



Republic of Rwanda
Ministry of Education



RTB | RWANDA
TVET BOARD

RQF LEVEL 5



ALL TRADES

CCMBO5

Entrepreneurship

TRAINER'S MANUAL

April 2025



Republic of Rwanda
Ministry of Education



RTB | RWANDA
TVET BOARD

ENTREPRENEURSHIP



2025

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KIGALI-RWANDA

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LIST OF ABBREVIATIONS AND ACRONYMS

CBET:	Competence Base Education and Training
FC:	Fixed Cost
PPE:	Personal Protective Equipment
RQF:	Rwanda Qualification Framework
RS:	Rwandan Standard
RSB:	Rwanda Standards Board
RTB:	Rwanda TVET Board
SWOT:	Strength, Weakness, Opportunity and Threats.
TVC:	Total Variable Cost
TVET:	Technical and Vocational Education and Training
VC:	Variable Cost
MIFOTRA:	Ministry of Public Service and Labor
REMA:	Rwanda Environmental Management Authority
RAM:	Responsibility Assignment Matrix
RACI:	Responsible, Accountable, Consulted and Informed
RDB:	Rwanda Development Board
SRM:	Supplier relations, or supplier relationship management

INTRODUCTION

This Trainer's manual encompasses all methodologies necessary to guide you to properly deliver the module titled develop a business plan. Students undertaking this module shall be exposed with practical activities that will develop and nurture their competences. The writing process of this training manual embraced competency-based education and training (CBET) philosophy by providing practical opportunities reflecting real life situations.

The Trainer's Manual is subdivided into Learning Outcomes; each learning outcome has got various topics. You will start guiding a self-assessment exercise to help students rate themselves on their level of skills, knowledge and attitudes about the unit.

The Trainer's Manual will give you the information about the objectives, learning hours, didactic materials, proposed methodologies and crosscutting issues.

A discovery activity is followed to help students discover what they already know about the unit.

This manual will give you tips, methodologies and techniques about how to facilitate students to undertake different activities as proposed in their Trainee's Manuals. The activities in this training manual are prepared such that they give opportunities to students to work individually and in groups.

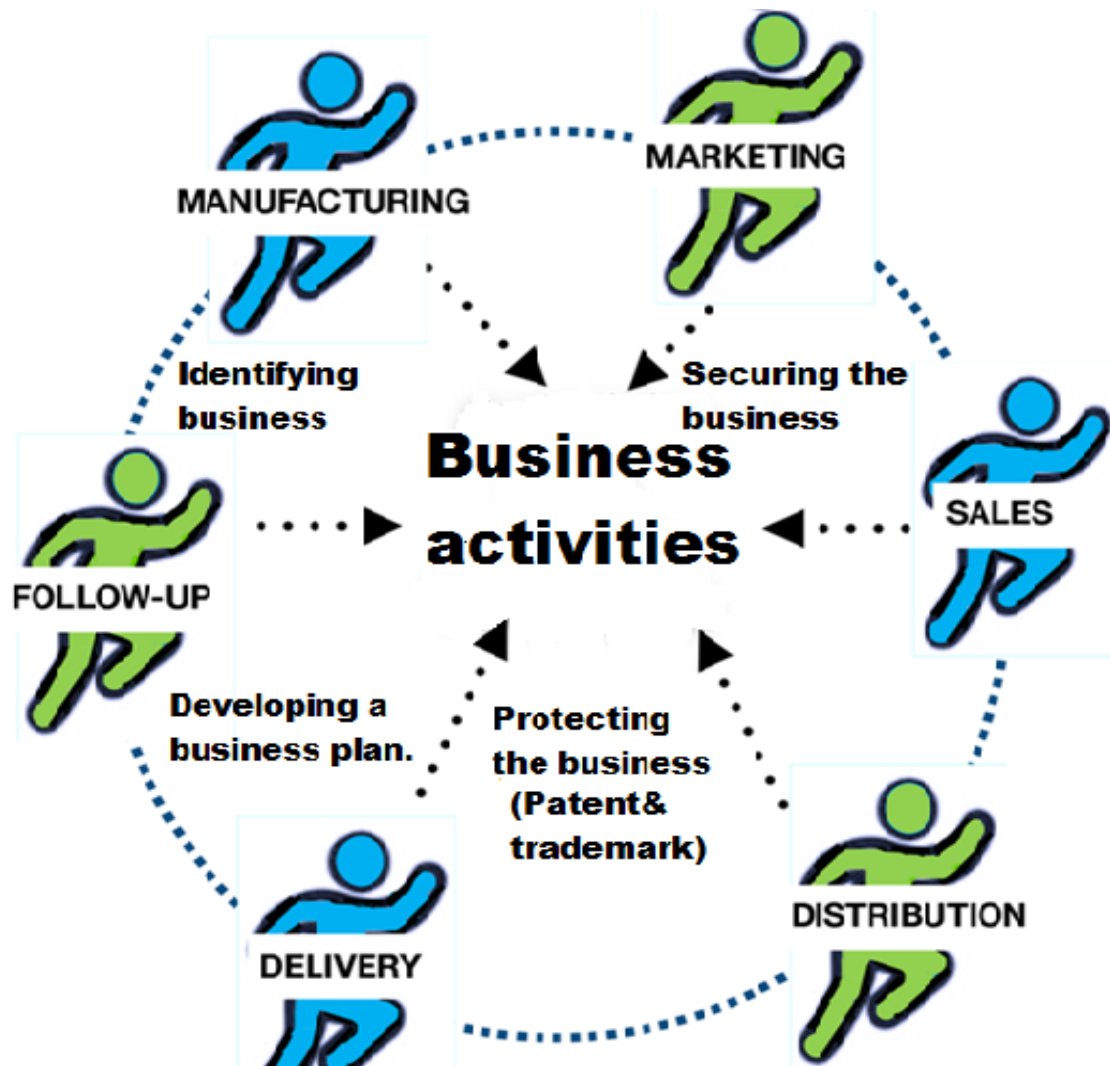
After going through all activities, you shall help students to undertake progressive assessments known as formative and finally facilitate them to do their self-reflection to identify your strengths, weaknesses and areas for improvements.

Remind them to read the point to remember section which provides the overall key points and takeaways of the unit.

Entrepreneurship

Learning Outcomes	Learning Hours	Topics
1. Perform business opening activities.	10hours	1.1 Verification of Business start-up requirements
		1.2 Recruitment of business employees
		1.3 Purchasing of business requirements.
2. Create a productive working environment.	5hours	2.1 Setting of business ethical conduct
		2.2 Assignment of responsibilities to employees
		2.3 Maintenance of good relationship with customers and suppliers
3. Perform business operations.	5hours	3.1 Performing business operations
		3.2 The utilization of available resources
		3.3 Undertaking Targeted promotional and marketing campaigns.
		3.4 Registration of the business organization
4. Respond to customer needs.	5hours	4.1 Developing and maintaining goods, service, and market knowledge
		4.2 Provision of quality customer service and resolving customer complaints
5. Monitor and evaluate the business.	5hours	5.1 Elaboration of a daily report of business activities.
		5.2 Conducting employee's meeting.
		5.3 Consultation of business plan

LEARNING OUTCOME 1: PERFORM BUSINESS OPENING ACTIVITIES



Learning outcome 1: Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss:
 - a. What does the illustration show?
 - b. What do you think will be topics to be covered under this unit based on the illustration?
2. After the discussion, inform students that this unit is intended to provide them with the knowledge, skills and attitudes to **perform business opening activities**. It will cover verification of business start-up requirements, recruitment of business employees and purchasing of business requirements.
3. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - c. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - d. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.
 - e. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
1. Explain the business requirements	1. Verify business start-up requirements	1. Consider the business professional ethics while verifying the business start-up requirements
2. Define the employee recruitment	2. Recruit business employees	2. Being transparent while recruiting business employees.
3. Identify the process of employees' recruitment	3. Estimate business requirements.	4. Demonstrate teamwork spirit identifying the process of employees' recruitment in group.
4. Describe the steps of business requirements estimation.	5. Purchase business requirements	
6. Define the term "purchasing "		
7. Identify the purpose of purchasing.		
8. Identify Purchasing principles.		
9. Describe purchasing procedures.		
10. Describe the documents used in purchasing.		



Steps:



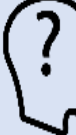
Discovery Activity



Task 1

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to share their prior experience from their home area regarding verification of Business start-up requirements, recruitment of business employees, purchasing of business requirements under the task 1 in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are given.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class.
3. Encourage all students to give their views.
4. After the presentations/sharing session, inform students that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the unit.
5. Introduce Topic 1.1: **Verification of Business start-up requirements**

Topic 1.1: Verification of Business start-up requirements

	Objectives: By the end of the topic, trainees will be able to: - Clearly explain the business requirements - Properly describe the steps of business requirements estimation - Clearly describe business location requirements - Accurately verify the business start-up requirement
	Time Required: 4 hours
	Learning Methodology: Brainstorming, group discussion, and trainer guided, Individual work, pair-share, guided discussions and field visit.
	Materials, Tools and Equipment Needed: <i>Markers, projector, chalk, chalkboard, pens.</i>
	Preparation: ☐ Preparation of ICT facilities such as computer. ☐ Designing a well business structure. ☐ Business plan preparation. ☐ Development of clear business objectives. ☐ Fulfilling all legal and regulatory requirement.
	Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentation, using examples of both male and female entrepreneurs. ✓ Insure inclusivity while allocating tasks to students and provide facilities that allow participation for all. ✓ Financial education by emphasizing on proper management of finance by business owners. ✓ Environment and sustainability by following environmental laws while verifying the star-up requirements.
	Prerequisites: ➤ Being introduced with entrepreneurial competences ➤ Having a well prepared business plan used as criteria for verification



Activity 1: Problem-Solving



Task 2: Ask learners to do the activity 1, task 2 in their trainee's manual

1. Using an appropriate methodology such as brainstorming, group discussion, and trainer guided, Individual work, pair-share and guided discussions to read and analyze the text then answer the questions provided under task 2 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
3. After the sharing session, refer students to **Key facts 1.1 and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.**



Activity 2: Guided Practice



Task 3: Ask learners to do the activity 2, task 3 in the trainee's manual.

1. Using an appropriate methodology, such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees and field visit to answer the questions provided under task 3 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, genocide education among others. Also attitudes and behavior changes should be handled during this activity.

4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
5. After the sharing session, refer students have to refer to **Key Facts 1.1** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.
6. Use the following Checklist in evaluating the readiness of the business start-up requirements.

Indicators	Yes	No	Remarks
Business identification (full name, telephone number, E-mail address, physical address) is written			
• Business plan is correctly developed: ✓ Executive summary is developed			
✓ Objectives of a business are formulated			
✓ Production plan is developed			
✓ Management/organization plan is elaborated			
✓ Financial plan is developed			
✓ Marketing plan is developed			
✓ Business registration certificate is provided			
✓ Startup costs is calculated			

Indicators	Yes	No	Remarks
✓ Tax registration (VAT and Corporate tax registration certificate are shown)			
✓ The business structure has been shown.			
✓ debt taken by the business is shown			
✓ TIN has been indicated			
✓ Business bank account is provided			
✓ Funding source is shown.			
✓ Marketing strategies are shown.			



Activity 3: Application



Task 4: Ask trainees to do the activity 3, task 4 in their trainee's manual.

1. Using an appropriate methodology that require the trainee active participation like individual work, avail needed tool to assess trainees' understanding of the topic.
2. The trainer will provide the trainees with questionnaires in their respective groups and give clear and concise instructions on how the task will be done.
3. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
4. This activity requires students to work independently in their respective groups with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life

situations. Your role is to set clear instructions, methodology and timeframe for submitting the answer sheets.

5. Use the following checklist to guide trainees in estimating and evaluating all factors necessary for starting and operating the business.

Indicator	YES	NO	Remarks
Cost is calculated			
Accessibility is indicated			
Competition rate is indicated.			
Political factors/ Economic policy are shown			
Wage levels are indicated			
Restrictions are identified			
Raw materials are indicated			
Location of the market if indicated			
Infrastructures are mentioned			
Demographics are indicated			
Psychographics ¹ are indicated			

¹ <https://tinyurl.com/58bumdwn>

Topic 1.2: Recruitment of business employees.

	Objectives: By the end of the topic, trainees will be able to: - Describe employee recruitment while running business operations - Describe the functions of employee recruitment in business - Identify the employee recruitment process while conducting business operations. - Describe the principles of employee recruitment which conducting business activities. - Recruit the competent employees for the business - Describe the documents used in purchasing in the business - Demonstrate transparency while recruiting business employees.
	Time Required: 3 hours
	Learning Methodology: Individual work, group discussion, Brainstorming, demonstration, questions and answer.
	Materials, Tools and Equipment Needed: Chalk and chalkboard, flipchart, markers, pens.
	Preparation: ☐ Preparation of ICT facilities such as computer. ☐ Checking the availability of employees 'quality rubrics ☐ Labor force planning (roles, contact, ...) ☐ Fulfilling legal and regulatory requirement ☐ Having a well-prepared job description
	Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentation, using examples of both male and female entrepreneurs. ✓ Insure inclusivity while allocating tasks to students and provide facilities that allow participation for all. ✓ Financial education by encouraging learners to apply cost-effective means of recruiting employees.
	Prerequisites: ➤ Being aware of the gaps to be filled employees in the business ➤ The knowledge of Labor laws ➤ Entrepreneurial characteristics such as managerial skills ➤ Having knowledge of resource management such employees, ...



Activity 1: Problem-Solving



Task 5: Ask learners to do the activity 1, task 5 in their trainee's manual

1. Using an appropriate methodology such Individual work, group discussion, Brainstorming, demonstration, questions and answer to read and analyze the questions and then answer the questions provided under task 5 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
2. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations. Encourage all students to give their views.
3. After the sharing session, refer students to **Key facts 1.2: Recruitment of business employees and discuss them together while harmonizing their responses provided in the sharing session and correct and clear any misconceptions they may have and answer the questions if any.**



Activity 2: Guided Practice



Task 6: Ask trainees to do the activity 2, task 6 in their trainee manuals.

1. Using an appropriate methodology, such as Individual work, group discussion, Brainstorming, demonstration, questions and answer to answer the questions provided under task 6 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating. The trainees will be given materials such as flip chart and markers where possible.
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. While discussing in groups, trainer moves around for guiding them where possible and provide any support by asking probing questions.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, genocide education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer, large group discussion, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference where it is easy for the trainees to refer to and encourage all students to give their views.
5. After the sharing session, refer students have to refer to **Key Facts 1.2** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.
6. Use the following Checklist in evaluating recruitment process to be used while training the local business owners.

Indicators	YES	NO	Remarks
Hiring needs are identified			
A job description is indicated			

Indicators	YES	NO	Remarks
Recruiting plan is I developed			
Talent needed are I selected			
Shortlisted applicants are done and reported			
Conducted interviews are indicated and reported			
The candidates 'references are indicated			
An onboarding process has been done			



Activity 3: Application



Task 7: Refers learners to do the activity 3, task 7 in the trainee's manual.

1. Explain to students that the following task links them to the world of work and will require them to apply the knowledge, skills and attitudes acquired; and working independently to perform the task required. Using an appropriate methodology that require the trainee active participation like individual work, avail needed tool to assess trainees' understanding of the topic.
2. The trainer will provide the trainees with questionnaires in their respective groups and give clear and concise instructions on how the task will be done and make sure instructions are understood, all the students are actively participating.

3. This activity requires students to work independently in their respective groups with limited support from the trainer.
4. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the answer sheets.
5. Use the following Checklist in estimating and evaluating assist him to organize workshop content on factors to consider while recruiting business employees.

Indicators	YES	NO	Remarks
Workshop goals are indicated			
Created content is indicated			
Budget is prepared and indicated			
Workshop date is mentioned			
Schedule for activities is prepared and indicated			
Feedback is indicated			

Topic 1.3: Purchasing of business requirements.

	Objectives: By the end of the topic, trainees will be able to: - Identify the purpose of purchasing while running business operations - Describe purchasing procedures - Describe the purchasing principles while conducting business activities - Explain the documents used in purchasing goods and services
	Time Required: 3 hours
	Learning Methodology: Individual work, group discussion, brainstorming, demonstration, questions and answer.
	Materials, Tools and Equipment Needed: Chalk and chalkboard, flipchart, markers, pens.
	Preparation: ☐ Printed document outlining the business needs. ☐ Preparing the budget for financing business requirement. ☐ Business requirement documents ☐ Carrying out research for knowing the sources of business requirement (suppliers). ☐ Functional specification. ☐ Fulfilling all legal requirement.
	Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentation, using examples of both male and female entrepreneurs. ✓ Insure inclusivity while allocating tasks to students and provide facilities that allow participation for all. ✓ Financial education by encouraging learners to refer to budget while purchasing for the business. ✓ Environment and sustainability by encouraging learners to purchase environmental friendly requirements.



Prerequisites:

- Being aware all business requirements.
- Having the finance to purchase the business requirements.
- Being equipped with business managerial skills
- Resources management skills such stock evaluation and financial management.



Activity 1: Problem-Solving



Task 8: Ask learners to do the activity 1, task 8 in their trainee's manual

1. Using an appropriate methodology such as individual work, group discussion, brainstorming, demonstration, questions and answer, guide trainees to read and analyze the questions and then answer the questions provided under task 8 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
2. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations. Encourage all students to give their views.
3. After the sharing session, refer students to **Key facts 1.3** and discuss them together while harmonizing their responses provided in the sharing session and clear any misconceptions they may have and answer the questions if any.



Activity 2: Guided Practice



Task 9: Ask learners to do the activity 2, task 8 in the trainee's manual.

1. Using an appropriate methodology, such as individual work, group discussion, brainstorming, demonstration, questions and answer, guide trainees to answer the questions provided under task 8 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating. The trainees will be given materials such as flip chart and markers where possible.
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. While discussing in groups, trainer moves around for guiding them where possible and provide any support by asking probing questions.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, genocide education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer, large group discussion, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference where it is easy for the trainees to refer to and encourage all students to give their views.
6. After the sharing session, refer students have to refer to **Key Facts 1.3** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.
7. Use the following checklist in evaluating procedures adopted while purchasing raw materials for the firm.

Indicators	YES	NO	Remarks
1. All needs for purchasing are mentioned			
2. A needed supplier is selected			
3. Negotiation is conducted			
4. Contracts are designed and signed			

5. Payment is accordingly finished and reported			
6. Monitoring has been performed and reported			
7. Records keeping is maintained			
8. Contracts are designed and signed			



Activity 3: Application



Task 10: Ask learners to do the activity 3, task 9 in the trainee's manual.

1. Explain to students that the following task links them to the world of work and will require them to apply the knowledge, skills and attitudes acquired; and working independently to perform the task required. Using an appropriate methodology that require the trainee active participation like individual work, avail needed tool to assess trainees' understanding of the topic.
2. The trainer will provide the trainees with questionnaires in their respective groups and give clear and concise instructions on how the task will be done and make sure instructions are understood, all the students are actively participating. This activity requires students to work independently in their respective groups with limited support from the trainer.
3. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the answer sheets.

4. Use the following checklist to evaluate the factors that influence the choice of effective suppliers for your business.

Indicators	YES	NO	Remarks
1. Price is set and identified			
2. Quality is mentioned			
3. Reliability is defined			
4. Location is described			
5. Reputation is explained			
6. Supplier relationships is described			
7. Communication means are indicated			
8. Financial stability is explained and mentioned			
9. Payment terms are described			



Formative Assessment

Suggested answer.

1.
 - a. A business requirement is something a business needs to have or do to stay in business. It can also be defined as the specific needs a project must meet to be successful.

Business requirements can include: Processes, data, business rules, project scope performance criteria, functionality.
 - b. The steps that are followed while estimating the business requirements include the following:
 - ✓ **Identifying needs:** Define the needs or specifications for the products or services being purchased
 - ✓ **Choosing a supplier:** Ensure the supplier can meet the needs, has the products or services, and can deliver consistently
 - ✓ **Negotiating:** Collaborate with the supplier to get the best price

- ✓ **Creating a contract:** Create a supplier contract
 - ✓ **Making payment:** Issue payment to the vendor after approval
 - ✓ **Monitoring:** Monitor the work being done by the supplier
 - ✓ **Keeping records:** Maintain accurate records of the entire purchasing process, including negotiations, sales, returns, and any other transactions
 - ✓ **Managing contracts:** Monitor contracts, ensure compliance, and renegotiate terms if needed.
- c. **Factors influencing choice of effective suppliers for the business.**
- ✓ **Price:** The price of supplies can directly affect the cost of producing a product.
 - ✓ **Quality:** There is often a correlation between cost and quality, but you should ensure that the supplier meets your expectations regardless of price.
 - ✓ **Reliability:** A reliable supplier can help ensure consistent quality and supply chain efficiency.
 - ✓ **Location:** Suppliers that are located near your company can have lower transport and delivery costs.
 - ✓ **Reputation:** A supplier's reputation in terms of social and environmental
- d. The documents that you will use while purchasing in your business include the following:
- ✓ **Material requisition:** The Material Requisition Note is an authorization to the storekeeper to issue raw materials, finished parts or other items of stores. It is signed by a responsible person of the department that requires this material.
 - ✓ **Inquiry:** The letter of inquiry is a letter written by the purchasing department and sent to various suppliers requesting them some information concerning the prices, conditions and quality of goods which can be supplied.
 - ✓ **Reply or quotation:** Quotation is an offer to supply goods according to the terms and conditions stated.
 - ✓ **Purchase order:** A purchase order is a commercial document written and signed by buyer to be sent to a seller indicating merchandises or goods to be sold and the delivery and payment's conditions.

- ✓ **Advice note:** An advice note is a document issued by a supplier of goods that advises the customer that the goods have been sent.
- 2. Examples of equipment, machinery and production consumables that may be needed include the following:

Some of the most common types of consumable goods include food and beverages, household goods such as toothpaste, soap, and cleaning supplies among others, cleaning equipment, furniture, kitchen equipment, room service equipment, housekeeping.

- 3.
 - a. Employee recruitment is the process of finding and hiring qualified people to fill open positions in an organization. The goal of recruitment is to find the best candidates to fill specific roles within the company.
 - b. The functions of employee recruitment include the following:
 - ✓ Job design and development
 - ✓ Identifying and seeking candidates
 - ✓ Receiving and tracking applicants
 - ✓ Reference and background checks:
 - ✓ Testing:
 - ✓ Interview:
 - ✓ Evaluation and hiring
 - c. Procedures gone through while recruiting employees are as follows:
 - ✓ **Identify hiring needs:** Determine if the need is to replace an employee or create a new role.
 - ✓ **Create a job description:** Write a detailed job description that outlines the position's responsibilities, tasks, and objectives.
 - ✓ **Create a recruiting plan:** Decide who will review resumes, schedule interviews, and select candidates.
 - ✓ **Search for talent:** Use tools to save time in the selection process.
 - ✓ **Screen and shortlist applicants:** Narrow down the search after talking to several candidates.
 - ✓ **Conduct interviews:** Ask questions and observe the candidate's body language.

- ✓ **Check references and make an offer:** Cross-check the information you have on the candidate to ensure you're making the right choice.
- d. Strategies you can apply for recruiting the competent employee for the business that produces juice include the following:
 - ✓ Employee referral program
 - ✓ Job descriptions:
 - ✓ Employer branding
 - ✓ Niche job boards:
 - ✓ Onboarding:
 - ✓ Company goal:
 - ✓ Recruitment marketing
 - ✓ Direct marketing:
- 8. The factors that can influence employee recruitment.
 - Internal factors**
 - ✓ Size of the firm
 - ✓ Company policy (Organizational culture)
 - ✓ Human resource needs
 - ✓ Financial position of the business (Employment costs)
 - ✓ Nature of job
 - ✓ Number of workers needed by the organization
 - External factors:**
 - ✓ Demographic factors
 - ✓ Labor market.
 - ✓ Unemployment rate
 - ✓ Labor laws
 - ✓ Legal considerations.
 - ✓ Competitors
 - ✓ Government policy and legal frameworks
- 9.
 - a. Purchasing or procurement is the activity of
 - b. The Purpose of purchasing are

- i. Supplier selection, ii) Supplier relationship management, iv) Payment and v) spending control

10. The principles of purchasing are:

- i. Right quality and
- ii. Right source



Points to Remember

These are the key learning points from all activities in this learning outcome.

- Consider the well prepared business environment
- Consider the rules and regulations regarding such;
 - ✓ Business registration with RDB (Rwanda Development Board)
 - ✓ Tax system
 - ✓ Environmental laws
- Check on availability of necessary resources such as:
 - ✓ Human resources
 - ✓ Raw materials
 - ✓ Capital resources, ...
- Consider the well-designed business plan that clearly describe the business objectives and how the entire business will be conducted.



Self-Reflection

1. Ask learners to re-take the self-assessment at the end of the unit. They should then fill in the table in their Trainee's Manual to identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).

LEARNING OUTCOME 2: CREATE A PRODUCTIVE WORKING ENVIRONMENT.



Learning outcome 2: Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss:
 - a. What does the illustration show?
 - b. What do you think will be topics to be covered under this unit based on the illustration?
2. After the discussion, inform students that this unit is intended to provide them with the knowledge, skills and attitudes to create a productive working environment. It will cover Setting of business ethical conduct, assignment of responsibilities to employees, Maintenance of good relationship with customers and suppliers. Ask trainees to fill out the self-assessment at the beginning of the unit in their trainee's Manuals. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - c. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - d. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.
 - e. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
1. Explain the objectives of ethical conduct in a business of ethical conduct	1. Apply rules and regulations of the business	1. Demonstrate team work spirit while working in group
2. Explain the positive attitude required to business members	2. Address unethical behavior at the workplace	2. Consider professional
3. Identify the rules and regulations of the business.	3. Design the responsibility assignment matrix for the business	3. ethics while assigning responsibilities in business
4. Describe the sanctions proposed by the law in business		4. Demonstrate team work spirit while working in group
5. Explain the types of unethical behavior in a business.		
6. Describe the methods of handling unethical conduct in business		
7. Identify the ways/methods to address unethical behavior at the workplace		
8. Describe techniques of encouraging a positive ethical behavior in business		
9. Explain the importance of positive ethical conduct in the business		
10. Describe the responsibilities assignment in business		

Knowledge	Skills	Attitudes
11. Explain the importance of assigning duties.		
12. Identify the attribution of responsibilities in business.		
13. Describe responsibilities assignment matrix (RAM)		



Steps:



Discovery Activity



Task 11:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to share their prior experience from their home area regarding setting of business ethical conduct, assignment of responsibilities to employees, maintenance of good relationship with customers and suppliers under task 1 in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are given.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Encourage all students to give their views.
3. After the presentations/sharing session, inform students that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the unit.
4. Introduce Topic 2.1: **Setting of business ethical conduct.**

Topic 2.1: Setting of business ethical conduct

	Objectives: By the end of the topic, trainees will be able to: - Describe the business idea for the business. - Explain objectives of ethical conduct in a business. - Describe the rules and regulations of the business - Explore Positive attitude required to business members - Describe the sanctions proposed by the law in business - Explain the types of unethical behavior in a business. - Explain the ways/methods to address unethical behavior at the workplace and methods of handling unethical conduct in business - Describe the techniques of encouraging a positive ethical behavior in business - Describe the importance of positive ethical conduct in the business.
	Time Required: 2 hours
	Learning Methodology: Group discussion, brainstorming, demonstration, questions and answer.
	☐ Materials, Tools and Equipment Needed: <i>Scotch tape, projector, Markers, chalk, chalkboard, pens.</i>
	Preparation: ☐ Preparation of legal standards and legal requirements ☐ Designing ethical principles to be followed ☐ Outlining the business and societal needs
	Crosscutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentation, using examples of both male and female entrepreneurs. ✓ Insure inclusivity while allocating tasks to students and provide facilities that allow participation for all. ✓ Financial education by emphasizing the preparation of financial goals by entrepreneurs.

- ✓ Environment and sustainability by emphasizing ethical conducts is a works place and carrying out business activities ethically following environmental laws.
- ✓ Standardization culture by emphasizing on producing the standardized products.



Prerequisites:

- Having knowledge of basic elements of a business plan.
- Managerial skills related to the business
- General goals and objectives of the business.



Activity 1: Problem-Solving



Task 12: Ask learners to do the activity 1, task 12 I their trainee's manual

1. Using an appropriate methodology such as group discussion, brainstorming, demonstration, questions and answer, guide trainees to read and analyze the text then answer the questions provided under task 12 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class.
3. Write their responses where it is easy for students for reference. Encourage all students to give their views during session sharing.
4. After the sharing session, refer students to **Key facts 2.1: Setting of business ethical conduct and discuss them together while harmonizing their responses provided in the sharing session and clear any misconceptions that students may have answer any questions they have.**



Activity 2: Guided Practice



Task 13: Ask learners to do the activity 2, task 13 in the trainee's manual.

1. Using an appropriate methodology, such as group discussion, brainstorming, demonstration, questions and answer, guide trainees to answer the questions provided under task 13 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating. The trainees will be given materials such as computers, flip chart and markers (where possible).
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. While discussing in groups, trainer moves around for guiding them where possible and provide any support by asking probing questions.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, genocide education, environment and sustainability among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer, large group discussion, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference where it is easy for the trainees to refer to and encourage all students to give their views.
5. After the sharing session, refer students have to refer to **Key Facts 2.1** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.
6. Use the following checklist to evaluate business ethical conducts that are referred to by fresh business owners while running and managing a business organization.

Indicators	YES	NO	Remarks
1. Honesty is controlled and checked			
2. Fairness is checked			
3. Standards are followed and reported			
4. Doing what's right is checked and reported			



Activity 3: Application



Task 14: Ask learners to do the activity 3, task 12 in their trainee's manual

1. Explain to students that the following task links them to the world of work and will require them to apply the knowledge, skills and attitudes acquired; and working independently to perform the task required. Using an appropriate methodology that require the trainee active participation like individual work, avail needed tool to assess trainees' understanding of the topic.
2. The trainer will provide the trainees with questionnaires in their respective groups and give clear and concise instructions on how the task will be done. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. This activity requires students to work independently in their respective groups with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the answer sheets.
4. After the assessment of students' work, discuss with them the total marks (performance/competence) and use the individual forms to share and give feedback to the students in terms of clarity of the vision, mission, goals and objectives. Support those who may carry out remedial activities.
5. Make a summary of **topic 2.1** by asking students to mention the main key points discussed.

Use the following checklist to evaluate positive business ethics and unethical conducts that members of the business may be sanctioned on while running a business:

Indicators	YES	NO	Remarks
✓ Respectful is checked			
✓ Team work is observed			
✓ Approachable behaviors are observed			
✓ Gratitude is shown			
✓ Encouragement and empathetic are practiced			
Unethical conducts that members of the business may be sanctioned on while running a business are indicated			
✓ False advertising are practiced			
✓ Unfair competition about the product are practiced			
✓ Bribery is practiced are reported			
✓ Taking credit for others' work are reported			
✓ Deceptive communication is practiced			

Topic 2.2: Assignment of responsibilities to employees.

	Objectives: By the end of the topic, trainees will be able to: - Describe responsibilities assignment in business. - Explain the importance of assigning duties in the business. - Describe the attribution of responsibilities in the business. - Describe the responsibilities assignment matrix (RAM) in the business.
	Time Required: 1.5 hours
	Learning Methodology: Group discussion, small group work, brainstorming, demonstration, questions and answers.
	☐ Materials, Tools and Equipment Needed: Scotch tape, pens, markers and Responsibilities Assignment Matrix (RAM) format.
	Preparation: ☐ Preparation of clear business' objectives ☐ Defining all jobs roles and responsibilities ☐ Printed responsibilities assignment matrix (RAM) format. ☐ Evaluation of the employees' skills/competences ☐ Preparation of the necessary resources for performing the tasks
	Cross Cutting Issues: ✓ Insure inclusivity while allocating tasks to students and provide facilities that allow participation for all. ✓ Financial education by emphasizing the preparation of financial goals by entrepreneurs. ✓ Ensure gender balance while forming groups while assigning responsibilities to both males and females. ✓ Standardization culture by stressing on producing quality products.
	Prerequisites: ✓ Having business managerial skills ✓ Being aware of the available tasks to be assigned to the employees ✓ Having knowledge of characteristics of a successful entrepreneur ✓ Being skilled in business planning



Activity 1: Problem-Solving



Task 15: Ask the learners to do the activity 1, task 15 in their trainee's manual

1. Using an appropriate methodology such as group discussion, small group work, brainstorming, demonstration, questions and answers, guide trainees to read and analyze the text then answer the questions provided under task 15 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
2. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations. Motivate other students to give their contributions during the presentations. The answers should be pasted where students can easily refer to them during the session.
3. After the sharing session, ask students refer to **Key Facts 2.2 in their trainee manual, read them together while comparing with their responses from the sharing session. and any misconceptions they may have.**



Activity 2: Guided Practice



Task 16: Ask learners to do the activity 2, task 16 in their trainee's manual.

1. Using an appropriate methodology, such as group discussion, small group work, brainstorming, demonstration, questions and answers, guide trainees to answer the questions provided under task 16 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.

3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, genocide education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as group discussion, small group work, brainstorming, demonstration, questions and answers, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
5. After the sharing session, refer students have to refer to **Key Facts 2.2** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.
6. Use the following checklist to assess assigned responsibilities to employees and develop a relevant report.

Indicators	YES	NO	Remarks
✓ Skills and preferences are indicated			
✓ Project scope are identified			
✓ Competence are indicated			
✓ Availability of an employee is indicated and reported			
✓ Interpersonal skills are indicated			
✓ Developmental opportunities are identified			
✓ Business needs are all and defined			
Report writing criteria are well identified			
✓ Purpose and audience are identified.			
Standard structure is mentioned and followed.			
✓ Adaption to business' requirements is observed			
✓ Clear and concise language is used while reporting.			
✓ Proofread and edit your report is applied			
✓ Reports are made and signed			



Activity 3: Application



Task 17: Ask learners to construct RACI matrix for the business.

1. Explain to students that the following task links them to the world of work and will require them to apply the knowledge, skills and attitudes acquired; and working independently to perform the task required. Using an appropriate methodology such as individual work, pair work or small group work, students read the scenario and perform the tasks required under task 17.
2. You can provide students with other materials such as responsibilities assignment matrix template and flip chart and markers where possible.
3. Give the students enough time and clear instructions to perform the task. This is a practical activity, so give students independence and freedom while they are performing the task.
4. After the students have finished the task, assess their work using the following checklist:

Indicators	YES	NO	Remarks
Name of the staff assigned are indicated			
Name of the tasks/deliverables given are indicated			

5. After the assessment of students' work, discuss with them the total marks (performance/competence) and use the individual group forms to share and give feedback to the students in terms of the content presented. Support those who may need additional or remedial activities.
6. Make a summary of **topic 2.2** by asking students to mention the main key points.

Topic 2.3: Maintenance of good relationship with customers and suppliers.

	Objectives: By the end of the topic, trainees will be able to: - Explain the concept of customers and suppliers' relationship in a business - Explain the purpose of maintaining a good relationship with customers and suppliers in a business - Describe the methods used to maintain good relationship with Customers and Suppliers - Explain the importance of maintaining good customers and suppliers' relationship to the business - Describe the ways used to address customer complaints' and suppliers complaints.
	Time Required: 2 hours
	Learning Methodology: Group discussion, small group work, brainstorming, demonstration, questions and answer.
	Materials, Tools and Equipment Needed: Scotch tape, pens, markers and flip charts, computers and projector
	☐ Conducting research for better understanding customers and suppliers. ☐ Train business staff for maintaining good relationship with suppliers and customers. ☐ Setting the relationship standards/rubrics. ☐ Having a clear plan for resolving the any misunderstanding or conflict. ☐ Preparing clear business objectives. ☐ Developing clear methods/strategies for communication.
	Cross Cutting Issues: ✓ Insure inclusivity while allocating tasks to students and provide facilities that allow participation for all. ✓ Ensure gender balance while forming groups made of boys and girls for discussions.

- ✓ Standardization culture by stressing on producing good quality products that satisfy the needs of customers.



Prerequisites:

- Having knowledge about the customer relations
- Being equipped with business managerial skills
- Having knowledge about customers and suppliers' preferences.
- Being aware of business goals and objectives while maintaining good relationship with both customers and suppliers.
- Having knowledge of the purpose of having marketing plan for the business.
- Having knowledge of who your customers and suppliers are.
- Being equipped with diverse interpersonal skills in the business context.



Activity 1: Problem-Solving



Task 18: Ask learners to observe the following illustration and answer the questions on it

1. Using an appropriate method such as group discussion, small group work, brainstorming, demonstration, questions and answer, students read the Scenario and perform the tasks required under task 18 in their manuals. Give clear instructions on how the task should be done.
2. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations. Encourage other students to give their contributions during the presentations. Responses can be put where students can refer to them during the session.
3. After the sharing session, ask students refer to **Key facts 2.3 in their trainee's manual** read them together while comparing with their responses from the sharing session and clear any misconceptions they may have.



Activity 2: Guided Practice



Task 19: Ask learners to do the activity 2, task 19 in their trainee's manual

1. Using an appropriate methodology, such as group discussion, small group work, brainstorming, demonstration, questions and answer, guide trainees to answer the questions provided under task 19 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
3. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
4. During presentation, motivate other students to ask questions and give their contributions to the presentation.
5. After the sharing session, refer students to **Key Facts 2.3** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have
6. Use the following checklist to assess strategic recommendations to handle customers' complaints

Indicators	YES	NO	Remarks
Listening is practiced			
Questions are indicated			
Apologies are requested			
Solutions are indicated			
Complaint are considered			



Activity 3: Application



Task 20: Ask learners to do activity 3, task 20 in the trainees' manual

1. Using an appropriate methodology that require the trainee active participation like individual work, avail needed tool to assess trainees' understanding of the topic.
2. The trainer will provide the trainees with questionnaires in their respective groups and give clear and concise instructions on how the task will be done. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. This activity requires students to work independently in their respective groups with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the answer sheets.
4. Use the following checklist to address the issue with unsatisfied suppliers for the benefit of the work.

Indicators	YES	NO	Remarks
Effective communication tips are applied			
The root causes are indicated			
Clear expectations are indicated			
The deadline is set and indicated			

5. After the assessment of students' work, discuss with them the total marks (performance/competence) and use the individual groups form to share and give feedback to the students in terms of the content presented. Support those who may need additional or remedial activities.
6. Make a summary of **topic 2.3** by asking students to mention the main key points.



Attempt all questions:

1. Describe the meaning of ethical conduct in a business

Answer: Ethical conduct means the practice of following a set of principles that guide behavior and actions in a way that is fair, respectful, and honest.

2. Describe the objectives of ethical conduct in a business

Answer: Objectives of ethical conducts include the following:

- i. **Build trust:** Ethical conduct helps businesses build trust with their customers, employees, and investors.
 - ii. **Promote fairness and equality:** Ethical conduct can help create a level playing field for all participants in a business.
 - iii. **Prevent unethical behavior:** Ethical conduct can help reduce the risk of fraud, corruption, and other unethical behavior.
 - iv. **Ensure compliance with laws and regulations:** Ethical conduct can help businesses comply with laws and regulations, which can reduce the risk of legal troubles.
 - v. **Drive long-term success:** Ethical conduct can help businesses weather economic downturns and changes in the market.
 - vi. **Foster employee satisfaction and retention:** Employees prefer working in organizations where they feel valued and where the work environment is guided by ethical principles.
 - vii. **Promote social responsibility and sustainability:** Ethical conduct can help businesses achieve their sustainability goals. For example, businesses can develop eco-friendly products or processes.
3. Suppose that you wish to start up the business in your sector
 - a. Identify the rules and regulations can you set in the business?

Answer: The rules and regulations that can be set in the business include the following:

- i. Employment and labor laws
- ii. Tax laws
- iii. Data and privacy laws
- iv. Consumer protection laws

- v. Competition laws
- b. Explain the types of unethical behavior that your business will go away from?

Answer: The types of unethical behavior include the following:

- i. **False advertising:** Making false claims about a product or service.
 - ii. **Unfair competition:** Harming competitors by spreading rumors or undercutting their prices.
 - iii. **Absenteeism:** Leaving work early can be considered unethical behavior.
 - iv. **Taking credit for others' work:** This is another example of unethical behavior.
 - v. **Bribery:** Paying money to secure contracts or misallocating funds.
 - vi. **Deceptive communication:** Concealing immoral or unflattering behavior to diminish its effects.
- c. Describe positive attitude that your business members will exhibit at work place?

Answer: Positive attitudes that your business members will exhibit at work place include the following:

- i. **Be respectful:** Treat everyone with respect, regardless of their position.
 - ii. **Be a team player:** Be easy to work with, contribute to the group, and embrace collaboration.
 - iii. **Be approachable:** Be friendly and helpful to others.
 - iv. **Practice gratitude:** Express gratitude for what you have, and acknowledge the value of your contributions.
 - v. **Be encouraging and empathetic:** Show empathy and respect to your colleagues, clients, and employees.
 - vi. **Focus on the positive:** Focus on what's in your control, and evaluate negative ideas rationally.
- d. Explain any 6 sanctions proposed by the law when your business demonstrate unethical behaviors?

Answer: The sanctions proposed by the laws when your business demonstrate unethical behaviors include the following:

- i. **Trade sanctions:** Restrict the import and export of goods and services between the sanctioning country and the targeted country or entity.
- ii. **Export restrictions:** Ban countries from supplying certain goods, services, or intellectual property to the sanctioned nation.

- iii. **Arms embargoes:** Prohibit the import and export of military goods.
 - iv. **Travel bans:** Restrict the movement of certain individuals associated with the targeted government. This can include denying visas or travel privileges to government officials or individuals involved in activities that warrant sanctions.
 - v. **Diplomatic sanctions:** Political measures that aim to demonstrate disapproval of certain actions. These sanctions can involve reducing or removing diplomatic ties, such as eliminating embassies or canceling high-level government meetings.
 - vi. **Military sanctions:** Used in exceptional situations, these sanctions can include restricting military aid or arms embargoes.
4. Suppose that after school you and friends get capital for starting your small business. Working cooperatively requires that each is assigned with responsibilities for better functioning:
- a. Define responsibilities assignment in business?
Answer: RACI matrix is a tool used in project management to define and assign roles, responsibilities, and authority levels for each task or activity.
 - b. Describe the importance of assigning duties for the business workers.
Answer: Importance of assigning duties for the business workers:
 - ✓ **Accountability:** Clear accountability can help prevent tasks from being neglected.
 - ✓ **Communication:** Clear assignments can help prevent miscommunication and overlap.
 - ✓ **Progress tracking:** RAMs can help project managers track progress more accurately.
 - ✓ **Risk reduction:** RAMs can help reduce risk.
 - c. Describe responsibilities assignment matrix (RAM) in your business.
Answer: Description of responsibilities assignment matrix in the business:
 - ✓ **Responsible (R):**
Responsible refers to the person who actually completes the task – aka “the doer.” There always has to be at least one Responsible per each task. If you are missing an R in any of the rows of the matrix – you have a gap that has to be filled immediately.

✓ **Accountable (A):**

Accountable is the person who is ultimately answerable for the activity or decision to be made. This is someone who has the final authority over the task. Typically, some kind of a manager or senior offices

✓ **Consulted (C):**

Consulted is the adviser for the given task or entire project. Normally, this is the subject matter expert whose opinion you seek before making the final decision or action. Keep in mind that you should keep the number of C's to the minimum for each row.

✓ **Informed (I):**

Informed are the people you keep updated on how the process is going. These would be the people who you will notify once the task is completed and who will take action as the result of the outcome. There can be as many "informed" as necessary per process.

d. Explain any 4 effects resulting from not taking responsibilities in the business?

Answer: The effects resulting from not taking responsibilities in the business:

- ✓ **Decreased productivity:** Without accountability, people may not meet deadlines, and projects may be delayed. This can lead to low productivity and profits.
- ✓ **Poor quality work:** When there's no accountability, mistakes may go unnoticed, resulting in poor quality work.
- ✓ **Reduced employee engagement:** When there's no accountability, employees may feel like their actions don't have an impact and may check out. They may also look for jobs where they feel valued and responsible.
- ✓ **Damaged business relationships:** A lack of accountability can lead to poor relationships with clients, vendors, and suppliers.
- ✓ **Eroded psychological safety:** Not taking responsibility can erode psychological safety, which is essential for any team.
- ✓ **Learned helplessness:** Not taking responsibility can lead to learned helplessness and apathy.

5.

- a. Define customer and suppliers' relationship in a business.

Answer:

Customer relationship in a business refers to the methods, strategies, and processes a company uses to build and maintain customer relationship.

Supplier relations, or supplier relationship management (SRM), is the process of managing and evaluating a company's suppliers to improve performance and profitability.

- b. Identify any 6 purpose of maintaining a good relationship with customers and suppliers.

Answer: Purpose of maintaining a good relationship with customers

- i. Better customer feedback
- ii. Positive word-of-mouth
- iii. Exceptional customer service
- iv. Customer satisfaction
- v. Reward loyalty
- vi. Understand customer psychology

Purpose of maintaining a good relationship with suppliers:

- ✓ Cost savings
 - i. Reduced delays and quality issues
 - ii. Better customer service
 - iii. Increased efficiency
 - iv. Outsourcing
- c. Describe the methods used to maintain good relationship with Customers and Suppliers

Answer: The methods used to maintain good relationship with customers:

- ✓ **Be respectful:** Greet customers with enthusiasm and respect.
- ✓ **Communicate consistently:** Track and learn as much as possible about your customers so you can make well-informed decisions.

- ✓ **Provide great customer service:** Make it easy for customers to get help when they need it.
- ✓ **Personalize communication:** Run a loyalty program to provide a customized experience for your customers.
- ✓ **Reward loyalty:** Give rewards to loyal customers to encourage them to advocate for your business.
- ✓ **Exceed expectations:** Under promise and over deliver to wow your customers.

The methods used to maintain good relationship with suppliers:

- a. **Communicate clearly:** Share your needs and requirements with your suppliers to ensure your objectives are met.
 - b. **Be a great customer:** Give your suppliers what they need, when they need it, and pay on time.
 - c. **Collaborate:** Work together with your suppliers to achieve common goals, share knowledge, and solve problems.
 - d. **Manage performance:** Set clear performance metrics and regularly evaluate suppliers against them.
 - e. **Mitigate risk:** Consider each supplier's performance, quality, compliance, ethics, and geographic challenges to assess their value versus risk potential.
 - f. **Maintain records:** Keep your records in order.
 - g. **Schedule time to meet:** Set aside time to get together with your suppliers.
- d. Identify any 5 importance of maintaining good customers and suppliers' relationship to the business?

Answer: Importance of maintain good customers' relationship include the following:

- ✓ Customer loyalty
- ✓ Word of mouth
- ✓ Brand reputation
- ✓ Competitive advantage
- ✓ Employee morale
- ✓ Meeting expectations

Importance of maintain good suppliers' relationship include the following:

- a. Improved product quality
- b. Increased efficiency
- c. Cost savings
- d. Competitive advantage
- e. Faster response to customer demand
- f. It can help to get monetary benefits



Points to Remember

- Consider the following for creating a productive working environment:
 - ✓ Environmental laws set by REMA
 - ✓ Standard regulations set by Rwanda Standards Board (RSB)
 - ✓ Equity and equality while assigning responsibilities in business
 - ✓ Labor laws set by MIFOTRA.



Self-Reflection

1. Ask learners to re-take the self-assessment at the end of the unit. They should then fill in the table in their Trainee's Manual to identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).

LEARNING OUTCOME 3: PERFORM BUSINESS OPERATIONS.



Learning outcome 2: Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss:
 - i. What does the illustration show?
 - ii. What do you think will be topics to be covered under this unit based on the illustration?
2. After discussions, inform students that this unit is intended to provide them with the knowledge, skills and attitudes to perform business operations. It will cover Production of goods and services, management of business resources, marketing strategies, human resource management, ways of motivating employees.
3. Ask trainees to fill out the self-assessment at the beginning of the unit in their trainee's Manuals. Explain that:
 - i. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - ii. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - iii. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - iv. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.
 - v. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
1. Explain how you can produce goods and services	1. Conduct product differentiation in the business	1. Consider being professional while differentiating products in the business.
2. Differentiate your products in business	2. Design the review of marketing mix	2. Use professionalism while managing the business resources
1. Explain the ways you can use to manage business resources.	3. Apply the methods used for controlling the utilization of resources	3. Demonstrate working spirit while working in group
2. Describe the marketing strategies while running the business	4. Conduct product promotional and marketing campaign	4. Demonstrate working spirit while working in group
3. Describe the meaning of business resources	5. Develop marketing campaign strategies	5. Consider professional ethics while managing the business resources
4. Describe the types resources used by the business.	6. Register the local company in Rwanda	6. Demonstrate working spirit while working in group
5. Explain the purpose of optimizing the utilization of available resources		7. Demonstrate working spirit while working in group
6. Explain the methods to optimize utilization of available resources.		
7. Describe the methods used to control utilization of resources.		
8. Explain the importance of optimizing available resources		

Knowledge	Skills	Attitudes
9. Explain product promotional and marketing campaigns.		
10. Describe techniques of product advertisement		
11. Describe marketing campaign strategies		
12. Explain business registration		
13. Describe the requirements for business registration		
14. Explain the importance of a tax in socio-economic development.		
15. Describe the conditions for registering business in Rwanda.		
16. Describe the required documents for registering business in Rwanda.		
17. Explain the penalties for failure to register to the tax system.		



Steps:



Discovery Activity



Task 21: Ask learners to do task 21 in the training manuals

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to share their prior experience from their home area regarding performing business operations, the

utilization of available resources, undertaking Targeted promotional and marketing campaigns, registration of the business organization under task 1 in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are given.

2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Encourage all students to give their views.
3. Ask learners to do the following activity:
 1. Suppose you wish to launch the business.
 - a. What do you know about product differentiation?
 - b. What do you know about the management of cash flow and inventory?
 - c. Which strategies can you use while marketing?
 - i. Review of 10Ps of marketing mix.
 - ii. Rehabilitation channel
 - iii. Distribution channel
 - iv. Review of 5Ps of marketing mix
 - v. All of the above
 - vi. None of the above.
 2. Using your own words, describe the human resource management
4. After the presentations/sharing session, inform students that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the unit.
5. Introduce **Topic 3.1: Performing business operations.**

Topic 3.1: Performing business operations.

	Objectives: By the end of the topic, trainees will be able to: - Description of production of goods and services in the business. - Effectively manage business resources. - Describe marketing strategies while carrying business operations. - Effectively manage human resource of the business.
	Time Required: 2 hours
	Learning Methodology: Individual work, Group discussion, brainstorming, demonstration, questions and answer.
	☐ Materials, Tools and Equipment Needed: <i>Scotch tape, computer and projector, flip chart and Markers, chalk and chalkboard, pens.</i>
	Preparation: ☐ Preparation of ICT tools such as computers. ☐ Conducting market research for better understanding the market and demand trends. ☐ Preparing SMART business objectives ☐ Preparation of Personal Protective Equipment (PPE) ☐ Prepare all legal documents such as tax registration and licenses
	Crosscutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentation, using examples of both male and female entrepreneurs. ✓ Insure inclusivity while allocating tasks to students and provide facilities that allow participation for all. ✓ Financial education by urging learners to select the efficient modes of employee payment and taking care of financial resources and controlling cash of the business. ✓ Environment and sustainability by emphasizing ethical conducts is a works place such as selecting efficient distribution channel and carrying out business activities ethically following environmental laws.

- ✓ Standardization culture by emphasizing on producing the good quality products.



Prerequisites:

- Having good leadership skills in business operations
- Having knowledge of strategies for marketing the business' products.
- Being aware of managing business resources such as finance, employees
- Being aware of general goals and objectives of the business.



Activity 1: Problem-Solving



Task 22: Ask learners to do activity 1, task 22 in their trainee's manual

1. Using an appropriate methodology such Individual work, group discussion, brainstorming, demonstration, questions and answer, guide trainees to read and analyze the text then answer the questions provided under task 22 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class.
3. Write their responses where it is easy for students for reference. Encourage all students to give their views during session sharing.
4. After the sharing session, refer students to **Key facts 3.1: Perform business operations and discuss them together while harmonizing their responses provided in the sharing session and clear any misconceptions that students may have answer any questions they have.**



Activity 2: Guided Practice



Task 23: Ask learners to do the activity 2, task 23 their trainee's manual.

1. Using an appropriate methodology, such as such group discussion, brainstorming, demonstration, questions and answer, guide trainees to answer the questions provided under task 23 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating. The trainees will be given materials such as computers, flip chart and markers (where possible).
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. While discussing in groups, trainer moves around for guiding them where possible and provide any support by asking probing questions.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, genocide education, environment and sustainability among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer, large group discussion, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference where it is easy for the trainees to refer to and encourage all students to give their views.
5. After the sharing session, refer students to Key Facts 3.1 and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.
6. Use the following checklist while assessing marketing mix

Indicators	YES	NO	Remarks
Product is mentioned			
Price is set			
Promotion is carried out			
Place is described			



Activity 3: Application



Task 24: Ask learners to do activity 3, task 24 in their trainees' manual

1. Explain to students that the following task links them to the world of work and will require them to apply the knowledge, skills and attitudes acquired; and working independently to perform the task required. Using an appropriate methodology that require the trainee active participation like individual work, avail needed tool to assess trainees' understanding of the topic.
2. The trainer will provide the trainees with questionnaires in their respective groups and give clear and concise instructions on how the task will be done. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. This activity requires students to work independently in their respective groups with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the answer sheets.
4. After students have finished the tasks, assess portfolio for the post of Human Resources (HR) by using the following checklist:

Indicators	YES	NO	Remarks
Resume is indicated			
Samples of work are indicated			
Skills and awards are provided			
Objectives are identified			
Certificates are indicated			
Transcripts are indicated			
Letters of recommendation are indicated			

5. After the assessment of students' work, discuss with them the total marks (performance/competence) and use the individual forms to share and give feedback to the students in terms of clarity of the components of employee portfolio. Support those who may carry out remedial activities.
6. Make a summary of topic 3.1 by asking students to mention the main key points discussed.

Topic 3.2: The utilization of available resources.

	Objectives: By the end of the topic, trainees will be able to: a. Describe resources required in business operation. b. Effectively explain the types of resources required by the business. c. Describe the purpose of optimizing the utilization of available business resources. d. Explain the methods for optimizing utilization of available resources of a business. e. Describe the methods used to control utilization of business resources. f. Spell out the importance of optimizing available resources to business stakeholders, employees and business owners
	Time Required: 1.5 hours
	Learning Methodology: Group discussion, small group work, brainstorming, demonstration, questions and answers.
	☐ Materials, Tools and Equipment Needed: Scotch tape, pens, markers and a format of an employee portfolio.
	Preparation: ☐ Preparation of the types/categories of the business resources ☐ Printed responsibilities assignment matrix (RAM) format. ☐ Proper allocation of the business resources. ☐ Preparation of ICT tools such as projector and computer.

- ❑ Being trained for the utilization of the available resources

Cross Cutting Issues:



- ✓ Insure inclusivity while allocating tasks to students and provide facilities that allow participation for all.
- ✓ Financial education by emphasizing the preparation of financial goals by entrepreneurs.
- ✓ Ensure gender balance while forming groups while assigning responsibilities to both males and females.
- ✓ Standardization culture by stressing on producing quality products.



Prerequisites:

- ✓ Having knowledge in running a business and description employees' responsibilities.
- ✓ Having business managerial skills
- ✓ Being aware of the available tasks to be assigned to the employees
- ✓ Having knowledge of characteristics of a successful entrepreneur
- ✓ Having knowledge of how to formulate objectives of the business.



Activity 1: Problem-Solving



Task 25

1. Using an appropriate methodology such as group discussion, small group work, brainstorming, demonstration, questions and answers, guide trainees to read and analyze the text then answer the questions provided under task 25 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
2. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations. Motivate other students to give their contributions during the presentations. The answers should be pasted where students can easily refer to them during the session.
3. After the sharing session, ask students refer to **Key Facts 3.2: The utilization of available resources in their trainee manual read them together while comparing with their**

responses from the sharing session and clearing any misconceptions that learners may have.



Activity 2: Guided Practice



Task 26: Ask learners to do the activity 2, task 26 in the trainee's manual

1. Using an appropriate methodology, such as group discussion, small group work, brainstorming, demonstration, questions and answers, guide trainees to answer the questions provided under task 26 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating. The trainees will be given materials such as computers, flip chart and markers (where possible).
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. While discussing in groups, trainer moves around for guiding them where possible and provide any support by asking probing questions.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, genocide education, environment and sustainability among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as group discussion, small group work, brainstorming, demonstration, questions and answers, students share their answers to the class. Write their responses for reference where it is easy for the trainees to refer to and encourage all students to give their views.
5. After the sharing session, refer students have to refer to **Key Facts 3.2** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.
6. Use the following checklist to evaluate the ways of optimizing of resource utilization.

Indicators	YES	NO	Remarks
✓ Resource planning is designed			
✓ Resources are forecasted			
✓ Resource are allocated			

✓ Workload is reviewed and reported			
✓ Streamlining processes is indicated.			



Activity 3: Application



Task 27: Ask learners to do activity 3, task 27 in their trainees' manual

1. Explain to students that the following task links them to the world of work and will require them to apply the knowledge, skills and attitudes acquired; and working independently to perform the task required. Using an appropriate methodology that require the trainee active participation like individual work, avail needed tool to assess trainees' understanding of the topic.
2. The trainer will provide the trainees with questionnaires in their respective groups and give clear and concise instructions on how the task will be done. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. This activity requires students to work independently in their respective groups with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the answer sheets.
4. After students have finished the task, assess their work using the checklist.
5. Use the following checklist to assess resources required to set up an enterprise with their corresponding usage.

S/N	Name of a company	Indicator	YES	NO	Comment
1.	Electronic Company	Electronic resources and their usage are indicated			
2.	Pottery Company	Pottery resources and their usage are indicated			
3.	Hotel	Hotel resources and their usage are indicated			

4.	Construction company	Construction resources and their usage are indicated			
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6. After the assessment of students' work, discuss with them the total marks (performance/competence) and use the individual forms to share and give feedback to the students in terms of clarity of the components of employee portfolio. Support those who may carry out remedial activities.
7. Make a summary of **topic 3.2** by asking students to mention the main key points discussed.

Topic 3.3: Undertaking targeted promotional and marketing campaigns.

	Objectives: By the end of the topic, trainees will be able to: a. Conduct product promotional and marketing campaigns for the business b. Describe techniques of product advertisement while carrying out the business operations c. Develop marketing campaign strategies while conducting business operations.
	Time Required: 2 hours
	Learning Methodology: Individual work, Group discussion, brainstorming, demonstration, questions and answer.
	☐ Materials, Tools and Equipment Needed: <i>Scotch tape, computer and projector, flip chart and Markers, chalk and chalkboard, pens.</i>
	Preparation: ☐ Preparation of all goal and objectives of a campaign. ☐ Conducting market research for better understanding the market. ☐ Preparation of ICT tools such as projector and computer.

s Crosscutting Issues:



- ✓ Ensure gender balance while forming groups, allocating tasks and during presentation, using examples of both male and female entrepreneurs.
- ✓ Insure inclusivity while allocating tasks to students and provide facilities that allow participation for all.
- ✓ Financial education by urging learners to save financial resources by selecting the efficient techniques of advertisement and sales promotion.
- ✓ Environment and sustainability by emphasizing learners to follow environmental laws while doing business activities.
- ✓ Standardization culture by emphasizing on producing the good quality products for promoting the business.



Prerequisites:

- Being equipped with the objectives of marketing campaign and product promotional.
- Having good leadership skills of business operations
- Having knowledge of strategies for marketing the business' products.
- Understanding all available business' products
- Having a well prepared business plan that details marketing campaign strategies.



Activity 1: Problem-Solving



Task 28: Ask learners to do the activity 1, task 28 in their trainee's manual

1. Using an appropriate methodology such individual work, group discussion, brainstorming, demonstration, questions and answer, guide trainees to read and analyze the text then answer the questions provided under task 28 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class.

3. Write their responses where it is easy for students for reference. Encourage all students to give their views during session sharing.
4. After the sharing session, refer students to **Key facts 3.3: Undertaking targeted promotional and marketing campaigns and discuss them together while harmonizing their responses provided in the sharing session and clear any misconceptions that students may have.**



Activity 2: Guided Practice



Task 29: Ask learners to do the activity 2, task 29 in their trainee's manual.

1. Using an appropriate methodology, such as individual work, group discussion, brainstorming, demonstration, questions and answer, guide trainees to answer the questions provided under task 29 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating. The trainees will be given materials such as computers, flip chart and markers (where possible).
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. While discussing in groups, trainer moves around for guiding them where possible and provide any support by asking probing questions.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, genocide education, environment and sustainability among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as group discussion, brainstorming, demonstration, questions and answer, presentation, students share their answers to the class. Write their responses for reference where it is easy for the trainees to refer to and encourage all students to give their views.
5. After the sharing session, refer students have to refer to **Key Facts 3.3** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.
6. Use the following checklist for evaluating techniques used for advertising the ABC Ltd.

Indicators	YES	NO	Remarks
1. Public relations or publicity is indicated			
2. Newspapers are mentioned			
3. Sales promotion are indicated			
4. Personal selling is indicated			

Indicators	YES	NO	Remarks
5. Direct marketing is applied			
6. Influencer marketing is indicated			



Activity 3: Application



Task 30: Ask learners to do the activity 3, task 30 in their training manuals

1. Explain to students that the following task links them to the world of work and will require them to apply the knowledge, skills and attitudes acquired; and working independently to perform the task required. Using an appropriate methodology that require the trainee active participation like individual work, avail needed tool to assess trainees' understanding of the topic.
2. The trainer will provide the trainees with questionnaires in their respective groups and give clear and concise instructions on how the task will be done. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. This activity requires students to work independently in their respective groups with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the answer sheets.
4. Use the following checklist to assess marketing campaign strategies.

Indicators	YES	NO	Remarks
1. Clear & concise calls-to-action are conducted			
2. Hyper-target to a niche audience are mentioned.			

Indicators	YES	NO	Remarks
3. Creation of a story that speaks to all medias is indicated			
4. Inspiring interaction with people is applied			
5. The use of a memorable and repeatable spokesperson are mentioned.			

5. After the assessment of students' work, discuss with them the total marks (performance/competence) and use the individual forms to share and give feedback to the students in terms of clarity of the components of employee portfolio. Support those who may carry out remedial activities.
6. Make a summary of **topic 3.3** by asking students to mention the main key points
discusse

Topic 3.4: Registration of the business organization

	Objectives: By the end of the topic, trainees will be able to: a. Clearly describe business registration in Rwanda context. b. Describe the types of business organization in Rwanda c. Demonstrate requirements for business registration in Rwanda. d. Describe the process for registering to the tax System of Rwanda Revenue Authority (RRA)
	Time Required: 2 hours
	Learning Methodology: Group discussion, brainstorming, demonstration, questions and answer.
	☐ Materials, Tools and Equipment Needed: <i>Scotch tape, computer and projector, flip chart and Markers, chalk and chalkboard, pens, printed materials.</i>
	Preparation: ☐ Preparation of the business structure or types

	☐ Preparation of all identification documents of the business ☐ Preparation of ICT tools such as projector and computer. ☐ Preparation of all legal required documents ☐ Preparation of a business plan
	Crosscutting Issues: ✓ Financial education by urging learners to register to tax system of Rwanda Revenue to avoid some fines and penalties. ✓ Ensure gender balance while forming groups, allocating tasks and during presentation, using examples of both male and female entrepreneurs. ✓ Insure inclusivity while allocating tasks to students and provide facilities that allow participation for all. ✓ Environment and sustainability by emphasizing learners to follow environmental laws while doing business activities.
	Prerequisites: ➤ Having a well prepared business plan that details how a business will be carried out. ➤ Having good leadership skills of business operations ➤ Having knowledge of functionality of taxation System and business management in Rwanda context. ➤ Having knowledge of the attributes of a successful entrepreneur. ➤ Understanding the relevance of registering a business to tax system



Activity 1: Problem-Solving



Task 31: Ask learners to do the activity 1, task 31 in their trainee's manual

1. Using an appropriate methodology such group discussion, brainstorming, demonstration, questions and answer, guide trainees to read and analyze the text then answer the questions provided under task 31 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating.

2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class.
3. Write their responses where it is easy for students for reference. Encourage all students to give their views during session sharing.
4. After the sharing session, refer students to **key facts 3.4: Registration of the business organization and discuss them together while harmonizing their responses provided in the sharing session and clear any misconceptions that students may have.**



Activity 2: Guided Practice



Task 32: Ask learners to do the activity 2, task 32 in their trainee's manual.

1. Using an appropriate methodology, such as group discussion, brainstorming, demonstration, questions and answer, guide trainees to answer the questions provided under task 32 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating. The trainees will be given materials such as computers, flip chart and markers (where possible).
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. While discussing in groups, trainer moves around for guiding them where possible and provide any support by asking probing questions.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education, standardization culture, environment and sustainability among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology group discussion, brainstorming, demonstration, questions and answer, students share their answers to the class. Write their responses for reference where it is easy for the trainees to refer to and encourage all students to give their views.

5. After the sharing session, refer students have to refer to **Key Facts 3.4** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.
6. Use the following checklist to assess requirements for business registration.

Indicators	YES	NO	Remarks
a. Chosen name is indicated			
b. Documents are prepared are provided.			
c. Registration certificate is indicated			
d. Permit and license are indicated			
e. The business bank account is indicated.			



Activity 3: Application



Task 33: Ask learners to do activity 3, task 33 in their trainee's manual

1. Explain to students that the following task links them to the world of work and will require them to apply the knowledge, skills and attitudes acquired; and working independently to perform the task required. Using an appropriate methodology that require the trainee active participation like individual work, avail needed tool to assess trainees' understanding of the topic.
2. The trainer will provide the trainees with questionnaires in their respective groups and give clear and concise instructions on how the task will be done. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. This activity requires students to work independently in their respective groups with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the answer sheets.

4. Use the following checklist to assess the required documents for tax registration purpose

Indicators	YES	NO	Remarks
1. Registration forms is filled			
2. Legal form of a business is indicated			
3. Types of taxes in declaration form is filled and presented			
4. Other information required on the forms are filled			

5. After the assessment of students' work, discuss with them the total marks (performance/competence) and use the individual forms to share and give feedback to the students in terms of clarity of the components of employee portfolio. Support those who may carry out remedial activities.
6. Make a summary of **topic 3.4** by asking students to mention the main key points discussed



Formative Assessment

Proposed answers for the formative assessment

1. Suppose that you wish to launch the business.

- a. Define product differentiation?

Answer: Product differentiation is the characteristic or characteristics that make your product or service stand out to your target audience. It's how you distinguish what you sell from what your competitors do, and it increases brand loyalty, sales, and growth.

- b. Which ways can you use to manage cash flow and inventory?

Answer: The following are ways used to manage cash flow and inventory

- i. Keep accurate records
- ii. Forecast cash flow
- iii. Separate business and personal finances
- iv. Build a cash reserve
- v. Manage inventory
- vi. Negotiate payment terms
- vii. Use accounts receivable financing
- viii. Use accounting software.

c. Which strategies can you use while marketing?

- ix. Review of 10Ps of marketing mix.
- x. Rehabilitation channel
- xi. Distribution channel
- xii. Review of 5Ps of marketing mix
- xiii. All of the above.
- xiv. None of the above.

Answer: iv Review of **5Ps** of marketing mix

18.

a. Using your own words, describe the human resource management

Answer: Human resource management (HRM) is the practice of recruiting, hiring, deploying and managing an organization's employees. HRM is often referred to simply as human resources (HR).

b. What is the meaning of employee portfolio management?

Answer: Employee portfolio management is the centralized management of projects, programs, and other related work to achieve specific strategic business objectives. It involves selecting, prioritizing, authorizing, managing, and controlling these projects and programs.

c. Describe the modes of employee payment

Answer:

- ✓ **Physical paycheck:** A paper paycheck is the traditional method of paying employees. For each pay period, you process payroll, print checks and distribute them to employees.



Pros of paper checks.

- Familiarity
- Flexibility, ...



Cons of paper checks

- Slower
- Time-consuming
- Increased cost, ...

- ✓ **Direct deposit:** This is a popular payment method. Your employees provide their bank account information. When you process payroll, their

earnings go directly to their bank accounts on payday using an electronic funds transfer.

 Pros of direct deposit.

- **Instant access**
- **No lost checks**
- **Faster processing, ...**

 Cons of direct deposit.

- **Processing time**
- **Shared banking information**
- **Bank account required**

- ✓ **Cash:** Paying your employees in cash isn't common, but it is an option. It's usually only feasible if you have a very small company.

 Pros of cash

- **No fees**
- **Instant access**

 Cons of cash.

- **Lack of paper trail**
- **Loss potential**
- **Inconvenient deposits**

- ✓ **Payroll card:** Payroll cards are similar to debit cards. On payday, you load each employee's card with the earnings for that pay period.

 Pros of payroll cards.

- **No bank account needed**
- **Instant access**

 Cons of payroll cards.

- **Fees**
- **Loss potential**
- **Regulations.**

d. How can you motivate your employees in business?

Answer: Ways of motivating employees in a business:

- ✓ Encourage professional development

- ✓ Offer flexible scheduling
- ✓ Empower autonomy
- ✓ Encourage teamwork
- ✓ Accept feedback
- ✓ Celebrate achievements

19. Suppose that are an employee in charge of resource management

a. What do you understand by the term business resource?

Answer: Resources refers to all aids needed to perform a specific task in business. When resources are hired into the business, the main purpose is facilitating the production of good and services. So, it's very paramount to utilize them in optimum way.

b. Describe any 4types of resources used in business?

Answer: Types of resources include the following:

- ✓ **Financial resources:** These resources refer to the money available to a business for the successful starting and running of a business enterprise by an entrepreneur.
- ✓ **Human resource:** Are people who use their knowledge and skills to produce goods, provide services or run business enterprises.
- ✓ **An asset:** Asset is a resource that is expected to provide a future benefit to its owner. In the case of businesses, assets are reported on the company's balance sheet.
- ✓ **Technological resources:** Technological resources basically refer to systems, machines and tools required to effectively produce or create products or provide services.
- ✓ **Raw materials:** These are the basic materials from which goods and products are made.
- ✓ **Information:** These resources are defined as the data and information used by an entrepreneur in an enterprise.
- ✓ **Time:** This is an important resource for entrepreneurs. It determines quantity of production and the volume of human, financial and other resources required.

c. Which method can you use to control utilization of resources?

Answer: Here are some methods for controlling resource utilization:

- ✓ **Procedures of using resources:** In your business, set and agree on how you should use the resources available to avoid misuse.
- ✓ **Targeted result:** For a better use of the available resources, set the results to be achieved using a defined amount of resources and ensure to respect it.
- ✓ **Inventory planned:** Think about the size of inventory that needs to be used in a given period of time and ensure to use it as it is for maximum results.
- ✓ **Resource forecasting:** Anticipate future needs by analyzing past projects, current trends, and team capacities. This can help avoid resource over allocation, shortages, and clashes.
- ✓ **Anticipated emergencies in planning:** Emergency planning is the process of developing a comprehensive strategy to address and mitigate disastrous situations. This method enables to deal with emergencies when they occur while utilizing resources.
- ✓ **Resource planning:** Ensure that a project has the right people with the right skills and experience, as well as other required assets.
- ✓ **Resource management software:** Use software to track resource availability and allocation in real time. This can help you understand how to distribute resources across projects.
- ✓ **Resource forecasting:** Use resource forecasting to estimate project requirements and identify resource shortages or excesses.
- ✓ **Resource leveling:** A technique that redistributes tasks and assignments to balance the workload of resources.
- ✓ **Resource smoothing:** It is a technique used to adjust the activities of the schedule model. It ensures that the requirements for the allocated resource on the project do not go beyond or exceed the pre-defined resource limits.
- ✓ **Resource forecasting:** A technique that looks ahead to assess future resource needs
- ✓ **Monitor and adjust:** Regularly monitor and adjust resource allocation to keep resources in check.
- ✓ **Prioritize and delegate:** Prioritize tasks and delegate them to the right people to reduce wasted resources.

- ✓ **Encourage communication:** Encourage clear communication to minimize misunderstandings and redundancies.
- ✓ **Implement work categorization:** Categorize work to optimize both human and non-human resources.
- ✓ **Make sure people are delivering maximum value:** Ensure your people are delivering maximum value through billable work.

20. How important is it to optimizing available resources to employees?

Answer: Importance of optimizing available resources to employees include the following:

- ✓ **Improved employee satisfaction:** When employees are not overworked or taking on too many projects, they are more satisfied with their jobs.
- ✓ **Increased employee morale:** When employees are provided with the resources they need to complete projects, they feel more supported and their morale increases.
- ✓ **Better employee efficiency:** When employees are able to work on tasks they are good at; they are more efficient.
- ✓ **Cost savings:** When resources are used more efficiently, operational costs can be reduced.
- ✓ **Better forecasting:** Resource management techniques can help identify resource shortages or skill gaps before they impact projects.

21. Describe techniques of product advertisement

Answer: The following are techniques used to advertise the products:

- ✓ **Public relations/publicity:** This can help set the stage for how customers respond to marketing.
- ✓ **Newspapers:** Newspaper advertising is a traditional marketing method that can be an effective way to reach a specific audience.
- ✓ **Sales promotion:** is a marketing technique that uses short-term campaigns to increase interest and demand for a product or service.
- ✓ **Personal selling:** A one-on-one form of communication with the customer where the salesperson informs and persuades the customer.
- ✓ **Direct marketing:** Send direct mail, such as letters or postcards, to potential customers in a specific area.

- ✓ **Influencer marketing:** Use influencers to create brand awareness, build user trust, and generate sales.

22. Which requirements for registering a local company in Rwanda?

Answer: To register a local company in Rwanda, you'll need to:

- ✓ Choose a name:
- ✓ Prepare documents
- ✓ Register with RDB and RRA
- ✓ Obtain permits and licenses
- ✓ Open a bank account

23. Explain the relevance of a tax in socio-economic development of Rwanda

Answer: The following are relevance of tax in socio-economic development of Rwanda:

- ✓ Taxes are a crucial part of socio-economic development because they **provide the government with the resources** to fund essential public services and infrastructure
- ✓ **Public services:** Taxes fund the services that citizens need, such as healthcare, education, and social services.
- ✓ **Infrastructure:** Taxes fund the non-revenue-yielding services that are commonly known as infrastructure, such as communications systems.
- ✓ **Capital formation:** Taxes provide the means to increase savings for capital formation from domestic sources.
- ✓ Taxes can also promote sustainable development of Rwanda.
- ✓ **Economic stability.** The instability that may be brought about by inflation and deflation is corrected by the tax collection.
- ✓ **Inflation** refers to a situation in which there is persistence increase in the general price levels of goods and services over a period of time. During inflation, the government will impose more taxes so as to discourage more spending by reducing the individual's disposable income.
- ✓ **Deflation** refers to the general fall in prices of goods and services over a period of time. During deflation, taxes are reduced so as to encourage more spending on goods and services.
- ✓ **People working for the government are called civil servants** are paid from the taxes that the government collect.

- ✓ **Servicing public debts, both domestic and external:** Tax revenue is used to pay off money borrowed by the government from international financial institutions as well as that borrowed locally in terms of treasury bonds.
- ✓ **Creation of more employment opportunities:** Funds collected can be invested in various projects that offer jobs to many people.
- ✓ **Discouraging the consumption of harmful products:** The government must be concerned about the social welfare of its citizens.



Points to Remember

- Consider the consultation of business plan while performing business operations.
- Consider the proper use of resources for effectively achieving the intended business goals.
- Follow the environmental laws governing the business operations.
- Consider the laws related to standards set by Rwanda Standards Board (RSB).



Self-Reflection

1. Ask learners to re-take the self-assessment at the end of the unit. They should then fill in the table in their Trainee's Manual to identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts)

LEARNING OUTCOME 4: RESPOND TO CUSTOMER NEEDS.



Learning outcome 2: Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss:
 - i. What does the illustration show?
 - ii. What do you think will be topics to be covered under this unit based on the illustration?
2. After discussions, inform students that this unit is intended to provide them with the knowledge, skills and attitudes to perform business operations. It will cover developing and maintaining goods, service, and market knowledge and Provision of quality customer service.
3. Ask trainees to fill out the self-assessment at the beginning of the unit in their trainee's Manuals. Explain that:
 - i. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.

- ii. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
- iii. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
- iv. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.
- v. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
1. Describe goods and services in business context	1. Apply the tips on knowing your products and services.	1. Demonstrate teamwork spirit while working in group
2. Explain the importance of knowing your products and services	2. Deliver the Service delivery procedures	2. Consider ethical practices while justifying the market opportunities for the business.
3. Describe the tips on knowing your products and services	3. Carry out the products and service adjustment	3. Consider ethical culture while carrying product and service adjustment procedures
4. Describe the difference between goods and services	4. Design a customer profile used to understand the	4. Show professionalism while

Knowledge	Skills	Attitudes
	customer segments	demonstrating customer profile
5. Justify the market opportunities for the business	5. Use principles of customer care in delivering services.	5. Show group work spirit while working in group
6. Explain the importance of product and service adjustment on customer satisfaction.	6. Use appropriate the methods used for promoting products and services	6. Demonstrate professionalism while demonstrating determining customer preferences, needs and expectations.
7. Explain the key terms of customer care such as customer, client, customer service, ...	7. Handle customer complaints	7. Show group work spirit while working in group
8. Describe the customer care principles.		8. Show group work spirit while working in group
9. Describe the techniques used to determine customer preferences, needs and expectations.		9. Show professionalism while showing procedures for handling customer complaints .
10. Describe the anticipations of customer's needs, expectations and preferences		10. Demonstrate professionalism while showing procedures for handling customer complaints .
11. Explain the factors influencing customer preferences, needs and expectations.		

Knowledge	Skills	Attitudes
12. Explain the tips for satisfying customer preferences, needs and expectations		
13. Explain the importance of customer satisfaction for the business		
14. Explain the consequences of customer dissatisfaction		
15. Explain how to promote products and services		
16. Describe customer complaint.		
17. Procedures for handling customer complaints		
18. Describe the difficult service situations		
19. Explain the techniques for resolving difficult Service situations.		



Steps:



Discovery Activity



Task 34: Ask learners to do discovery activity task 34 in their trainee's manual

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to share their prior experience from their home area regarding developing and maintaining goods, service, and market knowledge and Provision of quality customer service under task 1 in

their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are given.

2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Encourage all students to give their views.
3. After the presentations/sharing session, inform students that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the unit.
4. Introduce **Topic 4.1: Developing and maintaining goods, service, and market knowledge.**

Topic 4.1: Developing and maintaining goods, service, and market knowledge

	Objectives: By the end of the topic, trainees will be able to: a. Clearly describe the production of goods and services in the business. b. Describe the management of business resources c. Explain the marketing strategies that might be used by the business. d. Describe how human resource are managed in the business e. Demonstrate the ways followed to motivate employees in the business.
	Time Required: 2 hours
	Learning Methodology: Group discussion, brainstorming, demonstration, questions and answer.
	☐ Materials, Tools and Equipment Needed: <i>Scotch tape, computer and projector, flip chart and Markers, chalk and chalkboard, pens.</i>
	Preparation: ☐ Printed materials illustrating the types of goods to be developed. ☐ Preparation of ICT tools such as computer. ☐ Preparing customer profiles for better knowing the market ☐ Conducting market research and analysis

; Crosscutting Issues:



- ✓ Ensure gender balance while forming groups, allocating tasks and during presentation, using examples of both male and female entrepreneurs.
- ✓ Insure inclusivity while allocating tasks to students and provide facilities that allow participation for all.
- ✓ Financial education by encouraging learners to select the cost-effective and ways of producing goods and services that reduces wastes in the business.
- ✓ Environment and sustainability by emphasizing eco-production in the business
- ✓ Standardization culture by emphasizing on producing the good quality products that satisfy the needs of the customers.



Prerequisites:

- Having knowledge of managing business resources such as inventory and finance.
- Being aware of general goals and objectives of the business.
- Having knowledge of the types of goods and services that a business deals with.
- Being equipped with good public relation skills.



Activity 1: Problem-Solving



Task 35: Ask learners to do activity 1, task 35 in their trainee's manual

1. Using an appropriate methodology such as group discussion, brainstorming, demonstration, questions and answer, guide trainees to read and analyze the text then answer the questions provided under task 35 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating.
2. Using an appropriate methodology such as group discussion, brainstorming, demonstration, questions and answer, students share their answers to the class.

3. Write their responses where it is easy for students for reference. Encourage all students to give their views during session sharing.
4. After the sharing session, refer students to **Key facts 4.1** and **discuss them together while harmonizing their responses provided in the sharing session and clear any misconceptions that students may have.**



Activity 2: Guided Practice



Task 36: Ask learners to do the activity 2, task 36 in their trainee's manual.

1. Using an appropriate methodology, such as group discussion, brainstorming, demonstration, questions and answer, guide trainees to answer the questions provided under task 36 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating. The trainees will be given materials such as computers, flip chart and markers (where possible).
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. While discussing in groups, trainer moves around for guiding them where possible and provide any support by asking probing questions.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, genocide education, environment and sustainability among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such group discussion, brainstorming, demonstration, questions and answer, students share their answers to the class. Write their responses for reference where it is easy for the trainees to refer to and encourage all students to give their views.
5. After the sharing session, refer students have to refer to **Key Facts 4.1** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.
6. Use the following checklist to evaluates the design of service delivery procedures

8.

Criteria	Indicator	YES	NO	Comment
Service delivery procedures are correctly indicated according to their order	Preparation is performed			
	Evaluation of intended objectives is carried out			
	Clear targets are set and indicated			
	Analysis of user interactions is carried out			
	Evaluation of quality, pricing, and positioning is carried out			



Activity 3: Application



Task 37: Ask learners to do the activity 3, task 37 in their trainees' manual

1. Explain to students that the following task links them to the world of work and will require them to apply the knowledge, skills and attitudes acquired; and working independently to perform the task required. Using an appropriate methodology that require the trainee active participation like individual work, avail needed tool to assess trainees' understanding of the topic.
2. The trainer will provide the trainees with questionnaires in their respective groups and give clear and concise instructions on how the task will be done. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. This activity requires students to work independently in their respective groups with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the answer sheets.
4. After students have finished the task, assess their work using the following checklist:

Development of an observation report

Indicators	YES	NO	Remarks
1. Quality standards are indicated			
2. Quality control plan is developed			
3. Quality control checklist is indicated			
4. Collaboration is conducted			
5. Process control is conducted			
6. Quality control inspectors are indicated			

5. After the assessment of students' work, discuss with them the total marks (performance/competence) and use the individual forms to share and give feedback to the students in terms of clarity of the components of employee portfolio. Support those who may carry out remedial activities.
6. Make a summary of **topic 4.1** by asking students to mention the main key points discussed.

Topic 4.2: Provision of quality customer's services and resolving customer complaints.

Objectives:

By the end of the topic, trainees will be able to:

- a. Description of customer care principles followed by customer care officers
- b. Demonstrate techniques used to determine customer preferences, needs and expectations in the business.
- c. Anticipate the customer's needs, expectations and preferences
- d. Explain the factors influencing customer preferences, needs and expectations.
- e. Describe the tips to satisfy customer preferences, needs and expectations
- f. Predict the Customer satisfaction while using goods and services of the business
- g. Promote products and services offered by the business



	h. Handle difficult service situations that may arise while carrying out business activities. i. Demonstrate techniques used for resolving difficult Service situations in the business.
	Time Required: 1.5 hours
	Learning Methodology: Group discussion, small group work, brainstorming, demonstration, questions and answers, field visit.
	☐ Materials, Tools and Equipment Needed: Scotch tape, pens, markers and flip charts, computer and projector
	Preparation: ☐ Carrying out market research for better understanding customers' need ☐ Preparation of ICT tools such as computer. ☐ Developing customer profile for better knowledge of the market ☐ Preparing service standards development
	Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentation, using examples of both male and female entrepreneurs. ✓ Insure inclusivity while allocating tasks to students and provide facilities that allow participation for all. ✓ Financial education by encouraging to increase sales through providing good customer care that increases the number of customers. ✓ Environment and sustainability by emphasizing eco-production in the business ✓ Standardization culture by emphasizing on producing the good quality products that satisfy the needs of the customers.
	Prerequisites: ✓ Having good leadership skills in business operations ✓ Having knowledge of managing business resources such as inventory and finance. ✓ Being aware of general goals and objectives of the business. ✓ Being equipped with good public relation skills.

- ✓ Having knowledge of customers of the business
- ✓ Being equipped with good characteristics of a successful entrepreneur.



Activity 1: Problem-Solving



Task 38: Ask learners to do the activity 1, task 38 in their trainee's manual

1. Using an appropriate methodology such as group discussion, small group work, brainstorming, demonstration, questions and answers, field visit, guide trainees to read and analyze the text then answer the questions provided under task 38 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
2. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations. Motivate other students to give their contributions during the presentations. The answers should be pasted where students can easily refer to them during the session.
3. After the sharing session, ask students refer to **Key Facts 4.2: Provision of quality customer's services and resolving customer complaints in their trainee manual read them together while comparing with their responses from the sharing session and clear any misconceptions that students may have.**



Activity 2: Guided Practice



Task 39: Ask learners to do the activity 2, task 39 in their trainee's manual.

1. Using an appropriate methodology, such as group discussion, small group work, brainstorming, demonstration, questions and answers, field visit, guide trainees to answer the questions provided under task 38 in their trainee's manuals. Make sure instructions

are understood, all the students are actively participating. The trainees will be given materials such as computers, flip chart and markers (where possible).

2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. While discussing in groups, trainer moves around for guiding them where possible and provide any support by asking probing questions.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, genocide education, environment and sustainability, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as group discussion, small group work, brainstorming, demonstration, questions and answers, field visit, students share their answers to the class. Write their responses for reference where it is easy for the trainees to refer to and encourage all students to give their views.
5. After the sharing session, refer students have to refer to Key Facts 4.2 and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.
6. Use the following checking list to assess the resolution of difficult service situations in a business.

Indicators	YES	NO	Remarks
Notification to everyone is done			
Call for assistance is conducted			
Monitoring and Communication is carried out and reported			
Solutions are provided			
Record and report of the incident information to the interested parties are indicated.			



Activity 3: Application



Task 40: Ask learners to the activity 3, task 40 in their trainee's manual

1. Explain to students that the following task links them to the world of work and will require them to apply the knowledge, skills and attitudes acquired; and working independently to perform the task required. Using an appropriate methodology that require the trainee active participation like individual work, avail needed tool to assess trainees' understanding of the topic.
2. The trainer will provide the trainees with questionnaires in their respective groups and give clear and concise instructions on how the task will be done. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. This activity requires students to work independently in their respective groups with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the answer sheets.
4. Use the following checklist to assess service delivery

Indicators	YES	NO	Remarks
Excellent customer service is provided			
Regular communication is conducted			
Tracking of information is provided			
Customer service tools are indicated			
Customer surveys are conducted			
Customers 'needs are understood			

5. After the assessment of students' work, discuss with them the total marks (performance/competence) and use the individual forms to share and give feedback to

the students in terms of clarity of the components of employee portfolio. Support those who may carry out remedial activities.

6. Make a summary of **topic 4.2** by asking students to mention the main key points discussed.



Formative Assessment

Attempt all questions:

1. When business operates, the main intention is to satisfy the needs of customers.

Suppose that you own a business and you fight for satisfying all the needs of customers

- ✓ Define the term goods and services in the business context

Answer: Goods are physical products that are sold to customers by companies. **Goods** are tangible items that can be seen, touched, and felt, and have physical attributes like size, weight, color, and shape.

Service is defined a work done for others to provide something that is needed or wanted.

- ✓ Is it important to know your business products? If the answer is Yes, how important is it?

Answer: It's Yes because of the of the following reasons:

- Better customer service
- Cost savings
- Improved customer satisfaction
- Brand building.
- Increased sales

- ✓ Goods and services of the business are the totally the same. True or False.

Answer: False

- ✓ Describe the service delivery procedures in the business operation

Answer: The following are the description of the service delivery procedures:

- ✓ **Preparation:** This is an important part of service delivery procedures, which are the structured tasks and activities an organization performs to provide customer services
- ✓ **Evaluation:** Evaluation is a key part of the service delivery process because it helps businesses identify areas for improvement and make strategic decisions.
- ✓ **Set clear targets:** Businesses can establish performance metrics, service level agreements (SLAs), and key performance indicators (KPIs) to measure the effectiveness of their service delivery.
- ✓ **Analyze user interactions:** Businesses can analyze user interactions, feedback, and overall product metrics to understand how well the product meets customer needs.
- ✓ **Evaluate quality, pricing, and positioning:** Businesses can evaluate the quality, pricing, positioning, and overall performance of their goods and services in the market.

2.

- a. How can you define the term customer care?

Answer: Customer care can be defined as the activities that a seller does to influence customers to make repeated purchases. Or **Customer care** is the process of interacting with customers to keep them satisfied and happy with a brand, product, or service.

- b. While giving customer care, which principles can you adopt in your business?

Answer: The principles of customer care are as follows:

- ✓ **The customer is boss!** All products, goods and services must be designed to meet customer's needs.
- ✓ **Never argue with a customer.** A customer is the only one who deserves the right of choice.
- ✓ **Do not confront a customer.** Confronting a customer is the act of threatening a customer.

- c. Which factors influencing customer preferences, needs and expectations?

Answer:

- ✓ Psychological factors
- ✓ Personal factors

- ✓ Social and cultural characteristics
- ✓ Economic factors
- ✓ Convenience
- ✓ Price of goods and that of substitutes
- ✓ Accessibility
- ✓ Season

3. Suppose that you are offering business services and some of your customers are so stubborn and so difficult.

1. How can you define the term customer complaint?

Answer: A customer complaint is a statement of dissatisfaction made to a responsible party about a product or service that did not meet the customer's expectations.

2. Describe procedures can you follow while handling customer complaints?

Answer: The following are procedures for handling customer complaints

- ✓ **Listen actively:** Stop what you're doing and concentrate on the customer
- ✓ **Reformulate:** After knowing what a customer's state is you have a handful of options.
- ✓ **Solve:** This is the step where the identified problem is solved in pacific way.
- ✓ **Provide feedback:** Customer feedback is important for handling complaints because it can help businesses identify areas for improvement and make changes to ensure customer satisfaction.
- ✓ **Offer something extra or complimentary:** Offering something extra to a customer in response to a complaint can be a way to make up for the inconvenience and demonstrate your commitment to customer satisfaction
- ✓ **Follow up:** It demonstrates your commitment to the customer's satisfaction and can help turn a negative experience into a positive one.
- ✓ **Service recovery:** Service recovery can help businesses handle customer complaints by addressing and resolving issues promptly

3. Explain the techniques for resolving difficult service situations in business?

Answer:

- ✓ **Fire outbreak:** A fire outbreak can have a significant impact on a business's customer service, including:



Downtime

 Reputation

 Lost revenue

- ✓ **Water leakage:** Water leakage represents a difficult services situation because it combines the need for rapid response, emotional distress while providing services to the customers.
- ✓ **Short circuit and injuries:** Both short circuit and injuries represent difficult service situations because they involve sudden, high-risk events, emotional distress in customers and customer care providers.
- ✓ **Intruder:** An intruder is someone who enters a place without permission in order to commit a crime.



Points to Remember

- Kindly, respect ethical considerations for customer care such as:
 - ✓ Transparency
 - ✓ Listening to customers
 - ✓ Being honest
 - ✓ Avoiding misleading customers.
- Consider customer care principles such not threatening customers
- Remember the factors influencing the customer preferences and needs.

LEARNING OUTCOME 5: MONITOR AND EVALUATE THE BUSINESS.



Learning outcome 2: Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss:
 - i. What does the illustration show?
 - ii. What do you think will be topics to be covered under this unit based on the illustration?
2. After discussions, inform students that this unit is intended to provide them with the knowledge, skills and attitudes to monitor and evaluate the business. It will cover elaboration of a daily report of business activities, conducting employee's meeting, consultation of business plan.
3. Ask trainees to fill out the self-assessment at the beginning of the unit in their trainee's Manuals. Explain that:
 - i. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - ii. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - iii. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - iv. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.
 - v. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
1. Describe the business daily report	1. Design a format of daily report of the business activities.	1. Demonstrate teamwork spirit while working in group
2. Explain the importance of business daily reports to the business	2. Conduct effective employee's meeting	2. Demonstrate business ethics while conducting
3. Explain the effectiveness of employees' meeting.	3. Using business plan as tool for business communication	3. employees 'meeting
1. Explain the purpose of employees' meeting	4.	4. Show team work spirit while working in group
2. Describe the elements of preparing effective employee's meeting.		5. Consider the business ethics while designing the critical parts of a business plan.
3. Describe the ways to make employee meeting successful		6. Consider the business professional ethics while using a business plan as a tool for business communication.
4. Explain the purpose of consulting business plan during a business operation.		
5. Describe the business plan for the business operations.		



Steps:



Discovery Activity



Task 41

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to share their prior experience from their home area regarding elaboration of a daily report of business activities, conducting employee's meeting, consultation of business plan under task 1 in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are given.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Encourage all students to give their views.
3. After the presentations/sharing session, inform students that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the unit.
4. Introduce **Topic 5.1: Elaboration of a daily report of business activities**

Topic 5.1: Elaboration of a daily report of business activities

	Objectives: By the end of the topic, trainees will be able to: a. Describe the daily report used while carrying out business activities. b. Explain the relevance of daily report to the business. c. Design the format of daily report of business activities.
	Time Required: 2 hours
	Learning Methodology: Individual work, group discussion, brainstorming, demonstration, questions and answer.

	Materials, Tools and Equipment Needed: <i>Scotch tape, computer and projector, flip chart and Markers, chalk and chalkboard, pens.</i>
	Preparation: ☐ Categorizing business activities. ☐ Business data analysis/review. ☐ Preparation of ICT tools such as computer. ☐ Preparation of a standardized format and having clear company structure.
	Crosscutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentation, using examples of both male and female entrepreneurs. ✓ Insure inclusivity while allocating tasks to students in groups and provide facilities that allow participation for all. ✓ Financial education by urging to make a report of all activities carried out to avoid the omission of some activities such debt received or offered by the business. ✓ Standardization culture by emphasizing on producing the good quality products that satisfy the needs of the customers.
	Prerequisites: ➤ Having good leadership skills in business operations such as reporting, communication skills. ➤ Having knowledge of managing business resources such as inventory and finance. ➤ Having knowledge of the types of operations/activities that a business deals with.

Activity 1: Problem-Solving

Task 42: Ask learners to the activity 1, task 42 in their trainee's manual

1. Using an appropriate methodology such as individual works, group discussion, brainstorming, demonstration, questions and answer, guide trainees to read and analyze the text then answer the questions provided under task 42 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating.

2. Using an appropriate methodology such as individual works, group discussion, brainstorming, demonstration, questions and answer, students share their answers to the class.
3. Write their responses where it is easy for students for reference. Encourage all students to give their views during session sharing.
4. After the sharing session, refer students to **Key facts 5.1** and **discuss them together while harmonizing their responses provided in the sharing session and clear any misconceptions that students may have answer any questions they have.**



Activity 2: Guided Practice



Task 43: Ask learners to the activity 2, task 43 in their trainee's manual

1. Using an appropriate methodology, such as individual work, group discussion, brainstorming, demonstration, questions and answer, guide trainees to answer the questions provided under task 43 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating. The trainees will be given materials such as computers, flip chart and markers (where possible).
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. While discussing in groups, trainer moves around for guiding them where possible and provide any support by asking probing questions.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, genocide education, environment and sustainability among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as individual works, group discussion, brainstorming, demonstration, questions and answer, students share their answers to the class. Write their responses for reference where it is easy for the trainees to refer to and encourage all students to give their views.
5. After the sharing session, refer students have to refer to **Key Facts 5.1** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.
6. Use the following checklist to assess a daily report for the business.

Indicators	YES	NO	Remarks
Business name & Type are indicated			
Business contact address (E-mail, residences, telephone number) is indicated			
Date of an activity is mentioned			
Assigned work is indicated			
Work status/achievements indicated			
The start time and end time is mentioned			
Challenges are mentioned and reported			



Activity 3: Application



Task 44: Ask learners to the activity 3, task 44 in their trainee's manual

1. Explain to students that the following task links them to the world of work and will require them to apply the knowledge, skills and attitudes acquired; and working independently to perform the task required. Using an appropriate methodology that require the trainee active participation like individual work, avail needed tool to assess trainees' understanding of the topic.
2. The trainer will provide the trainees with questionnaires in their respective groups and give clear and concise instructions on how the task will be done. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. This activity requires students to work independently in their respective groups with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the answer sheets.
4. Use the following checklist to evaluate the activities and making a daily report

Indicators	YES	NO	Remarks
Business name & Type is indicated			
Business contact address (E-mail, residences, telephone number) is indicated			
1. Salaries and wages are calculated and reported			
2. Daily sales revenues are calculated and reported			
3. Expenses are checked/calculated and reported			
4. Daily purchases are checked/calculated and reported			
5. Cash flow (Cash in and cash out) is calculated and reported.			
6. Daily stock is calculated and reported.			
7. Missions paid are checked and reported.			

5. After the assessment of students' work, discuss with them the total marks (performance/competence) and use the individual forms to share and give feedback to the students in terms of clarity of the components of employee portfolio. Support those who may carry out remedial activities.
6. Make a summary of **topic 5.1** by asking students to mention the main key points discussed.

Topic 5.2: Meaning of effective employee's meeting.

Objectives:

By the end of the topic, trainees will be able to:



- a. Describe the effectiveness of employees' meeting conducted in the business.
- b. Explain the purpose of conducting the employee's meeting in the business
- c. Explaining the elements of preparing effective employee's meeting in the business.
- d. Demonstrate the ways followed to make employee meeting successful in the business.



Time Required: 1.5 hours

	Learning Methodology: Individual work, group discussion, brainstorming, demonstration, questions and answer.
	☐ Materials, Tools and Equipment Needed: Scotch tape, pens, markers and flip charts, computer and projector
	Preparation: ☐ Outlining the purpose of the meeting ☐ Preparing the date and meeting venue ☐ Preparation of ICT tools such as projector and computer, flip charts, digital tools for taking notes ☐ Inviting the audience to attend the meeting ☐ Preparation of all necessary materials required for conducting the meeting.
	Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentation, using examples of both male and female entrepreneurs. ✓ Insure inclusivity while hiring/inviting employees to attend the meeting. ✓ Financial education by urging the relevance of employees meeting that it raise awareness of how fulfilling responsibilities hence saves time and money for the business. ✓ Environment and sustainability by emphasizing eco-friendly meeting in the business. ✓ Standardization culture by using professionalism while inviting and conducting employees meeting.
	Prerequisites: ✓ Having good leadership skills in business operations ✓ Having knowledge of managing business resources such employees ✓ Being aware of the business goals and that of conducting specific meeting. ✓ Being equipped with good public relation skills. ✓ Being equipped with good characteristics of a successful entrepreneur. ✓ Having good communication skills such as speaking, listening and the use body language.



Activity 1: Problem-Solving



Task 45: Ask learners to do the activity 1, task 45 in their trainee's manual

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read and analyze the text then answer the questions provided under task 45 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
2. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations. Motivate other students to give their contributions during the presentations. The answers should be pasted where students can easily refer to them during the session.
3. After the sharing session, ask students refer to **Key Facts 5.2: Meaning of effective employee's meeting in their trainee manual read them together while comparing with their responses from the sharing session and clear any misconceptions that students may have answer any questions they have.**



Activity 2: Guided Practice



Task 46: Ask learners to do the activity 2, task 46 in the trainee's manual

1. Using an appropriate methodology, such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to answer the questions provided under task 46 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating. The trainees will be given materials such as computers, flip chart and markers (where possible).
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. While discussing in groups, trainer moves around for guiding them where possible and provide any support by asking probing questions.

- During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, genocide education, environment and sustainability, financial education among others. Also attitudes and behavior changes should be handled during this activity.
- Using an appropriate methodology individual work, group, discussion, brainstorming, demonstration, questions and answer, students share their answers to the class. Write their responses for reference where it is easy for the trainees to refer to and encourage all students to give their views.
- After the sharing session, refer students have to refer to **Key Facts 5.2** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.
- Use the following checklist to evaluate the preparation of a meeting agenda that will be followed during the meeting.

Indicators	YES	NO	Remarks
Business name & Type is indicated			
Business contact address (E-mail, residences, telephone number) is indicated			
1. Header is indicated			
2. Purpose is indicated			
3. Topics are identified			
4. Time allocation is indicated			
5. Discussion points are mentioned			
6. Recap is indicated			
7. Other business/Others are mentioned			
8. The meeting close is mentioned			



Activity 3: Application



Task 47: Ask learners to do activity 3, task 47 in their trainee's manual

- Explain to students that the following task links them to the world of work and will require them to apply the knowledge, skills and attitudes acquired; and working independently to

perform the task required. Using an appropriate methodology that require the trainee active participation like individual work, avail needed tool to assess trainees' understanding of the topic.

2. The trainer will provide the trainees with questionnaires in their respective groups and give clear and concise instructions on how the task will be done. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. This activity requires students to work independently in their respective groups with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the answer sheets.
4. Use the following checklist to evaluate the effective employee's meeting

Indicator	YES	NO	Remarks
Business name & Type is indicated			
Business contact address (E-mail, residences, telephone number) is indicated			
1. Meeting objectives are set and indicated			
2. Outcomes are defined			
3. Sharing objectives are mentioned and shared.			
4. Meeting agenda is created			
5. Meeting requirements preparing are identified.			
6. Employee's meeting is conducted			
7. Communication is conducted			

5. After the assessment of students' work, discuss with them the total marks (performance/competence) and use the individual forms to share and give feedback to the students in terms of clarity of the components of employee portfolio. Support those who may carry out remedial activities.

6. Make a summary of **topic 5.2** by asking students to mention the main key points discussed.

Topic 5.3: Consultation of business plan.

	Objectives: By the end of the topic, trainees will be able to: - Describe the purpose of consulting business plan during a business operation. - Demonstrate critical parts of the business plan to be considered while running business. - Use a business plan as tool for monitoring and evaluating a business.
	Time Required: 1.5 hours
	Learning Methodology: Individual work, group discussion, brainstorming, demonstration, questions and answer.
	☐ Materials, Tools and Equipment Needed: Scotch tape, pens, markers and flip charts, computer and projector
	Preparation: ☐ Considering the business plan and category the business ☐ Identify the limits/scope of consultation ☐ Preparation of ICT tools such as projector and computer. ☐ Conducting an evaluation/review of a business plan
	Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentation, using examples of both male and female entrepreneurs. ✓ Insure inclusivity while hiring/inviting business stakeholders and funders ✓ Financial education by urging proper planning of the business especially financial plan of the business plan.

- ✓ Environment and sustainability by planning eco-friendly
- ✓ Standardization culture by using professionalism while communicating with internal and external users of the business plan.



Prerequisites:

- ✓ Having good leadership skills in business operations
- ✓ Being equipped with criteria used for monitoring and evaluating the business plan.
- ✓ Having a well prepared/designed business plan.
- ✓ Being equipped with good public relation skills.
- ✓ Being equipped with good characteristics of a successful entrepreneur.
- ✓ Having good communication skills such speaking, and listening and the use body language.



Activity 1: Problem-Solving



Task 48: Ask learners to do the activity 1, task 48 in their trainee's manual

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read and analyze the text then answer the questions provided under task 48 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
2. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations. Motivate other students to give their contributions during the presentations. The answers should be pasted where students can easily refer to them during the session.
3. After the sharing session, ask students refer to **Key Facts 5.3 in their trainee manual read them together while comparing with their responses from the sharing session and clear any misconceptions that students may have answer any questions they have.**



Activity 2: Guided Practice



Task 49: Ask learners to do the activity 2, task 50 in their trainee's manual.

1. Using an appropriate methodology, such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to answer the questions provided under task 49 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating. The trainees will be given materials such as computers, flip chart and markers (where possible).
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. While discussing in groups, trainer moves around for guiding them where possible and provide any support by asking probing questions.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, genocide education, environment and sustainability, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as individual work, group discussion, brainstorming, demonstration, questions and answer, students share their answers to the class. Write their responses for reference where it is easy for the trainees to refer to and encourage all students to give their views.
5. After the sharing session, refer students have to refer to **Key Facts 5.3** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.
6. Use the following checklist to evaluate the market survey.

Criteria	YES	NO	Remarks
Business name & Type is identified			
Business contact address (E-mail, residences, telephone number) is indicated			
Components of a market survey are correctly mentioned			

Criteria	YES	NO	Remarks
1. Market segmentation are mentioned.			
2. Surveys and interviews are conducted and reported.			
3. Focus groups are mentioned.			
4. Customer attitude and usage analysis are identified and reported.			
5. Competitor analysis is conducted and reported.			
6. Pricing decisions are mentioned			
7. Market size is identified			
8. Sales analysis is carried and reported			
9. Demographic description are indicated			
10. Analysis of market demand is indicated and reported.			



Activity 3: Application



Task 50: Ask learners to do the activity 3, task 50 in their trainee's manual

1. Explain to students that the following task links them to the world of work and will require them to apply the knowledge, skills and attitudes acquired; and working independently to perform the task required. Using an appropriate methodology that require the trainee active participation like individual work, avail needed tool to assess trainees' understanding of the topic.
2. The trainer will provide the trainees with questionnaires in their respective groups and give clear and concise instructions on how the task will be done. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. This activity requires students to work independently in their respective groups with limited support from the trainer. During the task, students should be given a high degree

of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the answer sheets.

4. Use the following checklist to evaluate a company's production

Indicators	YES	NO	Remarks
1. Product performance is indicated			
2. Financial health is indicated			
3. Management staff is identified			
4. Competitive advantage is indicated			
5. Expenses are calculated and reported.			
6. Cash balance is calculated and reported.			
7. Number of new clients and repeat customers are indicated			

5. After the assessment of students' work, discuss with them the total marks (performance/competence) and use the individual forms to share and give feedback to the students in terms of clarity of the components of employee portfolio. Support those who may carry out remedial activities.
6. Make a summary of **topic 5.3** by asking students to mention the main key points discussed.

Attempt all questions

1. Suppose that you carry out a business on daily basis.

a. What is the meaning of business daily report?

Answer: Business daily report: It is a record of a business's activities, progress, issues, resolutions, and other important information. It's often created by copying and editing the previous day's entry to reflect any changes.

b. How important are business daily report to the business.?

Answer: Business daily reports are important to the business as follows:

- ✓ **Track progress:** Daily reports help businesses track their progress towards goals, such as sales targets and customer engagement.
- ✓ **Identify problems:** Daily reports help businesses identify problem areas and new expansion prospects.
- ✓ **Make decisions:** Daily reports provide the information needed to make evidence-based decisions about marketing strategies, pricing, and more.
- ✓ **Pinpoint strengths:** Daily reports help businesses identify where they are excelling and where to focus more money.
- ✓ **Communicate:** Daily reports are an efficient way to communicate important information to stakeholders, such as upper management and board members.

2. Choose the right answer:

- a. Effective employee meeting refers to is a well-organized meeting where employees are engaged and productive, and everyone leaves with new insights.
- b. Effective employee meeting refers to is a well-organized mitigation where employees are engaged and productive, and everyone leaves with new insights.
- c. Effective employee meeting refers to is a well-organized meeting where employees are not engaged and productive, and everyone leaves with new insights.
- d. All of the above

e. None of the above.

Answer: a: Effective employee meeting refers to is a well-organized meeting where employees are engaged and productive, and everyone leaves with new insights.

3. While carrying business activities, you conduct meeting with your employees.

a. As an entrepreneur, how can define effective employee meeting.

Answer: An effective employee meeting is a well-organized meeting where employees are engaged and productive, and everyone leaves with new insights.

b. Identify the purpose of employee's meeting.

Answer: The purpose of employee's meeting includes the following:

- ✓ Sharing information
- ✓ Discussing issues
- ✓ Making decisions
- ✓ Creating a team spirit
- ✓ Setting goals
- ✓ Brainstorming
- ✓ Getting feedback
- ✓ Developing relationships
- ✓ Identifying improvement areas
- ✓ **Establishing future plan**
- ✓ A well-run meeting can help **keep a workplace running smoothly**

c. Which ways can you use to make employee meeting successful?

Answer: The ways to use to make employee meeting successful include the following:

- ✓ Facilitate brainstorming session
- ✓ Stand up
- ✓ Set meeting goals together
- ✓ Offer incentives and reward

4. While carrying out business activities, an entrepreneur has to always consult the business plan because it shows how all business activities will be carried out.

a. As an entrepreneur, identify the purpose of consulting business plan during a business operation.

Answer: The purpose of consulting business plan during business operations:

- ✓ Create an effective strategy for growth
- ✓ Determine the future financial needs
- ✓ Attract investors and leaders
- ✓ Guiding your business
- ✓ Make decisions
- ✓ Understand your business
- ✓ Reaching milestones
- ✓ Advising management
- ✓ Attracting customers and employee.

b. Describe the critical parts of the business plan to be considered while running business?

Answer: The critical parts of the business plan that are considered while running a business are as follows:

- ✓ Executive summary
- ✓ Business description
- ✓ Market analysis and strategy
- ✓ Marketing and sales plan
- ✓ Competitive analysis
- ✓ Management and organization
- ✓ Description of product and services description
- ✓ Operating plan

c. How can you use a business plan as tool to communicate with partners?

Answer: The business can use a business plan as tool to communicate with partners as follows:

- ✓ **Be transparent:** Share your goals, strategies, and challenges openly to build trust and strengthen the relationship.
- ✓ **Provide regular updates:** Keep partners informed about product changes, promotions, and market trends.
- ✓ **Encourage feedback:** Listen to your partners' ideas and concerns, and value their front-line insights.
- ✓ **Provide clear guidelines:** Make sure that your partners have clear information on policies, procedures and expectations.



Points to Remember

- Always consider the criteria or objectives mentioned in the business plan while monitoring and evaluating the business.
- Kindly, remember to consider indicators while monitoring and evaluating the business.



Self-Reflection

1. Ask learners to re-take the self-assessment at the end of the unit. They should then fill in the table in their Trainee's Manual to identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).

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