

U.AC.E ENTREPRENEURSHIP EDUCATION

PAPER THREE (P230/3)

GUIDING NOTES

INTRODUCTION

This paper comprises of three section i.e. section A, B and C.

Section A is about Case Studies which is compulsory, section B is about School Business Clubs where two questions are always examined and section C which is about Field Attachments/Field Trips where two questions are always examined.

Five questions are examined and a candidate is required to attempt any **four** questions. Section A being compulsory, so a candidate is expected to attempt any other three questions from section B and C. i.e. either two questions from section B and one from section C or one question from section B and two from section C.

Common areas examined in paper three include;

- Introduction to entrepreneurship e.g. Qualities/ characteristics of a good entrepreneur, Business ethics, Entrepreneurial skills, negotiation, creativity and innovation, changes in business, effective communication, personal branding, Lessons learnt, among others
- Gender and entrepreneurship.
- Business opportunities i.e. Indicators of a good business opportunity, Indicators/factors that show or responsible or sources of business failure , Other business opportunities, Characteristics of a good business opportunity e.g. factors which favour the establishment of a business
- Small and Medium Enterprises (SMEs) i.e. factors that affect the growth and expansion of a business, family and business (factors that necessitate and challenges of family and business), Business risks and insurance policies, Business problems, challenges and there solutions.
- Financial management i.e. accounting ratios, books of accounts maintained by the business, cash management, source documents used in business.
- Marketing management. i.e. pricing of goods and services, Marketing strategies
- Sales promotion i.e. promotion strategies used, Distribution channels
- Production management i.e. Various control systems i.e. cash management, proper inventory management, production assets, control of sales, quality in production, worker's morale, costs, pricing of goods and services, purchasing skills, budgets/ Expenses/costs, time management, among others.
- Business planning e.g. tools used in monitoring business performance, General Description/Executive Summary, SWOT analysis of the business i.e. strengths, weaknesses, opportunities and threats, Purpose of the business i.e. vision, mission, goals and objectives, among others.
- Social entrepreneurship i.e. characteristics of social entrepreneurs, Benefits/contributions of the business to the community, Benefits/contributions of the community to the business

- Business ideas e.g. sources of business ideas, turning a business into a product etc
- Business competition i.e. how to overcome competition in business, forms of business completion, among others

SECTION A: CASE STUDY

1. Nature/Type of Questions

(a) Questions involving direct responses. These are questions where by answers are got directly from the story/passage/case study hence implied. This means that the correct answers to the question with or without further explanations is awarded.

Questions with direct responses/answers from the case study mainly involve questions on; Measures, Strategies, Techniques, Activities, Qualify, Justify the view, How, Ways, etc.

How to present answers got directly from the Case Study

- Write each response independently. This is because in most cases direct responses to a particular question tend to appear in the same paragraph and separated by commas.
- Do not refer to the page number, paragraph and line to show where the direct response has been got from.

(b) Questions involving indirect responses. They are divided into two are these are;

(i) Questions whereby the evidence is provided in the case study but the evidence provided in the case study is not the correct answer to the question but can be used/analyzed/interpreted to identify the required correct response from outside the case study. Such questions may consider the following areas;

- Questions involving Canons/Doctrines/Methods/Principles/Methods/Sources/Tools. In this case mostly the explanation is given as evidence in the case study.
- Questions involving Characteristics/Qualities/Features/Traits/Attributes. In this case, an example or description is given as evidence.
- Questions involving Factors that are Considered/Affect/Determine/Influence. In this case, the evidence in the case study will bring out the favourable part of a factor which should be used to identify the neutral factor required by the question.

(ii) Questions whereby both the evidence and the response required are not provided in the case study. For such questions, both evidence and response should be generated outside the case study using the general knowledge of entrepreneurship or may apply the knowledge of paper one and paper two.

(c) Questions involving steps/stages/process/procedures (chronological order) for Section A, B and C.

Approach: All answers must be presented in present continuous tense following fairly systematic order and all the information must be got from paper one.

(d) Questions involving lessons derived from the case study.

Approach

- Lessons relating to the case study can be any educative or inspiring statement or concept or condition aspect from the case study. It involves personal opinion regarding the case study.
- **Use statements like it's important/it's necessary**

NB: Avoid personalizing the statements especially using "I" or "we"

(e) Questions involving advise/suggestion/recommendations or Questions involving speculative phrases like will, can, should, shall, may, might, would, could, likely, possibly (for section A and C)

Approach

- All answers must be got outside the case study either from the general knowledge of paper one and two.
- A correct response/answer with or without evidence is awarded.

(f) Questions regarding/involving calculations

The following are the basic steps to follow when handling calculations.

- State/give the correct formula without abbreviations.
- Make correct substitutions.
- Give the final answer considering the requirements.

2. Tense. There is no standard tense for Section A. This means that each question is answered depending on the tense in that question.

NOTE

- Read the case study more than once. (At least three times.)
- Begin with the case study question.
- Present the sub sections in their correct order i.e a, b, c, d and e.
- Introduce each question before giving the answers.
- Present points or answers separately/independently. This should be paragraph form
- Application of paper one and paper two knowledge is vital.
- Language to be used in this section depends on how the question has been framed or asked.

EXAMPLE ONE

Isaac and Stephen are friends who decided to start a restaurant which they named Never give up restaurant.

The two friends involved workers in decision making, ensured job security for all the workers and provided fringe benefits.

The two friends operated a restaurant from Monday to Sunday, opening as early as 5:00 a.m and closing at Midnight. They charged higher prices compared to the competitors for the services offered. Despite the existence of other restaurants, the two friends never gave up.

Questions

- (a) Describe the ways the business uses to ensure employee motivation.
- (b) Describe the entrepreneurial characteristics that enabled the two friends to succeed in a business venture.
- (c) What are the contributions of the business to the community?
- (d) Describe the steps that could have been followed when purchasing inputs for the business.
- (e) What lessons can anyone learn from the case study?

Solutions

(a) The following are the ways in which the business motivates the employees

- Involving employees in decision making.
- Ensuring job security for all the workers.

(b) The following are the entrepreneurial characteristics that enabled the two friends to succeed in a business venture

- Hardworking. Operated from 5:00 a.m to mid night.
- Persistence. They never gave up despite of the existence of other restaurants.
- Profit oriented. Charged higher prices compared to the competitors for the services offered.

(c) The following are the contributions of the business to the community.

- Provision of employment opportunities to the waiters, waitresses, chiefs, security guards.
- Acting as a training ground for the local labour like providing marketing skills.
- Generating revenue to the government through paying taxes like local service tax.

(d) The following are the steps followed when purchasing business inputs

- (i) Determining the business needs.
- (ii) Identifying the potential suppliers.
- (iii) Contacting the suppliers.
- (iv) Selecting the supplier.

- (v) Ordering for the goods.
- (vi) Checking goods as soon as they are received.
- (vii) Checking the invoice to ensure that it is correct.
- (viii) Making payments as soon as possible.

(e) The following are the lessons one can learn from the case study

- It is important to motivate business employees.
- It is necessary to involve workers in decision making.

EXAMPLE TWO

James and Julius commonly known as J and J decided to start a bakery business in their home area. to sustain the market position, they used to high quality raw materials, employed skilled labour, appropriate technology and gave clear instructions to all workers regarding the production.

They delegate duties and responsibilities to workers, set priorities in the enterprise in the enterprise, conduct meetings properly, reduce paper work by using computers and also avoid unnecessary interruptions.

- (a) What activities are involved in the bakery business to ensure better time management?
- (b) What factors determined quality standards in the enterprise?
- (c) Explain the contributions of the business to the community.
- (d) Advise J and J on ways to ensure successful operation of the bakery.
- (e) Describe the steps J and J could have followed in the training of employees.

Solutions

(a) The following are the activities that were carried out in the bakery to ensure better time

- Delegating duties and responsibilities to workers.
- Setting priorities.
- Conducting meetings properly.
- Reducing paper work by using computers.

(b) The following are the factors that determined quality standards in the enterprise

- Quality of raw materials. High quality raw materials are used by the business.
- Nature/Quality of labour employed. Skilled labour is employed.
- State/Level of technology. Appropriate technology is employed.
- Instructions given to workers. Clear instructions are given to workers.

(c) Contributions of the business to the community

- Provision of employment opportunities to sales agents, suppliers of raw materials and security guards.
- Acting as a training ground for the local labour like providing marketing skills.

- Generating revenue to the government through paying taxes like Local Service Tax, VAT and profit tax.

(d) Advise to J and J on ways to ensure successful operation of the bakery.

- Employing more skilled workers.
- Producing high quality products.
- Motivating employees.
- Acquiring more capital from financial institutions.
- Ensuring good customer care.
- Giving discounts.

(e) Steps J and J could have followed in the training of employees

- Identifying business objectives.
- Determining the training needs.
- Identifying objectives of training.
- Determining the trainees.
- Selecting the methods of training.
- Choosing the competent trainers.
- Administering the training.
- Evaluating the training process.

TRIAL QUESTIONS

1. Read the case study below and answer the questions that follow:

Vivian and Vivien who became close friends while in the same primary and secondary schools joined the same tertiary institution to pursue a Diploma in Entrepreneurship and small business management, and later veterinary medicine in university. After graduation, Vivian and Vivien got married and then developed a business idea which became a business opportunity of establishing a butchery since there was none in their locality.

The first step the two took was to discount the bills they had and also obtain bank overdraft. They carried out market research which showed that the surrounding of the enterprise has high stock of livestock, other edible animals and poultry products which are needed by clients. They then approached a business consultant for tips on writing a motivational executive summary of a business plan. They immediately prepared a business plan which revealed a high return on investment, competitive advantage in the market and high real demand due to affluent population. When the business plan was ready the couple sold part of their belongings and also entered into trade contracts for trade credit. Then the business, Viv Quality butchery was launched.

To ensure smooth running of the business, they have maintained high employee morale by paying them adequately and promptly. Cost minimization and quality control are in place. Business liabilities are factored to avoid costs of debt management. Products are packaged in well multi-coloured bags. Cash resources are promptly managed and financial statements are regularly prepared and the ratios

analysed to ascertain financial position of the business. Sales are properly recorded and credit sales are minimized and debtors are immediately invoiced to reduce bad debts. Prices are also competitive.

In the third year of operation, Viv Quality butchery is performing very well. Its annual sales revenue is about shs 800 million. All the interests of the stakeholders are fully met. The couples meet all their family needs and save at least above 60% of monthly revenue. The business consultant has advised Vivian and Vivien not to engage in unethical business practices if Viv Quality Butchery is to continue with its glory as market leaders.

Questions:

- (a) Advise Vivian and Vivien about unethical business practices they should avoid.
- (b) Explain the factors Vivian and Vivien considered when evaluating the business opportunity.
- (c) Outline some of the tips Vivian and Vivien got from the business consultant for writing an impressive executive summary of a business plan.
- (d) Identify the areas of internal controls in Viv Quality Butchery.
- (e) Describe the marketing mix of Viv Quality Butchery.
- (f) What lessons can anyone learn from the case study?

2. Read the case study and answer the questions that follow:

Tom and Henry, the two young brothers having faced the challenges of school fees while at school, Tom decided to drop out at senior four and left Henry to continue with his Education. After leaving school, Tom used to spend a lot of time visiting internet cafes to get access to information worldwide. In the process, Tom got access to employment opportunities in Dubai. He had to solicit funds and went to Dubai for a contract of two years.

After two years, Tom returned to Uganda with \$10,000 dollars. He opened up a restaurant, boutique and mobile money business. Due to poor motivation skills, limited time, improper financial management skills and poor customer care skills, his businesses registered a decline in sales tremendously. Expenses also increased. These included water of shs. 20,000 per month, salaries and wages of shs. 50,000 per month for each ten sales persons, electricity bills amounted to shs. 40,000. His financial statement further revealed the following, gross profit of shs. 800,000, rent income outstanding shs. 30,000, discount received shs. 20,000, debtors shs. 90,000. Creditors of shs. 70,000 and stationary outstanding shs. 25,000.

He employed his brother Henry who had completed his senior six exams. Henry applied the skills he had acquired from the school business club such as marketing, communication and production management. Within a month, sales started increasing.

Tom is now among the leading businessmen in Entebbe municipality and attributes his success to involvement of his brother Henry in his business. He had neglected on job training of his workers.

Questions:

- (a) For what reasons did Tom employ Henry instead of hiring external labour.
- (b) Why did sales decline before employing his brother?
- (c) How has Tom's business benefited the community?
- (d) Calculate the following using the case study.
 - i. Net profit
 - ii. Current ratio
- (e) Give reasons why Henry might have neglected the on job training of his workers.
- (f) Mention some of the ways Henry might have wasted his time for his business.

3. Read the case study below and answer the questions that follow:

The year 2002 is a unique year in the life of Mr. Mmulevi Siasa which she always celebrates because it was the year in which her dream to become a rich business lady came true when she established her first enterprise “African Woman Beauty” dealing in cosmetics. Driven by passion, job security and her experience in a family saloon business, she committed resources, and formulated a splendid business vision, “To be the hub of beauty hunters in Uganda”.

Mrs. Mmulevi Siasa developed the business idea when she was pursuing a certificate course in Cosmetology because some of her colleagues were running similar enterprises which were very profitable due to need to be trendy hence leading to increasing customer population, with adequate amount of working capital and sufficient professional workforce. Mrs. Mmulevi ensures that effective and high quality cosmetics of various brands are stocked. The shop is open daily from 7am to 10pm. The shop attendants are always ready to serve with a smile the flocking coke and mirinda colour clients some of whom buy merchandize on credit and do not want to pay on time. Every item sold to customers is packed in attractive gift wrappers. She also continues to be in touch with her clients in order to obtain information on customer satisfaction. Mrs. Mmulevi Siasa is now a reknown business lady in the central district of Kampala. Her business makes annual turnover of about shs.2 billion on costs of goods sold about shs.1.2 billion. She has been able to improve on the beauty of many females who were born naturally ugly hence were finding difficulties of being employed as receptionists or frontline managers. She has been recognized by government and the local community. The enterprise enjoys tax threshold of 15% and incurs operating expenses of 20% per annum on the yearly net earning respectively, as well as pays 30% profit tax.

Questions:

- (a) Explain the factors which influence Mrs. Mmulevi Siasa to choose carrying out business as a career.
- (b) Mention some of the measures Mrs. Mmulevi can employ to overcome entrepreneurial challenges she faces as an entrepreneur.
- (c) How did Mrs. Mmulevi implement the theory of change to have successful operational business?
- (d) Why do you think Mrs. Mmulevi is operating a successful business project despite all the challenges she is experiencing as an entrepreneur?
- (e) Advise Mrs. Mmulevi Siasa about the techniques of properly managing credit sales.
- (f) Using information in the case study, calculate Mrs. Mmulevi's
 - (i) tax liability
 - (ii) disposable income

4. Read the case study below and answer the questions that follow;

Mr. Pakasa is a veteran businessman operating New Horizons, a shop in Kiseka market, Kampala where traders mainly deal in old items.

He has had a bad beginning as he battles with challenges of family and an inefficient business as a result of dealing in similar merchandise. The business at first had few customers, resources became scarce and expensive which led to low sales and profits as prices reach the rock bottom, thus forcing Mr. Pakasa to lay off some workers while a good number of the others voluntarily joined competing firms for better pay. To survive, the enterprise is sometimes involved in bad business practices.

The enormous challenges the business faced awakened the creativity and innovation spirit of Mr. Pakasa who overhauled the entire enterprise, and formulated a sound marketing strategy. He has

insured the business and diversified it by turning the shop into a pub at night where colleagues come to neutralize the day's fatigue by taking cold drinks till past midnight.

He provides extensive training for self and staff, employs skilled personnel, maintains and upgrades technology and ensures good working environment. He also properly maintains and audits business records and motivates the staff. All the business premises are wired by professional electricians, and have fire extinguishers installed in them.

Due to organisation and systematic planning skills exhibited by Mr. Pakasa, the sales and profits of the business are increasing rapidly, costs are declining, majority of customers have been retained and competition continues to intensify which breeds efficiency.

Questions:

- (a) Explain the ways of minimizing business risks New Horizons employs.
- (b) What are the likely challenges of family New Horizons faces?
- (c) Justify the view that New Horizons is at the growth stage of product life cycle.
- (d) Outline the factors Mr. Pakasa might have considered when formulating marketing strategy for New Horizons.
- (e) Explain some of the adverse effects of competition of New Horizons.

5. Read the case study carefully and answer the questions that follow

Mr. and Mrs. Kawooya operate a restaurant near Nkumba University along Entebbe road, in Wakiso. Mr. Kawooya initially worked as a lecturer at the university and the wife had been a reknown tailor, in Nkumba who always won tenders for making uniforms for Nkumba Primary and Nkumba S.S. they always watched the University Students and other employees often move out of the university to go for breakfast, lunch and supper in the nearby trading centre, Bayitaababiri. While they kept on thinking of how to gain financial independence, they brainstormed on the possibility of operating a restaurant to capture the prevailing market base in the area. They however agreed to first critically study the market size before they would risk their hard earned savings.

In carrying out the survey, the found out that about 1500 people would go out for either breakfast, lunch or supper, each spending not less than shs 210,000 a month. They realized that their operational expenses would basically comprise of purchase for food stuffs, rental charges for the restaurant premises, electricity, charcoal and labour among others, which would approximately total to shs161 millions per month. Basing on their findings Mr. and Mrs. Kawooya were convinced that about 900 customers were capable of buying from their restaurant daily if they started one. Mr. Kawooya decided to resign his university job and offered to surprise their restaurant in the name of Good bite Restaurant, just outside the university.

Mr. Kawooya strategically stands outside the restaurant to welcome his customers with a smile, the wife gives them seats and immediately takes their orders as she also ensures that the waiters and waitresses serve them promptly. After the meals, Mrs. Kawooya collects payments and balances the books of accounts every day with the help of Mr. Kawooya. Customers leave after watching news, where they get updated with latest news locally and internationally. A farewell and a comeback request from Mr. Kawooya always rings in the minds of the customers every time they think about lunch or supper while in the university. There is never a day when neither of the Kawooya is at the restaurant.

Meanwhile Mrs. Kawooya has not abandoned her sewing business. After realizing some reasonable savings from the restaurant, she was able to convince her husband and acquired a loan from centenary Bank at a low interest rate so as to expand the tailoring business. They currently provide uniforms to most of the schools in the area, they also import and distribute brand new sewing machines for which they acquired a tax holiday of three years.

The Kawooyas say that they are very mindful about keeping and analyzing their business' records, have licenses for all their businesses and diligently pay taxes to the relevant authority in time. They now want to start up another branch of restaurant in Kansanga, given the improved liberalized economic environment.

Questions:

- (a) Calculate the Estimated profit per month that the Kawooya's got after their market survey?
- (b) What economic factors encouraged Mr. and Mrs. Kawooya to start and succeed in their businesses?
- (c) Explain the characteristics of successful entrepreneurs that Mr. and Mrs. Kawooya possess.
- (d) Describe what is done by Mr. and Mrs. Kawooya to win customers' acceptance and loyalty.
- (e) What benefits does Mr. and Mrs. Kawooya enjoy by being tax compliant?
- (f) Give reasons why Mr. and Mrs. Kawooya should continuously keep and analyse financial records for their businesses.

6. Read the case study carefully and answer the questions that follow

Since childhood, Allan Ninsiima had been passionate about business. During his study at Makerere University, he operated a Kiosk business in Kikoni, a Kampala Suburb with a friend in 2011.

In 2012, he graduated with a bachelor's degree in International Business and got employed in a consultancy firm in Kampala which he still holds till today. He later in 2013 developed interest in the shoe making business after discovering that very few people were venturing into shoe business for survival , nobody was doing it on a large scale and children were going to school barefooted.

After writing down his business plan, he acquired a loan of Shs 100,000 from a former course mate at university to supplement his salary of Shs 500,000 and bought the first stitching machine at Shs 600,000. The first production was given out as a sample to five school going children in 2014 as a way of testing his products durability. He monitored the pupils for a year and shoes were still in good shape. As a result, many orders were placed by parents.

Today, he operates a shoe workshop in Bweyogerere trading centre a strategic place valued at Shs 120,000,000 with 6 employees and he is the first exporter of locally manufactured shoes of proven quality and durability. With the fast rate of growing demand for products, he bought an additional fabricated finishing machine and started producing 12 pairs of shoes daily.

In February 2016, he took part in the annual kickstart competition sponsored by Enterprise Uganda and Nile Breweries with the aim of supporting those with business ideas in form of grants and mentorship. He presented his concepts of producing school shoes for the rural people and got a grant of Shs 34,000,000 for further business expansion.

He bought more machines at Shs 17,500,000 to ease production, employed more three people in production and three in the sales section. Production increased from 12 to 50 pairs per day,

diversified products including leather belts and sandals. He produces 20 pairs of sandals per day. The business has exposed him and after kick start challenge, he featured on BBC in October 2016 as a young innovative entrepreneur in Africa. He has touched lives of young children by providing them shoes.

However, he faces challenges among others of managing his temporary young employees, high cost of machines from UK and leather on the local market is expensive, rising utility costs and challenge of managing foul smell generated from skins and hides.

Questions:

- (a) What entrepreneurial qualities are exhibited by Allan Ninsiima?
- (b) Why is it necessary to mentor beginning Entrepreneurs?
- (c) Explain the factors that have led to the success of Ninsiima's shoe making venture.
- (d) What lessons do we learn from Ninsiima in the case study?
- (e) State challenges faced by the business.

7. Read the case study below and answer the questions that follow;

From his youth, the self-confident and results oriented tycoon, Mr. Tajiri, avoided negative thoughts, activities and ideas. He involved in positive activities and took advantage of opportunities to improve his life situation.

Developments in Uganda such as growth of economic and social infrastructure, provision of tax incentives to investors, favourable customary practices and religion, political stability in most part of the country, presence of entrepreneurs in the neighbourhood, inheritance of stock of capital, conducive business laws, support from his family, formation of East Africa community (EAC) to widen market size, privatization drive and liberalization of trade motivated Tajiri to start Karibu enterprise. He developed business idea of dealing in farm produce especially foodstuffs in which he had personal interest since he was practicing crop production.

Being a graduate of Arapai Agricultural institute, managing the business is not a big task for Mr. Tajiri. He commits all his time, resources and effort to ensure success of the business. He sets work objectives that are achievable and have positive impact knowing that each experience is an opportunity to learn. Mr. Tajiri identifies successful entrepreneurs to be his role models and mentors hence he contacts them for relevant advice.

To ensure that the enterprise operates professionally and profitability, Mr. Tajiri deals only in farm produce which meets customers' needs. He prices the products attractively to maintain buyers. There are no threats of exploitation or victimization of any staff member, and there is a two-way communication and freedom of communication in the enterprise. He observes affirmative action in human resource management. To promote teamwork and morale-boost his staff, he rewards the

personnel justly thereby making each get satisfied from participating in any activities taking place in the enterprise and enhance development of the entire staff.

Questions

- (a) What factors helped Mr. Tajiri to develop positive mental attitude and become a successful entrepreneur?
- (b) Identify the combination of external factors and their organic integration which made an impact on the starting process of Karibu enterprise by Mr. Tajiri.
- (c) Explain the factors that influenced Mr. Tajiri's choice of a good business idea.
- (d) Why would you conclude that in Karibu enterprise there is a true and effective gender partnership?
- (e) Advise Mr. Tjiri on how he can make a social impact in the community.

8. Read the case study of Rwakataka mixed farm and answer questions that follow

Rwakataka bought a declining mixed farm from Rwakojo who had made losses for the past three years and had many debts to pay due to many credit sales. He renamed his farm as NEW HOPE MIXED FARM. Through research he discovered that the farm had failed to recover many debts and was generally poorly managed. Rwakataka obtained helpful advice from various sources like veterinary experts, successful mixed farmers among others. His curiosity for more knowledge took him into agricultural trade shows. Watched television programmes on farming and also read PAKASA articles in the newspapers. Daily he could sit alone thinking on how to improve the farm while noting down every constructive idea that came into his mind. Despite all the challenges the farm faced, Rwakataka was determined to renew the farm. He planned and restocked the farm animals. He also researched and discovered that there was high demand for rice and beans by the education institutions.

The farm acted and increased the output of the two crops. He also encouraged his workers to believe that the farm could improve. Through his weekly meetings with the workers to brainstorm on the way forward. He built good relationship with them. The farm recruited a very hardworking farm manager called Joseph who vigorously implemented new policies. In addition to increased advertising of its products and regular communications to old and the new customers. Today the customer population has increased from 150 per month to 500 per/month. This increased the total monthly sales from shs. 2,000,000 to shs 30,000,000= Rwakataka believes in healthy competition. His target is to ensure good business ethics towards competitors in his meeting with the employees; he has kept reminding them of the positive change. Indeed the new roles that were set to improve the farm motivated the employees and they did their best always. Unfortunately an arsonist later set part of the farm

buildings on fire. But on a good note Rwakataka had already insured the farm against fire. He kept remarking “no barrier shall stop me from becoming the best in the area”.

Questions:

- (a) Explain the ways that Rwakataka used for improving his creativity.
- (b) What procedures did Rwakataka follow to buy an insurance policy?
- (c) Explain some of the factors Rwakataka considered when recruiting the farm manager.
- (d) Advise Rwakataka on how to manage any future credit sales.
- (e) What lessons can one learn from the case study?

9. Read the case study below and answer the questions that follow;

Ekas and Onyait were born in a family, the survival of which depended on subsistence farming. They practiced this same economic activity up to the age of 15 years when they realized that there was need to be creative so as to break the filth of poverty they were suffocating in.

Political uncertainty, the introduction of Entandikwa, Poverty Alleviation, NAADS Programmes, Private Sector Foundation and Enterprise Uganda activities plus the improving business atmosphere in Uganda as well as family support encouraged Ekas and Onyait to think of engaging in some business activities. They started by carrying out small scale commercial agriculture. Since they had enough food stuffs, whatever cash income they earned was saved.

After raising sufficient capital, Ekas and Onyait opened up a retail shop in their nearest trading centre. This shop was a success since it was well stocked with good quality essential commodities. Fair prices were charged and the brothers offered other incentives to their customers. Within less than five years, the duo opened up a whole sale general merchandise shop, a bookshop, two supermarkets and engaged in Bus transport business. Practicing agriculture was no longer in their mind due to weather vagaries.

In the same town there were other businesses dealing in similar commodities. This did not Make Ekas and Onyait lose heart, instead they got encouraged, to adopt new ways to boost their business to success. Despite the stiff competition, the brothers continued to expand their businesses. They employed very skilled, experienced and business oriented graduates from their village and assigned them the duty of strengthening production and human resource management departments. Ekas and Onyait ensured that the staff was well motivated. They encouraged the staff members to save part of their income and invest the savings in businesses not competing with the one in which they were employed. Within a short period, many employees became entrepreneurs and this upgraded the welfare of the whole community.

Questions

- (a) How innovative were Ekas and Onyait?
- (b) Identify any five forms of entrepreneurial environment that could have enabled Ekas and Onyait to succeed.
- (c) What ethical behavior did Ekas and Onyait extend towards the customers?
- (d) Justify the personal entrepreneurship characteristics that enabled Ekas and Onyait start and run their businesses.
- (e) How did the family of Ekas and Onyait promote success of the businesses?
- (f) What factors helped Ekas and Onyait to succeed in their businesses?

10. Read the case study below and answer the questions that follow.

Nakintu is the last born in a family of eight girls. She attended her 'O' level education at a school where teacher attendance was very poor no wonder she scored division four. Just as he did to his other daughters, Mr. Kintu refused to pay for Nakintu, claiming that after all she would also soon get married off. Nakintu also claims that her poor performance was worsened by her continued absenteeism from school during rainy seasons as she would always remain home helping in garden work, The trend was not so much different from the rest of the girls on the village, whose parents claimed low salaries for educated ladies as they took on simple jobs of office messengers and receptionist.

Recalling the district woman councilor's advice when she visited her for a career talk, Nakintu remembered that she advised them to always stand up for their rights especially the right to education. Mobilising her other colleagues who had dropped out of school earlier, they stormed the councilor's office, who promised to assist them in whichever way possible. The councilor later on gave them five sewing machines, advising them to form a group. Nakintu and her friends formed STILL HOPEFUL, a group she heads. They mobilized financial resources and hired a professional trainer who assisted them to acquire tailoring skills.

They now have tenders for most of the schools in the area, they also do guidance and counseling in schools to youths especially girls and their rights. They employ three permanent workers who assist them in the distribution of their finished products. The members of the group now live a descent life and they are now role models to the rest.

Questions

- (a) What characteristics of social entrepreneurs does Nakintu possess?
- (b) Describe the stages that Nakintu underwent to form STILL HOPEFUL group.
- (c) Explain the contributions of the group to the community.
- (d) What gender based challenges are responsible for the high dropout as indicated in the Case Study?
- (e) Suggest solutions to the above challenges in (d).

SECTION B: SCHOOL BUSINESS CLUBS

Meaning of school business club

A school business club is an association of school students or pupils who subscribe money or pay membership fees and also contribute capital to establish and operate a business in which they earn money or income.

Various stakeholders of a school business club and their duties and responsibilities

Meaning of stakeholders

These are individuals, people or organizations (bodies) that have personal interests in establishment and operations of the school business club. They include the following parties among others.

1. The school board of governors or directors. These are the top management or players or the actual owners of the school.

Their responsibilities include the following:

- To permit the establishment of the business club in the school
- To oversee the operations of the school business club
- To support the activities of the business club in the school
- To link the business club to outsiders e.g other school business clubs or other business support organizations, parents, the surrounding community etc.

2. The school administration. This comprises of the head teacher or other school administrators.

They have the following responsibilities:

- They provide the business club with the required resources or facilities like land, room, and others like financial support.
- To perform advisory and supervisory roles in the school business club.
- To link the business club to outsiders like other schools
- To provide market for the goods or services of the business club by buying from the club.

3. Club patrons. These are teachers elected or appointed by the school administration or the entrepreneurship club members to be the head of the business clubs of individual schools.

They are required to perform the following responsibilities:

- To oversee all the activities of the club
- To link the students to the school administration
- To provide appropriate training to the business club leadership or student leaders
- To find or identify required resources and business opportunities for the students
- To keep appropriate records regarding student's performances in the business club
- To attend the business club meetings, give advice and act as mentors to the students.

4. Staff members (teachers and support staff)

These are all the workers in the school.

They have the following responsibilities towards the school business club:

- To provide appropriate support to the club activities like secretaries can help to typeset the club's work
- To invest in the business clubs e.g by buying shares, contributing capital etc.

- To offer expert advice or assistance in their individual areas of specialization.
- To link the club with other school business clubs.
- To provide market for the goods or services sold by the club.

5. Guardians , parents and the community

These include the mothers, fathers and relatives of the students and the members of the society or well-wishers.

Their responsibilities to the school club include the following:

- Parents and guardians responsibility could be to provide market to the clubs goods and services
- To offer moral and financial support to the school business club
- To provide land or room or space to the school's club project, if the project is located in the community outside the school
- To provide useful advice to the school club or club project
- To provide raw materials, equipment and other facilities for operation of the business club.

6. Students. These are the learners in a school.

Their responsibilities include the following:

- To become members of the business club by paying the membership fee and then participation in the club activities.
- To contribute funds or capital to run the business club
- To initiate new ideas for the club e.g generate business ideas so as to help identify a business opportunity
- To actively participate in the activities of the club like involve in the production of goods for sale.
- To implement what is learnt in class in the business club e.g practicing doing personal selling.
- To keep records of the business club like the cash book where cash transactions are recorded.
- To participate in national or regional or district club activities.

7. Business support organizations and well-wishers. These provide specialized support to the business clubs.

Their responsibilities include the following:

- To provide specialized support to business clubs like by giving grants, giving tools and equipment, providing technical support and others.
- To provide market or help in the marketing of the club goods or services
- To provide entrepreneurship training and centers where students conduct field attachments or field trips

Guidelines to forming a business club in a school

- Every school offering entrepreneurship education shall be required to have a business club run by the students, to enable them put to practice or apply the theory learnt in class.
- Students taking entrepreneurship shall automatically become members of the business club and membership shall also be open to other students who meet the entry requirements
- The entrepreneurship education teacher shall introduce to the students the idea of forming club right in first term senior five – in case the club is newly to be formed.

- The members, through the guidance of the entrepreneurship teacher shall then brainstorm and choose a name for the business club.
- The business club members shall register all its members and then select a committee to write the club constitution.
- The business club members shall then elect the business club leadership including the club patron
- The club officials shall register the business club with the school administration.
- The business shall be allowed to have multiple or more than one project run by a specific group and number of students. In other words diversification of club projects shall be allowed.

Membership Requirements

- Membership shall be open to both students and the staff of the school.
- An application form shall be filled by an intending member and shall be filed by the secretary.
- All members shall pay once in full membership fee as determined by the executive committee and thereafter the general meeting.
- A member shall be a person of good character
- The application shall be accompanied by co relevant information as required by the executive committee from time to time.
- Membership application shall be considered by the executive committees or sub-committee set up for that purpose.
- Following acceptance of the application, the applicant shall be required to pay the required dues.

Termination or cessation of membership

Membership in the business club shall be terminated under the following circumstances;

- By death or lunacy
- By resignation in writing with the application to resign filled in a month's time and such a member shall be refunded his or her dues without yearly benefits for that year
- By expulsion- in which case the member shall have the right to appeal during the next general meeting
- Disciplinary procedures as a measure to relieve the club of problems

The Bylaws of the Business Club

- A member shall attend all the general meetings and actively participate in its deliberations.
- A member shall abide by the constitution and the resolutions passed by the general meeting.
- A member shall pay promptly his or her registration, membership and subscription fees as may be determined by the executive committee and approved by the general meeting.
- A member shall be hard working and willing to take up any assignment given in the club.
- A member shall be honest, keep all the club secrets as well as protect the interests of the club.
- A member shall be God fearing and shall respect others.
- A member shall possess the school identify card
- A member shall pay a registration fee of shillings 3,000 which is non- refundable.
- A member shall be a member of the school community i.e. A student or a staff member.

Rights and privileges of the members

- Right to fully participate in the general meeting deliberations and votes in the elections of the general assembly.

- Right to use the club facilities or to get assistance as it may be described by club by laws regarding use of such facilities.
- Right to be treated equally as regards to the dispensation of the right and privileges as any other member of the club.
- Right to share the profits made by the club.
- Right to inspect the books of accounts.

Sources of funds of funds of the club as determined in the general meeting shall consist of:

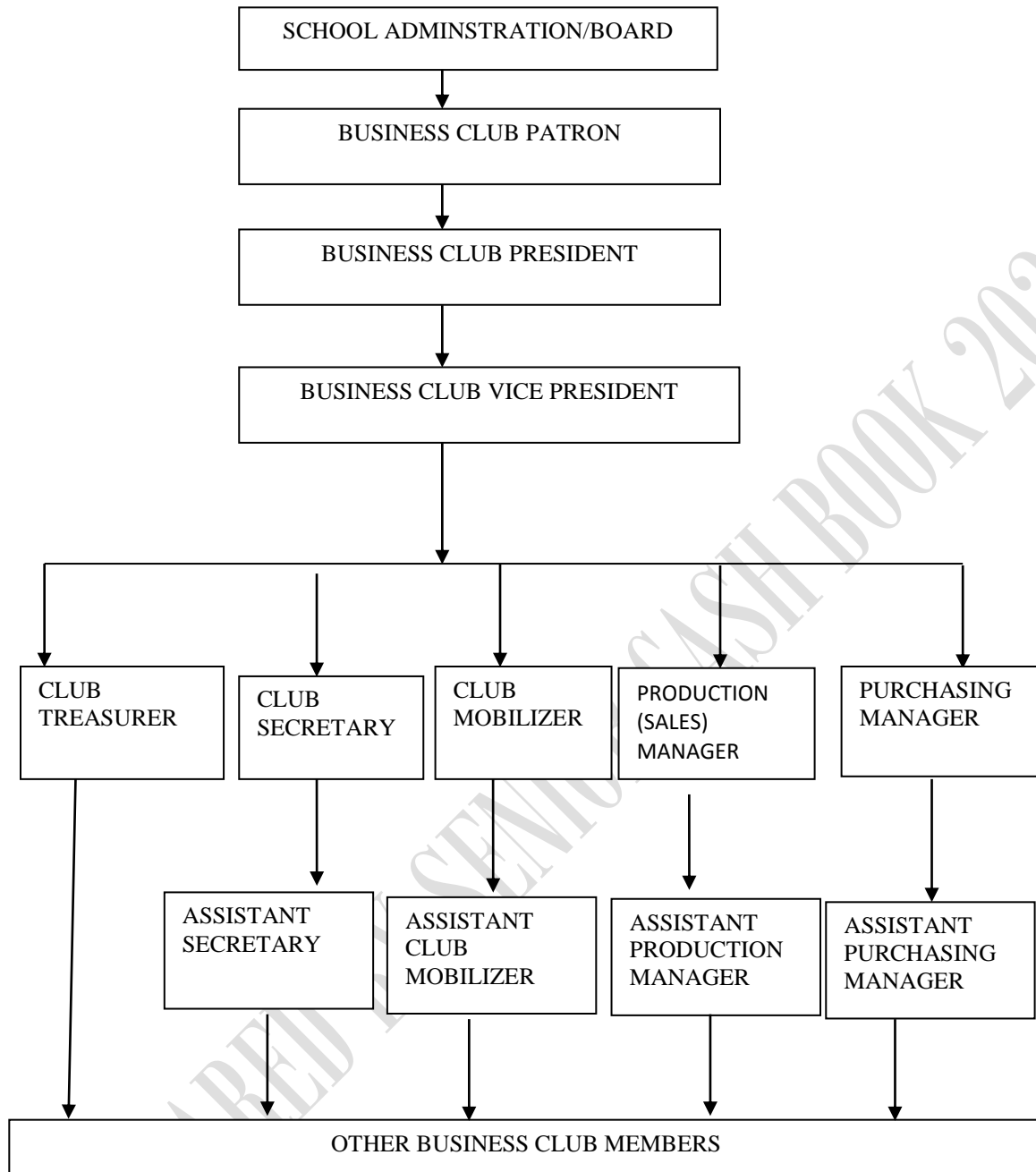
- Membership fee.
- Subscription fee.
- Selling of shares of the club.
- Saving in the club.
- Fundraising.
- Donations.
- Gifts and grants.
- Borrowing from the school, from financial institutions, non-governmental organizations and others with the terms being agreed upon by the executive.
- Selling of personal properties by the members.

Business club leadership structure

This refers to the arrangement of leadership or frame work of activities in the business club. This can be summarized or illustrated using club organizational chart.

Below is a suggested organizational chart for a school business club.

BUSINESS NAME AND ADDRESS ORGANISATIONAL CHART



Duties and responsibilities of the club and the student's leaders

1. Duties and responsibilities of business club patron.

- To oversee all the activities of the club
- To link the students to the school administration
- To provide appropriate training to the business club leadership or student leaders
- To find or identify required resources and business opportunities for the students
- To keep appropriate records regarding student's performances in the business club
- To attend the business club meetings, give advice and act as mentors to the students

2. Duties and responsibilities of the business club president.

- Overseeing all the club activities / providing leadership for the club.
- Planning for all the club meetings and presiding over these meetings.
- Endorsing or signing of all the club documents like letters, reports and minutes of meetings, project proposals, club financial statements and others in his or her position as the principal signatory.
- Linking the school business club to other business clubs and representing the club in District, regional and national business club workshops or seminars
- Initiating club development plans, stimulating, creating and motivating club members to work for the good of the club.

3. Duties and responsibilities of the club vice president.

- The vice **president** shall assist and deputize or perform all the functions of the president in the absence of the president or when delegated to do so.

4. Duties and responsibilities of club secretary.

- Summoning and attending all general and committee meetings of the club.
- Recording or taking minutes at all the club meeting.
- Making reports about the club activities and events.
- Keeping of up to date register of all the club members.
- Preparing and sending out or issuing of relevant documents to specific groups of members or to the public e.g preparing circulars, notices and other documents.
- Reminding the president of important issues before the start of meetings and discussing the agenda with president.
- Reading minutes of the previous meetings during meetings.
- Organizing for any refreshments during meeting.
- Acting as the chairman in the absence of the president and vice president.
- Making sure that the attendance sheets are signed by all the members who attend meetings.

5. The of club treasurer

- Attending of all the of the club
- Collecting and receiving all monies payable to the club, keeping the money and depositing or banking club money every week in the club bank account or elsewhere as agreed upon by the members.
- Preparing relevant books of accounts for the business club e.g the cash books
- Preparing for the club's financial accounts for the year ended and presenting financial reports to the club members during the end of the month or year meetings.
- Advising the club members on financial and investments issues
- Making recommended payments e.g paying for refreshment for the club leaders
- Keeping an up to date records of paid up members and these who have not paid their membership fees.
- Being a co-signatory to all financial transactions on the club's accounts.

6. Responsibilities of the club assistant secretary.

The club assistant secretary shall perform the same responsibilities as the secretary when the secretary is absent or when assigned to do so.

7. Club mobilizer's responsibilities

- Mobilizing club members for all the club activities and making sure that every club member participates in the activities.
- Organizing and planning for the days when the club shall hold meetings.
- Making all the necessary administrative arrangements for the meetings e.g arranging the meeting room/ venue, distributing copies of memos etc.

8. Responsibilities of the assistant club mobilizer.

- He or she shall do the functions of the club mobilizer is absent or sick or when delegated to do so.

9. Responsibilities of the production or sales manager.

- Supervising of all the activities in the production or selling of the goods and / or the services.
- Ensuring the safety of the productive machinery tools and equipments.
- Maintain accurate production or sales records.
- Allocating work or tasks to the club members involved in production of selling activities.

10. Responsibilities of the assistant production or sales manager.

- He or she shall do the work of the assistant production or sales manager during absence of the production manager or when delegated to do so.

11. Responsibilities of the purchasing manager.

- Purchasing the necessary requirements for the club project e.g raw materials
- Maintaining relevant purchases records like purchasing plans.
- Preparing a monthly and yearly report relating to purchasing activities.
- Conducting research in collaboration with the production manager to identify reliable and affordable supplies.

12. Responsibilities of the assistant purchasing manager.

- He or she perform the duties of the purchasing manager during the absence of the purchasing manager or when delegated to do so.

13. Other club members

- These shall perform any tasks in the club as assigned by the club leadership for executive committee.

Plan/Programme for establishment and management of a new business club in a school**Name and address of the new business club****Programme for the establishment and management of the business club.**

| Time frame (term) | Class | Activity | Person responsible | Remarks |
|--------------------------|--------------|---|---------------------------|----------------|
| Term 1 | S.5 | Establishing the business club, registering members and forming a committee to write the club constitution | Club members | |
| Term 1 | S.5 | Electing club leadership, registering the club with the school administration | Club members | |
| Term 1 | S.5 | Launching of the business club, developing or generating business ideas and selecting projects to set up | Club members | |
| Term 2 | S.5 | Writing the business plan and raising funds for the club project. | Club members | |
| Term 2 | S.5 | Establishing the business club project and managing it. | Club members | |
| Term 2 | S.5 | Continuing with club and project activities by implementing what was learnt in class, field attachment and field trips. | Club members | |
| Term 1 | S.6 | Continuing with the club and projects activities, participating in regional or national business plan writing competition by writing a business plan for a selected project. | Club members | |
| Term 1 | S.6 | Continuing with the club activities by producing or marketing the products, ensuring proper financial management, ensuring proper personnel management and others. | Club members | |
| Term 2 | S.6 | Winding up of the club projects, preparing final accounts, apportioning of the profits earned, closing of the projects or transferring or selling the projects to S.5 members Developing of personal business ideas, selecting a project for implementation during the s.6 vacation, | Club members | |

Challenges likely to be faced by the business club

- The challenge of raising enough funds / capital for starting a business
- The challenge of identifying viable business to establish
- The challenge of looking for market for the goods or services
- The challenge of coping with business competition in the market.
- The challenge of balancing classroom studies and operating the club project(s)
- The challenge of looking for good quality and affordable raw materials, goods and services where applicable.
- The challenge of controlling or minimizing production costs / operating costs and other related costs.
- The challenge of managing changes in weather conditions that affect business activities;
- The challenge of protecting or ensuring the safety of club properties.
- The challenge of maintaining or improving the quality of goods or services provided by the club project.
- The challenge of maintaining discipline among the club members.

Financial management in the business club/ Business club project

- All the project's financial transactions should first be recorded in the appropriate source documents.
- The information from the source documents should be transferred to the appropriate subsidiary books like: the cash book for receipt and payments, the sales journal for credit sales and the purchase journal for credit purchases
- Ledgers and the trial balance may then be extracted. This is optional.
- The members must prepare the project's income statement / trading profit and loss account for each year that is, for the end of senior five (if any) and for the end of senior six, to determine the net profit or loss.
- Prepare the project's balance sheet to show the financial position for each year.
- Accounting ratios can then be calculated from the final accounts information.
- There is also need to have a simple cash flow statement for the last two or three months of senior six.

Profit and loss management

- Profits from the project(s) may be handled in the following ways; that should be clearly stated in the club constitution.
- Sharing a specified percentage of the profits made by the project among the club members.
- Re-investing all or a stated percentage in the same business.
- Using the profits to start a new or different business in the school.
- Loaning of part or a stated percentage of the profits to another business in the club or to club/ non club students or to staff members or even to the school at a stated interest rate per month.

Some suggested methods / ways of winding up the project in term 3 of senior six.

- Closing up the business project by selling off all its properties and then sharing all the proceeds among the members.
- Closing the project in the school and then using the resources to open a new business in the community by the senior six members

- Selling the business to the senior five club members and then sharing the proceeds.

SCHOOL BUSINESS CLUB QUESTION APPROACH

- 1. The tense.** The recommended one is past tense because by the time of national exams, all project activities must have ended. e.g. The business was located.
- 2. Presentation of the General Description. (Description of the Nature of the business).**
Presentation of the components of the General description MUST be in paragraph format using past tense.

General Description/Executive Summary/Description of the business

The components/points recommended for examination purpose include;

- Name of business and address of the business.
- Location of the business. ie district, division/town/municipality and village or cell
- Legality of the business ie sole proprietorship, partnership etc
- Date of establishment.
- Business products.
- Business customers.
- Business competitors.
- Description of business assets.
- The SWOT Analysis of the business ie business strengths, weaknesses, opportunities and threats
- Purpose of the business. ie its vision, mission, goals and objectives.
- Sources of business capital. ie identify the source and amount.
- Uniqueness of the business. Use attributes of the product like packaging.
- Nature of business. This can be as:
 - (i) Give/Mention/State. Present the nature of the business and give the reason. For example it was a manufacturing business because it transformed wheat flour into cakes and cookies.
 - (ii) Describe the nature. Give the General Description.

Note

Business objectives should be “SMART” ie they should be specific, measurable, realistic and time bound and they should not exceed 10% and one year but goals can go over a year.

For example

With reference to project carried out by your school

- (a) Present the General Description of the business.

Solution

(a) The General Description of the business

- (i) Name and address of the business. **EXCEL JUNIOR BAKERS**, P.O Box 923, MBALE, Tel 0701 203040
- (ii) Business location. It was located in Mbalale district, Northern division, Namakwekwe village
- (iii) Products offered: They were Pancakes, doughnuts, cookies.
- (iv) Target market: They were Teachers and students
- (v) Date of establishment of the business: The business was started on 15th March 2019.
- (vi) Nature of the business: It was a Manufacturing/processing business.

(vii) Description of fixed assets: The business assets included frying pans, charcoal stoves, ladles etc.

3. Presentation of Evidence

- (i) Evidence is a **MUST** or paramount in **SECTION B** whether phrases like Outline/Give/Explain/Mention have been used.
- (ii) The evidence given must be realistic/relevant/applicable or achievable at a school business club level.
- (iii) Variation of evidence is allowed.
- (iv) Separate the evidence from the main response or point. ie using a full stop or a comma.
- (v) Avoid personalization of the statement especially using "I" if the centre has more than one student.

NB: Some cases of evidences that **should be avoided** in SECTION B should include the following.

- Advertising the products using radios, televisions or Newspapers.
- Insuring the business.
- Contributing to government revenue through taxation of the business products.
- Employing/Hiring the security guards.
- Raising large sums of money like 2 Billion shillings etc.

4. Nature of Evidence

(a) For aspects involving **Documents** like source documents, **Tools** like monitoring tools and **Books** like record books or books of accounts. The evidence should focus or bring out the purpose/function/use.

For example: Describe the tools that were used to monitor business performance.

Solution

They included;

- Cash flow statement. It was used to show the net cash position of the business.
 - Balance sheet. It was used to show the financial position of the business.
 - Stock records. It was used to show details of the stock received and issued by the business.
- (b) For aspects that involve; Capital/Finance/Cash/Funds/Loan/Price/Costs/Expenses. The evidence should bring out the numerical value or how much?
- (c) For aspects that involve; Products/Goods/Services/Raw-Materials/Machines/Equipments/Types of Costs/Forms of communication. The evidence should bring out an example.
- (d) For discounts. The evidence should bring out the percentage, type of discount and the reason e.g. cash discount of 10% was offered to encourage prompt payment by customers.
- (e) For aspects that involve; Strategies/Ways/Measures/Controls/Techniques. The evidence should bring out how?
- (f) For aspects/questions that involve; Steps/Stages/Process/Procedures. The evidence should bring out two aspects.
- The general requirement of the step or stage. ie presented in chronological order using present continuous tense
 - Who was involved which can either be the title or name and how it was done.
- For example** making payments for the inputs, payments for inputs were made on cash basis by the finance manager.

5. Questions that involve two aspects whereby the second aspect needs the input of the first one
e.g.

- (i) What challenges were faced by the business?
- (ii) Mention the measures you took to overcome the above challenges.

Solutions

(a) Challenges that were faced included

- Bad debts.
- Un-co-operative club members.
- Limited capital.

6. Questions involving challenges.

The following should be considered.

- (i) Avoid using lack of, use limited, inadequate, etc.
- (ii) Do not involve or use the word problems.
- (iii) Do not accompany the word challenge with negative or bias statements for example it's wrong to say challenge of limited capital but one can either say limited capital or challenge of capital.

7. Questions involving reasons/objectives; all responses must start with To/In order to/So as to/For, with no evidence need apart from the objectives of the school business club/project.

NOTE

- (1) Always maintain the same project for question 2 and 3.
- (2) The business name should be complete reflecting the nature of the business and the products dealt in.
- (3) Avoid using the name of the school when the describing the business project.

How the theory of change is applied in the school business club

- 1. **Vision** : “To become the number one suppliers of quality bakery products in eastern region”
- 2. **Impact**: Provided employment to community members.
- 3. **Outcomes** : Provided employment to 50 students as marketers, sales agents among others
- 4. **Output**: cakes, doughnuts, pan cakes
- 5. **Activities**: - Advertising the products
- Purchasing raw materials.
- 6. **Inputs**: Raw materials included wheat flour, cooking oil, baking powder

TRIAL QUESTIONS

- 1. For any business enterprise owned and managed by your school business club:
 - (a) Present the general description of the business.
 - (b) What benefits did customers enjoy from personal branding of your business?
 - (c) Outline some of the negative effects of the business on the natural environment.
 - (d) How did you ensure sustainability of the business project?
 - (e) Describe any five record books you used in the enterprise.
- 2. With reference to any business project established and managed by your school business club:
 - (a) Describe the enterprise.
 - (b) What attributes enabled you to be innovative in your business.
 - (c) How did you minimize losses in the enterprise?
 - (d) Mention the tools you used for monitoring the performance of your business.
 - (e) Describe the source documents you used in the enterprise.

3. Based on your school Entrepreneurship club business project.
 - a) (i) State the vision and mission of your project.
 - (ii) Mention any four items you included in your financial feasibility study.
 - b) Explain the characteristics of your customers.
 - c) (i) What sales promotion strategies did you use in your project?
 - (ii) Mention the reasons why you applied the sales promotion strategies.
 - d) State the factors that favoured the establishment of the project in the school.
4. With reference to a business project established and managed by your school entrepreneurship club.
 - (a) Present general description of your enterprise
 - (b) What inspired you to engage in business?
 - (c) Describe the communication process you frequently used in your enterprise
 - (d) How did the degraded natural environment adversely impact on your business?
 - (e) Explain the factors that influenced your market potential.
 5. In relation to a business project started and operated by your school entrepreneurship club.
 - (a) Mention the form of business organization and its products / services
 - (b) Describe the resources of your enterprises
 - (c) Outline the steps you followed when preparing an operational budget
 - (d) What factors did you consider when managing your inventories?
 - (e) How did you become a successful creative sales person?
 6. With reference to a business project owned by your entrepreneurship class.
 - (a) Describe the nature of your project.
 - (b) State any five managerial skills which you applied in your project.
 - (c) What challenges did you face in applying the skills mentioned in (b) above?
 - (d) Explain the basis for setting prices of the products of your project.
 - (e) Which tools did you use to interpret financial statements in your project?
 7. With reference to a business project owned and operated by your school entrepreneurship club.
 - (a) Describe the form of business organisation and the products/services offered by your project.
 - (b) What guidelines for effective actual negotiations did your enterprise follow?
 - (c) Explain the hindrances to successful implementation of the business plan for your project.
 - (d) Mention the factors that affected production decisions of your enterprise.
 - (e) Describe the sales promotion strategies of the business.
 8. In relation to a business project started and managed by your school entrepreneurship club.
 - (a) Present the description of the project.
 - (b) Why did some of your club members resist change in the enterprise?
 - (c) What economic factors in the entrepreneurial environment influenced your business?
 - (d) Identify the steps you were involved in when preparing an operational budget for the enterprise.
 - (e) What business laws did your enterprise observe?
 9. With reference to the business project owned and operated by your school business club,
 - (a) Describe the business you operated.
 - (b) Describe the activities of the business project that you were involved in?
 - (c) How did your business benefit from the community?
 - (d) Explain how you managed cash in your business.
 - (e)(i) What challenges did your business encounter?
 - (ii) Explain the measures you took overcome the challenges in e(i) above.

10. With reference to a business project owned by your school business club.

- (a) Present a SWOT- analysis for the business project.
- (b) Draw an organization chart for the school business club.
- (c) Explain why your project was a good business opportunity.
- (d) What factors did you consider when determining prices for your product/service?
- (e) How did you minimize the costs of production/operation in your business?

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SECTION C: FIELD ATTACHMENT AND FIELD TRIP QUESTION APPROACH.

1. The tense. The recommended one is present simple tense ie use of “is” or “are”. e.g The business is located.

2. Presentation of the General Description. (Description of the Nature of the business).

Presentation of the components of the General description MUST be in paragraph format using present simple tense except for the date of establishment.

General Description/Executive Summary/Description of the business

The components/points recommende for examination purpose include;

- Name of business and address of the business.
- Location of the buiness. ie district, division/town/municipality and village or cell
- Legality of the business ie sole proprietorship, partnernship etc
- Date of establishment.
- Business products.
- Business cutomers.
- Business competitors.
- Description of business assets.
- The SWOT Analysis of the business ie business strengths, weaknesses, opportunites and threats
- Purpose of the businesss. ie its vision, mission, goals and objectives.
- Sources of business capital. ie identify the source and amount.
- Uniqueness of the business. Use attributes of the product like packaging.
- Nature of business. This can be as:

(iii) Give/Mention/State. Present the nature of the business and give the reason. For example it is a manufacturing business because it transforms wheat flour into cakes and cookies.

(iv)Describe the nature. Give the General Description.

3. Nature of Evidence

(i) For aspects involving **Documents** like source documents, **Tools** like monitoring tools and **Books** like record books or books of accounts. The evidence should focus or bring out the purpose/function/use.

For example: Describe the tools that are used to monitor business performance.

Solution

They include;

- Cash flow statement. It shows the net cash position of the business.
 - Balance sheet. It shows the financial position of the business.
 - Stock records. It shows details of the stock received and issued by the business.
- (ii) For aspects that involve; Capital/Finance/Cash/Funds/Loan/Price/Costs/Expenses. The evidence should bring out the numerical value or how much?
- (iii) For aspects that involve; Products/Goods/Services/Raw-Materials/Machines/Equipments/Types of Costs/Forms of communication. The evidence should bring out an example.
- (iv) For discounts. The evidence should bring out the percentage, type of discount and the reason e.g. cash discount of 10% was offered to encourage prompt payment by customers.
- (v) For aspects that involve; Strategies/Ways/Measures/Controls/Techniques. The evidence should bring out how?

(vi) For aspects/questions that involve; Steps/Stages/Process/Procedures. The evidence should bring out two aspects.

- The general requirement of the step or stage. ie presented in chronological order using present continuous tense
- Who was involved which can either be the title or name and how it was done.

For example making payments for the inputs, payments for inputs are made on cash basis by the finance manager.

4. Questions that involve factors considered (affect) determine/ influence.

APPROACH

- Give/state a neutral point but the evidence should be one sided and mostly should focus on the positive or favourable part of the factor.

Sample questions

- (i) What factors determined quality standards in an enterprise?
- (ii) What factors should be considered by the owner of the business when recruiting employees?

Solution

(i) The following are the factors that determine quality standards in the enterprise.

- Quality of raw materials. The business uses high quality raw materials like high quality wheat flour, cooking oil, eggs etc.

5. Questions involving reasons/objectives, all responses must start with To/In order to/So as to/For, with no evidence need apart from the objectives of the business club/project.

Sample question

- (a) Explain the need for training employees in an enterprise.

Solutions

(a) The following are reasons for training employees in the enterprise

- To increase the productivity of employees.
- To improve on the quality of the business products.

6. Questions involving plant layout.

- (i) Draw: Needs an illustration.
- (ii) Describe: Just give the role/purpose of the components involved.

Objectives of the field trip or attachment

- To introduce our selves to the field of research.
- To relate the theory learnt in class to practicals.
- To observe what takes place in the business enterprise visited/attached.
- To introduce ourselves to the field of research.
- To introduce ourselves to the business world.
- To expose ourselves to common areas in business.

NOTE

- The business name should be complete reflecting the nature of the business and the products dealt in.
- Avoid using the name of the school when describing the business.
- The tense to others questions depends on how the question has been framed.

TRIAL QUESTIONS

1. For any field attachment you carried out:
 - (a) Describe the nature of the enterprise
 - (b) State the objectives of the field attachment.
 - (c) What factors does the business owner consider when assessing business risks?
 - (d) Draft the code of conduct you personally observed while on field attachment.
 - (e) How does the enterprise manage labour turnover?
2. (a) With reference to any field trip you made as an individual or as a group:
 - (i) Describe the enterprise.
 - (ii) Explain the factors that have influenced the design of the physical layout of the enterprise.
 - (b) What are some of the strategies the business visited uses for improving creative ability of its employees?
 - (c) How does the enterprise minimize occurrence of work place accidents.
 - (d) Explain the marketing activities of the enterprise.
 - (e) Describe the elements of human resource management of the business visited.
3. For any business enterprise you were attached to;
 - (a) State the objectives of the field attachment.
 - (b) Explain the economic factors that enhanced the development of positive mental attitude to the owner(s) towards starting and operating the business you were attached to.
 - (c) Which advantages does the business you were attached to enjoy as a result of selling its products on credit.
 - (d) (i) Mention any possible accidents that the business visited may face.
(ii) What measure can be taken to minimize the possible accidents mentioned in d(i) above.
4. For any one business field trip you made as an individual or a group,
 - (a) Make an executive summary of the business.
 - (b) (i) Explain how the business ensures effective communication.
(ii) How do the owners/workers of the business visited attend to the messages effectively?
 - (c) What were the effects of competition to this business?
 - (d) Advise the entrepreneurs on advantages of being tax compliant.
5. For an enterprise you were attached to;
 - (f) State the;
 - (vii) Objectives of the field attachment you carried out
 - (viii) Type of business organization and its products/services
 - (g) Outline the activities the proprietor included when planning promotional programmes for his/her enterprise.
 - (h) Describe the customers' perception of quality products the enterprise deals in.
 - (i) What strategies does the business use for minimizing labour turnover?
 - (j) Explain the factors determining working capital requirements of the business.
6. With reference to a business field trip you made as an individual or a group.
 - (a) Describe the (i) enterprise.
(ii) Physical layout of the enterprise.
 - (b) Mention the management tasks of the entrepreneur.
 - (c) What is the role of the family in the enterprise visited?
 - (d) Describe the elements of workplace management in the enterprise.
 - (e) Advise the proprietor of the business about the functions of the stock exchange so as to take up business opportunities it offers.
7. For an enterprise you were attached to:
 - (a) Briefly describe the form of business organisation and what it deals in.

- (b) Describe the procedures the proprietor followed when establishing an effective personal brand for the enterprise.
 - (c) Present the components of marketing communication mix the business uses.
 - (d) How does proper human resource management promote quality of products/services in the enterprise?
 - (e) Advise the owner of the enterprise about the importance of interpreting financial statements of the business.
- 8. For a business field trip you made as an individual or a group:**
- (a) Mention the products / services offered and type of business visited.
 - (b) State the indicators of positive impact of the business on the community.
 - (c) How does the enterprise avoid shop-lifting by the employees and customers?
 - (d) Why does the proprietor of the business visited terminate the services of some employees?
 - (e) Advise the owner of the enterprise visited about benefits of investing in bonds (traded)
- 9. For any field attachment you carried out**
- (a) Describe the business you were attached to.
 - (b) How innovative is the business you were attached to?
 - (c) Draw a marketing flow chart for the business you were attached to.
 - (d) (i) Mention any three social costs of the business you were attached to.
(ii) Describe the measures being employed by the business to overcome the social costs stated in d(i) above.
 - (e) Describe the entrepreneurial skills that you acquired from the business of attachment.
- 10. With reference to the business field trip you carried out either as individual or group;**
- (a) (i) State the objectives for the field trip.
(ii) Describe the business you visited.
 - (b) Describe how the business you visited markets its products.
 - (c) How does the business you visited improve the welfare of the employees?
 - (d) What are the different production costs of the business you visited?
 - (e) Explain the impacts of the business you visited to the community.

END

“YOUR BRAIN IS YOUR ASSET”