences. In view of this, your role as an Entrepreneurship teacher is to:

-   Plan your lessons and prepare appropriate teaching materials.

- Organize group discussions for students considering the importance of social constructivism suggesting that learning occurs more effectively when the students works collaboratively with more knowledgeable and experienced people.
- Engage students through active learning methods such as inquiry methods, group discussions, research, investigative activities and group or individual work activities.
- Provide supervised opportunities for students to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Support and facilitate the learning process by valuing students' contributions in the class activities.
- Guide students towards the harmonization of their findings.
- Encourage individual, pair and group evaluation of the work done in the classroom and use appropriate competence-based assessment approaches and methods.

To facilitate you in your teaching activities, the content of this book is self-explanatory so that you can easily use it. It is divided in 3 parts:

Part I, explains the structure of this book and gives you the methodological guidance;

Part II gives a sample lesson plan;

Part III details the teaching guidance for each concept given in the student book.

Even though this teacher's guide contains the guidance on solutions for all activities given in the student's book, you are requested to work through each question before judging student's findings.

I wish to sincerely express my appreciation to the people who contributed towards the development of this book, particularly, REB staff, University Lecturers, Teachers from TTC and General Education and experts from different Education partners for their technical support. A word of gratitude goes also to the administration of Universities, Head Teachers and TTCs principals who availed their staff for various activities.

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PART I. GENERAL INTRODUCTION

1.1 The structure of the guide

The teacher's guide of Entrepreneurship is composed of three parts:

The Part I concerns general introduction that discusses methodological guidance on how best to teach and learn Entrepreneurship, developing competences in teaching and learning, addressing cross-cutting issues in teaching and learning and Guidance on assessment.

Part II presents a sample lesson plan. This lesson plan serves to guide the teacher on how to prepare a lesson in Entrepreneurship.

The Part III is about the structure of a unit and the structure of a lesson. This includes information related to the different components of the unit and these components are the same for all units. This part provides information and guidelines on how to facilitate students while working on learning activities. More so, all application activities from the textbook have answers in this part.

1.2 Methodological guidance

1.2.1 Developing competences

Since 2015 Rwanda shifted from a knowledge based to a competence-based curriculum for pre-primary, primary, secondary education and recently the curriculum for profession options such as TTC, Associate Nursing and Accounting programs. This called for changing the way of learning by shifting from teacher centred to a learner centred approach. Teachers are not only responsible for knowledge transfer but also for fostering students' learning achievement and creating safe and supportive learning environment. It implies also that students have to demonstrate how they are able to transfer the acquired knowledge, skills, values and attitude to new situations.

The competence-based curriculum employs an approach of teaching and learning based on discrete skills rather than dwelling on only knowledge or the cognitive domain of learning. It focuses on what learner can do rather than what learner knows. Students develop competences through subject unit with specific learning objectives broken down into knowledge, skills and attitudes/values through learning activities.

In addition to the competences related to Entrepreneurship, students also develop generic competences which should promote the development of the higher order thinking skills and professional skills in Entrepreneurship teaching. Generic competences are developed throughout all units of Entrepreneurship as follows:

Generic competences	Ways of developing generic competences
Critical thinking	All activities that require students to calculate, convert, interpret, analyse, compare and contrast, etc. have a common factor of developing critical thinking into students
Creativity and innovation	All activities that require students to plot a graph of a given algebraic data, to organize and interpret statistical data collected and to apply skills in solving problems of production/ finance/ economic have a common character of developing creativity into students
Research and problem solving	All activities that require students to make a research and apply their knowledge to solve problems from the real-life situation have a character of developing research and problem solving into students.
Communication	During Entrepreneurship class, all activities that require students to discuss either in groups or in the whole class, present findings, debate have a common character of developing communication skills into students.
Co-operation, interpersonal relations and life skills	All activities that require students to work in pairs or in groups have character of developing cooperation and life skills among students.
Lifelong learning	All activities that are connected with research have a common character of developing into students a curiosity of applying the knowledge learnt in a range of situations. The purpose of such kind of activities is for enabling students to become life-long students who can adapt to the fast-changing world and the uncertain future by taking initiative to update knowledge and skills with minimum external support.
Professional skills	Specific instructional activities and procedures that a teacher may use in the class room to facilitate, directly or indirectly, students to be engaged in learning activities. These include a range of teaching skills: the skill of questioning, reinforcement, probing, explaining, stimulus variation, introducing a lesson; illustrating with examples, using blackboard, silence and non-verbal cues, using audio – visual aids, recognizing attending behaviour and the skill of achieving closure.

The generic competences help students deepen their understanding of Entrepreneurship and apply their knowledge in a range of situations. As students develop generic competences they also acquire the set of skills that employers look for in their employees, and so the generic competences prepare students for the world of work.

1.2.2 Addressing cross cutting issues

Among the changes brought by the competence-based curriculum is the integration of cross cutting issues as an integral part of the teaching learning process-as they relate to and must be considered within all subjects to be appropriately addressed. The eight cross cutting issues identified in the national curriculum framework are: *Comprehensive Sexuality Education, Environment and Sustainability, Financial Education, Genocide studies, Gender, Inclusive Education, Peace and Values Education, and Standardization Culture.*

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

Below are examples of how crosscutting issues can be addressed:

Cross-Cutting Issue	Ways of addressing cross-cutting issues
Comprehensive Sexuality Education: The primary goal of introducing Comprehensive Sexuality Education program in schools is to equip children, adolescents, and young people with knowledge, skills and values in an age appropriate and culturally gender sensitive manner so as to enable them to make responsible choices about their sexual and social relationships, explain and clarify feelings, values and attitudes, and promote and sustain risk reducing behaviour.	Using different charts and their interpretation, Entrepreneurship teacher should lead students to discuss the following situations: "Alcohol abuse and unwanted pregnancies" and advise students on how they can fight against them. Some examples can be given when learning basic principles of Economics, elasticity of demand and supply, and the related graphical interpretation.
Environment and Sustainability: Integration of Environment, Climate Change and Sustainability in the curriculum focuses on and advocates for the need to balance economic growth, society well-being and ecological systems. Students need basic knowledge from the natural sciences, social sciences, and humanities to understand to interpret principles of sustainability.	Using Real life models or students' experience, Entrepreneurship teachers should lead students to illustrate the situation of "population growth" and discuss its effects on the environment and sustainability.

Financial Education: The integration of Financial Education into the curriculum is aimed at a comprehensive Financial Education program as a precondition for achieving financial inclusion targets and improving the financial capability of Rwandans so that they can make appropriate financial decisions that best fit the circumstances of one's life.	Through different examples and calculations on opportunity cost, elasticity of demand and supply, total revenue functions and total cost functions, supply and demand functions Entrepreneurship Teachers can lead students to discuss how to make appropriate financial decisions.
Gender: At school, gender will be understood as family complementarities, gender roles and responsibilities, the need for gender equality and equity, gender stereotypes, gender sensitivity, etc.	Entrepreneurship Teachers should address gender as cross-cutting issue through assigning leading roles in the management of groups to both girls and boys and providing equal opportunity in the lesson participation and avoid any gender stereotype in the whole teaching and learning process.
Inclusive Education: Inclusion is based on the right of all students to a quality and equitable education that meets their basic learning needs and understands the diversity of backgrounds and abilities as a learning opportunity.	Firstly, Entrepreneurship Teachers need to identify/recognize students with special needs. Then by using adapted teaching and learning resources while conducting a lesson and setting appropriate tasks to the level of students, they can cater for students with special education needs. They must create opportunity where students can discuss how to cater for students with special educational needs.

Peace and Values Education: Peace and Values Education (PVE) is defined as education that promotes social cohesion, positive values, including pluralism and personal responsibility, empathy, critical thinking and action in order to build a more peaceful society	Through a given lesson, a teacher should: Set a learning objective which is addressing positive attitudes and values, Encourage students to develop the culture of tolerance during discussion and to be able to instil it in colleagues and cohabitants; Encourage students to respect ideas from others.
Standardization Culture: Standardization Culture in Rwanda will be promoted through formal education and plays a vital role in terms of health improvement, economic growth, industrialization, trade and general welfare of the people through the effective implementation of Standardization, Quality Assurance, Metrology and Testing.	With different word problems related to the effective implementation of Standardization, Quality Assurance, Metrology and Testing, students can be motivated to be aware of health improvement, economic growth, industrialization, trade and general welfare of the people.

1.2.3 Guidance on how to help students with special education needs in classroom

In the classroom, students learn in different ways depending to their learning pace, needs or any other special problem they might have. However, the teacher has the responsibility to know how to adopt his/her methodologies and approaches in order to meet the learning need of each student in the classroom. Also teachers need to understand that students with special needs, need to be taught differently or need some accommodations to enhance the learning environment. This will be done depending to the subject and the nature of the lesson.

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

- Remember that students learn in different ways so they have to offer a variety of activities (e.g. role-play, music and singing, word games and quizzes, and outdoor activities).

- Maintain an organized classroom and limits distraction. This will help students with special needs to stay on track during lesson and follow instruction easily.

- Vary the pace of teaching to meet the needs of each student. Some students process information and learn more slowly than others.

- Break down instructions into smaller, manageable tasks. Students with special needs often have difficulty understanding long-winded or several instructions at once. It is better to use simple, concrete sentences in order to facilitate them understand what you are asking.

- Use clear consistent language to explain the meaning (and demonstrate or show pictures) if you introduce new words or concepts.

- Make full use of facial expressions, gestures and body language.

- Pair a student who has a disability with a friend. Let them do things together and learn from each other. Make sure the friend is not over protective and does not do everything for the one with disability. Both students will benefit from this strategy.

- Use multi-sensory strategies. As all students learn in different ways, it is important to make every lesson as multi-sensory as possible. Students with learning disabilities might have difficulty in one area, while they might excel in another. For example, use both visual and auditory cues.

Below are general strategies related to each main category of disabilities and how to deal with every situation that may arise in the classroom. However, the list is not exhaustive because each student is unique with different needs and that should be handled differently.

Strategy to help students with developmental impairment:

- Use simple words and sentences when giving instructions.

- Use real objects that students can feel and handle. Rather than just working abstractly with pen and paper.

- Break a task down into small steps or learning objectives. The student should start with an activity that she/he can do already before moving on to something that is more difficult.

- Gradually give the student less help.

- Let the student with disability work in the same group with those without disability.

Strategy to help students with visual impairment:

- Help students to use their other senses (hearing, touch, smell and taste) and carry out activities that will promote their learning and development.

- Use simple, clear and consistent language.

- Use tactile objects to help explain a concept.

- If the student has some sight, ask him/her what he/she can see.

- Make sure the student has a group of friends who are helpful and who allow him/her to be as independent as possible.

- Plan activities so that students work in pairs or groups whenever possible.

Strategy to help students with hearing disabilities or communication difficulties

- Always get the student's attention before you begin to speak.

- Encourage the student to look at your face.

- Use gestures, body language and facial expressions.

- Use pictures and objects as much as possible.

- Keep background noise to a minimum.

Strategies to help students with physical disabilities or mobility difficulties:

- Adapt activities so that students, who use wheelchairs or other mobility aids, can participate.

- Ask parents/caregivers to assist with adapting furniture e.g. the height of a table may need to be changed to make it easier for a student to reach it or fit their legs or wheelchair under.

- Encourage peer support when needed.

- Get advice from parents or a health professional about assistive devices if the student has one.

Adaptation of assessment strategies:

At the end of each unit, the teacher is advised to provide additional activities to help students achieve the key unit competence. These assessment activities are for remedial, consolidation and extension designed to cater for the needs of all categories of students; slow, average and gifted students respectively. Therefore, the teacher is expected to do assessment that fits individual students.

Remedial activities	After evaluation, slow students are provided with lower order thinking activities related to the concepts learnt to facilitate them in their learning. These activities can also be given to assist deepening knowledge acquired through the learning activities for slow students.
Consolidation activities	After introduction of any concept, a range number of activities can be provided to all students to enhance/reinforce learning.
Extended activities	After evaluation, gifted and talented students can be provided with high order thinking activities related to the concepts learnt to make them think deeply and critically. These activities can be assigned to gifted and talented students to keep them working while other students are getting up to required level of knowledge and skills through the learning activity.

1.2.4. Guidance on assessment

Assessment is an integral part of teaching and learning process. The main purpose of assessment is for improvement of learning outcomes. Assessment for learning/ Continuous/ formative assessment intends to improve students' learning and teacher's teaching whereas assessment of learning/summative assessment intends to improve the entire school's performance and education system in general.

Continuous/ formative assessment

It is an on-going process that arises during the teaching and learning process. It includes lesson evaluation and end of sub unit assessment. This formative assessment should play a big role in teaching and learning process. The teacher should encourage individual, pair and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods.

Formative assessment is used to:
- Determine the extent to which learning objectives are being achieved and competences are being acquired and to identify which students need remedial interventions, reinforcement as well as extended activities. The application activities are developed in the student.

- book and they are designed to be given as remedial, reinforcement, end lesson assessment, homework or assignment.
- Motivate students to learn and succeed by encouraging students to read, or learn more, revise, etc.
- Check effectiveness of teaching methods in terms of variety, appropriateness, relevance, or need for new approaches and strategies. Entrepreneurship teachers need to consider various aspects of the instructional process including appropriate language levels, meaningful examples, suitable methods and teaching aids/ materials, etc.
- Help students to take control of their own learning.

In teaching Entrepreneurship, formative or continuous assessment should compare performance against instructional objectives. Formative assessment should measure the student's ability with respect to a criterion or standard. For this reason, it is used to determine what students can do, rather than how much they know.

Summative assessment

The assessment can serve as summative and informative depending to its purpose. The end unit assessment will be considered summative when it is done at end of unit and want to start a new one.

It will be formative assessment, when it is done in order to give information on the progress of students and from there decide what adjustments need to be done.

The assessment done at the end of the term, end of year, is considered as summative assessment so that the teacher, school and parents are informed of the achievement of educational objective and think of improvement strategies. There is also end of level/ cycle assessment in form of national examinations.

When carrying out assessment?
- Assessment should be clearly visible in lesson, unit, term and yearly plans.
- Before learning (diagnostic): At the beginning of a new unit or a section of work; assessment can be organized to find out what students already know / can do, and to check whether the students are at the same level.
- During learning (formative/continuous): When students appear to be having difficulty with some of the work, by using on-going assessment (continuous). The assessment aims at giving students support and feedback.
- After learning (summative): At the end of a section of work or a learning

unit, the Entrepreneurship Teacher has to assess after the learning. This is also known as Assessment of Learning to establish and record overall progress of students towards full achievement. Summative assessment in Rwandan schools mainly takes the form of written tests at the end of a learning unit or end of the month, and examinations at the end of a term, school year or cycle.

Instruments used in assessment.

Observation: This is where the Entrepreneurship teacher gathers information by watching students interacting, conversing, working, playing, etc. A teacher can use observations to collect data on behaviours that are difficult to assess by other methods such as attitudes, values, and generic competences and intellectual skills. It is very important because it is used before the lesson begins and throughout the lesson since the teacher has to continue observing each and every activity.

Questioning

- Oral questioning: a process which requires a student to respond verbally to questions
- Class activities/ exercise: tasks that are given during the learning/ teaching process
- Short and informal questions usually asked during a lesson
- Homework and assignments: tasks assigned to students by their teachers to be completed outside of class.

Homework assignments, portfolio, project work, interview, debate, science fair, Entrepreneurship projects and Entrepreneurship competitions are also the different forms/instruments of assessment.

1.2.5. Teaching methods and techniques that promote active learning

The different learning styles for students can be catered for, if the teacher uses active learning whereby students are really engaged in the learning process.

The main teaching methods used in Entrepreneurship are the following:

- **Dogmatic method** (the teacher tells the students what to do, what to observe, how to attempt, how to conclude).
- **Inductive-deductive method:** Inductive method is to move from specific examples to generalization and deductive method is to move from generalization to specific examples.

- **Analytic-synthetic method:** Analytic method proceeds from unknown to known, 'Analysis' means 'breaking up' of the problem in hand so that it ultimately gets connected with something obvious or already known. Synthetic method is the opposite of the analytic method. Here one proceeds from known to unknown.
- **Skills lab method:** Skills lab method is based on the maxim "learning by doing." It is a procedure for stimulating the activities of the students and to encourage them to make discoveries through practical activities.

Problem solving method, Project method and Seminar Method

The following are some active techniques to be used in Entrepreneurship:

- Group work
- Research
- Probing questions
- Practical activities (drawing, plotting, interpreting graphs)
- Modelling
- Brainstorming
- Quiz Technique
- Discussion Technique
- Scenario building Technique

What is Active learning?

Active learning is a pedagogical approach that engages students in doing things and thinking about the things they are doing. Students play the key role in the active learning process. They are not empty vessels to fill but people with ideas, capacity and skills to build on for effective learning. Thus, in active learning, students are encouraged to bring their own experience and knowledge into the learning process.

The role of the teacher in active learning	The role of students in active learning
– The teacher engages students through active learning methods such as inquiry methods, group discussions, research, investigative activities, group and individual work activities. – He/she encourages individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods. – He provides supervised opportunities for students to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation. – Teacher supports and facilitates the learning process by valuing students' contributions in the class activities.	– A learner engaged in active learning: – Communicates and shares relevant information with fellow students through presentations, discussions, group work and other learner-centred activities (role play, case studies, project work, research and investigation); – Actively participates and takes responsibility for his/her own learning; – Develops knowledge and skills in active ways; – Carries out research/investigation by consulting print/online documents and resourceful people, and presents their findings; – Ensures the effective contribution of each group member in assigned tasks through clear explanation and arguments, critical thinking, responsibility and confidence in public speaking – Draws conclusions based on the findings from the learning activities.

Main steps for a lesson in active learning approach

All the principles and characteristics of the active learning process highlighted above are reflected in steps of a lesson as displayed below. Generally, the lesson is divided into three main parts whereby each one is divided into smaller steps to make sure that students are involved in the learning process. Below are those main part and their small steps:

1. Introduction

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

2. Development of the new lesson

The development of a lesson that introduces a new concept will go through the following small steps: discovery activities, presentation of students' findings, exploitation, synthesis/summary and exercises/application activities.

Discovery activity

Step 1:
- The teacher discusses convincingly with students to take responsibility of their learning
- He/she distributes the task/activity and gives instructions related to the tasks (working in groups, pairs, or individual to prompt / instigate collaborative learning, to discover knowledge to be learned)

Step 2:
- The teacher lets students work collaboratively on the task;
- During this period the teacher refrains to intervene directly on the knowledge;
- He/she then monitors how the students are progressing towards the knowledge to be learned and boosts those who are still behind (but without communicating to them the knowledge).

Presentation of students' findings/productions
- In this part, the teacher invites representatives of groups to present their productions/findings.
- After three/four or an acceptable number of presentations, the teacher decides to engage the class into exploitation of students' productions.

Exploitation of students' findings/ productions
- The teacher asks students to evaluate the productions: which ones are correct, incomplete or false
- Then the teacher judges the logic of the students' products, corrects

those which are false, completes those which are incomplete, and confirms those which are correct.

Institutionalization or harmonization (summary/conclusion/ and examples)

- The teacher summarizes the learned knowledge and gives examples which illustrate the learned content.

Application activities

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

Assessment

In this step the teacher asks some questions to assess achievement of instructional objective. During assessment activity, students work individually on the task/activity. The teacher avoids intervening directly. In fact, results from this assessment informs the teacher on the next steps for the whole class and individuals. In some cases, the teacher can end with a homework/ assignment. Doing this will allow students to relay their understanding on the concepts covered that day. Teacher leads them not to wait until the last minute for doing the homework as this often results in an incomplete homework set and/or an incomplete understanding of the concept.

PART II: SAMPLE LESSON

School:...Teacher's Names:...............................

Term	Date	Subject	Class	Unit Nº	Lesson Nº	Duration	Class size
------	----/---/---	Entrepreneurship	S.6	5	1 of 3	80 minutes	40 students

Type of Special Educational Needs to be catered for in this lesson and number of students in each category	2 students with hearing impairment will sit near the teacher and the use of gestures will be improved in the lesson.

Unit title	Business Ethics
Key Unit Competence:	To be able to describe the benefits of business ethics at the workplace
Title of the lesson	Importance of business ethics
Instructional Objective	Through a case study analysis, students should be able to describe the importance of ethics in business operations appropriately using examples from the community.
Plan for this Class (location: in / outside)	Inside the classroom
Learning Materials (for all students)	Copies of the case study, Flash Cards, papers, Pens, Exercise Books, other supporting teaching aids such as Chalks and Chalkboard, etc...
References	S.6 Student's book and Teacher's guide of Entrepreneurship.

Steps and Timing	Description of teaching and learning activities		Competences and Cross-Cutting Issues to be addressed
	Students are organized into small groups and are provided with clear instructions to discuss and workout the learning activity 5.1. The group members present their findings using an appropriate methodology. The teacher facilitates students to capture the key concepts of the lesson through harmonization of their findings.		– Gender education
			– Environment and sustainability
	The teacher uses various techniques to guide students to explore content related the meaning and importance of ethics in business operations.		– Peace and values education
			Standardization culture
	Finally, the students are assigned individual tasks/ application activity 5.1 and the correction is done on the chalkboard.		– Inclusive education
	Teachers activities	**Students activities**	– Financial education
Introduction **10 min** **Discovery activity (introductory activity)**	**Introductory activity** The teacher writes the paragraph under introductory activity 5 on the chalkboard and invites them to brainstorm on the paragraph using the questions in the activity.	Students read the paragraph on the chalkboard and brainstorm on the activity.	- Genocide studies Comprehensive sexuality education
	The teacher writes student's responses on the chalkboard as they are given	They participate actively in the brainstorm by providing responses to the probing questions asked by the teacher and asking questions.	Communication skills are developed through group discussions and presentation of findings.
	The teacher summarizes the activity by informing students that this activity has no right or wrong answers. It was to introduce them to the unit and find out what they know about the unit. The activity is also to give them a highlight of what they are going to look at in the unit.		Problem solving and critical thinking skills are developed through analyzing and discussing the paragraph.

Development of the lesson: 40 min **Discovery activity (learning activity 5.1)**	**Importance of Meaning of Ethics and Business Ethics** Teacher provides the case study, gives instructions, and invites students to do the activity 5.1 in their small groups. Teacher moves around to each group, ask probing questions in order to help struggling students. Teacher invites students to present their findings using an appropriate methodology.	Students receive activities and instructions, discuss and brainstorm on the learning activity 5.1. They try to get the definitions of ethics, business ethics, workplace ethics, and the importance of ethics in business operations.	Cooperation is addressed through group work where team working spirit is developed while students are working together and in small group discussions.
		Group representatives present findings from groups and other students participate actively in the presentation by providing comments or asking questions.	Problem solving and critical thinking skills are developed through analyzing and discussing the case study to answer related questions.
Presentation of findings **Summary**	Teacher harmonizes the students' findings and helps them to summarize the learned knowledge &skills by explaining the meaning of the concepts and describing the importance of ethics in business operations.	Guided by the teacher, students summarize the lesson by defining ethics, business ethics, workplace ethics and describing the importance of ethics in business operations	Communication skills are developed through group discussions and presentation of findings.

Conclusion 30 min Assessment (application activity 5.1)	**Application activities** Teacher asks students in pairs to work out the application activity 5.1 and then request them to do a collective correction on the chalk board	Students work out in pairs the activity given to them by the teacher	Research and problem solving as students apply their knowledge to solve problems from the real-life situation relating to ethics in business
Homework			Inclusive education is addressed by providing the remediation activities and tasks to struggling students.
	Teacher gives the homework to students.	Individually, will students work out the homework given by the teacher.	Research and problem solving as students apply their knowledge to solve problems from the real-life situation relating to ethics in business
Teacher self-evaluation	To be completed after receiving the feed-back from the students (before concluding the lesson solicit feedback from students about the attainment of the learning objective. Ask students probing questions such as what went well? Where they need more support? You can also use students responses in the application activity to do a self-evaluation)		

PART III: UNIT DEVELOPMENT

UNIT 1 | BUSINESS PLAN PITCHING

Key Unit Competence: To be able to pitch a business plan for their projects or businesses.

1.1 Unit prerequisite

In senior 5 Unit 4, students studied business ideas and opportunities, and in Unit 5 they were introduced to a business plan. With this background experience and skills students are in a position of preparing for a business plan pitching fully.

1.2 Cross-cutting issues to be addressed

There are numerous cross-cutting issues related to this Unit. It is worth noting that it is necessary for a teacher to design other learning activities that would embed in specific cross-cutting issues, and this is what was done in some of the learning activities in the Student's book. While designing the learning activities that have a cross-cutting in them, please make sure that the nature of the activity or content relates to the learners' environment or community they come from.

Below is a list of cross-cutting issues associated with this Unit.

- **Gender Education**

The teacher should have in mind that all students-boys and girls have equal opportunities and rights to study. When assigning activities to groups, assign responsibilities to all students without sidelining any given gender. Again, it is important to realize that while asking questions, or giving feedback, a teacher should be conscious of gender-related concerns. Therefore, he or she must cater to both girls and boys, and this is of paramount importance.

- **Financial Education**

During this unit, emphasize to students the need to be financially responsible and have a sense of utilizing available scarce resources appropriately and productively. When a business starts, resources must be managed well and aim at making the business grow and develop.

Standardization culture

The teacher should emphasize to learners the need for a standard business plan pitch deck and then they conduct the pitching. This will assist learners to adhere to the standards of effective business plan pitching.

1.3 Guidance on the introductory Activity

- Form manageable learners' groups. Ensure that if your school is a mixed school, (boys and girls) are balanced in the composition of group discussions.
- Make sure all the students understand the demands of the activity and the expected outcome.
- Invite students to read the questions from the student's book, give them a chance to individually think about the questions, share ideas, and then respond to the related questions.
- Guide students in all groups as they conduct their discussions.
- In each group, let the group representative present their work (answers) to the rest of the class.
- Finally supplement students' responses and use that chance to take them to the new lesson.
- Students should note that the way they needed financial support for personal issues, even businesses need money and in one of the ways of finding funds is through Business plan pitching.

Special note:

Bear in mind that this is the first unit of senior 6, feel free to execute any other creative teaching techniques that may arouse the curiosity of your students.

Possible answers:

a) Here learners will give varying answers. The activity needs to create in the learners to recall personal experience of why financial support is needed
- Paying school fees
- Medical treatment
- Transportation

- Buying scholastic materials
- **Buying a birth day gift buying food Etc.**

  b) The responses to this part of the activity depends on the learner's response (Yes or No). Make sure that they give valid answers. Each answer given, should be encouraged with the explanation.

Yes, response: Explanation:
- The reason given were genuine and the helper supported me because of that.
- The person contacted was a close family member or a personal friend who was obligated to help.
- Used the best approach.
- I was very polite and straight to the point.
- I understood the person's interests and perception/perspective view.
- Anticipated the questions that would be asked and therefore, prepared answers in advance.

No response: Explanation
- Reason or purpose for financial support was not convincing
- Never prepared well.
- Poor selection of the person to ask for support.
- Never used the right approach.
- Etc.

  c) Preparation
- Listed the potential people that would help and from the identified, I got two.
- Anticipated the questions and prepared the answers.
- Thoughtfully selected the right reasons or objectives for the financial assistance
- Politeness was a key
- Practiced the conversation prior to the first encounter.
- Being straightforward and precious.

  d) What someone must do to get money to start a business?
- Save the little money as possible.
- Solicit funds from friends and family members.
- Secure a loan from financial institutions and BDF

1.4 List of sub-heading / lessons

Sub-heading	#	Lesson title	Learning objectives	Number of periods
1.1 Purpose of Business plan pitching	1.	Purpose of business plan Pitch **Note: Start with the introductory activity**	Arouse the curiosity of students on the content of unit. Explain the purpose of the business plan pitching.	3
1.2 Preparation for business plan pitching	1	Steps involved in the preparation of business plan pitching	Discuss different preparations to be made before the business plan pitching	3
	2	The key items to cover in the business plan pitching	Describe the items to cover in a business plan pitching	3
1.3 Necessary preparations for a successful Business plan pitching	1	Techniques to pitch your business plan	Explain different techniques used during the pitch of a business plan	
	2	Before, during and after business plan pitching	Examine the preparations needed before, during and after business plan pitching	
Skills Lab				2
End of unit assessment				1

LESSON 1: Purpose of Business plan pitching

a) Learning objectives:

- Arouse the curiosity of students on the content of unit
- Explain the purpose of the business plan pitching
- Embrace the purpose of pitching for the business plan

b) Teaching resources

The teacher should be ready with the following resources; Entrepreneurship textbooks, Flip charts, Markers, Microphones and speakers, Projector, Computers etc.

c) Learning activities

The teacher should have in mind that Activity 1.1 aims at enabling students to connect the business plan they studied in senior 5 with Business plan pitching.

> **Possible answers are:**

a) What people do after preparing a business plan
- Prepare the business plan pitch deck (Teacher should explain to the students what a business plan pitch deck is: This is the presentation made and purposely to be used for pitching).
- Identify the funding opportunities
- Seek business pitching opportunities.

b) It is called Business plan pitching

c) This question aims at leading the students to find the purpose of business plan pitching: The possible answers for this question are:
- To find investors
- To get funds
- Attracting customers:
- Strategic orientation
- Boosting network

Application Activity 1.1

- This is a scenario-based Activity.
- Ask students to individually read through the scenario in the Students' book.
- Then group them into manageable groups and assign them a task.

- They should share each other's understanding of views on the scenario. Therefore, all brainstorm on the real task.

> **Possible answer:** There is no specific answer for this activity as long as student's answers are in connection to the scenario.

LESSON 2: Preparation for business plan pitching

a) Learning objectives:

- Describe the key items to cover in the business plan pitching
- Explain the necessary preparation for business plan pitching
- Expound on the key items to consider while preparing for a business plan pitching

b) Prerequisites/Revision/Introduction

The teacher should give students a chance of sharing the key take always from the previous lesson. This should not take more than 5 minutes

c) Teaching resources: Entrepreneurship textbooks, Flip charts, Markers, Microphones and speakers, Projector, Computers etc.

d) Learning Activity 1.2

Put students in manageable groups of 4-5 depending on the size of your class and the environment. Let one of the group members read aloud the scenario. Other members should note down the key information from the scenario read.

> **Guidance on possible answers:**

a)
- Had a viable business idea
- Had the convincing topic
- Had content prepared earlier enough
- Had the materials to use during pitching
- Aware of the objectives of their project
- Have practiced the presentation

b)
- They should all be Psychologically prepared for the pitching.
- Should always try to know the audience

c)
- Analysis of the audience
- Analysis of the audience
- Select a topic
- Define the pitching objective
- Prepare the body of the business plan pitch
- Anticipate the questions from the audience
- Prepare the suggestions and conclusion
- Practice pitching of business plan (Micro- pitch)

d) Key Items to cover in a business plan Pitching:
- Business idea and goals
- Problem identified
- Solution
- Target Market
- Marketing strategy
- Industry Analysis
- Management Team
- Competition
- Current status, amount of money requested, and the projected use of funds

Application 1.2

This demands the learner to apply the acquired skills in Business plan pitching.

Guidance on possible answers

a)
- Content preparation
- Materials needed for the presentation
- Psychological preparation

b) The teacher should use the students' books under 1.2.1 and 1.2.2 as a guide while reviewing the learners' responses.

Possible points to find in the guide prepared by learners:
- Analysis of the audience
- Select a topic
- Define the pitching objective
- Prepare the body of the business plan pitch

- Anticipate the questions from the audience
- Prepare the suggestions and conclusion
- Practice pitching of business plan (Micro- pitch)
- Business idea and goals
- Problem identified
- Solution
- Target Market
- Marketing strategy
- Industry Analysis
- Management Team
- Competition
- Current status, amount of money requested, and the projected use of funds

LESSON 3: Necessary preparations for a successful Business plan pitching

a) Learning objectives:

- Explain the necessary preparations for a successful Business plan pitching

b) Prerequisites/Revision/Introduction:

The teacher should review the previous lesson by asking oral questions and give an opportunity to most of the students the to share what they learned from the previous lesson.

c) Teaching resources: Entrepreneurship textbooks, flip charts, markers, microphones and speakers, projector, and computers

d) Learning Activity 1.3

The teacher should use manageable groups in this activity. Being that the Business plan pitching is conducted in teams in most cases, it is very important to let the students begin practicing teamwork.

Guidance on the possible answers:

a) The techniques you will employ to get you prepared and present your business plan pitch
- Writing only key points
- Avoid reading directly the content
- Using visualization, pictures, symbols, colours, tables

- Make it short, concise, and come to the point
- Reacting positively to questions
- Using body language, voice, and appearance.
- Trying to convince

  b) The guidelines you will follow during the pitching process of the business plan
- Greetings and thank the audience for the attendance
- Start with the Problem/gap identified after market analysis
- Business idea and goals (Solution)
- Target market
- Benefits to the investors & society
- Amount of money requested, projected use of it, and the anticipated Returns
- The call to investors
- Thank the audience
- Receive feedbacks

Application activity 1.3

This application activity 1.3 is more demanding. It has extended tentacles to Senior 4 work. It requires the students to think outside the box and find the solutions to the problem that they will have selected.

  a) Ensure that the business ideas designed should be realistic and easy to apply. They show the state the two challenges to be solved.

  b)
- To find solutions to challenges faced by the community
- Develop a business and make profits
- Contributing towards the socio-economic development of the country.
- Create employment opportunities

  c) i) Before:
- Content preparation
- Materials needed for the presentation
- Psychological preparation
- During:
- Greetings & thank the audience for the attendance
- Start with the Problem/gap identified after market analysis
- Business idea and goals (Solution)
- Target market

- Benefits to the investors & society
- Amount of money requested, projected use of it, and the anticipated Returns
- The call to investors
- Thank the audience
- Receive feedbacks
- After:
- Receive feedbacks
- Incorporate the feedback into the presentation and give the final version to the potential investors.

   ii) The teacher should ensure that students in the presentation of business plan pitch deck, the following are catered for:
- Business idea and goals
- Problem identified
- Solution
- Target Market
- Marketing strategy
- Industry Analysis
- Management Team
- Competition
- Current status, amount of money requested, and the projected use of funds

Skills Lab 1

Build

To introduce the skills lab activity, the teacher asks learners the following question: Do you have any Back-home business projects? List and describe the projects you would develop to give you additional income at home. Through think-pair and share, students discuss key information on the Back-home business projects.

Practice Inform learners that in their respective lab pairs, they come up with a list of potential Back-home Business projects that can be engaged in by them. If time allows, ask the students to explain why they have identified each project.

Explain the instructions for the activity:
- Each pair will think of important information about a set of Back-home Business projects.

- Select one Back-home project

- Design a set of objectives for their project and how they will fund their project.

- Using the knowledge, skills, and general experience gathered from the Unit studied, be assigned to prepare and develop a business plan pitching deck.

- Students will have 15 minutes (which can be changed according to class circumstances) to develop their business plan pitching deck. The teacher facilitates the learners while they are working in groups.

Present

The teacher guides the presentations as he/she gives feedback to each group and makes conclusions by posing questions as a form of assessment.

Encourage learners to ask questions that they do not understand. The teacher emphasizes that each student will keep their work in their portfolio notebooks.

Conclusion

The teacher concludes by linking the business plan pitching to the Back-home Business projects.

1.5 Additional information

In order to equip the students with all the needed pitching skills, the teacher should plan and let students have awareness of the following additional content.

Ways of Business Plan Pitching

There are various forms of Business Plan pitching. The most common ones are shown in the table below:

Forms of Business plan pitching	Description
Conversations	- The sales team or entrepreneur directly talks to the potential investor. - The entrepreneur shares evidence-based stories to support his or her speech. In order to prove the reality of the business's success or uniqueness. - Markets his or her business by the word of mouth in person.
Formal meetings	- This is a form of pitching that is done via a meeting. - This may be done either by conversation or by making a slide presentation.
Emails	- This is used when the potential investor is very busy, and hard to use other forms of pitching. - It involves writing an email pitching your viable business idea and sends to investors.
Letters	This form of pitching involves writing a letter to appropriate producers, editors, or news agencies, seeking their interviewing or writing an article opportunity on one's business idea.
Slide presentations	This is the most common form of business plan pitching. It involves preparing a PowerPoint presentation of a few slides mostly not more than 5 in number and making a presentation to the potential investors.

Types of business plan pitching

There are three major types of Business plan pitching. It is very important to note that the type of pitching to use is determined by the targeted class of potential investors. The types of business plan pitching include the following:

1. **The elevator pitch:**

    - This is when the entrepreneur or salesman uses a brief summary of the business idea within the shortest period of time.
    - It usually takes between 30 seconds to a few minutes. This is used

when the salesman is introducing his or her business venture to well-informed listeners.

- It is used when the targeted audience is very busy and has little time for a lengthy discussion.
- It addresses briefly the problem to be attended to, the solution the business will provide and how unique is the business idea.

2. **Live plan pitching**
- This is a type of business plan pitching in which the salesman prepares a simple business plan on one page, and uses it for pitching.
- This describes who the customers will be, marketing and sales plans and the products or services to be produced.

3. **Presentation pitch**
- This is also known as a pitch deck or slide deck or start-up deck. It involves a presentation of a brief overview of one's business venture at a high level.
- In the presentation the salesman shows at a high level the products or services to be produced, financial projections as well as the funding needs.

1.6. End of unit assessment

> **Possible answers:**

1. a) A business plan pitching refers to a demonstration where an entrepreneur or a team of individuals must influence an investor or group of investors to finance a business.

   b) The purpose of Business plan pitching to the growth and development of a business are:
   - Financing support
   - Attracting investors
   - Strategic orientation
   - First impression
   - Showcasing skills
   - Boosting network
   - Communicate the brand message

2. The teacher should ensure that students identify a viable business idea and prepare a business plan pitch deck that contains all the key Items as highlighted below:

- Business idea and goals
- Problem identified
- Solution
- Target Market
- Marketing strategy
- Industry Analysis
- Management Team
- Competition
- Current status, amount of money requested, and the projected use of funds

3. Steps involved in preparation of a business plan pitching

- Analysis of the audience
- Select a topic
- Define the pitching objective
- Prepare the body of the business plan pitch
- Anticipate the questions from the audience
- Prepare the suggestions and conclusion
- Practice pitching of business plan (Micro- pitch)

1.7 Additional activities

1.7.1. Remedial activity

1. Explain the meaning of the Business Plan Pitch Deck.

Possible answers:

The business plan pitch deck refers to a set of presentation slides that are used to pitch a business plan or idea to a specific audience of potential investors or any other targeted audience depending on the objective of the pitching.

2. Why would you advise a given start-up to pitch for their business venture?

Possible answers:

The teacher should note that a student would advise a given start-up to pitch for their business venture due to the good things that come along with Business plan pitching. These include the following:

- To find investors
- To get funds

- Attracting customers:
- Strategic orientation
- Boosting network

1.7.2 Consolidation activities

Examine the key factors which would make a business plan pitching unsuccessful.

Possible answers:

- Unclear objectives
- Poorly designed or formulated topic that does not fit in the interests of the potential investors
- Lack of supportive data especially the statistics
- Not knowing the audience
- Being too emotional
- Failure to address appropriately and effectively the questions asked by the audience
- Being to wordy and over talking
- Poor time management
- Poor presentation skills
- Having no materials used during pitching session
- Being psychologically unstable
- Etc.

1.7.3 Extended activity

Which advice would you give to a group of start-up owners who are preparing for a highly competitive business plan pitching competition?

Possible answers:

- Have a clear topic that fits in the interests of the potential investors
- Having clear and realistic objectives
- Have effective presentation skills
- Have supportive data
- Prepare and practice the presentation deck prior to the pitching session
- Have smart and pitch deck that is impressively presented
- Understand the audience and knowing their areas of interest
- Anticipate the possible questions and prepare the answers in advance. etc.

UNIT 2 | MARKET STRUCTURES

Key unit competence: To be able to analyse the operations of firms under different market structures

2.1 Unit Prerequisite

In S4, unit 10 (Theory of demand and supply) and S5, Unit 3 (Consumer behaviour) and unit 4 (Theory of cost, production and profit of business/firm), the students have acquired necessary knowledge and skills to understand and apply different economic concepts in entrepreneurship rational decisions.

Given this background, learners should be able to analyse the firms under different market structures.

2.2 Cross-cutting issues to be addressed

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

- **Inclusive education:** Teacher has to emphasize on how all learners irrespective of their background, social status, etc. have the right to participate in the analyse the market structures
- **Environment and sustainability:** The environment is one important thing to consider when one chose the structure of the market to participate. It is very important to emphasize on issue of environment.
- **Gender education:** The teacher should bear in mind that all learners boys and girls have equal opportunities and right to study. When forming groups, assigning tasks and responsibilities, asking questions, and giving feedback, a teacher should include both girls and boys.
- **Standardization Culture:** The teacher should emphasise on the use of standard measurement in all the market structures in order to allow fair competition.

- **Financial education:** Being financially responsible means resources are used appropriately and productively. Through this unit, learners will be able to appreciate the market structure that allows them to use their money efficiently.
- **Comprehensive gender education:** This cross-cutting issues should be addressed when the teacher provides constructive advices to learners to avoid drug abuses and unwanted pregnancy.

Refer to other cross-cutting issues as identified in the preliminary pages of the teacher's guide and curriculum framework.

2.3 Guidance on the introductory activity

- From manageable groups of 4 or 5 students. (The number of group members may change according to the class situations), engage students in participation of class activities.

- Task students to read the scenarios from student book, share ideas and then answer related questions.

- Guide students' discussions. During the group work, the teacher will ensure all students participate, he or she will supervise and provide necessary guidance where necessary.

- Ask students to present their discussion findings. The teacher has to ensure all students are engaged and are aware of the topic the group deals with.

- Supplement students' presentations and link students' answers to the new lesson: The teacher is required to actively provide the supplements to the presentation of the students.

Note: in the absence of computer lab in school or internet, the teachers should ask students to draw the pictures on papers.

Possible answers:

   a) Differences in the pictures:
- Numbers of buyers and sellers
- Natures of products
- Barriers to entry or exit
- Need for advertising or not
- Possibility of price discrimination
   b) Examples in our community:
- Picture 1: REG/ Energy Utility Corporation Limited (EUCL) and WASAC.
- Picture 2: Sellers of tomatoes

- Picture 3: Mobile phone providers MTN, Airtel-Tigo
- Picture 4: Restaurants, Transportation companies
  c) The answer for this will depend on each student's response and choice. Use probing questions to have students give reasons for their choice
  d) The situation in the pictures are called Market structures

2.4 List of lessons/ Sub-heading

#	Lesson title/ Sub-heading	Learning objectives (from te syllabus or set according to the lesson title	Number of periods
1	Market structures	– Define the term "Market structures" – Examine the conditions under which different market structures operate – Identify the characteristics of perfect markets – Analyse the demand, AR, MR, Price and cost of firm under perfect competition	3
2	Categories of markets	– Identify the characteristics of market structures – Analyse the equilibrium under market structures – Evaluate the basis of monopoly – Assess the measures to control monopoly – Appreciate the practice of price discrimination under monopoly – Highlight the advantages and disadvantages of market structures	18
End of unit assessment			1

LESSON 1: Market structures

a) Learning objectives:

- Identify the factors to classify the markets conditions
- Examine the conditions under which different market structures operate

b) Teaching resources:
Entrepreneurship textbooks, computer and projector, Flip chart, chalkboard, markers, pens, magazines.

c) Learning activity 2.1

- Ask learners to analyse the picture individually and in pairs
- invite pairs to present (if time allows, you can let all pairs present where it is possible)
- Provide constructive feedback in terms of supplements (Here you share with them the expert view)

Possible answers:

a) A market is any arrangement that brings buyers and sellers into close contact to transact business.

b) Market players are:

- Buyer
- Seller
- Regulator: e.g. government
- Other facilitators: e.g. brokers, agents etc.

c) Features or characteristics of markets, participant and conditions

d) Technical term: Market structure

e) Market structures means the conditions that prevail in the market which determine how market players operate.

f) The factors that are based on to classify the market conditions are:

- Number of sellers/ participants/ producers

- Number of buyers

- Nature of products

- Degree of freedom of entry and exit in the industry

- Degree of knowledge

- Advertisement.

Application activity 2.1

- Task students to read, discuss in pairs the application activities from the student's book.
- Have pairs present their discussion findings to the entire class
- Give opportunity to other pairs to supplement where necessary.
- Share the expert view/give constructive feedback in form of supplement

Possible answers:

i) A market structure is the way a market is arranged based on the number of buyers and sellers of a given commodity. we can understand different conditions that exist in the market that determine how market players operate

ii) Criteria to categorize the market structures are:
- Number of buyers
- Number of seller
- Firm or market
- Barriers to entry
- Government influence
- Nature of the product

iii) All markets are not fair. The only fair market structure is perfect competition

The unfair market structures are monopoly, monopolistic competition and oligopoly

There are unfair markets as:
- The conditions in the markets are different
- The products sold in the market are of different nature
- The products are not homogeneous e.g. in monopolistic competition
- There are some barriers e.g. Monopoly and oligopoly
- Knowledge about the market conditions are not full in all markets

LESSON 2: Categories of markets

a) Learning objectives:

- Identify the characteristics of market structures
- Analyse the equilibrium under market structures
- Differentiate different categories of market structures

- Assess the measures to control monopoly
- Appreciate the practice of price discrimination under monopoly
- Highlight the advantages and disadvantages of market structures

b) Teaching resources: Entrepreneurship textbooks, computer and projector, flip chart, chalkboard, markers, pens, magazines.

c) Prerequisites/ Revision/ Introduction:

Learners have studied the meaning of market structures and criteria in Categorising of market structures. This will help them to identify and differentiate the different types of market structures.

Learning activity 2.2.

- The teacher tasks students to analyse the pictures individually or in pairs to make group discussions.
- The teacher allows pairs to present their findings
- Give opportunities to other pairs to supplement the presentations where necessary.
- Share the expert view and give constructive feedbacks to supplement presentations

Possible answers;

a) To differentiate the firms by identifying some of their features by completing the table below:

Firms/ Business	No of buyers	No of sellers	Nature of product	Easy for entry	Government influence
A	Many	Many	No product differentiation	Easy	No
B	Many	One	One product	Not easy	Yes
C	Many	Many	Product differentiation	Easy	No
D	Many	Few	Same or differentiated products	Limited	No

b) Based on the features identified above;

- Perfect competition: is a market structure characterized by many sellers of same product and there is free entry into the market.
- Monopoly: is a market structure made of one seller of a product that has substitutes. There are barriers to enter into the market.
- Monopolistic competition: is a market structure made of many sellers of differentiated products
- Oligopoly: is a market structure made of few sellers of same or differentiated products.

c) The market structures represented by the firms and features identified above in (a) is perfect market category made by perfect competition market structure.

d) The difference between perfect and imperfect markets:

Perfect markets	Imperfect markets
– There are many sellers and many buyers – Homogeneous products – Free entry and free exit – Full information	– One, few or many sellers and many buyers – Products can be homogeneous or differentiated or one product – The are a degree of barriers to entry and exit of markets – The knowledge of market conditions differ

Guidance on the exercise 2.1

- In manageable group of 4 or 5 learners, let learners work on the exercise
- Allow groups to present their works
- Share expert view/ constructive feedbacks to supplement the presentations.

e) Possible answers.

- Sellers of agriculture products
- Foreign exchange businesses e.g. Forex bureaus
- Internet related activities e.g. cyber internet etc.

f) Complete the table by calculating the AR, MR, MC and Profits of the firm:

Output	Price	TR	AR	MR	TC	MR	Profits
1	100	100	100	100	120	-	-20
2	100	200	100	100	130	10	70
3	100	300	100	100	150	20	150
4	100	400	100	100	200	50	200
5	100	500	100	100	300	100	200
6	100	600	100	100	420	120	180
7	100	700	100	100	550	130	150
8	100	800	100	100	820	270	-20
9	100	900	100	100	1230	410	-330

g) Illustrate the process of profit maximization of the firm
- In the short-run and long run. To illustrate the profit maximization, the teacher should draw the x and y axis and show the straight line, where price equals demand, average and marginal revenue curves PP=DD=AR=MR

Show the abnormal or positive profits in the short-run. (see student book)
- In the long-run: To illustrate the profit maximization, the teacher should draw the x and y axis and show the straight line where price equals demand, average and marginal revenue curves PP=DD=AR=MR

Show the normal or zero profits in the in the short-run. (see figure 2... student book)

h) Demonstrate by using graphs and calculations
- The breakeven and shutdown points
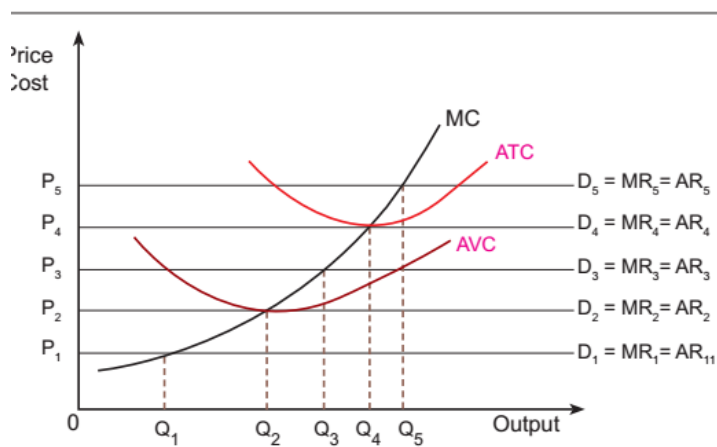
(See Figure 8 student book) Break-even point (BEP) occurs when AR=AC

This is at a point P_4 where $AR_4 = ATC$

- The shutdown points of the firm. The firm reach the shutdown point (where it should stop its operations) at where AR=AVC i.e. it can cover only the variable cost. This is at P_2 where $AR_2 = AVC$

i) The market structure that the firm is operating in is perfect competition.

Give reasons to support your answer: Under Perfect competition, the price is the same as demand, average revenue and marginal revenue curves i.e. PP=DD=AR=MR

Possible answers to exercise 2.2

a) To complete the table by calculating the TR, MR, MC and profits of firm

Output	Price	TR	AR	MR	TC	MC	Profits
0	0	0	-	-	100	-	-100
1	100	100	10 0	100	140	40	-40
2	90	180	90	80	170	30	10
3	80	240	80	60	210	40	30
4	70	280	70	40	250	40	30
5	60	300	60	20	300	50	0
6	50	300	50	0	360	60	-60
7	40	280	40	-20	450	90	-170
8	30	240	30	-40	550	100	-310

b) To illustrate the process of profit maximization of the firm both the short run and long-run.

In short-run

c) To demonstrate by using graphs and calculations the breakeven and shutdown points of the firm

d) The market structure in which is the firm operating in is Monopoly

The reasons to support your answer

The reasons to support the answer is that when the seller/ supplier increase the output/ Quantity the price reduce, hence the downward slopping (from the left to the right) demand curve and inelastic.

The Marginal revenue curve is below the Demand/ Average revenue curve

LESSON 2: Categories of markets (cont')

All other remaining categories of market structures such as monopoly, monopolistic competition and oligopoly to be taught following the above structure of delivering the lesson

Learning activities 2.2.1

Guidance on the activity

- Arrange students in manageable groups and task them to analyse the illustrations provided in the activity.
- Ask learners to discuss questions listed in the activity and share their answers.
- Give complements as well as constructive feedback.

Possible answers;

a) Students may give services like: sports or entertainment and transport.

b) The question does not have specific answer but it depends on the location of students.

c) Considerations may include;

- Location of the customers
- Income level
- Competition /number of service provider
- Government policy
- Nature of the service

d) Advantages of charging customers in the above way

- To the sellers, it increases total revenue because output sold increases.
- It is one way in which the rich subsidise the poor thus method of income distribution. The rich are charged highly on commodities while the poor are subsidised on the same commodities.
- It increases sales and consumption, for example, for air time, the first units, may be charged higher price than other extra units. Therefore, the more units of air time you use, the less the charge you would pay for extra units.
- Increased efficiency: The increased profits from the higher charges make the firms efficient and such profits are re-invested

Disadvantages of charging customers in the above way;

- It may encourage consumption of some services in undesirable excessive amounts. For example, when children are charged less for entrance in cinema halls, football stadiums they may spend more time watching films than on studies or leisure.
- It increases monopoly powers of firms by limiting entrance of other firms in the market. One firm serves all categories of customers irrespective of their incomes, ages or sex.
- It can lead to low quantity of services, for example, in some airlines, travellers in the economy class (where fares are lower) are sometimes not well treated by airline staff like those in the first class (where fares are higher).
- Discrimination in form of dumping discourages local industries.
- Poor quality output normally arises. Such output is sold to the less privileged who can't afford high prices.
- Misallocation of resources: Price discrimination may bring about divergence of resources from their socially optimal uses to those who can reward highly.

Application activity 2.2

- Invite learners to read and discuss in pairs the application activity from the student's book.

- Randomly take some pairs to present their discussion findings to the entire class.

- Share the expert view, give constructive feedback in form of supplement.

> **Possible answers;**

  a)
- Perfect competition: Growers of potatoes, Beans growers
- Monopoly: Amahoro football stadium, REG, WASAC
- Monopolistic competition: Cologate, Close up, Rwanda TV
- Oligopoly: Airtel-tigo, MTN, Airtel

  b) b) Firms that practice price discrimination: Amahoro football stadium, REG, WASAC

The price discrimination is practiced in the following ways:

- Amahoro football stadium can charge different price for Higher seats (VIP) e.g. 5,000 FRW, middle class seats e.g. 2,000Frw, and lower class seats e.g. 500Frw

- REG can charge higher price to cash power for industrial use e.g. 500Frw/ Khwt and lower price for domestic users' cash power e.g. 100Frw/Khwt
- WASAC can charge more money for domestic use e.g. 5Frw/ m^3 and 100 FRW m^3 for industrial consumption.

c) Firm that practice product differentiation are;

Clear industries, steel Rwanda, Rwanda television.

The ways the product differentiation is practiced:

- By brand name: each company has its own name and its products also. Different colour: Colgate can have write colour and close up has red colour.

- Size: the products have different sizes.

- Shape: The shapes are also different from one product to another.

Skills Lab 2

Guidance: There is no specific answers for this skills lab. Teacher gives opportunities to learners to present their presentations. Guide the learners to design correct answers containing the relevant information. Refer to SB to harmonise learners' work.

Build

To introduce the topic, the teacher asks learners the following question: Do you have any Back Home Business (BHB) in your mind you wish to start after your studies? Through think-pair and share, students discuss the market structure of their business. The teacher encourages students to think through what it might take for their market structures of their business.

Practice

Inform learners that in their respective lab pairs, they come up with their specific Back Home Businesses which suit the market structure of their preference.

Explain the instructions to the activity:

- Each pair will think of the Back Home Business (BHB).
- Suggest different activities they will implement for their BHB.
- They will have 15 minutes (which can be changed according to class circumstances) to design BHB and the market structure which they will share findings to the whole group. The teacher facilitates the learners while they are working in pairs.

Present

The teacher guides the presentations as he/she gives feedback to each group and makes conclusions through posing questions as a form of assessment.

Encourage learners to ask questions where they do not understand. The teacher emphasizes that each student will keep their work in their portfolio notebooks.

Conclusion

The teacher concludes by linking business BHB that learners intended to start after their studies with the appropriate market structure.

2.5 Additional information

2.6. End of unit assessment

1. a) Markets are categorized in:

 i) Perfect Markets: e.g. Perfect competition

 ii) Imperfect Markets: e.g. Monopoly, Monopolistic competition, Oligopoly.

   b) Firms are differentiated in market structures by the following;
   * Number of buyers (few or many)
   * Number of sellers (few or many)
   * Nature of product (similar/differentiated)
   * Ease of entry (easy/restricted)
   * Government influence (high/no)

2. a) Basis of monopoly in Rwanda:
   * Patent or copy right: The authors or writers of books enjoy the monopoly on their invention.
   * Ownership and control of strategic raw materials: e.g. Minerals or petroleum under government control
   * Exclusive method of production: The technology exclusively belongs to one firm.
   * Long distance among producers: This create spatial monopoly
   * Advantages of large scale production: This cannot allow small firms to compete the big one.
   * Protectionism: Trade barriers can be used to create monopoly
   * Take overs and mergers: One firms can buy another e.g. Airtel bought Tigo all firms can combine their assets and organization to behave as s single firm.

- Collective or collusive monopoly: Firms make agreement like cartel to work together

c. It is necessary to interfere with monopoly in Rwanda because of the disadvantages of monopoly listed below:

Disadvantages of monopoly
- Firms under monopoly can become inefficient as there is no competition
- Monopoly firms produce at excess capacity hence under-utilise the resources
- Monopolist can charge higher prices which causes consumer exploitation
- There would be shortage of commodities when monopolist firm stop operations
- Monopolist can exert pressure on government to take decision in its favour
- Price discrimination practiced by monopolist should be based on political or religious affiliation other than factors respected by economics
- Income inequalities arise under monopoly
- Monopoly restricts the choices of consumers.

3. The market structure recommended is perfect competition as it is the market made of many sellers and buyers of the commodities that are homogeneous (identical) and the entry and exit is free and the market participants have full information about the market conditions.

4. i) Price discrimination refers to the charging of different prices to different customers for the considerations not associated to the cost of product.

ii) Different forms of price discrimination
- According to personal income that is rich and poor pay different prices for the same commodity
- According to the age: The young and the old are charged differently
- According to the sex: Females and males are charged differently
- According to the time of service: During the day and the night the prices charged are not the same
- According to the nature and use of commodity: e.g. Hard copy book and soft copy book are charged differently.

iii) To analyse the conditions necessary for price discrimination to be successful

- The commodity should be sold by monopolist: The seller should have the monopoly power

- The cost of dividing the market should be low: The market segmentation should be done easily

- The elasticity of demand should be different in different markets: The elastic price elasticity commodity should be charged low price and to charge high price to commodities with inelastic price elasticity of demand.

- The consumer should not kwon how much is charged on others: If the consumer knows that is charged differently for the same commodity, the price discrimination cannot succeed.

- It should not be possible for buyers to transfer the commodity from where it is cheap to where it is expensive.

2.7 Additional activity

2.7.1 Remedial activity
  a) What do you understand by market structures?
  b) Categorise the market structures?
  c) What do you think about the market structure that is most appropriate for the provision of utilities?

Possible answers;

  a) Market structure is the different conditions that exist in a given market at a period of time that determine how market players operates
  b) The categories of market structures are:
      i) Perfect markets which include perfect competition
      ii) Imperfect markets that include monopoly, monopolistic competition and oligopoly
  c) The market structure most appropriate for the provision of utilities is monopoly

2.7.2 Consolidated activity
  a) How can market structures influence in the decision of firms?

They influence the decision of firms in answering the economic questions: what to produce, when to produce and how to produce and to whom to produce. It also influences the pricing strategy of the firms.

2.7.3 Extended activity

a) Briefly explain different categories of market structures.

b) Analyse briefly different types of imperfect markets.

a) Categories of market structures are perfect markets: e.g. Perfect competition

Imperfect markets: monopoly, monopolistic competition and oligopoly

b) Briefly to analyse different types of imperfect markets

- Monopoly: Market structures made by one firm selling product that has no close substitutes.
- Monopolistic competition: Market structure made by many firms dealing in differentiated products
- Oligopoly: Markets structure made by few firms any many buyers dealing in homogeneous and or differentiated commodities

UNIT 3 | FINANCIAL INSTITUTIONS

Key Unit Competence: To be able to evaluate the service/ products offered by financial institutions

3.1. Unit prerequisite

Learners were introduced to the market in senior 2, unit 2 where they learned its meaning. In senior 6, unit 2 (Market structures) they learned markets. This prior knowledge should help them be able to understand financial institutions.

3.2. Cross-cutting issues to be addressed

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

- **Gender education:** The teacher should bear in mind that all students (girls and boys) have equal opportunities and rights to study. When forming group activities, assigning tasks and responsibilities, asking questions about financial institutions, and giving feedback, a teacher should include both girls and boys.
- **Financial education:** In this unit, emphasis needs to be put on promotion of saving and investment culture among learners. Learners will set plan of their saving and financial investment strategies and set goals of how they will achieve them. Learners will appreciate the need of savings and investing through capital markets.

Refer to other crosscutting issues as identified in the preliminary pages of the teacher's guide and curriculum framework.

3.3. Guidance on the introductory activity

- Use an appropriate teaching-learning method e.g. Small group discussion or pair;

- Give instructions to learners on how to proceed on work;
- Ensure there is gender balance between boys, girls , and learners' different abilities;
- Guide students' discussions;
- Monitor the learners' discussions to confirm whether everyone is working on activity;
- Ask students to present their discussion findings;
- Encourage learners to work together;
- Supplement students' presentations and link students' answers to the new lesson.

Possible answers;

a)

Figure A: Savings

Figure B: Banking

Figure C: Loaning

Figure D: Poultry farming project

All these activities are interconnected. Savings are generated through banking, and the banking system provides loans to the income-generating projects like poultry farming projects.

b) Examples of figure B in Rwanda include,but are not limited to the following:

- Umurenge SACCO
- Umwalimu SACCO
- Zigama CSS
- COOPEC Zamuka

c) According to the figures A and B above, the scenario in B is the best place to keep money because of the following reasons:

- Gaining interest on the savings
- Getting financial advice
- Money is safeguarded by the financial institution.

3.4. List of lessons/sub-heading

#	Heading/ Lesson title	Sub-heading	Learning objectives (from the syllabus or set according to the lesson title)	Number of periods
1	Meaning and role of financial institutions	Meaning of financial institutions Note: Start with the introductory activity	Define the term "financial institution"	1
		2. Role of financial institutions	Describe the role of financial institutions to entrepreneur Assess the role of financial institutions to a business Recognize the need for financial institutions in business operations	1
2	Types of financial institutions	Banking financial institutions	Identify the types of financial institutions in Rwanda	1
		Non-banking financial institutions	Classify various financial institutions Distinguish between banking and non-banking financial institutions	1

3	Financial products, services and banking documents	Financial products and services	Identify the products and services offered by financial institutions	1
			Manage and payback credit effectively.	
			Choose the most appropriate financial product or service to meet business needs	
		Banking documents	Identify various banking documents used in financial institutions	1
			Advocate for rational use of various financial products and services in business activities	

4	Financial markets	Meaning, functions, and types of financial markets	Explain different types of financial market	1
		Capital markets	Explain how the financial market operates and the functions of stock exchange	1
		Stock exchange	Distinguish between various types of financial markets	1
		Capital Market Authority (CMA)	Analyse the procedure and requirements for joining Rwanda Stock Exchange Discuss the benefits of investing in through the capital markets Advocate for capital markets as a source of investment Make rational decision when investing in the capital markets	2
End of unit assessment				**1**

LESSON 1: Meaning and role of financial institutions

a) Learning objectives:

- Define the term "Financial institutions"
- Describe the role of financial institutions to entrepreneur

- Assess the role of financial institutions to a business
- Recognize the need for financial institutions in business operations

b) Teaching resources

- Entrepreneurship textbooks, computer and projector, flip chart, chalkboard, marker pens, pens, magazines, etc.

c) Prerequisites/Revision/introduction

Learners should be asked to share any information they know about financial institutions. The teacher builds on that to introduce the lesson.

d) Learning Activity 3.1

- Instruct students to join the groups (if they exist already). Ask them to read the activity 1.2 from the student's book.
- Guide student's discussions towards beachhead market identification and management.
- Invite students to share their discussion findings in plenary.
- Provide constructive feedback in terms of supplements

Possible answers;

1.

a) Keza took a wise decision to start a business because she earns money, she is self-reliant and she solved a problem of the school compound being littered by papers. In other words, she promotes conservation of the environment.

b) Learners will give different views about the case study. Make a conclusion encouraging them to develop habits of using financial institutions.

c) **Financial institutions** are institutions that deal in providing financial services to their clients.

d) -**Banking financial institutions** are financial institutions that are authorized to receive deposits and create credit. Examples include banks, microfinance institutions etc.

- **Non- banking financial institutions** these institutions that accept deposits but don't create credit and offer other bank related services such as investment, risk pooling, examples include insurance companies, building societies, pension funds, pawn shops, capital markets. (Pawn shops are a store which offers loans in exchange for personal property as equivalent collateral).

2. and 3: Refer to the learner's book to guide learner's answers.

Application Activity 3.1

- Distribute small sheets of paper on which it is written the question;
- Split students into manageable groups;
- Invite students to share ideas in groups;
- Ask each group to present findings in plenary;
- Provide supplements.

Possible answers;

1. Some learners will choose banking and non-banking financial institutions.

Banking because of:

- To acquire loans
- To save
- It's much safer to keep money in banks than at home.
- To carry out transfer payments etc.

Non-banking because of:

- To reduce uncertainty of business losses
- Welfare of employees in case of insurance
- It is a law for large businesses to get at least a type of insurance for its employees
- It shows credibility among clients and customers
- Attracts and retains employees.
- Promotes economic growth since insurance brings in taxes
- Creates employment opportunities
- Provide security to the business
- Help to get loans etc.

2. Learners will write an essay about financial institutions as the key engine to the development of the country.

Note: There is no single answer to this activity. Review learners' answers to see whether they understand the role of financial institutions in socio-economic development of a country.

LESSON 2: Types of financial institutions

a) Learning objectives:

- Identify the types of financial institutions in Rwanda
- Classify various financial institutions
- Distinguish between banking and non-banking financial institutions
- Identify the products and services offered by financial institutions
- Manage and payback credit effectively.
- Choose the most appropriate financial product or service to meet business needs

b) Teaching resources:

- Flip chart, chalkboard, marker pens, pens, magazines, bank slips, cheque books, etc.

c) Prerequisites/Revision/introduction

The teacher asks orally questions from the previous lesson. The students now have some knowledge on the financial institutions.

d) Learning activity

Activity 3.2

- Distribute small sheets of paper on which it is written the question;
- Split students into manageable groups;
- Invite students to share ideas in groups;
- Ask each group to present findings in plenary;
- Provide supplements.

Possible answers;

a) Difference between non-banking and banking financial institutions

Banking financial institutions	Non-banking financial institutions
- Create credit	- Do not create credit
- Accept short term deposits	- Accept long term deposit
- High interest rate on loans	- Low interest rate on loan

b) Examples of non-banking financial institutions in Rwanda
- Insurance companies: e.g. Sonarwa, Sanlam, Prime, Radiant, UAP, Britam, BK Insurance
- Pension funds: e.g. RSSB
- Mutual funds: e.g. MMI.

e) Application 3.2

- Distribute small sheets of paper on which it is written the question;
- Split students into manageable groups;
- Invite students to share ideas in groups;
- Ask each group to present findings in plenary;
- Provide supplements.

Possible answers;

a) Possible questions they would use may include but not limited to:
- What services does this SACCO provide to clients?
- How many clients use this SACCO?
- How many of them are from this local community?
- How does the SACCO benefit from the offering financial services to people?

b) Functions played by Umurenge Sacco compared to other financial institutions include:
- Collecting funds from customers in form of shares and safety is ensured
- Providing loan facilities to its members at a lower interest rate;
- Playing an investment advisory function
- Contributing to the implementation of monetary policy
- Acting as agent to customers
- Fostering socio-economic development among its members and the country at large.

LESSON 3: Financial products, services and banking documents

a) Learning objectives

- Identify the products and services offered by financial institutions
- Manage and payback credit effectively.
- Choose the most appropriate financial product or service to meet business needs

- Identify various banking documents used in financial institutions
- Advocate for rational use of various financial products and services in business activities

b) Teaching resources

Entrepreneurship textbook, Computer and projector, Flip chard, Black board, chalkboard, marker pens, pens, magazines.

c) Prerequisites/Revision/introduction

Students have studied essential concepts of a financial institutions. The knowledge acquired will enable them to understand how to identify a beachhead market.

d) Learning activity 3.3

- Invite students to read the question individually from the student book and work in pairs. Thereafter, they share with the classmates.
- Call some pairs to make presentations (if time allows, you can let all pairs present where possible)
- Provide constructive feedback in terms of supplements (here, you share with them the expert view.)

Possible answers;

a) The answer for this will depend on which bank the person asked uses e.g.: BK, BPR, ECOBANK, I&M Bank, Equity Bank, Access Bank, GT Bank, KCB, Cogebanque, etc.

b) The reasons given by learners will differ basing on their experience with those banks.

c) Products or services provided by financial institutions are:

- **Autos loans**
- Personal loans
- Credit cards
- ATM cards
- Money order
- Wire transfer
- Foreign currency exchange
- Safe deposit boxes
- Checking an account
- Saving accounts
- Certificate of deposits
- Collection accounts
- Mortgage
- Home equity loans
- Autos loans

Application Activity 3.3

- Students read the activity individually
- Ask students to share ideas in pairs, and prepare a presentation by one of them.
- Invite randomly selected pairs to present discussion findings (where the class location allows, use gallery walk method)
- Give constructive feedback in form of supplements

Possible answers;

a) Scenario 1: There is no specific answer for the question. The learners' answers may vary depending on their own environment.

b) Scenario 2: Mega project of construction of a hydroelectricity can be a source of fund for construction from different sources. Review all possible sources suggested by learners in their distinct guides.

LESSON 4: Financial markets

a) Learning objectives

- Explain different types of financial market
- Explain how the financial market operates and the functions of stock exchange
- Distinguish between various types of financial markets
- Analyse the procedure and requirements for joining Rwanda Stock Exchange
- Discuss the benefits of investing in through the capital markets
- Advocate for capital markets as a source of investment
- Make rational decision when investing in the capital markets

b) Teaching resources

Entrepreneurship textbook, Computer and projector, Flip chard, Black board, chalkboard, marker pens, pens, magazines.

c) Prerequisites/Revision/introduction

The teacher asks questions orally from the previous lesson.

d) Learning activities 3.3

- Invite students to analyse the pictures and read the question individually from the student book and work in pairs to share with the classmates.
- Call some pairs to make presentations (if time allows, you can let all pairs present where possible)
- Provide constructive feedback in terms of supplements (here, you share with them the expert view.)

Possible answers;

a) The relationship between the pictures: All pictures are related to the purchase and selling of financial securities i.e. financial markets
b) Yes, there is a relationship between both pictures.
c) Financial market is a place where people and sellers meet to transact financial securities.

e) Application activity 3.4

- Students read the activity individually
- Ask students to share ideas in pairs, and prepare a presentation by one of them.
- Invite randomly selected pairs to present discussion findings (where the class location allows, use gallery walk method)
- Give constructive feedback in form of supplements

Possible answers;

1. Institutions and players who contribute in the good running of capital market business: Capital Market Authority (CMA), Rwanda Stock Exchange (RSE), Brokers, sponsors, dealers and traders.

2. **CMA**: CMA is the Regulator

- **RSE:** RSE raises capital for businesses and mobilizes savings for investment
- **Brokers**: They represent clients to buy or sell stocks and other securities.
- **Dealers:** They trade equities under their own. They may be clients of brokers.
- **Traders**: They trade equities but maintain their own account with brokers.
- **Sponsors:** Providers and entities supporting the goals and objectives of a capital market.

3. **Advantages of investing in capital market:**

- **Savings:** Investing in securities that are listed in the Capital or Stock market encourages investors to accumulate their savings in small amounts over time

- **Income:** Investment in the stock market provides a source of income. Shares pay dividends when companies declared profits and decide to distribute part of the profits to shareholders. Bonds pay an interest income to the bondholders. Sometimes the income earned from listed securities is higher than interest earned from the money or banking sector.

- **Wealth or Capital gain**: Whenever the prices of securities listed in the market go up, the value of the investment of the holders of those securities increases. This is called capital gain and is an important way of growing wealth through the stock market. It is important to note that a one –off investment in the Capital market does not make sense. It is therefore the accumulative investment over time that creates opportunities for growth in wealth through the Capital Market.

- **Securities as Collateral:** Listed securities are easily acceptable as collateral against loans from financial institutions.

- **Liquidity:** Liquidity is the ability to convert shares or bonds into cash by selling within the shortest time possible without losing much value. When one needs funds urgently, listed securities could be very useful because they are more liquid than most other forms of assets.

Note: you can use exercises available in the learner's book to increase the knowledge and skills of learners.

Skills Lab 3

Guidance:

There is no specific answer for this skills lab. Give an opportunity to learners to prepare their presentations (answers). Guide them to design the correct and clear answer entailing the relevant information from the entire class. Refer to SB to harmonize learners' work

Build

a) To introduce the topic, the teacher asks learners to read the activity in student book. Through think-pair and share, students discuss the questions in student book. The teacher encourages students to think through the banking and non-banking institution they intend to operate with while handling the activities of your Back-Home Business (BHB). Also, they think of a plan to use in order to invest in the financial markets.

Practice

Inform learners that in their respective pairs, they come up with their work to present to the whole class.

Explain the instructions to the activity:

- Each pair will think of the requirements for their answers for the questions.
- Suggest different activities to work on and present to the whole class.
- They will have 15 minutes (which can be changed according to class circumstances) to answer the questions in the students' book after which they will share findings to the whole class. The teacher facilitates the learners while they are working in pairs or in groups.

Present

The teacher guides the presentations as he/she gives feedback to each group and makes conclusions through posing questions as a form of assessment.

Encourage learners to ask questions where they do not understand. The teacher emphasizes that each student will keep their work in their portfolio notebooks.

Conclusion

The teacher concludes by linking financial institutions and markets to the new lesson.

3.5. Additional information

Methods of credit control for the central bank:
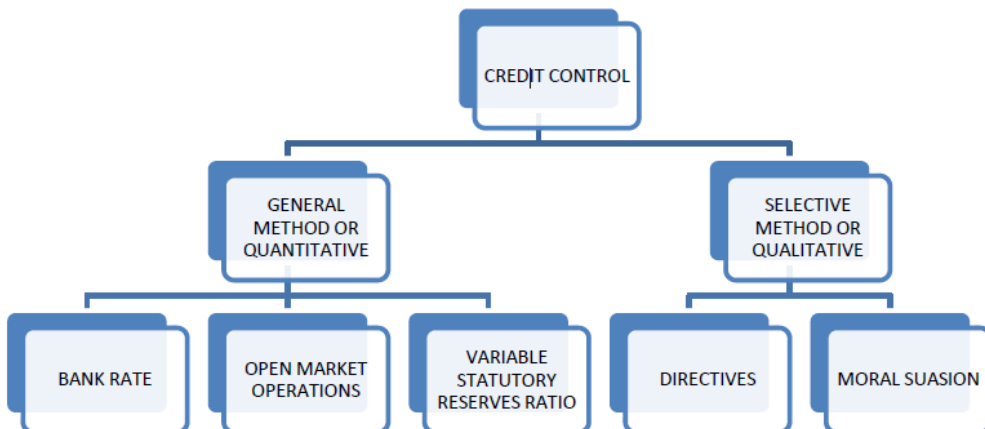
General method/Quantitative

i) Bank Rate: it is the minimum official rate at which the Central Bank, as the a bank of discount, rediscounts first class bills of exchange brought to it by the discount houses and commercial banks. Bank rate policy regulates the bank credit by affecting the cost and availability of credit i.e. if the bank rate is increased (rate of discount) the cost of obtaining credit goes up and vice versa.

ii) Open Market Operations: This is the buying and selling of securities by the Central Bank i.e. to purchase and sell securities of the Govt, securities of local authorities. The OMO leads to an increase or decrease in the volume of cash reserves of commercial banks when they buy or sell securities offered in the open market.

iii) Variable Statutory Reserve Ration: Commercial banks are required to keep a minimum cash reserve i.e. 5% of their total liabilities (demand deposits) and say 2% of their total time liabilities (time deposits). This is used to curb credit expansion.

Selective Method (Qualitative)

- This is applied to address some specific sensitive spots of the economy that require attention in the interest of sustained growth of the economy. It is mainly intended to control curtained selected fields of credit activities.

These methods include:

- **Directives:** the Central Bank can direct commercial banks and other financial institutions to furnish information at a determined regular point in time i.e. every 2 weeks, on advances against the securities to keep watch over their lending activities; to raise "margin requirements" for giving advances; restrict advances when hoarding of food grains becomes prevalent; to curb general inflationary symptoms of the economy.

- **Moral suasion:** issuing of circulars of suggestive and recommendatory nature and persuades the banks to meet the financial situations. Normally the banks will accept recommendations from the Central Bank

3.6. End unit assessment

1. Distinguish between banking financial institutions and non-banking financial institutions.

- These are entities that assist people and companies or business ventures accomplish their monetary needs, either by depositing money, investing it, or managing it.

- While, non-financial institutions are financial intermediaries that do not create deposits but extend money lending attained from surplus spending units to the beneficiaries or customers. These lend funds, find out long-term investment opportunities and invest in them.

2. Explain what might happen in the economy if there were no financial institutions

- No savings
- No investments
- High inflation
- The economy would grow at a very low rate
- There would therefore, be no regulation of monetary supply due to non-existence of cash
- Suffering when one gets old-due to lack of pension funds

3. Assess the role of National Bank of Rwanda in the regulation of banking system.

- Printing and dispensing currency notes and coins
- Banker to the government
- Facilitating commercial banks
- Monitoring and managing the foreign currencies
- Identifying and implementing economic activities
- Controls inflation and deflation
- Research
- Advisory to the government
- Supervises commercial banks

4. Analyse the role of a microfinance institution in the development of the country.

- Provision of small loans to low-income earners
- Receiving small saving deposits from low-income customers, especially from the disadvantaged class.
- Providing small-scale investment advisory services to micro entrepreneurs.
- Playing a part in the implementation of government policies such as the eradication of poverty.
- Provision of economic empowerment opportunities to the disadvantaged population.
- Provision of financial literacy education to the customers.
- Collecting money from low-income earners in order for enabling them to accumulate savings.

5. The difference between Rwanda Stock Exchange and Capital market authority.

- Rwanda Stock Exchange Market is the market intermediaries in Rwanda which includes, licensed brokers, dealers, and sponsors. While Capital Markets Authority is the regulator of Rwanda Stock Exchange Market operations.

6. Jacqueline is a citizen from United States of America. She is looking to make investment in Bonds with Rwanda Stock Exchange (RSE).

Possible answers;

i) Evaluate the impact of Jacqueline's investment on Rwanda's financial sector.
- Increased employment
- Increases the investment base
- Payment of taxes
- Etc.

ii) How is Jacqueline investment protected against events that can happen?

Through registering with CMA

iii) Why do you think you can advise Jacqueline to invest in Bonds?
- Access capital
- Discover the value of its business

- Strengthens the company's status
- Foster employee motivation
- Benefits from Capital Market incentives
- Use of shares as currency

7. Discuss how a vibrant and dynamic financial sector in Rwanda can contribute to the socio-economic development

Possible answers;

- Increased investment
- Development of infrastructure such as roads
- Increased tax base
- Fosters foreign exchange through exports
- Employment creation
- Etc.

3.7. Additional activities

3.7.1. Remedial activity

a) Define the financial institutions.

b) Give examples of some financial institutions operating in Rwanda

Possible answers;

a) Financial institutions are the intermediaries between investors of money (surplus spending units) and the borrowers (deficit spending units).

b) Examples of some financial institutions:

- Central bank: BNR
- Commercial banks: BK, I&M Bank, Cogebanque, KCB, BPR, Access Bank, Ecobank, Equity Bank, etc.
- Saccos: Umwalimu Sacco, Umurenge Sacco
- Development Bank: BRD
- Insurance companies: Sonarwa, Sanlam, Prime, UAP, BK insurance, Britam, Radiant
- Pension funds: RSSB

- Health mutual funds: RAMA, MMI

3.7.2. Consolidation activities

a) How do you differentiate between banking and non-banking financial institutions?

b) Identity any two instruments that are dealt in capital markets.

Possible answers;

Banking financial institutions are the intermediaries that accept deposit from the public, advance short-term loans and provide loans at higher interest rate.

Non-banking financial institutions are the intermediaries that accept long-term deposit from the public, advance long-term loans and provide loans at lower interest rate.

3.7.3. Extended activities

1. Explain why you should advise VSLAs (Village Savings and Loans Associations) to invest in capital market.

2. Suppose you are a leader of a VSLA (Village Savings and Loans Association). Describe the process through which you will go until when your VSLA may buy a treasury bond.

Guidance to possible answers:

3. There is no single answers to the extended activities. Review each learner's answers to guide them respectively.

Refer to the learner's book.

UNIT 4 | HUMAN RESOURCE MANAGEMENT

Key Unit Competence: To be able to manage human resources for an organization or enterprise.

4.1 Unit prerequisite

In senior 4 Unit 4, students studied Business start-up and development, in this unit they realized that human resources such as employees, managerial teams, and casual workers play a great role in the development of a business venture. Under Unit 2 of senior 5, students looked at the Business plan for an enterprise, in which they noted the usefulness of understanding the need for an organization that includes different categories of personnel. This provides the basis for introducing the concept of Human resource management. The teacher should guide students to realize that for any business venture to develop, there must be the right employees. These are the human resources. Dealing with them, guiding and managing them in order to achieve the organizational goals, there must be Human resource management.

4.2 Cross-cutting issues to be addressed

Under this unit, there are cross-cutting issues that are catered for through the activities and scenarios used. The teacher is therefore advised to list the cross-cutting issues he or she would like to advocate for and design activities that would include them. Teachers should be aware of the integration of selected cross-cutting issues as he or she is handling a given lesson. Tactfully see how to drop in one or two comments of emphasis on cross-cutting issues.

Below is a list of cross-cutting issues associated with this Unit.

- **Gender Education**

The teacher should have in mind that all students-boys and girls have equal opportunities and rights to study. When composing group activities, assign responsibilities to all students without sidelining a given gender. Again, it is important to realize that while asking questions, or giving feedback, a teacher should be conscious of gender-related concerns. Therefore, he or she must cater to both girls and boys, and this is of paramount importance.

- **Standardization culture**

The teacher should emphasize to learners the need for a standard in the recruiting process. This will assist learners to adhere to the standards of effective preparation for the interviews and in whatever they are engaged in as workers.

4.3 Guidance on the introductory Activity

- Form manageable groups of 4 or 5 learners. Ensure that if your school is a mixed school, (boys and girls) are balanced in the composition of group discussions. The membership of these groups should keep changing in each activity, depending on the class situation and intended learning objective.

- Make sure all the students understand the demands of the activity and the expected outcome.

- Invite students to read the questions from the student's book, given a chance to individually think about the questions, share ideas, and then respond to the related questions.

- Guide students in all groups as they conduct their discussions.

- In each group, let the group presentative present their work (answers) to the rest of the class.

- Finally supplement students' responses and use that chance to take them to the new lesson.

Possible answers;

Here learners will give varying answers. The activity requires students to use the experience to understand the concept of human resource management.

   a) Workers or employees at school:
- Teachers
- Bursar
- Head teacher
- Cooks
- Cleaners
- Security personnel
- Driver

  b) How do they come to school?
- By vehicles,
- Footing /Walking

- Others use bicycles
- Motor cycles etc.

c) Here students are likely to give varying answers: The possible ones are:
- Headmaster
- Director of studies (DOS)
- Bursar
- Operational manager
- Head of department etc.

d) Human resource management department

e) The possible answers to this question are:
- Planning
- Organising
- Directing
- Controlling
- Hiring Talent
- Orientation
- Training and Development
- Employee Retention
- Feedback and Performance Appraisal
- Provide Actionable Insights

f) Conflicts management in a school:

The teacher should be aware of students providing varying answers depending on the nature of the administrative system existing in the school. The mostly and likely to come up are:
- Disciplinary teacher
- Teachers
- Patron
- Matron
- Head teacher
- Students
- Disciplinary committee

4.4 List of sub-heading / lessons

Key Unit competence: To be able to manage human resources for an organization				
Sub-heading	**#**	**Sub-heading**	**Learning objectives**	**Number of periods**
4.1 Human resource management	1	Meaning of key concepts	Explain the terms "Human resource", "human resource planning" and "Human resource management	2
	2	Qualities of a good human resource manager	Assess the qualities of a human resource manager.	
	3	Functions of the human resource manager	Analyze various managerial functions	
4.2 Recruitment process in an organization	1	Recruitment process in an organization	Analyze the recruitment process in an organization.	3

4.3 Conflicts management	1	Meaning and causes of conflicts in an organization	Differentiate the types of conflicts	2
	2	Types of conflict management styles /methods at the workplace	Describe the types of conflict management methods business operation	
	3	Steps of conflicts management handling	Explain the steps of conflict management handling	
Skills lab				**1**
End of unit assessment				**1**

LESSON 1: Human resource management

a) Learning objectives:

- Explain the terms "Human resource", "human resource planning" and "Human resource management

- Assess the qualities of a human resource manager.

- Analyze various managerial functions

b) Prerequisites/Revision/Introduction

The teacher should give students a chance of sharing the key take always from the previous lesson. This should not take more than 5 minutes

c) Teaching resources: Entrepreneurship textbooks, flip charts, markers, projector,

d) Learning Activity 4.1

- Invite students to read, discuss in pairs the learning activity from the student's book

- Have some pairs to present their discussion findings to the entire class
- Give opportunity to other pairs to supplement
- Share the expert view/give constructive feedback in form of supplement

Guidance on the possible answers.

a) The term resource means:

Anything that can be used to produce a given satisfaction or given product.

b) Why are Human resources:

They are used to produce products and services

c) A human resource department is a section of the company's administration that deals with the management of working personnel or employees or overall personnel or workforce of that company.

d) Activities done by human resource department include but not limited to;

- Recruit employees
- Oversee compensation and benefits
- Ensure better company culture
- Promote job training and educational development

e) Human resource: A single person or employee within an organization and part of the overall personnel or workforce of that company

Human Resource Management: A field of management that has to do with planning and controlling various functions of procuring, developing, maintaining, and utilizing a workforce.

Human resource planning: A process of assessing an organization's human resource needs in light of the organization's goals and making plans to ensure that a competent, stable workforce is employed.

f) Qualities of a person in charge of human resource management.

- Integrity
- Ethics
- Self-discipline
- Communication
- Empathy
- Problem-solving
- Strategic thinking
- Technologically updated
- Multi-tasking etc.

g) Functions of human resource management department include the following.
- Planning
- Organizing
- Directing
- Controlling
- Hiring talent
- Orientation
- Training and development etc.

Application activity 4.1

Possible answers on the activity.

a) Chris is a human resource in the company because he or she is employed in as sales representative.

b) Human Resource Management department

c) Human resource manager

d) Refer to part (f) of Learning Activity 4.1.

e) Operative functions and managerial functions: This is because management goes beyond just hiring and payroll. It stretches to every task that affects the workforce of the organization.

LESSON 4.2: Recruitment process in an organization

a) Learning objectives:

- Analyze the recruitment process in an organization
- Explain the meaning of recruitment in an organization
- Describe the recruitment process in an organization

b) Prerequisites/Revision/Introduction

The teacher should ask learners orally to describe how a worker is employed. Let at least each write down their responses and randomly pick about three learners to share their answers with the rest of the class.

c) Teaching resources: Entrepreneurship textbooks, Flip charts, Markers, Projector,

d) Learning Activity 4.2

Guidance on the activity.

- Allow learners enough time to think about past experience in relation to the question so that they respond relevantly
- Invite students to read, discuss in pairs the learning activity from the student's book
- Have some pairs to present their discussion findings to the entire class
- Give opportunity to other pairs to supplement
- Share the expert view/give constructive feedback in form of supplement

Guidance on the possible answers.

a) The students are more likely to give an unsorted list of jobs or positions. The possible answers are:

- Manager
- House worker
- Teachers
- Security personnel
- Porter
- Gardener etc.

b) Before the actual recruitment, the following would be done;

- Job analysis
- Identifying the recruitment needs
- Job specification and description
- Advertise the job
- Screen the application

c) The process that was followed during the recruitment process;

- Identified the recruitment needs
- Job description and job specifications
- Advertised for open job vacancies
- Screened the job application
- Made a list of the candidates
- Conducted interviews
- Hired
- Provided feedback
- On-boarding the worker

d) Recruitment is the process that includes sourcing, screening, shortlisting, and, offering a job to a given individual. **While** recruitment process refers to the entire steps involved while employing a given individual or individuals to the company.

Application activity 4.2

Possible answers

The students should include the items composing the recruitment process as indicated in the answers for part (c) of learning activity 4.2 above.

LESSON 4.3: Conflicts management

a) Learning objectives:

- Identify different conflicts that may occur
- Show concern for conflicts in business operations
- Manage conflicts
- Explain the meaning of conflict management

b) Prerequisites/Revision/Introduction

The teacher should be aware of how conflicts are always happening between people regardless of age, social status, or position. Therefore, he or she should use the student's experience to introduce the concept of conflict management.

The teacher, therefore, should ask students to think of the time they were involved in a misunderstanding with a friend or someone and show how they went about it. Then let them share that experience and use their responses to drive them toward the lesson's objectives.

c) **Teaching resources:** Entrepreneurship textbooks, flip charts, markers, projector etc.

d) Learning Activity 4.3

Guidance on the activity.

- Invite students to read, discuss in pairs the learning activity from the student's book
- Have some pairs to present their discussion findings to the entire class
- Give opportunity to other pairs to supplement
- Share the expert view/give constructive feedback in form of supplement

a) The term conflict refers to a situation where individuals or an individual have had disagreements or misunderstandings with others or another party.

b) Causes of conflicts may include but not limited to the following;

- Rumor-mongering
- Fights
- Not wishing each other well
- Competition
- Not wishing each other well
- Disparities in personality
- False accusations
- Unnecessary reporting

c) Conflict management is the practice of being able to identify and handle conflicts sensibly, fairly, and efficiently.

d) Ways of handling the situation;

- Avoiding
- Competing
- Accommodating
- Collaborating
- Compromising

e) Steps followed to manage conflicts;

- Set a discussion time
- Invite a third party
- Figure out the main issue
- Establish common goals
- Discuss how to meet goals
- Agree on a way forward
- Determine resolution roles

Application Activity 4.3

Possible answers on the activity:

a) Cause of the conflicts faced at the place of work;

- Unrealistic needs and expectations
- Business values
- Unresolved workplace issues

- Increase in workload

b) Style of conflict management can be applied to resolve the conflicts;

- Avoiding
- Competing
- Accommodating
- Collaborating
- Compromising

c) Steps that would be applied in conflict management

- Invite a third party
- Figure out the main issue
- Establish common goals
- Discuss how to meet goals
- Agree on a way forward
- Determine resolution roles

Skills Lab 4

Build

To introduce the skills lab activity, the teacher asks learners in individual manageable groups the following question: identify the causes of misunderstandings that are making Kamali conflict with fellow staff members at the workplace. Possible Answers: Not cleaning up, missing deadlines, and poor communication.

Through think-pair and share, students discuss key Steps that can be used to address Kamali's issue.

Practice Inform learners that in their respective lab pairs, they come up with a strategy on how the conflict existing between Kamali and fellow workers can be solved or managed.

Explain the instructions for the activity:

- Each pair will think of a plan on how the conflict identified in the scenario can be solved.
- Design a set of objectives for their project and how they will fund their project.
- Using the knowledge, skills, and general experience gathered from the Unit studied, be assigned to prepare and develop a plan for managing the conflict.
- Students will have 15 minutes (which can be changed according to class circumstances) to develop their plan. The teacher facilitates the learners while they are working in groups.

Present

The teacher guides the presentations as he/she gives feedback to each group and makes conclusions by posing questions as a form of assessment.

Encourage learners to ask questions that they do not understand. The teacher emphasises that each student will keep their work in their portfolio notebooks.

Conclusion

The teacher concludes by linking the business plan pitching to the Back-home Business projects.

4.5 Additional information

In order to equip the students with all the needed conflict management skills, the teacher should find time and discuss the effects of conflicts at workplace. This can be given as a research task or any other form of assignment. Below is an outline of additional content:

- Work disputes
- Absenteeism
- Termination
- Decreased productivity
- Stress-related effects
- Fights
- Damaging each other's property
- Project failure etc.

4.6. End of unit assessment

Possible answers

a) The students should refer to the answers indicated under (a) part of the learning activity 4.3

b) The report presented to the board meeting should entail the following;

- Identify the recruitment needs through job analysis
- Writing or creating a right job description and job specification
- Advertisement for open job vacancies
- Screening of job applications
- Initial short- listing of the candidates

- Arrange interviews
- Conducting interview and decision making
- Hiring
- Feedback
- Joining & on-boarding

4.7 Additional activities

4.7.1 Remedial activity

Explain the difference existing between conflict and conflict management.

Possible answers

The term conflict refers to a situation when there is disagreement or misunderstanding between two or more parties. **While** conflict management means the interventions put in place to solve the misunderstanding or disagreement between two or more parties.

4.7.2 Consolidation activities

Examine the causes of conflict management in a workplace.

Possible answers

- False-accusations
- Unfair payments
- Differences in personality and principle
- Poor management
- Failure to pay the workers or someone on time etc.

4.7.3 Extended activity

Which advice would you give to a group of start-up owners whose business ventures are faced with serious conflicts at workplace?

Possible answers

a) The owners of startup should establish the human resource management department. Then use the varying styles of conflict management such as:
- Avoiding
- Competing

- Accommodating
- Collaborating
- Compromising

Thereafter, the following steps should be followed.
- Invite a third party
- Figure out the main issue
- Establish common goals
- Discuss how to meet goals
- Agree on a way forward
- Determine resolution roles

UNIT 5 | BUSINESS ETHICS

Key Unit Competence: To be able to describe the benefits of business ethics at the workplace

5.1 Unit prerequisite

In S1, Unit 1 and 2 (Meaning, roles and characteristics of an entrepreneur and Personal values, skills and characteristics of an entrepreneur respectively), Unit 3: Work in the society; S3 Unit 2 (Career opportunities), students studied personal qualities in relation to entrepreneurship, characteristics of a good entrepreneur as well as the value of work in the society. From S1 to S6, students have been able to appreciate that positive work behaviours are paramount for the success of any business operation. Given this background, learners should be able to appreciate that doing a successful business requires certain behaviour by all those involved in the business activities. Learners should also realize that ethics in business affects both the business and the community at large. In this unit, they will be able to appreciate the role of ethical behaviour at the workplace.

5.2 Cross-cutting issues to be addressed

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

Inclusive education: Emphasis has to be put on how all learners irrespective of their backgrounds, economic or social setup have the right to participate in business activities that benefit their communities. Learners need to appreciate that irrespective of the size, type or nature of the business, they have to behave in an ethical way towards all.

Environment and sustainability: Environment is the most important thing to consider when one wants to take the entrepreneurial journey. It is therefore very crucial to have ethics and social responsibility towards the environment and society.

Gender education: The teacher should bear in mind that all students (girls and boys) have equal opportunities and rights to study. When forming group activities, assigning tasks and responsibilities, asking questions, and giving feedback a teacher should include both girls and boys.

Financial education: Being financially responsible partly means resources are used appropriately and productively. This cannot be with practicing ethics in the business. If customers are treated properly this will increase profits of the business but if workers steal or embezzle business funds this will lead to losses. Therefore, it is important to remember that financial fitness requires certain ethical behaviour without which there will be no success.

Refer to other crosscutting issues as identified in the preliminary pages of the teacher's guide and curriculum framework.

5.3 Guidance on the introductory activity

- Write the proverb on the chalkboard for all students to see and are able to read. "*If you plant a good seed in bad soil, it will affect how it roots and grows.*" In other words, the initial hard work of cultivating the soil coupled with close attention to light, water, and warmth would directly impact the quality and quantity of the future harvest

- Using a large group discussion, guide students to answer the questions on the introductory activity in the students' book.

- Guide students' discussions using the probing questions in the students' book. Supplement students' responses and link students' answers to the new lesson

- There are no specific answers to this activity. It helps you assess their knowledge on the unit to be covered.

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

a) If there is good behaviour it will positively affect everyone at the workplace the business will succeed but bad behaviour will negatively affect everyone and make the business fail.

b) Good ethical behaviour is very important in the success of the business

c) One should try to be role model to those around him/her or in the community he/she lives.

d) Greeting customers may make them want to come back; Not stealing business funds will increase profits; If you overcharge a customer, he/she will not come back

e) "If you believe in unlimited quality and act in all your business dealings with total integrity, the rest will take care of itself." – *Frank Perdue.* "To give real service you must add something which cannot be bought or measured with money, and that is sincerity and integrity." – *Douglas Adams*

Note: Students may suggest other responses in addition to those suggested above. Consider each student's answer.

5.4 List of lessons/sub-heading

Headings	#	Lesson title/ sub-headings	Learning objectives	Number of periods
5.1 Importance of business ethics	1	Meaning of Ethics and Business Ethics **Note: Start with the Introductory activity**	Arouse the curiosity of students on the content of unit 5. Differentiate ethics from business ethics	2
	2	Importance of Ethics in Business Operations	Appreciate the importance of ethics in business operations	

	1	Business ethics towards customers	Behave in an ethical way while dealing with customers	1
5.2 Business ethics towards various stakeholders	2	Business ethics towards employers and employees	Behave in an ethical way towards employers and employees	1
	3	Business ethics towards the society	Behave in an ethical way with others in the society	1
	4	Business ethics towards the government	Behave in an ethical way towards the government	
	5	Business ethics towards shareholders	Behave in an ethical way with other business partners	1
Skills Lab				1
End of unit assessment				**1**

LESSON 1: Importance of business ethics

a) Learning objectives:

- Define the terms "ethics", and "business ethics"
- Describe the importance of ethics in business operations

b) Teaching resources

Flip chard, chalkboard, markers, pens,

c) Learning activities

Activity 5.1

- Students analyse the case study and read the questions individually from the student book and work in small groups to share with the classmates.
- While learners are doing the activity, make sure everyone is working and actively participating.

- Invite some groups to make presentations using an appropriate methodology (if time allows, you can let all the groups present where possible).

- Ensure all learners including those with special education needs are given an opportunity to give their views and should be respected

- Provide constructive feedback in terms of supplements (here, you share with them the expert view.)

- Harmonize their findings or answers and help them draw conclusions/ summary to the meaning of "ethics, business ethics and workplace ethics"; and the importance of ethics in business operations. Answer or address any questions or challenges about the activity. Guide them to make notes in their note books referring to learner's book.

- Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to learner's book.

- Link the students' answers with the new lesson.

Possible answers

a) She is ever early at the job; leaves at the right time; an honest person; treats clients and customers fairly and honestly; never lies to potential clients or provide them with misleading information; always tells the true price of a service or product.

b) Manage their time well, prioritize tasks, meet deadlines, get things done, punctual and arrive to work on time or earlier, work well within teams, never hold up the completion of projects, finish their work obligations before committing to social activities, cannot see them scrolling through their social media feeds etc.

c) Good or positive behaviour, positive attitude, values and ethics

d) Ethics refers to acceptable or good behaviour demonstrated by a person in society.

e) Refers to good behaviours in business, accepted behaviour in business or positive behaviour in business

f) Refers to good behaviours at workplace, accepted behaviour in the workplace

g) Increases customers, workers are satisfied, no problem with government, good reputation in community

h) Effects of such ethical behaviour to:

i) NIYO Business Enterprise: increase in customers, increase in profits, workers are satisfied etc.

i) Her clients: increased quality, fair prices, quick service etc.

ii) The employees: good relations at work, fair pay, job satisfaction etc.

iii) Important in business operations: results in improved employee retention, Stronger collaboration, more effective leadership, increased professional value, gaining more customers, recruiting from a wider candidate group, getting an advantage over similar businesses, Creating a positive work culture

d) Application activity 5.1

Guidance on the activity

- Invite students to read, discuss in pairs the application activities from the student's book

- Have some pairs to present their discussion findings to the entire class

- Give opportunity to other pairs to supplement

- Share the expert view/give constructive feedback in form of supplement

Possible answers

Refer to the following possible answer in order to assess students' answers:

Behaviour	Ethical	Unethical
Always arrives to work and finishes his projects on time	X	
Is happy to do overtime when appropriate	X	
Often arrives at work late and leaves early		X
An employee claiming to be meeting a client at the end of the workday when instead he/she is leaving early to catch a football		X
Employees bullying or harassing potential clients		X
Employees engaging in sexual harassment, or bullying other workers,		X

Employees appreciating the work that others employees actually performed	X	
A business correctly declaring taxes to RRA	X	
Often scrolling through social media during work hours		X

The report should contain:

The classroom

Shouting as the teacher is teaching, not answering when asked, appreciating others for correct answer, stealing others property etc.

Delays the class, motivates others, loss of property, disrespect etc.

Promotes togetherness in class, motivation to all members, saves time when asked and answer.

LESSON 2: Business ethics towards various stakeholders

a) Learning objectives:

- Discuss business ethics towards customers
- Discuss business ethics towards employees
- Discuss business ethics towards society
- Discuss business ethics towards government
- Discuss business ethics towards shareholders

b) Teaching resources:

Flip chart, chalkboard, markers, pens, pictures, field trips

c) Prerequisites/Revision/Introduction:

Students have studied the meaning and importance of business ethics in business operations in the previous lesson. They also observed some ethical behaviour either their classroom, home or school. The knowledge acquired will enable them to discuss the ethical behaviour of a business towards various business stakeholders.

d) Learning activity 5.2

- Students analyze the case study and read the questions individually from the student book and work in small groups to share with the classmates. Small groups can be the same as the stakeholders (groups: 1. Customers, 2. Employees/workers, 3. Society, Community/society, 4. Government, 5. Shareholders)
- While learners are doing the activity, make sure everyone is working and actively participating.
- Invite groups to make presentations using an appropriate methodology (if time allows, you can let all the groups present where possible).
- Ensure all learners including those with special education needs are given an opportunity to give their views and should be respected
- Provide constructive feedback in terms of supplements (here, you share with them the expert view.)
- Harmonize their findings or answers and help them draw conclusions/ summary to the ethical behaviours of the business towards customers; employees; the society; the government; and shareholders
- Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to learner's book.

Possible answers

There is no specific answer to this activity. Students may have heard of Nyirangarama or Sina Gerard from different sources. Consider each student's answer. The answers from students may include:

  a) Yes, Urwibutso Enterprise behaves in an ethical way because:
- It maintains high standards for the production of quality products
- Invests in the Nyirangarama community
- Established a primary and secondary school for 800 children of contracted farmers
- Employs 5 full-time agronomists to provide technical assistance on effective farming techniques
- Provided savings programs
- Initiated a program to supply his farmers with livestock, free of cost.
- Oversaw the development of eco-tourism programs to attract tourists

  b) By giving examples, briefly explain how Urwibutso Enterprise behave ethically towards:

i) Customers: it maintains high standards for the production of quality products; provides a variety of products

ii) Employees: provides employment; pays school fees for their children

iii) Community/society: provides quality products; provides a variety of products; built school; provides employment; invested in eco-friendly initiatives

iv) Government: paying taxes; providing employment to people; attracting tourists who bring in foreign exchange

   c) Below are the ways of treating a shareholder ethically
- Access to books of accounting
- Annual reports
- Knowledge on the status of my investment

e) Application activity 5.2

- Invite students to read, discuss in pairs the application activity from the student's book
- Have some pairs to present their discussion findings to the entire class
- Give opportunity to other pairs to supplement
- Share the expert view/give constructive feedback in form of supplement

Possible answers

How one would ethically behave towards:

   a) Customers:
- Providing quality products/service, not using abusive language, selling at fair prices, giving correct information, giving quick service, Truthfulness, Using the right weights and measures, Kindness, Politeness, Respect of beliefs, culture and sex, etc.

   b) Owners:
- Allowing them to check the books of accounts, paying dividends, respecting their voting rights, Listening to shareholders' complaints

   c) Government:
- Paying taxes, observe laws of the country, Ensuring quality etc.

   d) Society:
- Respecting the customs, beliefs and cultures of the community, Protecting people's health, Preservation of the environment etc.

   e) Employees:
- Fair and timely payment, providing job security, Politeness, providing good working environment, listening to workers' views, Avoid discrimination etc

Skills Lab 5

Build

To introduce the lesson, the teacher asks learners the following question: Do you have any business idea in your mind you wish to start after your studies? What kind of ethics would you want to be exhibited in the business? Through think-pair and share, students discuss the business ethics they would want in their business. The teacher encourages students to think through what it might take to develop the code of ethics and social responsibility for their business.

Practice

- Inform learners that in their respective lab pairs, they come up with the code of ethics and social responsibility for their business.
- Explain the instructions to the activity:
- Each pair will think of the requirements for the code of ethics and social responsibility for their business.
- Suggest different activities they will do to develop the code of ethics and social responsibility for their business.
- They will have 15 minutes (which can be changed according to class circumstances) to the code of ethics and social responsibility for their business after which they will share findings to the whole group. The teacher facilitates the learners while they are working in pairs.

Present

The teacher guides the presentations as he/she gives feedback to each group and makes conclusions through posing questions as a form of assessment.

Encourage learners to ask questions where they do not understand. The teacher emphasizes that each student will keep their work in their portfolio notebooks.

Conclusion

The teacher concludes by linking business ideas developed and ethics in business

5.5 Additional information

Workplace ethics

Workplace ethics are the set of values, moral principles, and standards that need to be followed by both employers and employees in the workplace. It is the set of rules and regulations that need to be followed by all staff of the workplace.

Examples of ethical behaviours in the workplace include;

Obeying the company's rules,

effective communication,

taking responsibility,

accountability,

professionalism,

trust and mutual respect for your colleagues at work.

Unethical Workplace Behaviours

Lies. It kills trust, affects relationships and may even put people in trouble.

Taking Credit for Others Hard Work.

Verbal Harassment/Abuse on co-workers in and out of the workplace, and while dealing with customers.

Violence. Employees should not be violent when dealing with co-workers and customers.

Non-Office Related Work. Avoid doing non-office related work during office hours.

Extended Breaks. Employees should not take advantage of lunch breaks and extend them beyond time.

Theft/Embezzlement of business funds; Sexual Harassment; Corrupt Practices

How to Solve Unethical Issues at the Workplace

Have Rules. Organizations need to have predefined rules and regulations regarding workplace ethics.

Accept Feedback/Complaint. Make it easy for employees to send feedback or complaint in case of harassment, abuse, or any other unethical activities going on in the workplace.

Make clear Consequences for Unethical Behaviours. Consequences for unethical behaviours should also be placed alongside the rules at strategic places in the organization.

Swift Justice/Disciplinary Action. Irrespective of who breaks the rule, there should be swift disciplinary action by the organization.

5.6. End of unit assessment

Possible answers

1. **Ethics** are moral principles that govern a person's behaviour or the conducting of an activity while **Business ethics** is the moral code of conduct that guides the actions and operations of an organization and the employees working in it.

2. Business ethical behaviour towards

i) customers:
  - Non-discrimination of customers regardless of age, religious or cultural background, race, sexual orientation, socioeconomic class or history with the company.
  - Valuing the relationship with the customer over the sale and keeping meticulous records of all customer interactions.
  - Making sure customers get the best deal by honouring competitors' coupons.
  - Believing all customer claims, even those that seem exaggerated or fabricated.
  - Publishing information about how the company sources its materials.
  - Connecting all customer service callers directly to human representatives, rather than a robot-menu.
  - Rewarding loyal customers with discounts, price lock-ins and special promotions.
  - Resolving every customer problem that arises, even those that were not the company or its products' fault.
  - Tailoring the type of service each customer receives to his/her unique needs.
  - Discussing products and services in honest terms, rather than trying to upsell and oversell them.
  - Advertising honest promotions and prices and avoiding "bait and switch" advertising tactics.
  - Complying with consumer protection laws.
  - Thoroughly testing all products before they reach the market and issuing prompt recalls for every released product found to be defective.
  - Using customers' names and terms like "sir" and "madam" when interacting with them.
  - Responding to all customer inquiries promptly.
  - Honestly assessing customers' challenges and recommending the best solutions for them.
  - Never sharing customers' personal data without their consent.

ii) Business ethical behaviours towards employees:

- Fair and timely payment.
- Providing job security.
- Politeness.
- Providing good working environment.
- Listening to workers' views.
- Avoid discrimination.

iii) Business ethical behaviours towards the society:
- Respecting the customs, beliefs and cultures of the community
- Protecting people's health.
- Preservation of the environment.
- Producing environmentally friendly products.
- Providing equal opportunity for all the members of the society by organizations.
- Taking into consideration the basic human rights of an employee.

iv) Business ethical behaviours towards the government:
- Following the laws and regulations of the country.
- Declaring and paying all taxes honesty, regularly and in time.
- Avoid corrupting public servants.
- Making proper use of scarce resources.
- Assisting in solving national problems, like poverty, unemployment, unbalanced regional growth etc.
- Avoiding monopoly and concentration of economic power.
- Declaring and Paying taxes on time.
- Observe laws of the country.
- Ensuring quality of products and services.

v) Business ethical behave towards shareholders:
- Maintaining and Checking the books of accounts.
- Paying dividends to shareholders.
- Respecting their voting rights.
- Listening to shareholders' complaints.
- Repecting their right to receive dividends.
- Respecting their preemptive rights to purchase additionally placed shares.
- Respecting their right to obtain adequate information on a company's activities.
- Respecting their right to participate in the general shareholders meeting.

- Adequate disclosure in advance of all materials necessary to make informed decisions.
- Respecting their right to receive a proportionate share of a company's property, after payment of creditors, in the event of its liquidation.

3. Importance of ethics in business operations:

- Strong business ethics often encourage managers to show appreciation for an employee's hard work.
- Team members who practice business ethics have respect for one another and work well together.
- When a manager follows business ethics, they're more likely to treat employees well. As a result, teams are more inclined to follow their lead.
- When you have a positive attitude toward your work and those you work with, you can increase the quality of your work.
- Consumers are more likely to continually support businesses that care about the impact they make.
- Promoting a strong code of ethics that includes social responsibility can help companies attract and retain more candidates.
- Businesses that promote ethics often acquire more customers than businesses in the same industry.
- When employees agree with a company's code of ethics and social responsibility, they are more likely to feel motivated and support the organization.
- Employers who encourage employees to take action in their community also gain more approval and commitment.

5.7 Additional activities

5.7.1 Remedial activity

What do you understand by the following terms?

i) Ethics

ii) Business ethics

iii) Workplace ethics

Possible answers

i) **Ethics** are moral principles that govern a person's behaviours or the conducting of an activity.

ii) **Business ethics** is the moral code of conduct that guides the actions and operations of an organization and the employees working in it**.**

iii) **Workplace ethics** are the set of values, moral principles, and standards that need to be followed by both employers and employees in the workplace.

5.7.2 Consolidation activities

1. Using your experience as a customer or someone who has served customers, describe any place or a time you felt you were treated properly as a customer.

2. Do you think they handled you in an ethical way?

3. With some examples, give reasons to support your response in (2) above.

4. How do you think a business should behave in an ethical way towards customers?

Possible answers

1. When I was welcomed warmly by a seller (students will give different situations)

2. Yes, and I felt very happy.

3. Examples of ethical behaviours towards me as a customer;
   - A seller called me by name and politely asked me what I wanted
   - The seller explained to me the different products they had for me to make a choice.
   - The seller politely asked me to wait when I had become impatient
   - The transport agency took off exactly at the time on the ticket

4. How businesses should behave in an ethical way towards customers?
   - Truthfulness
   - Using the right weights and measures
   - Providing quality products
   - Kindness
   - Politeness
   - Respect of beliefs, culture and sex
   - After sale service
   - Ethical advertising
   - Not overcharging

5.7.3 Extended activity

Referring to your school as a business or any other workplace you know of in your community, complete the table below by identifying the kind of behaviours you observe in the businesses towards the society, government and shareholders

Name of business: XYZ Company Ltd.		
Toward	Ethical behaviours	Unethical behaviours

Possible answers

Name of business: XYZ Company Ltd.		
Toward	**Ethical behaviours**	**Unethical behaviours**
Society	Respecting the customs, beliefs and cultures of the community Paying for community initiatives Supporting building of social services Protecting people's health Preservation of the environment	Providing poor quality services Polluting the environment Poorly disposing of wastes

Government	Paying taxes	Not declaring actual returns
	Observing laws of the country	Not paying taxes
	Supporting government initiatives and programs	Not following government regulations
	Ensuring quality products and services	
Shareholders/ Partners (if any)	Checking the books of accounts	Not correctly declaring books of accounts
	Paying dividends	Not maintaining proper books of accounts
	Respecting voting rights	
	Listening to shareholders' complaints	Not allowing shareholders access to business documents
	Organizing general meeting	

Key unit competence: To be able to apply standard health and safety practices and regulations at the workplace

6.1 Unit Prerequisite

In S1, learners were introduced to meaning, roles and characteristics of an entrepreneur, personal values, skills and characteristics of an entrepreneur and work in the society. This prior knowledge, skills or competences should help them to be able to apply standard health and safety practices and regulations at the workplace.

6.2 Cross-cutting issues to be addressed

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

Gender education: Emphasis throughout this unit has to be put on how both male and female have same opportunities when it comes to health and safety in the workplace. Not forgetting, that men and women may have different safety and health needs which must be provided at the workplace.

Environment and sustainability: One cannot talk of business without the environment. A safe and healthy environment is a prerequisite for the success of every business enterprise. Therefore, great care for environment is paramount in terms of safety and health at the workplace for the success of a business.

Inclusive education: While providing a safe and healthy environment, emphasis has to be put on how we all regardless of our background, economic or social setup have right to safety and health environment that do not discriminate as our needs are the same. Learners need to understand that education in general should not discriminate but promote inclusiveness of all etc. Learners should also adhere to inclusiveness in their business club.

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

Financial education: You need to emphasize to the learners the need for saving culture and manage their business revenues and any other monetary issues properly. This cannot happen if they do not practice certain safety and health habits. If they get sick at home or the workplace, they will spend money which would otherwise be saved and used for other purposes.

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

6.3 Guidance on the introductory activity

Write the proverb *"Inyamaswa idakenga yicwa n'umututizi" (When not cautious, an animal can be killed by an ordinary tree cutter)* on the chalkboard for all students to see and are able to read.

Using a large group discussion, guide students to answer the questions on the introductory activity in the students' book.

Guide students' discussions using the probing questions in the students' book. Supplement students' responses and link students' answers to the new lesson

There are no specific answers to this activity. It helps you assess their knowledge on the unit to be covered.

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

Possible answers for introductory activity

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

It never hurts to remind employees that what they do at work matters and can have an impact on their life at the end of the day.

The leaders at any company should never forget that workplace safety starts with them.

The goal should always be to stay safe so that you can be healthy when you go home at night.

     b) The relationship is:

Everyone that you have to work hard to maintain a safe workplace; or

It never hurts to remind employees that what they do at work matters and can have an impact on their life at the end of the day.

    c) Describe examples of situations at the workplace:
- Worker not washing hands after the toilet which may later result into contamination
- Failing to remove an obstacle and later you have an injury from it
- Failing to have something to eat at lunch time which result into sickness later on
- Other proverbs with similar meaning:
- Work injuries and illnesses can affect every aspect of life for workers and their families;
- It takes leadership to improve safety;
- Work safely today. Remember, somebody expects you home tonight.

    d) Expect different proverbs raised by students depending on their back ground and knowledge.

    e) How to avoid such situations?
- Safety being everyone's responsibility
- Taking any safety and health issues seriously
- Remembering that your safety is the safety of another

6.4 List of lessons/sub-heading (including assessment)

Headings	#	Lesson title/ sub-headings	Learning objectives	Number of periods
6.1 Health and Safety at Work	6.1.1	Meaning of Safety and Health at work **Note: Start with the Introductory activity**	Arouse the curiosity of students on the content of unit 6.	1
			Differentiate safety and health at work	
	6.1.2	Importance of Safety and Health at work	Describe the importance of good personal care and healthy habits at work	1
	6.1.3	Daily Positive health habits	Identify important health practices in the workplace	1
	6.1.4	Daily hygiene and sanitation practices	Explain how to prevent the spread of illness and contamination at work	1

6.2 Hazards in the workplace	6.2.1	Types of hazards	Identify unsafe situations that could harm people while on the job	2
	6.2.2	Handling hazards in a work environment	Handle unsafe situations that could harm people in any work environment	1
6.3 Emergencies at Work	6.3.1	Definition and types of emergences in work environment	Deal with emergencies in life and in any work environment	1
	6.3.2	Respond to emergencies in a work environment	Respond appropriately if there is a safety hazard, an accident or an emergence in a work environment and in daily life	1
End of unit assessment				**1**

LESSON 1: Health and Safety at Work

  a) Learning objectives:

- Describe the importance of good personal care and healthy habits at work
- Identify important health practices at the workplace
- Explain how to prevent the spread of illness and contamination at work place.

  b) Prerequisites/Revision/Introduction: Read the Key unit competence in the syllabus to determine what students will know and be able to do

by the end of the unit. Look at the action verb, concept and context of each learning objective. This will help you to see the skills, knowledge and attitudes embedded in the learning objectives. Remember the learning objectives link to the key unit competence.

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

d) **Learning activity 6.1**

- Learners in small groups, either pairs or individual analyse the Figure 1: Safety and Health at Workplace from the students' book to share with the classmates.

- While learners are doing the activity, make sure everyone is working and actively participating.

- Invite groups to make presentations using an appropriate methodology (if time allows, you can let all the groups present where possible)

- Ensure all learners including those with special education needs are given an opportunity to give their views and should be respected

- Provide constructive feedback in terms of supplements (here, you share with them the expert view.)

- Harmonize their findings or answers and help them draw conclusions/ summary to the meaning of safety and health at work; the importance of good personal care and healthy habits at work; important health practices in the workplace; and the ways of preventing the spread of illness and contamination at work. Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to learner's book.

Possible answers 6.1

a) No it is not a safe workplace, because there are so many things in the workplace that can result into harm to the workers such as dustbins, electric wires everywhere, documents not properly organized

b) No, it does not provide a healthy environment for work, because workers are working in positions that may affect their health. Also, there are people smoking, talking on the phone, others jumping and down shouting, others are in a private conversation

c) Meaning of the terms in relation to safety and health at the workplace

- **Workplace safety** refers to the limitation of elements that can cause harm, accidents, and other negative outcomes in the workplace.
- **A healthy workplace** is one where workers and managers collaborate to continually improve the health, safety and wellbeing of all workers and by doing this, sustain the productivity of the business *(World Health Organisation, 2009)*.
- **A healthy habit:** is any behaviours that benefits physical, mental, and emotional health. These habits improve overall well-being and make you feel good.
- **Hygiene** is the practice of keeping oneself and one's surroundings clean in order to prevent infection and disease and remain healthy and fit.
- **Sanitation** is arrangements to protect the public health specially the provision of clean drinking water and proper disposal of sewage.
- **Personal hygiene** refers to maintaining cleanliness of one's body and clothing to preserve overall health and well-being.
- **Workplace hygiene** refers to the standards of cleanliness that employers are expected to meet in ensuring that they provide a healthy working environment in which their staff can work, as well as clean and safe premises for members of the public to visit.

 d) The importance of having a safe and healthy workplace
- **Improved health and wellbeing.** The most significant and most obvious benefit of a healthy workplace is the improvement of the workforce's health and wellbeing.
- **Greater productivity and performance.** A business can increase productivity when employees are healthy and happy in the workplace, which results into an improvement in the performance of their employees as well as the quality of output
- **Improved corporate image.** When employees are satisfied with the safety and health of the workplace, it leads to an improvement in the organization's corporate image.
- **It also attracts more clients.** Employees in a healthy workplace are more productive, which results in higher quality output. This will attract customers and clients to the products and services of that business, bringing in higher profits.
- **Increased job satisfaction.** Seeing employees happy with the workplace is one of the significant benefits of a healthy workplace. When a workplace caters to the needs and wants of an employee, it reduces the turnover rates of the company
- **Greater work development and learning opportunities.** Employees feel appreciated when their work environment allows them to explore their capabilities and skills in their work.

- **Improved employee morale.** Having a healthy workplace helps employees feel safe, heard, and comfortable enough to freely work and express their creativity without feeling judged.
- **Lower absenteeism rates.** Businesses that take the time to cultivate a healthy workplace will see fewer health and sickness instances, lowering the number of absenteeism and tardiness.
- **Increased employee engagement.** A healthy workplace naturally increases employee engagement in the workforce, resulting in higher productivity rate, greater loyalty, better retention rates, and enhanced customer experiences.
- **Lower turnover rate.** Employees who are happy with their businesses work environment will be less likely to leave for another company.
- **Lower workers' compensation premiums.** Having a healthy workplace sees employees satisfied, motivated, and healthy. In effect, companies will see a reduction in claimed workers' compensation premiums.

e) Health habits observed at the work place (school):

- **Get enough sleep.** A good sleep can improve your memory and concentration, boost your immune system, and help you cope with stress more easily.
- **Manage stress.** Stress can affect your mood and your physical health. It can cause anxiety, anger, and irritability as well as headaches, muscle pain, exhaustion, and sleeping problems.
- **Find time to relax.** Set aside time every day for self-care and relaxation. Make a routine for yourself, so that relaxation becomes a daily ritual.
- **Meditate once a day:** Meditation may help you manage pain, reduce blood pressure, improve symptoms of depression and anxiety, and cope with daily stress.
- **Maintaining a healthy social life.** Whether it is volunteering, joining a club, or attending a movie, communal activities help improve mood and mental functioning by keeping the mind active and serotonin levels balanced.
- **Maintain healthy eating habits:** To get all the nutrition the human body needs, you must eat a balanced diet including dairy, grains, protein, fruits and vegetables, as well as fat.
- **Get some exercise every day, even just a little.** This will not only make you feel better but also make you look better. Try walking if you cannot afford another as it is a great exercise.

f) Personal hygiene and sanitation practices practiced at:

- Home
  - Washing your body
  - Washing your hands
  - Using hand sanitizer
  - Changing sanitary pads several times a day by females
  - Washing your hands before and after changing tampons or pads.
  - Putting on clean, dry clothing.
  - Washing sweaty or dirty garments well
  - Handling food safely
  - Washing your hands before and after preparing food.
  - Cooking the food thoroughly to get rid of germs that could be on the food.
  - Using a clean water source to wash off fruit and vegetables if you are going to eat, before preparing to eat or serve.
  - Having a clean restroom well stocked with soap, toilet paper and hand towels.
  - Before and after using the cooking supplies (including utensils) you should wash these with soap and water (preferably hot water).

- School/workplace:
  - Washing your hands
  - Using hand sanitizer
  - Changing sanitary pads several times a day by females
  - Washing your hands before and after changing tampons or pads.
  - Putting on clean, dry clothing.
  - Handling food safely
  - Washing your hands before and after preparing food.
  - Using a clean water source to wash off fruit and vegetables if you are going to eat, before preparing to eat or serve.
  - Providing staff with a written hygiene policy.
  - Before and after using the cooking supplies (including utensils) you should wash these with soap and water (preferably hot water).
  - Provide items such as clean wipes, sanitizers, and tissues to help your staff maintain a clean and hygienic workspace.
  - Make sure your workplace is regularly cleaned
  - Having a clean restroom well stocked with soap, toilet paper and hand towels.

Application Activity 6.1 learners' book

- Provide instructions to the students for the activity in the student's book
- Inform students that this activity will be done over a period of one week after which it will become a daily habit to practice.
- Students either in small groups, pairs or individuals will make a weekly plan they will follow in order to apply hygiene and sanitation practice either at school or at home.
- Every day if possible students will present the practices practiced which the teacher assess and guide them accordingly.
- At the end of the week, students will present their plans and be shared with the whole class. Use probing questions such as which practices were they able to apply? Which practices did they manage to avoid?
- Depending on the performance or results, you may decide to give remedial or extension activities.

Probable answers to Application activity

Learners will give different answers depending on their experiences throughout the week but generally their responses may include the following.

No.	Practice	To apply	To avoid
	Washing my hands everyday	X	
	Smoking		X
	Washing my body everyday	X	
	Disposing of wastes anywhere		X
	Brushing my teeth 2 times a day	X	
	Eating fruits without washing them		X

Lesson 2: Hazards in the workplace

a) Learning objectives:

- Identify unsafe situations that could harm people at work
- Handle unsafe situations that could harm people in a workplace

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

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

d) Learning activity 6.2

- Learners in small groups, either pairs or individual analyse the Figure 4 in the learners' book that illustrates a workplace environment from one of the departments in the accounting section from the students' book to share with the classmates.

- While learners are doing the activity, make sure everyone is working and actively participating.

- Invite groups to make presentations using an appropriate methodology (if time allows, you can let all the groups present where possible)

- Ensure all learners including those with special education needs are given an opportunity to give their views and should be respected

- Provide constructive feedback in terms of supplements (here, you share with them the expert view.)

- Harmonize their findings or answers and help them draw conclusions/ summary to the meaning of hazards at workplace; types of hazards at the workplace; and ways of handling unsafe situations that could harm people in a workplace at work

- Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to learner's book.

Possible answers to learning activity 6.2

a) No, it is not a safe and healthy workplace

b) Some of the things that make the above workplace not safe or harmful to people:

- Plants in the workplace
- Many appliances in one socket
- Papers littered on the floor
- Watering plant near electricity
- Air conditioner behind someone, etc

c) Hazard is any unsafe situation that may result into harm to people and property.

d) Workplace hazard is any unsafe situation that may result into harm or injury to people and property at work.

e) The types of hazards include:

- **Physical hazards** can affect those who work in extreme weather conditions or in harmful environments
- **Biological hazards** are extremely dangerous and include exposure to dangerous substances and diseases associated with working amongst animals, people, or infectious plant materials.
- **Safety hazards** can affect any employee, but these are more likely to affect those who work with machinery or on a construction site.
- **Ergonomic hazards** affect individuals whose work puts a strain on their body
- **Chemical hazards** mainly threaten employees whose roles expose them to dangerous liquids, solvents or flammable gases.
- **Workload hazards** include issues that could cause stress or strain, such as workload, violence or aggression

f) Ways to make workplace above made safer or to eliminate the hazards identified

- Removing them
- Covering some of them
- Not sitting near the air conditioner
- Air conditioner can have moved away from people
- Plants may be removed from workplace
- Putting the papers in a dustbin
- Using an extension cable to plug in the appliances, etc

g) The acronym **SAFE (S**pot the Hazard **A**ssess the Risk **F**ix the Problem **E**valuate Results)

The steps involved in preventing injuries:

- **Spot the hazard by:**

- Asking workers and contractors in your workplace about any hazards they may have noticed

- Looking at the physical structure of your workplace: for example, stairs, desks, floor surfaces, exits, driveways

- Checking all machinery, appliances and vehicles used for work

- Examining how substances are stored, used and moved from one place to another

- Reviewing your injury records, including 'near misses' and reviewing information from designers, manufacturers or suppliers of the equipment and substances in your workplace.

- **Assess the risk by determining:**

- the potential impact of the hazard

- How severe could an injury or illness be?

- What's the worst possible damage the hazard could cause to someone's health?

- Would it require simple first aid only? Or cause permanent ill health or disability? Or could it kill?

- the likeliness of the hazard to cause someone harm

- Could it happen at any time or would it be a rare event?

- How often are workers exposed to the hazard?

  - **Fix the problem.** Hazards can be fixed by using the hierarchy of controls to remove or reduce risk in the workplace.

  - **Eliminate the hazard.** Remove it completely from your workplace. For example: repair damaged equipment. If this is not practical, then,

  - **Substitute the hazard.** Replace it with a safer alternative. For example: use a less toxic chemical; lift smaller packages. If this is not practical, then

  - **Isolate the hazard.** Keep it away from workers as much as possible. For example: relocate photocopiers to separate, ventilated rooms; If this is not practical, then,

  - **Use engineering controls.** Adapt tools or equipment to reduce the risk. For example: place guards on dangerous parts of machinery; use a trolley for moving heavy loads. If this is not practical, then,

  - **Use administrative controls.** Change work practices and organization. For example, rotate jobs to reduce the time spent on any single work task; train staff in safe work procedures; carry out routine maintenance of equipment. If this is not practical, then;

  - **Use personal protective equipment (PPE).** For example: use hearing/eye protection equipment, hard hats, gloves and masks; train staff to use PPE correctly.

  - **Evaluate results**

- After fixing the problem, find out whether the changes have been effective.

- Get feedback from those affected by the changes and include them in any modifications to their workplace or work routines.

- Make sure the solution does not introduce new hazards.

- If the work process changes, or new equipment is introduced to a task, then the risk assessment must be reviewed.

Application activity 6.2

- Students either in small groups, pairs or individuals will analyse the illustration showing some situations that may cause harm to workers or people at a workplace in their students' books.

- Depending on the purpose of the application activity, chose an appropriate method to assess learners' findings, answers or responses.

- Depending on the performance or results, you may decide to give remedial or extension activities.

Possible answers to application activity 6.2

This activity has no specific answers but it's up to the teacher to determine whether what the students have written is right or wrong following the illustration. The answers may include some of the following:

a) All situations that can cause harm in the illustration
- A cup of tea on the computer (safety hazard)
- Plants on the worktable (biological, safety)
- Many electric wires on the floor (safety, physical)
- Working while bending (ergonomic hazard)
- Possible chemical spills from Fire extinguisher   chemical, safety
- Congestion with no ventilation   physical, biological

b). Categories of the situations according to the types of hazards and managing them

No.	Unsafe situation	Type of hazard	How to manage the situation
1	A cup of tea on the computer	Safety	Remove cup from computer
2	Plants on the worktable	Biological, safety	Remove plant from worktable Take plant outside

3	Many electric wires on the floor	Safety, Physical	Use extension cables for each worker
4	Working while bending	Ergonomic	Provide an appropriate seat
5	Possible chemical spills from Fire extinguisher	Chemical, safety	Put the fire extinguisher away from workers
6	Congestion with no ventilation	Physical, Biological	Reduce the number of workers Provide sufficient ventilation

- All potential hazards identified
- Building material such as stones and bricks that have overstayed under the grass
- Water on the floor in front of the classroom door
- Swinging seats hung on top may fall
- A broken glass window in the classroom
- Short and uncomfortable desks and chairs
  - Measures or strategies to manage or handle the hazard
- Dig the grass off the building materials
- Remove the building materials away from the classrooms
- Cleaning/removing the water
- The swinging seats may be lowered
- The broken glass may be repaired or replaced, etc.

Lesson 3: Emergencies at Work

a) Learning objectives:

- Deal with emergencies in life and in any work environment

- Respond appropriately if there is a safety hazard, an accident or an emergence in a work environment and in daily life

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

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

d) Learning activity 6.3

Guidance on the learning activity.

- Learners in small groups, either pairs or individual read and analyse figure 8 in the learners' book showing a situation at a workplace to come up with answers following the instructions given.

- While learners are doing the activity, make sure everyone is working and actively participating.

- Invite some groups to make presentations using an appropriate methodology (if time allows, you can let all the groups present where possible)

- Ensure all learners including those with special education needs are given an opportunity to give their views and should be respected

- Provide constructive feedback in terms of supplements (here, you share with them the expert view.)

- Harmonize their findings or answers and help them draw conclusions/ summary of what they have learnt regarding to the meaning of workplace emergencies; the types of workplace emergencies; and responding to emergencies in a workplace.

- Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to student book.

- This activity has no specific answers but it's up to the teacher to determine whether what the students have written is right or wrong following the illustration. The answers may include some of the following:
- People scared, smoke, someone on the phone calling
- The workplace is catching fire, something is burning
- An emergency, an accident, a calamity etc.
- Property may be damaged, people may lose their lives etc.
- Other situations that can occur: Flooding of the workplace; a contagious disease; earthquake; strong and violet winds, etc.
- A workplace emergency is an event that occurs and endangers your employees, clients, or the public; or risks disrupting your workplace operations; or causes damage
- Types of emergencies as related to safety and health at work:
- A natural emergency could occur as a result of flooding, severe weather such as hurricanes or tornadoes, or forest fires.
- Work-related emergencies are caused by factors relating directly to the work conducted. Work-related emergencies could be things such as chemical spills, explosions, machinery malfunction, or dangerous gas releases.
- Civil emergencies are emergencies that stem from civil factors. Civil factors could be things such as protests, strikes, or workplace violence or harassment, either employee-to-employee or client-based.
- Responding to different types of emergencies at workplace

Emergency	Response
Fire	Pull nearest fire alarm. Use stairwells to leave the building. Do not re-enter building(s) until directed by emergency personnel. Alert other people as you evacuate and provide assistance to others if necessary.

Earthquakes	STOP. Running is the most common cause of injury during an earthquake. DROP. Make sure your head is not the tallest thing in the room. COVER. Get under a desk or table to protect yourself from falling objects. HOLD. Whatever you are under, hold on tightly until the shaking stops. After the shaking has stopped evacuate to a safe location, away from buildings. Report your status to school officials. Avoid using cell phone lines except for emergency calls. Use text message for other contacts.
Active Shooter	RUN. Leave the building as quickly and quietly, if safe to do so. HIDE. If you can't leave, go to an area that can be locked or secured. Stay low, hidden and spread out. Call 911. If you encounter police, show your hands, follow their commands and don't make sudden movements.
Medical Emergency	Avoid leaving injured person except to summon help. Do not move the injured person. Render first aid or CPR if you are trained and feel comfortable doing so. Protect yourself before and after rendering assistance. Call 911.

Hazardous Materials	Notify affected personnel immediately and evacuate the contaminated area.
	Move to a safe distance of at least 100 yards.
	Advise others to stay clear of contaminated area.
	Wait for further instructions from emergency personnel.
	Call 911.
Suspicious Person	Do not let a stranger into locked or secured areas for any reason.
	Do not confront or attempt to stop any person from leaving the area.
	Move to a safe location and call 911
Suspicious Object	Do not disturb, touch or use electrical devices near object.
	Move at least 100 yards from object.
	Call 911
Power Outage	Remain calm and offer assistance to others.
	Take the nearest marked exit.
	Do not panic or push others while exiting.
	Call Facilities at 206-592-3260 to report power outages.

e) Application activity 6.3

- Students either in small groups, pairs or individually will read and analyse the statement in their students' books and make an emergency response plan that can be followed to respond appropriately if there is a safety hazard, an accident or an emergence in a workplace.

- Depending on the purpose of the application activity, chose an appropriate method to assess learners' findings, answers or responses.

- Depending on the performance or results, you may decide to give remedial or extension activities.

Possible answers for application activity 6.3

An emergency plan for workplace XYA

a) Fire and smoke:
- Make sure the fire alarm is accessible
- Train worker on how sound the alarm
- Stairways should be accessible for all without discrimination
- Install firefighting equipment in the workplace
- Make sure firefighting equipment is accessible to all
- Train workers on how to operate the equipment
- Train workers on how to respond in case of the fire and smoke
- Prepare an evacuation site accessible to all

b) Personal injury or threat
- Buy and provided a well-stocked first aid kit
- Make sure the first aid kit is easily accessible by all
- Train workers on how to use the first aid kit
- Train workers in first aid action/response in case of an emergency
- Provide toll free emergency numbers

c) Gas leak
- Make sure gases are kept in safe and secure place
- Make sure the gas seals are always checked for proper sealing
- Provide workers with safety tools (masks, gloves) to handle gas leaks in case it happens
- Provide danger signs for workers to be aware
- Train workers on how to respond in case of a gas leak

d) Workplace violence or harassment
- Provide workers with a workplace violence or sexual harassment policy
- Train workers on the policy
- Design actions to be taken in case of such behaviours happening at workplace
- Encourage workers to speak out in case any of the behaviours happens

Skills Lab 6

Build

To introduce the lesson, the teacher asks learners the following question: Do you have any business idea in your mind you wish to start after your studies? What kind of safety and health standards would you want to be practiced in the business? Through think-pair and share, students discuss the standard health and safety practices and regulations they would want in their business. The teacher encourages students to think through what it might take to make a plan of how they will make the plan for the standard health and safety practices and regulations at the hotel.

Practice

- Inform learners that in their respective lab pairs, they come up with standard health and safety practices and regulations plan for their business.
- Explain the instructions to the activity:
- You have been given a job in the accounting department in one hotel after your senior six. Make a plan of how you will apply standard health and safety practices and regulations at the hotel. Your plan should include:
  - Daily positive health habits to be practiced
  - Daily hygiene and sanitation practices to be applied
  - Strategies to handle hazards at the hotel
  - Steps and guidelines to respond to emergencies at the workplace
- Each pair will think of the requirements for the safety and health standards for their business.
- Suggest different activities they will do in order to make their safety and health standards for their business.
- They will have 15 minutes (which can be changed according to class circumstances) to make the plan for the safety and health standards for their business after which they will share findings with the whole class. The teacher facilitates the learners while they are working in pairs.

Present

The teacher guides the presentations as he/she gives feedback to each group and makes conclusions through posing questions as a form of assessment.

Encourage learners to ask questions where they do not understand. The teacher emphasizes that each student will keep their work in their portfolio notebooks.

Conclusion

The teacher concludes by linking business ideas developed and safety practices at work or in business.

6.5 Additional Information

Work habits

Take short 1-2-minute stretch breaks every 20-30 minutes.

After each hour of work, take a break or change tasks for at least 5 minutes.

Always try to get away from your work station during lunch breaks.

Avoid eye fatigue by resting and refocusing your eyes periodically.

Look away from the monitor and focus on something in the distance.

Keep moving as much as possible throughout the day.

Take stretch breaks, especially after prolonged sitting and typing

Always sit upright and maintain proper posture at work.

Maintain proper nutrition by knowing what you eat, and making your foods is the best way to do so

Eat healthy snacks to keep you energized and productive throughout your day at work.

Always make sure that you drink enough water throughout your day at work

Limit the amount of caffeine you consume throughout the day at work

Socialize with your co-workers to help you reduce stress at work and significantly improve your mental health.

Clean your workspace regularly, keeping everything organized and accessible to ensure optimal productivity.

Keep your mobile phones face down on your desk away from you, or if possible, inside your desk drawer to prevent it from distracting you.

Make it a habit to practice meditation at work for at least 10 to improve your productivity at work and also your health.

Appreciate your fellow employees to help you stay healthy emotionally and spiritually.

Do and Don'ts of Personal Hygiene in the Workplace

Do clean up after yourself

Do regularly wipe down your workstation

Do wash your cups and mugs daily

Do use sanitizer provided for you

Do adhere to the company's hygiene policy

Don't sneeze or cough without covering your nose and mouth

Don't leave the toilet without washing your hands

Don't use a public toilet without wiping it down

Don't irregularly clean your workstation

Don't clean your face regularly with reused tissues

6.6. End of unit assessment

Read and answer the following questions

a) Describe the importance of good personal care and healthy habits at work

- Improved health and wellbeing.
- Greater productivity and performance.
- Improved corporate image.
- It also attracts more clients.
- Increased job satisfaction.
- Greater work development and learning opportunities.
- Improved employee morale.
- Lower absenteeism rates.
- Increased employee engagement.
- Lower turnover rate.
- Lower workers' compensation premiums.

b) Describe any 5 healthy habits that should be practiced every day:

- At work:

- Everyone helps keep the work environment tidy and organized

- Everyone is comfortable reporting unsafe working conditions up the chain of command

- Everyone who is required to wear PPE is wearing it the right way—and it fits properly
- Everyone knows where safety equipment is located
- Everyone who handles heavy objects uses proper lifting and carrying techniques
- Everyone know that their organization is committed to safety at the highest levels and can see posters in the break room or on the job site demonstrating this commitment
- Everyone knows where to go and what to do in an emergency
- Everyone is aware of hazardous chemicals in work area and knows where to find the Safety Data Sheets (SDSs)
  - In daily life
- Get enough sleep.
- Manage stress.
- Find time to relax.
- Meditate once a day:
- Maintaining a healthy social life.
- Maintain healthy eating habits
- Get some exercise every day, even just a little.
  c) Describe strategies to prevent the spread of illness and contamination at the workplace and at home
  - Wash your hands.
  - Handle food safely
  - Cook the food thoroughly to get rid of germs that could be on the food
  - Use a clean water source to wash off fruit and vegetables if you are going to eat, before preparing to eat or serve.
  - Maintain a clean restroom well stocked with soap, toilet paper and hand towels
  - Wash cooking supplies before and after using them with soap and water
  - Make sure your workplace is regularly cleaned.
  - Provide items such as clean wipes, sanitizers, and tissues
  d) Briefly describe any 5 unsafe situations that could harm people while on the job
  - Slips, trips and falls, operating dangerous machinery and electrical hazards

- Working amongst animals, people, or infectious plant materials
- Exposure to continuous loud noise, radiation, sun rays and ultraviolet rays
- Manual roles that require lifting or sitting for long periods can cause damage over time.
- Issues that could cause stress or strain, such as workload, violence or aggression
- Exposure to harmful chemicals can cause illness, skin irritation, breathing problems and, in extreme cases, death.

e) Describe strategies to handle unsafe situations that could harm people in any work environment

- Eliminate the hazard. Remove it completely from your workplace.
- Substitute the hazard. Replace it with a safer alternative.
- Isolate the hazard. Keep it away from workers as much as possible.
- Use engineering controls. Adapt tools or equipment to reduce the risk.
- Use administrative controls. Change work practices and organization.
- Use personal protective equipment (PPE)

f) With examples, differentiate the types of hazards in the workplace

Type of hazard	Examples
Safety hazard: affect those who work with machinery or on a construction site	slips, trips and falls, operating dangerous machinery and electrical shocks
Biological hazards: exposure to dangerous substances and diseases associated with working amongst animals, people, or infectious plant materials	Bacteria and viruses Contaminated waste Animal droppings

Physical hazards: can affect those who work in extreme weather conditions or in harmful environments.	Continuous loud noise, Radiation, Sun rays and Ultraviolet rays
Ergonomic hazards: affect individuals whose work puts a strain on their body.	Manual roles that require lifting sitting for long periods can cause damage over time.
Chemical hazards: mainly threaten employees whose roles expose them to dangerous liquids, solvents or flammable gases. .	Exposure to harmful chemicals can cause illness, skin irritation, breathing problems and, in extreme cases, death
Workload hazards: issues that could cause stress or strain,	workload, violence or aggression.

g) With examples, differentiate the types of emergencies at the workplace.

Type of emergence	Examples
Natural emergency: occur as a result of flooding, severe weather	hurricanes tornadoes, or forest fires earthquakes floods
Work-related emergencies: caused by factors relating directly to the work conducted.	chemical spills, explosions, machinery malfunction, or dangerous gas releases.
Civil emergencies: emergencies that stem from civil factors.	protests, strikes, or workplace violence or harassment

h) Describe some strategies to deal with emergencies in life and in any workplace

- Prevention: The steps that are taken to avoid an incident or accident from occurring in the first place
- Mitigation: These are measures that can reduce the risk of an emergency happening
- Preparedness: The activities that are carried out to be ready to respond in the event that an emergency occurs
- Response: The actions that are taken immediately before, during and after an emergency to save lives and reduce loss and damages.
- Recovery: The actions that take place in the aftermath of the emergency situation to restore services and return to normal conditions.

6.7. Additional Activities

6.7.1 Remediation activities

Study the illustrations above and answer the questions below.

   a) Name the practices represented in the illustration above?
   b) Why is it important to apply the above practices in our daily personal and work life?
   c) What do you understand by;

   i) Hygiene

   ii) Sanitation

   iii)Personal hygiene

   iv)Workplace hygiene

Guidance to the teacher regarding answers to the above remedial activities

> **Possible solutions:**

a) Washing hands; shaving off beards; washing the face; brushing the teeth; washing the body; combing the hair

b) Why is it important to apply the above practices in our daily personal and work life?

- Good hygiene lowers your risk for diseases and illnesses commonly spread through viruses and bacteria.
- Good hygiene habits help us to keep our body strong and healthy.
- Cleanliness helps to prevent diseases.
- It also helps us to give a good appearance.
- Social and professional acceptance.
- Higher confidence and self-esteem.
- Pain prevention.
- Good personal hygiene involves keeping all parts of the external body clean and healthy.
- It is important for maintaining both physical and mental health.
- Free away from germs, disease and microorganism.

c) What do you understand by;

i) **Hygiene** is the practice of keeping oneself and one's surroundings clean in order to prevent infection and disease and remain healthy and fit.

ii) **Sanitation** is arrangements to protect the public health specially the provision of clean drinking water and proper disposal of sewage.

iii) **Personal hygiene** refers to maintaining cleanliness of one's body and clothing to preserve overall health and well-being.

iv) **Workplace hygiene** refers to the standards of cleanliness that employers are expected to meet in ensuring that they provide a healthy working environment in which their staff can work, as well as clean and safe premises for members of the public to visit.

6.7.2 Consolidation activity

Refer to your daily health habits either at school (workplace) or home and complete the table below. Read the health habit and decide whether it is a good or bad habit by putting an (X) in the appropriate column that describes your choice.

No.	Health Habit	Good	Bad
1	Eat more fruits		
2	Skipping Breakfast		
3	Eating more vegetables		
4	Doing physical exercises		
5	Drinking too much coffee		
6	Drinking excessive alcohol		
7	Drinking enough water		
8	Getting enough sleep		
9	Sleeping in the office		
10	Working up to very late at night		
11	Working in a poor posture		

Mention any other health habits that you observe at the work place (school) by completing the table below

Positive Health Habits	Bad Healthy Habits

Possible responses to consolidation activity

No.	Health Habit	Good	Bad
1	Eat more fruits	X	
2	Skipping Breakfast		X
3	Eating more vegetables	X	
4	Doing physical exercises	X	
5	Drinking too much coffee		X
6	Drinking excessive alcohol		X
7	Drinking enough water	X	
8	Getting enough sleep	X	
9	Sleeping in the office		X
10	Working up to very late at night		X
11	Working in a poor posture		X

Other habits observed at the work place (school)	
Positive Health Habits	**Bad Healthy Habits**
Cleaning the classrooms and compound	Leaving the classrooms dirty
Cleaning the toilets	Littering of wastes on the compound
Washing hands often	Some people not washing hands regularly
Disposing of wastes correctly	Not cleaning the toilets

6.7.3 Extended Activities

Below is a list of situations that can happen in a workplace. Using your knowledge on emergencies at the workplace read through the situations and choose which situations are emergency situations and which ones are not by completing the table below

bitten by spider and snake; chemical spills; food poisoning; power failures; inhaling toxic gas; Fire and smoke; Personal injury or threat; Bomb threats; Biohazard or chemical spills; faulty and dangerous equipment; slippery floor; flooding; exposure to sunshine; animal droppings; earthquakes; hot surfaces; a boss shouting you; someone smoking from the office; sitting for so long in an uncomfortable position; workers refusing to work

Emergency situations	**Not emergencies**

Categorize the situations identified as emergencies under the types of emergencies by completing the table below

Natural emergency	**Work-related emergency**	**Civil/external emergency**

Possible answers to extended activities

Emergency situations	Not emergencies
bitten by spider and snake	faulty and dangerous equipment
chemical spills	slippery floor
food poisoning	exposure to sunshine
power failures	animal droppings
inhaling toxic gas	hot surfaces
Fire and smoke	a boss shouting you
Personal injury or threat	someone smoking from the office
Bomb threats	sitting for so long in an uncomfortable position
Biohazard or chemical spills	
Flooding	
Earthquakes	
Workers refusing to work	

Categorize the situations identified as emergencies under the types of emergencies by completing the table below

Natural emergency	Work-related emergency	Civil/external emergency
Earthquake	chemical spills	Bomb threats
Flooding	food poisoning	Workers refusing to work
bitten by spider and snake	power failures	
	inhaling toxic gas	
	Fire and smoke	

UNIT 7 | TEAM LEADERSHIP

Key Unit Competency: To be able to lead a team in accomplishing a goal

7.1 Unit Prerequisite

At the beginning of senior four, learners were introduced to the Entrepreneurial journey, setting personal goals and the characteristics of a good entrepreneur (O' level). While in s.4 they were introduced to entrepreneurship as a career opportunity; setting personal goals and market research which required them to either work in a teams or individually. This prior knowledge, skills or competences should help them be able to lead teams in accomplishing goals.

7.2 Cross-cutting issues to be addressed

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

Gender education: Emphasis throughout this unit has to be put on how both male and females can successfully lead teams to accomplish goals. Examples of both male and female leaders, local and international have to be used throughout the unit. While leading groups in doing activities, stereotypes and biases should be voided

Inclusive education: In addition to all having equal opportunities to participate and lead teams, emphasis has to be put on how we all regardless of our background, economic or social setup have right to participate freely in teams of our choice. Learners need to understand that good leaders should not discriminate but promote inclusiveness of those they lead

Peace and Values: You need to emphasize to students the need to live in peace and harmony with others. Learners need to appreciate the value of peace and values in accomplishing team goals. Learners also need to appreciate the importance of promoting peace values in the as leaders but also as members of the team.

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

7.3 Guidance on the introductory activity

This introductory activity is intended to:

- Provide interest and motivation to the learners about team leadership
- Build on previous knowledge, skills, values, and attitudes to help the teacher assess the learner's prior knowledge and help to link with the new content, gradually as the unit progresses
- At this point, there is no right or wrong answer as learners will gradually get more appropriate answers progressively as they go through the unit.

Instructions to the introductory activity

Write the proverb *"Umwera uturutse ibukuru bucya wakwiriye hose" (Leaders are always taken as examples)* on the chalkboard for all students to see and are able to read.

Using a large group discussion, guide students to answer the questions on the introductory activity in the students' book.

Guide students' discussions using the probing questions in the students' book. Supplement students' responses and link students' answers to the new lesson

There are no specific answers to this activity. It helps you assess their knowledge on the unit to be covered.

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

Possible answers for the Introduction Activity

a) Leaders are taken as examples, what a leader do others take it as the right thing to do. So leaders have to behave in a way that is acceptable to the team and those they are leading

b) Teams have leaders who are entrusted in leading the team to accomplishing the team goals. So, the behaviour or actions of the team leader is deciding point between achieving the team goals or not.

c) When the leader is punctual at the workplace, most workers also tend to be punctual; when a leader tolerates and bullies workers, most workers will take on this behaviour and start bullying colleagues.

d) Other proverbs with similar meaning:

- A lead must inspire the team or the team will expire   *by   Orrin Woodward*
- A leader takes people where they want to go. A great leader takes people where they don't' necessarily want to go but ought to be
  by Rosalynn Carter

7.4 List of Lessons/sub-headings including assessments

Headings	#	Lesson title/sub-headings	Learning objectives	Number of periods
Leadership	1	Definition of the concepts **Note: Start with the Introductory activity**	Arouse the curiosity of students on the content of unit 7.	1
			Explain the terms "team", "team work", and "leadership"	
	2	Leadership qualities	Recognize leaders with good qualities	1
Styles and source power in leadership	1	Styles of Leadership	Recognize that leadership styles change according to the context in which they are working.	2
	2	Definition and sources of power	Recognize the source of power used in leadership	1
Leading team	1	Characteristics of a successful team	Lead a team successfully	1
	2	Developing teamwork	Cooperate and work effectively within a group	2
Problem solving and decision making	1	Problem solving	Lead others to solve problems	2
	2	Decision making	Lead others to make rational decisions	1

skills lab			Lead team to achieve a goal	2
End of unit assessment				2

LESSON 1: Leadership (Concepts and leadership qualities)

a) Learning objectives:

- Arouse the curiosity of students on the content of unit 7.
- Explain the terms "team", "team work", and "leadership"
- Recognize leaders with good qualities

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

c) Prerequisites/Revision/Introduction:

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

d) Learning activity 7.1

Guidance about the learning activity.

- Learners in small groups, either pairs or individual analyze the case study: A soccer team, from the students' book to share with the classmates.
- While learners are doing the activity, make sure everyone is working and actively participating.
- Invite groups to make presentations using an appropriate methodology (if time allows, you can let all the groups present where possible)
- Ensure all learners including those with special education needs are given an opportunity to give their views and should be respected
- Provide constructive feedback in terms of supplements (here, you share with them the expert view.)
- Harmonize their findings or answers and help them draw conclusions/ summary to the meaning of the concepts of leadership and the leadership qualities.

- Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to learner's book.

> **Possible answer to learning activity 7.1**

a) A **team** is also a group of people with different skills and different tasks, who work together on a common project, service, or goal, with a meshing of functions and mutual support.

b) Teamwork is the collaborative effort of a team to achieve a common goal or to complete a task in the most effective and efficient way.

c) A **leader** is "a person who influences a group of people towards the achievement of a goal".

d) Leadership is the art of motivating a group of people to act towards achieving a common goal.

e) Team leadership is the aligning a group of people towards a common goal and ensuring they have all the support they need to achieve it.

f) An **effective leader** is someone who provides guidance and support to their direct team members, the team they supervise or both.

g) Qualities of a good/effective leader the Amavubi team captain possess:

- Vision: Has a clear idea about their goals, how they want their team to perform and what success looks like
- Empathy: Understands that their team members are unique individuals and genuinely cares about them
- Integrity: Values, supports and defends their team's decisions as well as their own
- Motivation: Helps their team desire success and have the confidence to achieve it
- Teamwork: Understands the value of working together to achieve a goal
- Open-mindedness: Takes criticism well, gives their team members a voice and values others' ideas
- Creativity: Creates new ideas for goals, processes and solutions to issues
- Patience: Understands that some tasks take time and remains calm when challenges occur

Application Activity 7.1

Students either in small groups, pairs or individuals will analyse the case study: How H.E Paul Kagame rebuilt Rwanda after the genocide in their students' books.

Depending on the purpose of the application activity, chose an appropriate

method to assess learners' findings, answers or responses.

Depending on the performance or results, you may decide to give remedial or extension activities.

> **Possible answer to application Activity: 7.1**

  a) H.E Paul Kagame, the President of the republic of Rwanda
  b) The goal was the "social transformation" of Rwanda.
  c) What Paul Kagame did to achieve his goal?
- He set an "ambitious" vision of the country.
- He inspired, motivated, and led his people by example.
- After setting the vision, he "sold" the plan to the people of Rwanda.
- Selected a good team of advisors along with many other leaders around him.
  d) He is referred to as an effective leader because he exhibits the following qualities of an effective leader:
- Vision: He had and set a clear idea/vision about Rwanda and shared it with Rwandans.
- Empathy: he understands that Rwandans are unique individuals and genuinely cares about them.
- Integrity: Values, supports and defends their team's decisions as well as their own.
- Motivation: Helps their team desire success and have the confidence to achieve it.
- Teamwork: Understands the value of working together to achieve a goal.
- Open-mindedness: Takes criticism well, gives their team members a voice and values others' ideas.
- Creativity: Creates new ideas for goals, processes and solutions to issues.
- Patience: Understands that some tasks take time and remains calm when challenges.

LESSON 2: Styles and sources of power in leadership

a) Learning objectives:

- Recognize that leadership styles change according to the context in which they are working.
- Recognize the source of power used in leadership

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

c) Prerequisites/Revision/Introduction:

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

d) Learning activity 7.2

Guidance about the introductory activity.

- Learners in small groups, either pairs or individual study and analyse figure 7.2 The source of power for teachers from the students' book to share with the classmates.

- While learners are doing the activity, make sure everyone is working and actively participating.

- Invite groups to make presentations using an appropriate methodology (if time allows, you can let all the groups present where possible)

- Ensure all learners including those with special education needs are given an opportunity to give their views and should be respected

- Provide constructive feedback in terms of supplements (here, you share with them the expert view.)

- Harmonize their findings or answers and help them draw conclusions/ summary to the styles of leadership and sources of power in leadership.

- Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to learner's book.

Possible answers (Guidance)

1. a) There are no specific answers to this question but answers will depend on the choice of each student. Use probing questions to have students give reasons to support their choice. Some of the reasons for their choice of the answer may include the following:

Style of leadership	Reasons for choice
A	In large groups, with limited time
	In passive groups,
	In groups which seldom meet,
	At times when a quick decision or deadline must be met
B	In small groups, with enough time
	In highly motivated groups,
	In groups that can deal with a less structured environment.
	In groups which have a relatively high need for independence,
	In groups where the members have the necessary knowledge and experience to deal with the problem,
	In groups where the members expect to share in decision-making.
C	In large groups,
	In motivated groups,
	In organized group

b) A **leadership style** is a way in which a leader accomplishes their team's objective by motivating employees to work towards the common goal and focusing on their well-being

2. Different styles of leadership

- Coaching style: the leader quickly recognizes the team members' strengths, weaknesses, and motivations to help each individual improve
- Visionary style: the leader has a powerful ability to drive progress and usher in periods of change by inspiring employees and earning trust for new ideas
- Servant style: the leader lives by a people-first mind-set and believe that when team members feel personally and professionally fulfilled, they're more effective and more likely to regularly produce great work.

- **Autocratic style:** The leader is focused primarily on results and efficiency, often make decisions alone or with a small, trusted group and expect employees to do exactly what they're asked.
- **Laissez-faire style:** The leader focuses mostly on delegating many tasks to team members and providing little to no supervision.
- **Democratic style:** The leader asks for input and considers feedback from their team before making a decision.
- **Pacesetter style:** The leader primarily focuses on performance, often setting high standards, and holding the team members accountable for achieving the goals.
- **Transformational style:** The leader focuses on clear communication, goal-setting, and employee motivation.
- **Transactional style:** The leader establishes predetermined incentives—usually in the form of monetary reward for success and disciplinary action for failure.
- **Bureaucratic style:** The expects the team members to follow the rules and procedures precisely as written.

3. Which style of leadership is shown by A, B, or C figure 7.2?

    A- Autocratic style

    B- Laissez-faire style

    C- Democratic style

4. For part. a) and b), there are no specific answers to be given by the learners, the teacher should guide them their answers provided.

c) Power refers to the capacity or ability to direct or influence the behaviour of others or the course of events

d) the source of power for the teacher is legitimate and expert power

e)

  i) Legitimate power: This comes from the belief that a person has the formal right to make demands, and to expect others to be compliant and obedient. For example, teachers determine what students will study, what assignments they will complete, and what standards they must reach in order to pass and do well.

  ii) Reward power: This results from one person's ability to compensate another for compliance. For example, students do what the teacher asks or tell them to do because they are motivated to get these rewards.

  iii) Expert power: This is based on a person's high levels of skill and

knowledge. For example, students are willing to do as the teacher says because they recognize that the teacher knows more than they do

iv) **Referent power:** This is the result of a person's perceived attractiveness, worthiness and right to others' respect. For example, students identify with the teacher and have positive regard for him or her, so they willingly do as the teacher says.

v) **Coercive power:** This comes from the belief that a person can punish others for noncompliance. For example, students respond to the teacher's power because they want to avoid any form of punishments.

vi) **Informational power**: This results from a person's ability to control the information that others need to accomplish something. For example, an informational leader may be in a position to share, withhold, manipulate, distort, or conceal it.

Application Activity 7.2

- Students either in small groups, pairs or individuals will analyse the two scenarios in the application activity 7.2 in their students' books.

- Depending on the purpose of the application activity, chose an appropriate method to assess learners' findings, answers or responses.

- Depending on the performance or results, you may decide to give remedial or extension activities.

Possible answers to application activity 7.2

Workplace scenarios about source of power

Scenario	Source of power	Reasons
1	Legitimate power Coercive power	The boss thinks he has a right demand from the workers everything he needs be it work related or not The boss may threaten to terminate her job if she does not give in.
2	Referent power Expert power	People admire her leadership abilities. The way she talks to the customers. The way she handles her employees. Her leadership abilities. Her leadership skills and knowledge.

3	Reward power	Always gives them monetary rewards, wage or salary increments, bonuses, plaques, certificates, and gifts, praise, positive feedback, recognition, more responsibility including a rise in status, and even a well-timed 'thank-you.'
4	Legitimate power	The boss has the power to consult whoever he/she wants
5	Legitimate power Reward power Expert power Referent power Coercive power	In the army, all the sources of power are applied as high ranking officers are have legitimacy; can reward or punish; taken to have expert knowledge; have a right to respect from their junior as well as giving punishments in case an order is disobeyed

Workplace scenarios about style of leadership

Scenario	Style of leadership	Reason for choice of style
1	Autocratic style Bureaucratic style	Leader does not consult others when making decision Leader expects others to follow without asking Leader expects others to follow the rules and procedures precisely as written
2	Visionary style Democratic style Pacesetter style Transformational style	Refer to the features of these styles and relate them to student's answer
3	Coaching style Visionary style Laissez-faire style Democratic style	Refer to the features of these styles and relate them to student's answer

4	Coaching style Visionary style Servant style Democratic style Pacesetter style Transformational style Transactional style	Refer to the features of these styles and relate them to student's answer
5	Coaching style Visionary style Servant style Democratic style Pacesetter style Transformational style Transactional style	Refer to the features of these styles and relate them to student's answer

LESSON 3: Leading team

a) Learning objectives:

- Lead a team successfully
- Cooperate and work effectively within a group

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

c) Prerequisites/Revision/Introduction:

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

Use K-W-L (What learners already Know-What they want to Know-What they have learnt)

d) Learning activity 7.3

Guidance about the introductory activity.

- Learners in small groups, either pairs or individual study and analyse paragraphs and figure
- While learners are doing the activity, make sure everyone is working and actively participating.
- Invite groups to make presentations using an appropriate methodology (if time allows, you can let all the groups present where possible)
- Ensure all learners including those with special education needs are given an opportunity to give their views and should be respected
- Provide constructive feedback in terms of supplements (here, you share with them the expert view.)
- Harmonize their findings or answers and help them draw conclusions/ summary to the characteristics of a successful team; and developing teamwork

Possible answers.

a) A successful team is where there is analysis, planning and bold leadership to reach team goals or successful teams are teams that work together as a single entity focused on a shared objective

b) Characteristics of a successful team according to the paragraph:

- Must be diverse not only in skills and experience but culturally too.
- Successful teams don't function on ego and control, but rather on trust and cooperation
- Strong teams can argue solutions out, but all agree and commit to the final decision once it is made to achieve collective success.

c) Other characteristics of a successful team

- Clearly defined goals
- Clearly defined roles
- Team rules
- Open communication
- Team trust
- Shared accountability
- Mutual decision making

- Shared downtime
- A bold leader

  d) Strategies to foster togetherness in a team or develop teamwork:
- Work with the team to develop a common goal.
- Nurture sense of belonging that is focus on what team members have in common.
- Help team members to work together to efficiently solve problems
- Encourage members to set aside personal goals and desires for the benefit of the team.
- Structure the work of the team in a simple and logical fashion; distribute work fairly.
- Create an environment that supports and rewards openness, creativity, trust, mutual respect and a commitment to provide high quality services.
- Ensure all team members understand that their ideas and opinions are equally important and relevant.
- Encourage people with different abilities and personalities to work together.
- Team members have different skills and experience and so each team member must be given an opportunity and feel that their contributions are valued.
- Delegating authority and empowering the team to make decisions
- Resolve Conflict within the Team, unhelpful arguments and conflict should be tackled for the team to stay focused.
- Celebrate Team Successes: encourage team members to celebrate their success together act as an incentive to reach the next milestone or target.

Application Activity 7.3

Students either in small groups, pairs or individuals will analyse the two scenarios in the application activity 7.3 in their students' books.

Depending on the purpose of the application activity, chose an appropriate method to assess learners' findings, answers or responses.

Depending on the performance or results, you may decide to give remedial or extension activities.

a) The objective of the team is to find out why the site materials are progressively missing and how to stop it.

b) The leader should do the following to ensure that the team meets its objective:

- Clearly define the problem and objective of the team
- Clearly set and define roles among the team members
- Clearly set clear team rules and ensure everyone follows them
- Ensure there is open communication among the team
- Build team trust among members
- Ensure there is shared accountability among team members
- Encourage mutual decision making

c) Below are the strategies employed to ensure team work.

- Work with the team to develop a common goal.
- Nurture sense of belonging; focus on what team members have in common.
- Help team members to work together to efficiently solve problems
- Encourage members to set aside personal goals and desires for the benefit of the team.
- Structure the work of the team in a simple and logical fashion. distribute work fairly.
- Create an environment that supports and rewards openness, creativity, trust, mutual respect and a commitment to provide high quality services.
- Ensure all team members understand that their ideas and opinions are equally important & relevant.
- Encourage people with different abilities and personalities to work together.
- Team members have different skills and experience and so each team member must be given an opportunity and feel that their contributions are valued.
- Delegating authority and empowering the team to make decisions
- Resolve Conflict within the Team, unhelpful arguments and conflict should be tackled for the team to stay focused.
- Celebrate Team Successes: encourage team members to celebrate their success together act as an incentive to reach the next milestone or target.

LESSON 4: Problem solving and decision making

a) Learning objectives:

- Lead others to solve problems
- Lead others to make rational decisions

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

c) Prerequisites/Revision/Introduction:

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

d) Learning activity 7.4

Guidance about the introductory activity.

Learners in small groups, either pairs or individual study and analyse the scenario from the accounts department as highlighted in the students' book to share with the classmates.

While learners are doing the activity, make sure everyone is working and actively participating.

Invite some groups to make presentations using an appropriate methodology (if time allows, you can let all the groups present where possible)

Ensure all learners including those with special education needs are given an opportunity to give their views and should be respected

Provide constructive feedback in terms of supplements (here, you share with them the expert view).

Guidance on possible answers

a) The problem is that Uwimana' boss pay her a low salary compared to other employees.
b) Yes, she a right to complain because she deserves the same pay as others doing the same work
c) Steps I would follow to help Uwimana solve the problem:

- Understand the problem first by talking to the parties involved
- Get to know the root cause of the problem
- Define what should be achieved or needs to be achieved
- Develop action of how the problem will be solved until the solution is reached
- Follow the action plan to come up with possible solutions to the problem
- Choose the best solution to the problem
- Check to see if the solution or decision taken is being implemented

d) Steps I would follow to assist the manager make the rational decision:

- Identify the situation, the problem, and the decision to be made.
- Investigate the cause of the problem
- Think of different solution alternatives.
- Select the best option
- Analyze the selected option.
- Report the decision to the leader and/or the rest of the team (optional).
- Determine the level of confidence in the decision

e) 'REAL' solution:

   R- Realistic: applicable not only in theory but also in practice

   E- Effective: the solution is an answer to the problem

   A- Acceptable: the solution is accepted by all of those involved

   L- Logical: the solution is not based on emotion but is fair

Application Activity 7.4

Students either in small groups, pairs or individuals will analyse the scenario in the application activity 7.4 in their students' books.

Depending on the purpose of the application activity, chose an appropriate method to assess learners' findings, answers or responses.

Depending on the performance or results, you may decide to give remedial or extension activities.

Possible solutions to application 7.4

a) For this question, the answers will depend on what the students will give BUT the solution should have come after the following the steps of problem solving already discussed. (Refer to student's books for the steps)

b) For this question, the answers will depend on what the students will give BUT the decision taken should have come after the following the steps of decision making already discussed. (Refer to student's books for the steps)

Skills Lab

For this lab, students will be able to find a REAL solution to the problem in the community

Build

To introduce the topic, the teacher asks learners the following question: Do you have any problems in your community that you think need to be solved? What kinds of solutions to the problems would you want to developed? Through think-pair and share, students discuss the REAL solution to the problems in the community they would want solved. The teacher encourages students to think through what steps they will follow to come up with REAL solutions.

Practice

Inform learners that in their respective lab pairs, they will follow steps involved in problem solving to come up with REAL solutions to the problems in the community.

Explain the instructions to the activity:

- As a team leader, you will identify problems in the community and apply your leadership skills lead your team to find a REAL solution. After which you will make a report of the solution you came up with including the steps followed to come up with the solution.

- They will have 15 minutes (which can be changed according to class circumstances) to come up with a REAL solution to the problems identified in the community after which they will share their reports to the whole group. The teacher facilitates the learners while they are working in pairs.

- Remind learners of the time remaining to present their work.

Present

The teacher guides the presentations as he/she gives feedback to each group and makes conclusions through posing questions as a form of assessment.

Encourage learners to ask questions where they do not understand. The teacher emphasizes that each student will keep their work in their portfolio notebooks.

Conclusion

The teacher concludes by linking students' solution identified to address community problem to the leadership strategy they used to come up with such a solution.

7.5 Additional information

a) Advantages and disadvantages of some leadership styles

1. **Autocratic Leadership**

Advantages
- Decision making is fast. With no consultation required the leader can make quick decisions.
- Improves performance in certain situations. Managers are motivated to perform due to a "leader is watching" feeling.
- Less stress in certain circumstances. For managers and other subordinates, it can result in less stress as the leader is shouldering all responsibility for outcomes.

Disadvantages
- Frustrating for subordinates. Communication is one way which can be frustrating for subordinates.
- Fear and resentment are common as people don't like being bossed about and criticized more often than praised.
- A paralyzed organization. The organization is paralyzed when the leader isn't present, as the entire organization is dependent on the leader for instructions.
- New Opportunities Missed. Unless the leader keeps pace with new trends as time goes on, new opportunities could be missed.
- Additionally, the lack of flexibility in autocratic leadership doesn't lend itself to planning for long-term initiatives.
- Communication Breakdown. Because directives flow downwards from the leader to the subordinates, misunderstandings and confusion can arise because of the lack of feedback that is allowed from subordinates

2. Democratic Leadership

Advantages

- Decreased risk of catastrophic failure. As decisions are made with the involvement of the entire group, it provides a group check resulting in it being less likely for the leader to make a disastrous decision.
- Good working environment. Subordinates at all levels can feel engaged and take on the responsibility to challenge themselves because they are involved in decision making, and it is this sense of engagement that can lead to the creation of a good working environment and increased job satisfaction.
- High-performance teams. Subordinates are encouraged to solve problems under their own initiative, which in turn can create a higher-performing team. This higher performance, in turn, leads to greater productivity.

Disadvantages

- Slow decision making. By involving subordinates in decision making you can dramatically slow down decision making. This can be a real problem in situations where the organization needs to be turned around urgently, or where maintaining the first-mover advantage is necessary.
- Over-dependence on the team. A danger of the democratic leadership style is that the leader can become overly dependent on the group or hidden within the group, allowing the group to make the decisions. This can result in decisions being made which drift the organization towards its strategic goal rather than rapidly and purposely moving towards its goal.
- Collaboration burden. Leaders can become overly burdened with the overhead of ensuring experts meet and collaborate that they take their focus off key metrics and the urgent need to move towards the strategic vision.

3. Transformational Leadership

Advantages

- Balanced goals. Transformational leaders balance the need for short-term and long-term goals.
- Trust. Subordinates feel supported and deeply trust their leader because they behave with integrity and build strong coalitions.
- Vision focused communication. Transformational leaders are very focused on the long-term strategic vision, and by communicating the vision regularly with passion and clarity, they keep everyone on-side, bought-in, and motivated to reach it.

Disadvantages

- Can be ineffective in the beginning. Transformational leadership is built on trust. Thus, transformational leaders can be ineffective at the start of their leadership journey as they have yet to obtain the trust of their team or build strong collaborations.
- Not detail orientated. Whilst transformational leaders are characterized by inspiring others, they can struggle with the detail of day-to-day implementation.

4. **Laissez-Faire Leadership**

Advantages

- Creates personal responsibility. Laissez-faire leadership styles challenge subordinates to take personal responsibility for their work and the outcomes of their work.
- Supports fast course corrections. Motivated people working autonomously are typically able to overcome roadblocks and adjust course far more quickly than when they need to seek approval.
- Supports higher retention. When successful it can result in higher retention as motivated professionals and experts thrive in their work environment which supports autonomous decision making.

Disadvantages

- Lack of accountability. There is nobody accountable to take the credit in cases of success, or to take the blame in cases of failure.
- Higher stress levels. Subordinates can suffer from high levels of stress if they feel unsupported by their leader or unsure of their capabilities.
- Missed deadlines. Self-organizing teams without oversight or direction are prone to miss deadlines.

b) Skills of an effective leader

- To be effective, leaders should have a combination of interpersonal and management skills such as:
- Communication: Expresses their instructions clearly
- Active listening: Lets their team express themselves and makes an effort to understand their point of view
- Organization: Creates schedules and informational resources for their team
- Critical thinking: Understands their business and team and makes rational adjustments based on current factors
- Team building: Uses their knowledge of their team members' strengths and personalities to create a work environment where each member feels comfortable and motivated

7.6. End of unit assessment

1.   Possible answers for correct statements.

i) False

ii) All of the above

iii) False

iv) All of the above

v) None of the above

2.   Possible answers;

   a) Refer to student's book (7.1.1)
   b) Refer to student's book (7.2.1)
   c) Refer to qualities of a successful team in student's book (7.3.1)

7.7 Additional activities

7.7.1 Remedial Activities

Referring to your school (workplace) or community:
   a) Name any teams you belong to or you know
   b) Do you think the team is successful?
   c) Explain your response in (b) above by describing the characteristics possessed or not possessed by the team

Read the statements (characteristics) below and chose using an (X) which of them reflects successful team and which ones do not

Characteristics	Successful teamwork	Ineffective teamwork
Employees do and say things that damage the team		
Employees are trying to look good and refuse to admit mistakes or weaknesses		

Team members keep it strictly business, preferring to know nothing about each other outside of the workplace		
Everyone is in the team only for themselves		
Employees work on their own projects and not on team deliverables		
Team members do not directly support team decisions		
Employees avoid resolutions and actions in meetings		

Possible answers

a) This answer will depend on the teams (or clubs) available in the school whether students belong to them or not.

b) This answer will depend on the students' view of the team or club identified.

c) This will depend on the students' views and reasons to support them.

Characteristics	Successful teamwork	Ineffective teamwork
Employees do and say things that damage the team		X
Employees are trying to look good and refuse to admit mistakes or weaknesses		X
Team members keep it strictly business, preferring to know nothing about each other outside of the workplace		X
Everyone is in the team only for themselves		X

Employees work on their own projects and not on team deliverables		X
Team members directly support team decisions	X	
Employees avoid resolutions and actions in meetings		X

7.7.2 Consolidation activities

Using your knowledge and skills on leadership styles, read the scenarios of leadership styles below and answer questions that follow.

Leadership style 1

Tona is the leader of an organization that provides computer services. She has realized that there is a problem with the way they advertise their business. Sitting at her desk, she lists some approaches they can take to improve their communications. She then tells the other employees what they need to do without asking for anyone else's ideas.

Leadership style 2

Jabo is the manager of a catering service called Best Bakery. They have been asked to prepare cakes for an upcoming wedding ceremony of a customer. He decides that coconut cakes will be the best and calls the staff together to discuss the order. He informs them of the order and then starts talking about all the advantages of making coconut cake. Others express an interest in making vanilla cakes but in the end Jabo convinces them coconut is best.

Leadership style 3

Charles is the owner of a successful auto mechanic workshop. A customer has brought a vehicle in that has multiple problems. He asks his team to assess the problems and get back to him with possible solutions. A few hours later they have a meeting to discuss what they have found and what they propose. They have a discussion, Jean de Dieu gives some advice and the team begins the repairs.

Leadership style 4

Peter runs a tailoring business in town. He has 5 employees. With an upcoming holiday, they have many orders to fulfil. Peter gathers all the employees to get their opinions on how to best manage the process so they can meet the deadlines. In the end, they decide together to divide tasks amongst themselves. Kwesi and two others were tasked with cutting and shaping the cloth while the other tailors would do the sewing. In the end they managed to keep all of their customers satisfied and Peter gave each of them a bonus for the work well done.

Leadership style 5

Keza is one of the leading members of the community youth association in a rural area. Following the illness of several community members, she decided it was necessary for community members to have better access to potable water. During weekly youth association meetings, she shared her vision and got others interested in resolving the problem. Together they researched different possibilities such as working with local government offices to mobilize resources to install a borehole (pipe drilled down to access clean water). During their association meetings, Keza always recognized the effort each individual was making. Eventually the youth were able to mobilize the resources necessary to access clean water. The youth and the community members were all inspired by her commitment and hard work to make it happen.

Questions

By completing a table below, name the leadership styles depicted and give reasons to support the type by giving the characteristics of the leader in each scenario.

Leadership style	Type of leadership depicted	Characteristics of the leader in the scenario
1		
2		
3		
4		
5		

Possible answers

Leadership style	Type of leadership styles depicted	Characteristics of the leader in the scenario

1	Autocratic leadership Bureaucratic leadership	• Focused primarily on results and efficiency. • Makes decisions alone • Expects employees to do exactly what they're asked. • Expects team members to follow the rules and procedures precisely as written
2	Autocratic leadership	• Focused primarily on results and efficiency. • Make decisions alone • Expect employees to do exactly what they're asked.
3	Laissez-faire leadership	• Focused on delegating many tasks to team members and • Providing little to no supervision.
4	Pacesetter leadership Transactional leadership	• Primarily focused on performance, • Set high standards, • Held their team members accountable for achieving their goals • Established predetermined incentives for success
5	Coaching leadership	• She shared her vision • Got others interested in resolving the problem. • Together they researched different possibilities • Keza always recognized the effort each individual was making

7.7.3 Extended Activities

Read the following scenarios and determine which leadership style would most appropriate.

1. In situations where quick decisions are needed, such as turning around a failing organization.

2. When existing management is too lenient and workers are not doing their responsibilities

3. To make team members much more committed to the plan, and much more likely to overcome or work around barriers to execution as they arise.

4. When working with subject domain experts, for example, technology experts or business plan experts

5. When you have a strong vision of the future and are willing to work within the system and bring diverse people together to make it happen.

6. When there is a need to focus so much on a vision for the future rather than the to focus on the short term.

7. When your team has a proven track record of high performance and achievement on certain types of project.

8. When your team is driven. When your team is motivated and driven to succeed on their own and are comfortable working without supervision.

9. When there has been a fire outbreak at the workplace.

Possible answers

1. Autocratic

2. Autocratic

3. Democratic

4. Democratic

5. Transformational

6. Transformational

7. Laissez faire

8. Laissez faire

9. Autocratic

UNIT 8 | BUSINESS INVESTMENT DECISIONS

Key Unit Competency: To be able to make rational business investment decisions

8.1 Unit Prerequisite

In the beginning of senior four, learners were introduced to the Entrepreneurial journey, setting personal goals and the characteristics of a good entrepreneur (O' level). While in Year 1, they were introduced to entrepreneurship as a career opportunity; setting personal goals and market research which required them to make choice of business ideas and opportunities to invest in. This prior knowledge, skills or competences should help them to be able to make rational business investment decisions.

8.2 Cross-cutting issues to be addressed

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

Gender education: Emphasis throughout this unit has to be put on how both male and females can successfully start and efficiently operate businesses by making investment decisions that are rational. Examples of both male and female successful entrepreneurs, local and international have to be used throughout the unit. While making investment decisions, stereotypes and biases should be voided as regards to men and women

Inclusive education: In addition to all having equal opportunities to participate and lead teams, emphasis has to be put on how we all regardless of our background, economic or social setup have right to invest in business of our choice. Learners need to understand that successful entrepreneurs should not discriminate but promote inclusiveness while making investment decisions.

Peace and Values: You need to emphasize to students the need to live in peace and harmony with others. Learners need to appreciate the value of peace and values in accomplishing team goals. Learners also need to appreciate the importance of promoting peace values while making investment decisions

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

8.3 Guidance on the introductory activity

This introductory activity is intended to:

Provide interest and motivation to the learners about business investment decisions

Build on previous knowledge, skills, values, and attitudes to help the teacher to assess the learner's prior knowledge and help to link with the new content, gradually as the unit progresses

At this point, there is no right or wrong answer as learners will gradually get more appropriate answers progressively as they go through the unit.

Instructions to the introductory activity

- Individually, pairs or in small groups, students analyze the case study "The most important things to consider when buying a sports player" and answer the questions on the introductory activity in the students' book and answer questions
- Guide students' discussions using the probing questions in the students' book. Supplement students' responses and link students' answers to the new lesson
- There are no specific answers to this activity. It is help you assess their knowledge on the unit to be covered.
- Appreciate the students' answers and remind them this activity was not meant to come to the very right answers but to help them become aware of what to expect in the unit. Answers to the activity will be got as the unit progresses. You can support learner's answers by referring to possible answers to the introductory activity below:

Possible answers for the Introduction Activity

Note:

The answers to the introductory activity will depend on what the students' interpretation of the case study. Remember there is no right or wrong answers. The possible answers could include:

a) Because the sports club is going to spend money and therefore they will want a player that will bring their money back with profits.

b) Because there are a number of other factors to be considered before paying money for the player such as mental and physical attributes, perceived quality of a player, current contract length, commercial value and potential worth, value for money, injury history/report, player potential ability and resell value.

c) Steps/stages clubs follow in appraising a player:

- Send a scout off to have a look;

- make a judgement based on the amount of stars they get;

- consider attributes of the player;

- the two clubs must negotiate transfer fees along with any clauses;

- finalize the transfer by paying the amount agreed on

d) Reasons for clubs to do an appraisal:

- So as to get a player with excellent mental and physical attributes,

- They want to get quality player,

- To avoid paying excess money through buying off current contracts;

- The commercial value and potential worth will determine the period the money will be brought back,

- They want a player they can resell the player at a later stage at a good price

8.4 List of Lessons/sub-headings including assessments

Headings	#	Lesson title/ sub-headings	Learning objectives	Number of periods
8.1 Business Investment Appraisal	1	Definition of the concepts **Note: Start with the Introductory activity**	Arouse the curiosity of students on the content of unit 8.	2
			Explain the terms "Business investment" and "Investment appraisal"	
	2	Investment Appraisal stages	Describe the stages of investment appraisals	2

8.2 Investment appraisal techniques	1	Discounted payback	Appraise an investment using the discounted payback technique	2
	2	Accounting Rate of Return (ARR)	Appraise an investment using the ARR technique	1
	3	Net present value (NPV)	Appraise an investment using the NPV technique	1
	4	Internal rate of return (IRR)	Appraise an investment using the IRR technique	1
	5	Modified internal rate of return (MIRR)	Appraise an investment using the discounted payback technique	1
	6	Profitability index (PI).	Appraise an investment using the MIRR technique	1

Skills Lab		Use any appraisal technique for a chosen investment	2
End of unit assessment			**2**

LESSON 1: Business Investment Appraisal

a) Learning objectives:

- Arouse the curiosity of students on the content of unit 8.
- Explain the terms "Business investment" and "Investment appraisal"
- Describe the stages of investment appraisals

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

c) Prerequisites/Revision/Introduction:

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

d) Learning activity 8.1

Guidance about the learning activity.
- Guide learners either individually, pairs or small groups to refer to the knowledge and skills of financial accounting and management accounting in senior 4 and 5 to answer questions from the students' book to share with the classmates.
- While learners are doing the activity, make sure everyone is working and actively participating.
- Invite some groups to make presentations using an appropriate methodology (if time allows, you can let all the groups present where possible)
- Ensure all learners including those with special education needs are given an opportunity to give their views and should be respected

- Provide constructive feedback in terms of supplements (here, you share with them the expert view.)
- Harmonize their findings or answers and help them draw conclusions/ summary to the meaning of the terms business investment and Investment appraisal; and the stages of investment appraisals
- Answer or address any questions or challenges about the activity. Guide them to make notes in their books referring to learner's book.

Possible answer to learning activity 8.1

a) Meaning of the terms:

- **Business investment** is spending by private businesses and non-profits on physical capital long-lasting assets used to produce goods and services. Business investment is about investing to make more money
- **Investment Decision** relates to the decision made by the investors or the top level management with respect to the amount of funds to be deployed in the investment opportunities.
- **Investment appraisal** is a process of analysing whether an investment project is worthwhile or not. It includes techniques that assess the profitability of investing in a long-term project.

b) Stages followed when performing an investment appraisal:

1. **Screening of investment proposals.**

Companies need to choose between competing investment proposals and select those with the best strategic fit and the most appropriate use of economic resources.

2. **Analysing and evaluating investment proposals.**

This is the stage where investment appraisal plays a key role, indicating for example which investment proposals have the highest net present value.

3. **Authorization and approving investment proposals.**

Very large proposals may require approval by the board of directors, while smaller proposals may be approved at divisional level

4. **Implementing, monitoring and reviewing investments.**

The time required to implement the investment proposal or project will depend on its size and complexity. Following implementation, the investment project

must be monitored to ensure that the expected results are being achieved and the performance is as expected. The whole of the investment decision-making process should also be reviewed in order to facilitate organisational learning and to improve future investment decisions.

   c) A business does an investment appraisal when:
- A firm has to decide on whether to take on a project or not.
- A firm has to decide on which project to choose.
- A largely irreversible commitment of resources associated with a project.
- A project is associated with a significant degree of risk.

Application Activity 8.1

- Students either in small groups, pairs or individuals will analyse the scenario: Advice on investment in their students' books.
- Depending on the purpose of the application activity, chose an appropriate method to assess learners' findings, answers or responses.
- Depending on the performance or results, you may decide to give remedial or extension activities.

Possible answer to application Activity: 8.1

The advice will depend upon individual students, pairs or small group. Make sure you guide students to give advice related to making investment decision after following the stages of investment appraisal (refer to student book to relate learner's answers to the stages of investment appraisal).

LESSON 2: Investment appraisal techniques

a) Learning objectives:

- Appraise an investment using the discounted payback technique
- Appraise an investment using the ARR technique
- Appraise an investment using the NPV technique
- Appraise an investment using the IRR technique
- Appraise an investment using the discounted payback technique
- Appraise an investment using the MIRR technique

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

c) Prerequisites/Revision/Introduction:

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

d) Learning activity 8.2

- Guide learners either individually, in pairs or small groups to read and analyse the scenarios of a business with an investment decision to make regarding two (2) projects in the student's book and use the payback period appraisal technique to assist Delta Company to make an investment decision, and then share with the classmates.

- While learners are doing the activity, make sure everyone is working and actively participating.

- Invite some groups to make presentations using an appropriate methodology (if time allows, you can let all the groups present where possible)

- Ensure all learners including those with special education needs are given an opportunity to give their views and should be respected

- Provide constructive feedback in terms of supplements (here, you share with them the expert view.)

- Harmonize their findings or answers and help them draw conclusions/ summary to the techniques of business investment appraisal

Possible answer to learning activity 8.2

a) Using the payback period appraisal technique

For scenario 1 (Even net annual cash inflow)

Payback period $=$ $\dfrac{\text{Initial Investment}}{\text{Annual Cash flow}}$ $=$ $\dfrac{2,000,000\text{FRW}}{1,000,000\text{FRW}}$

$=$ 2 years

For scenario 2 (Uneven net annual cash inflow)

PBP = Year before full recovery + $\dfrac{\text{unrecovered cost at start of year}}{\text{Cash flow during year}}$

Find unrecovered investment

Year	Cash inflow (FRW)	Cumulative cash inflow (FRW)	Balance (unrecovered) FRW
0	(2,000,000)	0	(2,000,000)
1	700,000	700,000	(1,300,000)
2	600,000	1,300,000	(7,000,000)
3	550,000	1,850,000	(150,000)
4	400,000	2,250,000	
	300,000	2,550,000	
	250,000	2,800,000	

The unrecovered investment at start of 4th year:

= Initial cost – Cumulative cash inflow at the end of 3rd year

=2,000,000FRW – 1,850,000FRW = 150,000FRW

Payback period = 3 + $\underline{150,000}$

 400,000= 3 + 0.375   = 3.375 Years

Decision:

Investment in scenario 1 has a shorter payback period of 2 years and ABD Company should invest in buying the computer.

 b) Other appraisal techniques the company can use

- **Accounting Rate of Return (ARR)** is the average net income an asset is expected to generate divided by its average capital cost.
- **Net present value (NPV)** is the difference between the present value of cash inflows and the present value of cash outflows over a period of time.
- **The Internal Rate of Return** is that discount rate, r, which, when applied to project cash flows produces a net present value of zero
- **The Modified Internal Rate of Return (MIRR)** is a variation of the traditional Internal Rate of Return (IRR) calculation in that it computes IRR with explicit reinvestment rate and finance rate
- **Profitability index (PI)** calculated by dividing the present value of future cash flows of a project by the initial investment required for the project

Application Activity 8.2

- Students either in small groups, pairs or individuals will analyse the Scenario: Entrepreneurship club in their students' books.

- Depending on the purpose of the application activity, chose an appropriate method to assess learners' findings, answers or responses.

- Depending on the performance or results, you may decide to give remedial or extension activities.

Possible answer to application Activity: 8.2

a) Using the Payback Period = Year before full recovery + <u>unrecovered cost at start of year</u>

Cash flow during year

Find unrecovered cost

Year 1   1,000,000 – 800,000= 200,000 (unrecovered beginning of year 2)

PBP=2+<u>200,000</u>

900,000=2.2 years

b) Using the discounted payback period

Year	Cash Flows (CF)	PVF	Discounted CF	Cumulative Discounted CF
	(1,000,000)	1	(1,000,000)	(1,000,000)
1	800,000	0.9	727,272	(272728)
2	900,000	0.826	743,801	471073
3	600,000	0.751	450,789	921862

Year before full recovery   +   <u>unrecovered cost at start of year</u>
                                    Cash flow during year of full recovery

DPBP = 1 + (272,728/900,000) = 1.3 years

c) Accounting Rate of Return = <u>Average annual return (profit)</u>   X 100
                                    Initial capital investment

Project	Year1	Year 2	Year 3	Average	ARR
Cash flow ()	800,000	900,000	600,000	–	
Depreciation ()	(1,000,000)	(200,000)	700,000)	–	
Profit ()	(200,000)	700,000	1,300,000	600,000	(600,000/1,000,000)*100

$$\text{ARR} = \frac{600,000}{1,000,000} \times 100$$

60%

d) Using the Net present value (NPV)

$$\text{NPV} = \left(\begin{array}{c}\text{PV of Cash}\\\text{Inflows}\end{array}\right) - \left(\begin{array}{c}\text{PV of Cash}\\\text{Outflows}\end{array}\right)$$

NPV = Total Present Value – Total Investment

Years	Cash flow	PVIF at 10%	Present Value
0	(1,000,000)	1	(1,000,000)
1	800,000	0.90	727,273
2	900,000	0.826	743,802
3	600,000	0.751	450,788
			TPV= 1,921,862

Net present value at 10% = 1,921,862 – 1,000,000= 921,862

e) Internal rate of return (IRR)

Year	Cash flow RWF
0	(1,000,000)
1	800,000
2	900,000
3	600,000

The IRR is the value of "r" which satisfies the following equation:

$$1,000,000 = [800,000/(1+r)^1 + 900,000/(1+r)^2 + 600,000/(1+r)^3]$$

Let us try r = 15%. This makes the right- hand side equal to:

$[800,000/(1+0.15)^1 + 900,000/(1+0.15)^2 + 600,000/(1+0.15)^3]$

=1,770,691FRW

This value is higher than our target value, or 1,000,000. So, we increase the value of r from 15% to 30%. The right -hand side becomes:

$[800,000/(1+0.3)^1 + 900,000/(1+0.3)^2 + 600,000/(1+0.3)^3]$

=1,421,029FRW, which is still higher than 1,000,000FRW

We again increase the value (r) to 60%; the right -hand side becomes:

$[800,000/(1+0.6)^1 + 900,000/(1+0.6)^2 + 600,000/(1+0.6)^3]$

=998,046FRW, which is slightly lower 1,000,000FRW

We lower the value (r) to 59%, the right -hand side becomes:

$[800,000/(1+0.59)^1 + 900,000/(1+0.59)^2 + 600,000/(1+0.59)^3]$

=1,008,409FRW

Since this value is now slightly higher than 1,000,000, we conclude that the value of "r" lies between 59% and 60%.

f) Using the Modified Internal Rate of Return (MIRR)

FV = $800,000 \times (1+0.1)^2 + 900,000 \times (1+0.1)^1 + 600,000$

= (800,000 x 1.21) + (900,000 x 1.1) + 600,000

= 968,000 + 990,000 + 600,000

= 2,558,000

PV = 1,000,000

Using Modified Internal Rate of Return formula:

$$\text{MIRR} = \sqrt[3]{\frac{2,558,000}{1,000,000}} - 1$$

=24.87%

g) Profitability index (PI)

Profitability Index (PI) = $\dfrac{\text{Present Value of Future Cash Flows}}{\text{Initial Investment Required}}$

Year	CF	10% Factor.	PV
1	800,000	0.909	727,272
2	900,000	0.826	743,802
3	600,000	0.751	450,789
Total present value (TPV)			1,921,863
Profitability Index (PI) = TPV/Investment = 27599/25000 = 1.10			

Profitability Index (PI)   = $\dfrac{TPV}{Investment}$ = $\dfrac{1,921,863}{1,000,000}$ =   1.92

Skills Lab 8

Build

To introduce the topic, the teacher asks learners the following question: Do you have any business idea in your mind you wish to start after your studies? What will you consider when you are making the decision to invest in your business idea. Through think-pair and share, students discuss the project they thought was the most viable to invest in. The teacher encourages students to think through what it might take to make a report of the project they thought was most viable

Practice

Inform learners that in their respective lab pairs, they come up with the report of the project they thought was most viable

Explain the instructions to the activity:

- Each pair will think of the techniques to use in appraising their projects
- They will have 15 minutes (which can be changed according to class circumstances) to make the report of the project they thought was viable. after which they will share findings to the whole group. The teacher facilitates the learners while they are working in pairs.

Present

The teacher guides the presentations as he/she gives feedback to each group and makes conclusions through posing questions as a form of assessment.

Encourage learners to ask questions where they do not understand. The teacher emphasizes that each student will keep their work in their portfolio notebooks.

Conclusion

The teacher concludes by linking to business investment decisions

8.5 Additional information

a) Estimation of the IRR when the value "r" lies between two close percentages

1. Determine the NPV of the two closest rate of return. i.e., NPV at lower percentage and NPV at higher percentage

2. Find the sum of the of the NPV obtained in step 1

3. Calculate the ratio of the NPV of the smaller discount rate, identified in step 1, to the sum obtained in step 2, times "d", (d= difference in rates),

4. Add the number obtained in step 3 to the smaller discount rate,

Table 8.3: Summary of the strengths and weaknesses of investment appraisal techniques

Method	Strengths	Weaknesses
Payback	- Simplicity - Emphasis on speed of return of the investment - Avoids having to deal with cash flows in the future periods	- Ignores total cash flows beyond the payback period - Ignores the time value of money
Accounting Rate of Return (ARR)	- Based on profitability - Focuses on corporate financial performance - Relatively easy calculation - Commonly understood as a concept in the private sector	- Possible different definitions of what to include in the cost streams - Ignores the scale of investment - Ignores time value of money

Discounted cash flow – Net Present Value (NPV)	• Takes account of the time value of money • Focuses on project worth and thus impact on shareholder value • Takes account of scale of investment solution is determinate • The NPV decision rule performs better than the IRR of the incremental cash flow in choosing between mutually exclusive projects	• No indication of the safety margin of the investment • Concept of NPV less familiar than rate of return
Discounted cash flow – Internal Rate of Return **(IRR)**	• Takes account of the time value of money • Gives an idea on the safety margin of the investment • More familiar concept than NPV rate of return	• No account taken of investment scale • Assumes interim reinvestment of revenue at the project's own rate of return • Problems with mutually exclusive projects

8.6. End of unit assessment

1. Differentiate business investment from investment appraisal

2. Name and briefly explain the different stages of investment appraisal

3. Describe the different investment appraisal techniques

4. ABC Inc. plans to buy machine A which will cost 10,000,000FRW. The expected life of the machine is 5 years. The recover value of the machine is nil. ABC Inc. is expecting a cash flow of 5,000,000FRW for the first two years, 3 million for the next 2 years & 2 million in 5th year. Operating expense is 1 million every year. Discounting rate is 10%. (Assumption: No tax) (https://efinancemanagement.com/financial-management/capital-budgeting-techniques-with-an-example)

Required:

Assist ABC Inc. to make a rational decision by using the different appraisal techniques

> **Possible answers**

1. Refer to student's book

2. Refer to student's book

3. Refer to student's book

4. Appraising the projects for ABC

a) Accounting Rate of Return= <u>Average annual return (profit)</u>   X 100

Initial capital investment

Project	Year1	Year 2	Year 3	Year 4	Year 5	Average	ARR
Cash flow	5,000,000	5,000,000	3,000,000	3,000,000	2,000,000	–	
Depreciation	(1,000,000)	(1,000,000)	(1,000,000)	(1,000,000)	(1,000,000)	–	
Profit	4,000,000	4,000,000	2,000,000	2,000,000	1,000,000	2,600,000	(2,600,000/ 10,000,000)*100

ARR   =   <u>2,600,000</u> x 100   26%
              10,000,000

a) Using the Net present value (NPV)

$$\text{NPV} = \left(\begin{array}{c}\text{PV of Cash}\\\text{Inflows}\end{array}\right) - \left(\begin{array}{c}\text{PV of Cash}\\\text{Outflows}\end{array}\right)$$

NPV = Total Present Value – Total Investment

Years	Cash flow	PVIF at 10%	Present Value
0	(10,000,000)	1.00	(10,000,000)
1	5,000,000	0.909	4,545,000
2	5,000,000	0.826	4,130,000
3	3,000,000	0.751	2,253,000
4	3,000,000	0.683	2,049,000
5	2,000,000	0.621	1,242,000
			TPV= 14,219,000
Net present value at 10% = 14,219,000 – 10,000,000= 4,219,000			

8.7 Additional activities

8.7.1 Remedial activity

Let us assume that we have the option to invest in one of two alternative capital projects, named A and B. An analyst has estimated the expected Net Cash Flow that originates from both projects, as is shown below.

Table 8.1 Net Cash Flow of two alternative capital projects

Year	Project A Cash flows (FRW)	Project B Cash flows (FRW)
0	(150,000)	(150,000)
1	10,000	20,000
2	20,000	50,000
3	50,000	80,000
4	70,000	100,000
5	50,000	150,000

Required:

Select which of the two investments is more advantageous and would be the best to invest in using the payback period.

Possible answers

Year	Project A Cash flows (FRW)	Cumulative Net Cash Flow	Project B Cash flows (FRW)	Cumulative Net Cash Flow
0	(150,000)	-	(150,000)	-
1	10,000	10,000	20,000	20,000
2	20,000	30,000	50,000	70,000
3	50,000	80,000	80,000	150,000
4	70,000	150,000	100,000	250,000
5	50,000	200,000	150,000	400,000

From the cumulative Net Cash Flow, we see that Project A repays its capital expenditure of 150,000FRW in Year 4, while Project B does so in Year 3. Other things being equal, Project B would be the best to invest in

8.7.2 Consolidation activities

A company is trying to decide whether to invest in a project that involves an initial capital expenditure of 100,000FRW. The project will have an estimated life of four years and it is assumed there will be no residual value of the asset at the end of this period. The project's Net Cash Flows (NCFs) are estimated as follows

Year	NFCs (FRW)
0	(100,000)
1	40,000
2	60,000
3	35,000
4	15,000

Required:

   a) Calculate the depreciation
   b) Calculate the profits of the company
   c) Appraise the project using the ARR

a) Depreciation charge

Using the straight line depreciation

$$= \quad \frac{100,000 \text{FRW}}{4} = \quad 25,000 \text{FRW}$$

b) Average annual profits of the company

Profits = Cash flows - depreciation

Annual profits thus are:

Year	NFCs (FRW)	Less annual depreciation charge (FRW)	Annual profits (FRW)
1	40,000	25,000	15,000
2	60,000	25,000	35,000
3	35,000	25,000	10,000
4	15,000	25,000	(10,000)
Total profits			**50,000**

Average Annual Profits = $\frac{50,000 \text{FRW}}{4}$ = 12,500FRW

Accounting rate of return (ARR)

= $\frac{\text{Average annual return (profit)}}{\text{Initial capital investment}}$ x 100 = $\frac{12,500}{100,000}$ x 100 = 12.5%

8.7.3 Extended activity

A company is deciding whether to invest in a project that requires an initial capital expenditure of 180,000FRW. The project is expected to generate annual Net Cash Flows (NCFs) of 60,000FRW during its estimated five-year working life, and the asset is expected to have no residual value at the end of this period. The company's cost of capital is 10%.

Required:

Appraise the project using the Net present value (NPV)

Table 8.2: Discounted cash flows

Year	NFCs (FRW)	Discount factor (r=10%)	Present Value PV (FRW)
0	(180,000)	1.00	(180,000)
1	60,000	0.909	54,545
2	60,000	0.826	49,587
3	60,000	0.751	45,079
4	60,000	0.683	40,981
5	60,000	0.621	37,255
TPV			227,447

NPV = TPV – Initial investment

       = 227,447 – 180,000 = 47,447FRW

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