



MINISTRY OF EDUCATION

Business Management

for Senior High Schools

TEACHER MANUAL



YEAR 1



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

Business Management

For Senior High Schools

TEACHER MANUAL

Year One



**NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION**

BUSINESS MANAGEMENT TEACHER MANUAL

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Introduction

The National Council for Curriculum and Assessment (NaCCA) has developed a new Senior High School (SHS), Senior High Technical School (SHTS) and Science, Technology, Engineering and Mathematics (STEM) Curriculum. It aims to ensure that all learners achieve their potential by equipping them with 21st Century skills, competencies, character qualities and shared Ghanaian values. This will prepare learners to live a responsible adult life, further their education and enter the world of work.

This is the first time that Ghana has developed an SHS Curriculum which focuses on national values, attempting to educate a generation of Ghanaian youth who are proud of our country and can contribute effectively to its development.

This Teacher Manual for Business Management covers all aspects of the content, pedagogy, teaching and learning resources and assessment required to effectively teach Year One of the new curriculum. It contains information for Year One. Teachers are therefore to use this Teacher Manual to develop their weekly Learning Plans as required by Ghana Education Service.

Some of the key features of the new curriculum are set out below.

Learner-Centred Curriculum

The SHS, SHTS, and STEM curriculum places the learner at the center of teaching and learning by building on their existing life experiences, knowledge and understanding. Learners are actively involved in the knowledge-creation process, with the teacher acting as a facilitator. This involves using interactive and practical teaching and learning methods, as well as the learner's environment to make learning exciting and relatable. As an example, the new curriculum focuses on Ghanaian culture, Ghanaian history, and Ghanaian geography so that learners first understand their home and surroundings before extending their knowledge globally.

Promoting Ghanaian Values

Shared Ghanaian values have been integrated into the curriculum to ensure that all young people understand what it means to be a responsible Ghanaian citizen. These values include truth, integrity, diversity, equity, self-directed learning, self-confidence, adaptability and resourcefulness, leadership and responsible citizenship.

Integrating 21st Century Skills and Competencies

The SHS, SHTS, and STEM curriculum integrates 21st Century skills and competencies. These are:

- **Foundational Knowledge:** Literacy, Numeracy, Scientific Literacy, Information Communication and Digital Literacy, Financial Literacy and Entrepreneurship, Cultural Identity, Civic Literacy and Global Citizenship
- **Competencies:** Critical Thinking and Problem Solving, Innovation and Creativity, Collaboration and Communication

- **Character Qualities:** Discipline and Integrity, Self-Directed Learning, Self-Confidence, Adaptability and Resourcefulness, Leadership and Responsible Citizenship

Balanced Approach to Assessment – Not Just Final External Examinations

The SHS, SHTS, and STEM curriculum promotes a balanced approach to assessment. It encourages varied and differentiated assessments such as project work, practical demonstration, performance assessment, skills-based assessment, class exercises, portfolios as well as end-of-term examinations and final external assessment examinations. Two levels of assessment are used. These are:

- **Internal Assessment (30%)** – Comprises formative (portfolios, performance and project work) and summative (end-of-term examinations) which will be recorded in a school-based transcript.
- **External Assessment (70%)** – Comprehensive summative assessment will be conducted by the West African Examinations Council (WAEC) through the WASSCE. The questions posed by WAEC will test critical thinking, communication and problem solving as well as knowledge, understanding and factual recall.

The split of external and internal assessment will remain at 70/30 as is currently the case. However, there will be far greater transparency and quality assurance of the 30% of marks which are school-based. This will be achieved through the introduction of a school-based transcript, setting out all marks which learners achieve from SHS 1 to SHS 3. This transcript will be presented to universities alongside the WASSCE certificate for tertiary admissions.

An Inclusive and Responsive Curriculum

The SHS, SHTS, and STEM curriculum ensures no learner is left behind, and this is achieved through the following:

- Addressing the needs of all learners, including those requiring additional support or with special needs. The SHS, SHTS, and STEM curriculum includes learners with disabilities by adapting teaching and learning materials into accessible formats through technology and other measures to meet the needs of learners with disabilities.
- Incorporating strategies and measures, such as differentiation and adaptative pedagogies ensuring equitable access to resources and opportunities for all learners.
- Challenging traditional gender, cultural, or social stereotypes and encouraging all learners to achieve their true potential.
- Making provision for the needs of gifted and talented learners in schools.

Social and Emotional Learning

Social and emotional learning skills have also been integrated into the curriculum to help learners to develop and acquire skills, attitudes, and knowledge essential for understanding and managing their emotions, building healthy relationships and making responsible decisions.

Philosophy and Vision for Each Subject

Each subject now has its own philosophy and vision, which sets out why the subject is being taught and how it will contribute to national development. The Philosophy and Vision for Business Management is:

Philosophy: Every learner will be equipped with the skills and competencies to understand and apply essential business management principles within a dynamic economic environment, to create and manage businesses for economic transformation through the acquisition of critical thinking, creative, innovative, managerial and digital literacy skills, through hands-on and experiential-based learning to succeed in the world of work, adult life and for further studies.

Vision: To equip learners with the 21st century skills and competencies capable of the creation and management of modern-day businesses, as well as continuing to advance in further studies and living a responsible adult life.

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SECTION 1: INTRODUCTION TO BUSINESS AND FORMS OF BUSINESS ENTITIES

STRAND: MANAGING BUSINESSES AND THE LEGAL FRAME- WORK OF BUSINESSES

Sub-Strand: **Forms of Business**

Learning Outcome: *Examine the concept of business, its forms of ownership, including their features, benefits, challenges and sources of funding.*

Content Standard: *Demonstrate Functional Knowledge and Understanding of Business and its Various Forms of Ownership.*

HINT



- *Assign Group Project Work for the academic year by Week 2. The Group Project Work should be submitted by Week 7. See Appendix A of this Section and Teacher Assessment Manual and Toolkit (pages 84–86) for more information on how to use project work as an assessment strategy.*
- *Assign Portfolio Assessment for the Academic year by Week 3. Portfolio should be submitted by Week 22. See Appendix B of this Section and Teacher Assessment Manual and Toolkit (pages 22–25) for more information on how to organise a portfolio assessment.*

INTRODUCTION AND SECTION SUMMARY

This section introduces learners to the subject by exploring the nature of business and its essential role in society. Understanding the meaning, key objectives, and significance of business in society serves as a foundation for developing a comprehensive grasp of business entities. Throughout this section, teachers should create opportunities for learners to connect business concepts to real-life examples in their communities, enhancing their understanding through practical application. By the end of this section, learners should be able to explain the meaning of business and analyse its functions in society.

Additionally, learners will gain insights into the definitions, characteristics, benefits, and challenges of different types of businesses, including sole proprietorships, partnerships, companies, and state-owned enterprises. This section also connects with other subjects such as economics and sociology, and teachers should help learners establish meaningful links between business studies and these disciplines. Overall, this section provides learners with a strong foundation in business and its role in society, as well as an understanding of various business

structures. It emphasises the use of interactive teaching strategies, relevant resources, differentiation, and assessment techniques to support effective learning.

The following weeks with their respective focal areas are considered in **Section 1**:

Week 1

Focal Area 1 (Lesson 1): The Meaning, Objectives, and Role of Business in Society

- *The meaning of business*
- *Key objectives of establishing businesses*
- *The role of business in society*

Focal Area 2 (Lesson 2): Classifications of Businesses

- *By size (small, medium, large)*
- *By ownership (sole proprietorship, partnership, companies, and state-owned enterprises)*
- *By purpose (profit and not for profit)*
- *By industry or sector (primary, secondary, and tertiary)*

Week 2

Focal Area 1 (Lesson 1): Meaning, Features and Benefits of Sole Proprietorship

- *The meaning of sole proprietorship*
- *Features of sole proprietorship*
- *Benefits of sole proprietorship*

Focal Area 2 (Lesson 2): Challenges and Sources of Funding for Sole Proprietorship

- *Challenges of sole proprietorship*
- *Sources of funding for sole proprietorship*

Week 3

Focal Area 1 (Lesson 1): The Meaning of Partnership, its Features and Partnership Deed/Agreement

- *The meaning of partnership*
- *Features of partnership*
- *Partnership Deed/Agreement*

Focal Area 2 (Lesson 2): Formation, Benefits, Challenges and Sources of Funding for Partnership

- *Formation of partnership*
- *Benefits of partnership*
- *Challenges of partnership*
- *Sources of funding for partnership*

Week 4

Focal Area 1 (Lesson 1): The Meaning, Features and Types of Companies

- *The meaning of a company*
- *Features of companies*
- *Types of companies*

Focal Area 2 (Lesson 2): Procedures for Registration, Benefits, Challenges, Sources of Funding for Companies

- *Procedures for registering a company*
- *Benefits of running a company business*
- *Challenges confronting companies*
- *Sources of funding for companies*

Week 5

Focal Area 1 (Lesson 1): The Meaning, Types and Features of State-Owned Enterprises (SOEs)

- *The meaning of state-owned enterprise*
- *Types of state-owned enterprises*
- *Features of state-owned enterprises*

Focal Area 2 (Lesson 2): The Benefits, Challenges and Sources of Funding for State-Owned Enterprises (SOEs)

- *Benefits of state-owned enterprise*
- *Challenges of state-owned enterprises*
- *Sources of funding for state-owned enterprises*

SUMMARY OF PEDAGOGICAL EXEMPLARS

1. **Collaborative Learning:** In diverse groups, learners discuss business concepts, registration procedures, benefits, challenges, and funding sources. They analyse various entities like sole proprietorships and partnerships, developing critical thinking and problem-solving skills. This approach fosters teamwork, an entrepreneurial mindset, and informed decision-making.
2. **Activity: Matching Game:** Learners engage with shuffled cards containing business descriptions and key terms. They match them to the correct classifications based on size, ownership, purpose, and industry. Through analysis and discussion, this interactive activity enhances understanding, fosters critical thinking, and promotes the real-world application of business concepts.
3. **Peer-Editing Activity:** Learners discuss challenges and funding sources for sole proprietorship in mixed groups. Teachers facilitate participation, clarify tasks, and ensure

that discussions are balanced. Groups exchange work for peer review, present findings, and receive feedback. A class discussion consolidates ideas for deeper understanding.

4. **Diamond Nine Activity:** Learners rank the steps involved in forming a partnership business based on importance. They discuss, justify their rankings, and compare perspectives. This activity enhances critical thinking, decision-making, and collaborative learning in understanding business formation processes.
5. **Case Study Analysis:** In mixed-ability and mixed-gender groups, learners examine case studies of some state-owned enterprises. They discuss benefits, challenges, and funding sources, fostering critical thinking, collaboration, and deeper understanding of public sector business operations.

ASSESSMENT SUMMARY

The assessment strategy for this section ensures a balanced evaluation of recall/reproduction, skills building, strategic reasoning and extended critical thinking abilities. Regular feedback and documentation in the transcript facilitate ongoing improvement and holistic learner development. Teachers are entreated to administer these assessments and record them for onward submission into the Student Transcript Portal (STP). The following assessments should be conducted and recorded for each learner:

- *Week 2: Group Project Work will be assigned and due for submission in Week 7.*
- *Week 3: By this week, teachers should have assigned each learner their portfolio task.*
- *Week 4: Class Exercise should be conducted for recording into the STP as class assessment for first semester.*

Note: For additional information on how to effectively administer these assessment methods, refer to the Appendices.

WEEK 1

Learning Indicator: *Explain business, its objectives, discuss its role in society, and classify its different forms.*

Focal Area 1: The Meaning, Objectives and Role of Business

Teachers should introduce the lesson with an overview of the objectives and what will be covered in the first block of the semester.

Business is an essential part of our daily lives, providing goods and services that meet human needs. It involves activities like production, trade, and management to generate profit and contribute to economic growth. This first lesson introduces learners to the basic concepts of business, its objectives, and the role it plays in society.

THE MEANING OF BUSINESS

Business refers to any activity or organisation engaged in the production, distribution, or exchange of goods and services with the aim of making a profit or fulfilling a specific need in society. It encompasses various activities such as production, marketing, finance, and management, contributing to economic development and societal well-being. The common types of business entities are sole proprietorships, partnerships, companies and state-owned enterprises.

Teachers should introduce common business terminologies such as: *goods, services, entrepreneur, profit, needs, market etc.*

Key Objectives of Establishing Businesses

Businesses are started for various reasons, depending on their goals and purpose. Some key objectives of establishing businesses include:

1. **To Make Profit:** Most businesses aim to earn money by selling goods or services at a price higher than the cost of production. The main or primary objective of establishing a business is to make profit.
2. **To Provide Goods and Services:** Businesses exist to meet people's needs by offering products and services that improve their daily lives.
3. **To Create Jobs:** Businesses provide employment opportunities, helping people earn income to support themselves and their families.
4. **To Promote Economic Growth:** One objective of establishing businesses is to help contribute to the economy by increasing production, trade, and investment, which helps develop a country.
5. **To Promote Social Responsibility:** Some businesses aim to give back to society by supporting education, healthcare, environmental protection, and other good causes.
6. **To Expand Market Reach:** Businesses are sometimes established with the main aim of growing or expanding to reach more customers locally and internationally.

The Role of Business in Society

Businesses are very important in our daily lives and in the development of society. They help people, communities and the country in many ways. Some key roles of business in society include:

1. **Providing Goods and Services:** Businesses produce and sell essential products and services that people need for daily life, such as food, clothing, healthcare, and education.
2. **Creating Jobs:** Businesses provide employment opportunities, helping individuals earn a living and support their families.
3. **Generating Wealth and Economic Growth:** Businesses contribute to a country's economy by generating income, increasing production, and supporting trade and investment.
4. **Bringing Innovation and Technology:** Businesses drive progress by developing new ideas, products, and technologies that improve people's lives. For example, phones, computers, and modern medicine come from businesses.
5. **Paying Taxes to the Government:** Businesses pay money to the government through taxes. The government then uses this money to build schools, hospitals, roads, and provide other public services which directly benefit the society.
6. **Fulfilling Social Responsibility:** Many businesses give back to society by supporting education, healthcare, environmental protection, and community development through Corporate Social Responsibility (CSR) initiatives.
7. **Enhancing Standard of Living:** By providing jobs, goods, and services, businesses help improve people's quality of life and overall well-being.
8. **Supporting Infrastructure Development:** Large businesses often invest in infrastructure projects such as roads, power supply, and communication networks, benefiting both the business and society.

Learning Tasks

1. Explain the meaning of business.
2. Identify the key objectives of establishing businesses.
3. Discuss the role of business in society.

PEDAGOGICAL EXEMPLARS

Initiating Talk for Learning

ACTIVITY 1

1. Lead learners in a whole-class discussion on the meaning of business. Start by asking them to write a list of items they buy and the places they buy them from on sticky-pads or pieces

of paper. Ask them to exchange their list with a colleague for consideration and make a written or oral presentation to the class.

2. Teachers probe further to let learners draw a link between the places they buy their items and the concept of business.
3. Use the activity to guide learners to discuss the meaning of business and its key objectives
4. Guide learners in pairs, to think carefully and discuss the meaning of these essential terms such as “*goods*”, “*services*”, “*entrepreneur*” and “*profit*” in order to build the foundation of the lesson.

ACTIVITY 2

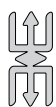
1. Guide learners to discuss the role of business in society by exploring and mentioning businesses that operate in their communities. For example, food vendors, provision shops, hospitals, schools, electricity companies, water manufacturing businesses, etc. and their impact on the society.
2. Teacher can employ the use of charts or pictures or videos of these businesses to support learners’ understanding of the lesson.

ACTIVITY 3

1. Using pair interviews, learners engage in peer discussions by turning to the person sat next to them and asking questions based on the lesson. Each learner takes turns asking and answering questions. Example questions include:
 - a. What is the meaning of business?
 - b. Mention three objectives of establishing a business.
 - c. Describe the importance of business to the society, etc.

PLENARY

Finally, the class reconvenes into a plenary where teachers should invite learners to share their interview discussions as a summary of the lesson.



NOTE

1. Teachers should encourage respect and tolerance of diverse views among learners. Address gender stereotypes related to business ownership.
2. Teachers should move around the class to provide support to learners who struggle to understand concepts (AP). This may be through direct questioning or instruction.
3. Additional support should be given to SEN learners to enable them to participate fully in the lesson

KEY ASSESSMENT

DoK Level 1: Reproduction/Recall

1. Define business in your own words.
2. List five examples of businesses in your community,
3. Identify at least three roles of business in society.

DoK Level 2: Skills of Conceptual Building

1. Explain why businesses aim to make a profit.
2. Describe how businesses enhance the standard of living.

DoK Level 3: Strategic Thinking

1. A skilled shoe repairer works in your town, providing valuable services to the local community. Discuss three ways by which their business will significantly impact the lives of their family and members of the community as a whole.
2. Discuss how businesses can balance profit-making and social responsibility.
3. Evaluate the contributions of businesses to societal development.

Focal Area 2: Classification of Businesses

The first lesson of the week introduced learners to the concept of business, its objectives and its role in society. Teachers should introduce the lesson by building on this prior knowledge and developing their understanding of different ways of classifying businesses.

CLASSIFICATION OF BUSINESSES

Businesses can be classified in a number of ways depending on factors such as their size, ownership, purpose and industry.

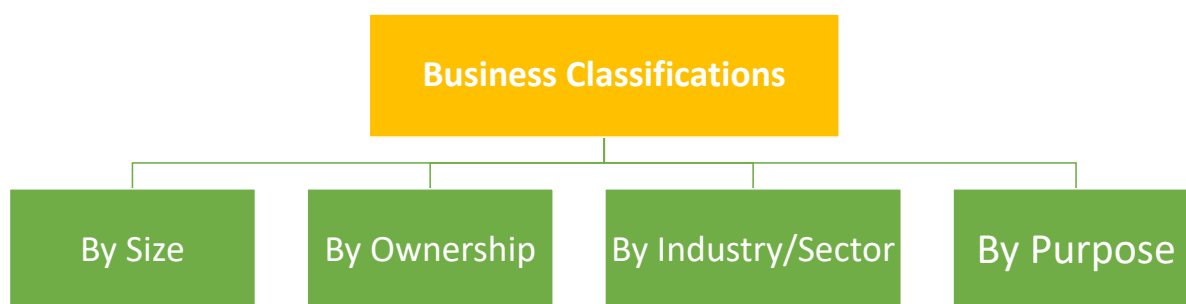


Figure 1.1: *Classification of Business*

1. By Size

- a. **Small Businesses:** Typically, privately owned by individuals or small groups with fewer employees (1 – 50 employees) and lower revenue. Small businesses often serve

a local market and have limited capital. Examples include retail shops, local restaurants, microfinance institutions, etc.

- b. **Medium-sized Businesses:** Larger than small businesses and have more employees (between 51 – 250). Typically structured as partnerships or limited liability companies and have a larger market reach. Examples include manufacturing firms, medium-sized hotels, larger supermarkets, etc.
- c. **Large Businesses:** These are large corporations with many employees (over 250 people), high revenue, and a large market share. They operate on a national or global scale, usually require large capital investment and are listed on the stock market. Examples include multinational corporations, banks, major telecommunication companies.

2. By Ownership

- a. **Sole Proprietorship:** Owned and managed by one person. The owner is responsible for all liabilities and debt. Examples include provision shop sellers, hawkers, food vendors, etc.
- b. **Partnership:** Owned by two or more people (2 – 20) who contribute to run the business and have agreed to share profits and responsibilities. Examples include law firms, auditing firms, family businesses, etc.
- c. **Companies:** A company refers to a legal entity or organisation formed by individuals, known as shareholders or members, to conduct business activities.
- d. **State-Owned Enterprises (SOEs):** These are businesses owned and controlled by government. They provide essential services such as utilities, transport and energy, etc. Some examples of SOEs include Ghana Water Company, Volta River Authority, State Transport Corporation, etc.

3. By Industry or Sector

- a. **Primary Industry:** Involves natural resource extraction and agriculture (e.g., mining, farming, fishing, forestry).
- b. **Secondary Industry:** Concerned with manufacturing and processing raw materials into finished goods (e.g., construction, electronics, automobiles).
- c. **Tertiary Industry:** Focuses on services rather than goods (e.g., banking, education, healthcare, retail).

4. By Purpose

- a. **Profit-making Businesses:** Operate to make a profit for the owners and stakeholders. Examples include manufacturing firms, banks, retail shops, hawkers, etc.
- b. **Non-Profit Organisations (NPOs):** operate to serve a social or charitable cause rather making profits. These include NGOs, churches, charitable foundations, etc.

Learning Tasks

1. Identify the various classifications of businesses.
2. Discuss the categories under the various classifications of businesses.

PEDAGOGICAL EXEMPLARS

Activity Matching Game

1. Begin with a whole-class discussion on the four major classifications of businesses:
 - a. Size (Small, Medium, Large)
 - b. Ownership (Sole Proprietorship, Partnership, Companies, SOES.)
 - c. Purpose (Profit-making, Non-Profit Making)
 - d. Industry or Sector (Primary, Secondary, Tertiary)
2. Ask learners to share their understanding and examples of different businesses under the various classifications.
3. Form small groups by splitting the class into groups of 5-7 learners (where applicable) and assign each group the task of working together to classify businesses using a matching activity.
4. Prepare a set of cards with the following:
 - a. Classification categories (*e.g.*, “**Size**”, “**Ownership**”)
 - b. Descriptions (*e.g.*, “**A business with less than 10 employees**”, “**Sole proprietorship**”)
5. Shuffle the cards and distribute them to each group.
6. Each group is tasked to match the classification category with its correct definition and examples. Encourage discussion within groups before making a final decision.
7. Each group presents their matched cards to the class. They justify their choices, explaining why each example fits a specific classification
8. Provide feedback on their matches, correcting any misconceptions. Clarify any difficult concepts and reinforce key learning points.

PLENARY

1. Ask learners to reflect on the activity:
 - a. What did they find easy or challenging?
 - b. How does this knowledge apply to real-world businesses?
2. Summarise the four classifications and their importance in business studies.

KEY ASSESSMENT

DoK Level 1: Reproduction/Recall

1. What are the four major ways businesses can be classified?
2. What is the difference between profit making and non-profit businesses?
3. List four public owned business in Ghana,
4. What does a tertiary industry business provide?

DoK Level 2: Skills of Conceptual Building

1. How does a medium-sized business differ from a large business?
2. Explain the following classification of businesses.
 - a. *By size*
 - b. *By ownership*
 - c. *By industry*
 - d. *By purpose*

DoK Level 3: Strategic Thinking

1. Identify businesses in your community and classify them based on Size, Ownership, Industry/Sector and Purpose. Justify your classification.
2. If you had to start a business today, which classification (size, ownership, purpose, industry) would best suit your business idea? Explain why.

WEEK 2

Learning Indicator: *Examine the features of sole proprietorship business, identify its benefits, challenges and sources of funding.*

Focal Area 1: Meaning, Features and Benefits of Sole Proprietorship

Teachers should introduce the lesson with a recap of prior learning and the introduction of different types of business entity. The next four weeks will connect back to prior learning on classifications of business and develop learners' understanding of the different types of business entity.

In Week 1, learners participated in lessons that introduced them to the concept of business, its objectives, and its role in society. They also explored the various classifications of businesses. Week 2 focuses on sole proprietorship. In this first lesson of the week, learners will explore the meaning, features and benefits of sole proprietorship.

MEANING OF SOLE PROPRIETORSHIP

Sole Proprietorship is a type of business organisation that is owned, managed and controlled by a single owner. The word “*sole*” means “*only*” and “*proprietor*” refers to “*owner*”. It is the simplest and most common form of business ownership, particularly for small-scale enterprises. In a sole proprietorship, the business and the owner are considered the same legal entity, and the owner has full control and responsibility over the business's operations and decisions. For example, the provisions vendor, the Momo vendor, the kenkey seller and the waakye seller are likely examples of sole proprietors operating businesses in learners' communities.



Figure 2.1: Mobile money vendor



Figure 2.2: Koko seller

Key features of Sole Proprietorship Businesses

1. **Single Ownership:** In a sole proprietorship, there is a single owner who holds complete ownership of the business. The proprietor has the authority to make all business-related decisions and exercises full control over the operations.
2. **Unlimited Liability:** One significant characteristic of sole proprietorship is that the owner has unlimited personal liability for the business's debts and obligations. This means that the proprietor's personal assets are at risk if the business incurs any financial liabilities or legal obligations.
3. **No Separate Legal Entity:** In a sole proprietorship, the business is not recognised as a separate legal entity from its owner. This means that the law does not distinguish between the business and the individual/owner running the business.
4. **Simple Legal Structure:** Sole proprietorships are relatively straightforward to establish and operate. Unlike other business structures, such as corporations or partnerships, there are usually fewer legal requirements and formalities involved. However, the sole proprietor is still responsible for complying with applicable laws, regulations and licensing requirements.
5. **Direct Taxation:** In terms of taxes, the income and losses of the sole proprietorship are reported on the owner's personal tax return. The business itself does not file separate tax returns. The owner is responsible for paying taxes on the business's profits as part of their personal tax obligations.
6. **Limited Capital:** In sole proprietorship, the owner is the sole provider of capital, meaning that the business primarily relies on personal savings, loans or reinvested profits for funding. Since the funding depends on the owner's personal resources, it limits the volume of capital that can be invested into the business as compared to other business structures.
7. **Easy Formation and Dissolution:** It requires minimal legal formalities and can be started easily or closed easily. In the event of the death or in some cases permanently indisposed, the sole proprietorship business may cease to operate.

Benefits of Sole Proprietorship

1. **Easy to Start and Manage:** Sole proprietorships are relatively easy and inexpensive to establish compared to other business structures. There are typically few legal formalities and no extensive paperwork required to start the business and operate.
2. **Full Control:** A sole proprietor has complete control over all aspects of their business. They can make decisions independently and implement their vision without the need for consensus or approval from partners or shareholders.
3. **Flexibility and Quick Decision-Making:** Sole proprietors have the flexibility to make quick independent decisions and adapt to changing market conditions. This is because sole proprietors do not have partners or shareholders they have to rely or consult before decisions are taken

4. **Enjoys Direct Profits:** A sole owner is entitled to all profits generated by the business. There is no need to share profits with partners or shareholders and this provides the potential for greater financial returns.
5. **Lower Tax Burden:** Sole proprietors often pay fewer taxes compared to other businesses such as companies since business income is taxed as personal income. The processes for filing tax returns is also simple.
6. **Business Confidentiality:** Business operations remain private as sole proprietors are not required to disclose financial information publicly.

Learning Tasks

1. State the meaning of sole proprietorship
2. Outline the key features of a sole proprietorship business
3. Discuss and present on the benefits of a sole proprietorship.

PEDAGOGICAL EXEMPLARS

Collaborative Learning

1. Ask learners in a whole-class discussion to identify examples of businesses they know in their community.
2. Probe further for learners to narrow their examples to businesses which are owned by individuals and use such examples to link to the concept of sole proprietorship. For instance, sole proprietorship businesses in the community may include koko sellers, waakye sellers, shoe makers, provision store owners, etc.
3. Guide learners in pairs to discuss the meaning of sole proprietorship, its features and benefits and share with the larger class. Those who exhibit a clear or a high level of understanding may be provided with prompt sheets to support the discussion process.
4. Learners at different proficiency levels receive differentiated teaching and learning:
 - a. **Approaching Proficiency (AP) learners** should be provided with a simplified explanation of the meaning, features and benefits of sole proprietorship and they should be able to explain at least two features and two benefits of sole proprietorship.
 - b. **Proficient (P) learners** should be encouraged to explain at least three features and three benefits of sole proprietorship.
 - c. **Highly Proficient (HP) learners** should be encouraged to explain at least four features and four benefits of sole proprietorship.
5. Encourage learners to identify businesses owned by females, persons with special needs or persons from disadvantaged backgrounds to dispel myths about who can own a business.
6. Learners should be encouraged to identify males thriving in female-dominated businesses and females thriving in male-dominated businesses.

KEY ASSESSMENT

DoK Level 1: Reproduction/Recall

1. What is sole proprietorship?
2. List five examples of sole proprietorship businesses,
3. State three advantages of a sole proprietorship business.

DoK Level 2: Skills of Conceptual Building

1. Explain three advantages of a sole proprietorship.
2. Describe at least three features of a sole proprietorship.
3. Explain unlimited personal liability as related to a sole proprietorship.

DoK Level 3: Strategic Thinking

1. Analyse four features of a sole proprietorship.
2. Examine at least three benefits of running a sole proprietorship business.
3. Why is a sole proprietorship not considered a separate legal entity from its owner?

Focal Area 2: Challenges and Sources of Funding for Sole Proprietorship

In this lesson, learners will build on the introductory aspects of sole proprietorship covered in the first lesson, focusing on its challenges and sources of funding.

CHALLENGES OF SOLE PROPRIETORSHIP

1. **Unlimited Personal Liability:** The sole proprietor is personally responsible for all debts and obligations of the business. In the event of legal action or financial difficulties, personal assets may be at risk.
2. **Limited Resources:** Sole proprietors may face limitations in terms of financial resources and expertise. Raising capital may be more challenging compared to other business structures, as lenders and investors may be hesitant to provide funds due to the increased personal liability.
3. **Workload and Time Commitment:** Sole proprietors are responsible for managing all aspects of the business, including operations, marketing, finances and administration. This can result in a heavy workload and a significant time commitment, potentially leading to burnout and difficulty achieving work-life balance.
4. **Limited Growth Potential:** Sole proprietorships may face limitations in terms of growth potential. The success of the business may be limited by the owner's time, resources and expertise. Expanding the business or taking on larger projects may be challenging without additional support.

5. **Lack of Continuity:** Sole proprietorships may lack continuity if the owner becomes incapacitated or passes away. The business typically ceases to exist, and any assets or liabilities are handled by the proprietor's estate. This can create uncertainty for clients, suppliers and employees.
6. **Limited Skill Set:** Sole proprietors are responsible for handling all aspects of the business. This requires a diverse skill set in various areas such as marketing, finance, sales and operations. The need to wear multiple hats can be demanding and may require additional learning or outsourcing certain tasks which might be challenging.

Sources of Funding for Sole Proprietorship

A sole proprietorship is typically financed through the owner's personal resources and external funding options. Some common sources of funding include:

1. **Personal Savings:** The owner invests their own money to start or expand the business.
2. **Contributions or Borrowings from Family and Friends:** Borrowing funds from relatives or close friends who are willing to support the business. Some friends and family members may also just contribute funds to support the establishment of the business.
3. **Retained Earnings:** Profits earned from the business are reinvested for growth and expansion.
4. **Loans:** Sole proprietors can apply for personal or business loans from banks and other financial institutions.
5. **Government Grants and Support Programmes:** Some governments provide funding assistance or incentives to small businesses.
6. **Trade Credit:** Suppliers allow the business to buy goods on credit and pay later.
7. **Angel Investors:** Individuals who invest in small businesses in exchange for future returns.
8. **Crowdfunding:** Raising small amounts of money from a large number of people, usually through online platforms. This funding approach allows entrepreneurs, including sole proprietors, to gather financial support from individuals who believe in their business idea.

Learning Tasks

1. Analyse the challenges of sole proprietorship.
2. Discuss the sources of funding for sole proprietorship.

PEDAGOGICAL EXEMPLARS

Peer-Editing

1. Put learners into mixed-ability and mixed-gender groups (where applicable) and task them to discuss the challenges and sources of funding for sole proprietorships.

2. Move around the groups to encourage each and every learner to participate in the group discussion.
3. Provide further explanation of the task to groups or specific learners that do not understand the activity (AP learners) and ensure some learners especially P and HP learners do not dominate the discussion.
4. Ask the various groups to exchange their works with other groups for peer review and feedback.
5. Let learners present their work to the larger class.
6. Provide feedback on learner's presentation and in an all-inclusive class discussion, consolidate all the groups ideas to sync with learning tasks.

Field Trips

1. Learners in mixed-ability and mixed-gender groups visit the school's common market or surrounding community to interact with sole proprietorship businesses to understand their challenges and know their sources of funding.
2. Learners present their findings to the larger class for feedback.

KEY ASSESSMENT

DoK Level 1: Reproduction/Recall

1. Identify at least three problems associated with a sole proprietorship business.
2. Identify four sources of funding available to a sole proprietorship.

DoK Level 2: Skills Building

1. Explain at least four challenges a sole proprietorship business is likely to encounter in its operations.
2. Describe each of the following sources of funds to a sole proprietor.
 - a. Crowdfunding
 - b. Loans
 - c. Angel investors
 - d. Trade credit
 - e. Personal savings

DoK Level 3: Strategic Thinking

1. A young entrepreneur in Ghana is passionate about fashion design and wants to start their own clothing boutique. Analyse three advantages and two disadvantages of establishing their business as a sole proprietorship.
2. Linda wants to start a bakery but lacks enough funds. She uses personal savings and seeks help from family and friends. To expand her business, she secures a microfinance

loan and later raises more money through crowdfunding. With this support, she successfully opens her bakery and grows her business.

- a. If you were in Linda's position, which source of funding would you prioritise and why?
- b. Identify three alternative funding sources Linda could have used and explain their benefits.
- c. How can Linda manage her loan repayment without affecting business growth?
- d. If her crowdfunding campaign had failed, what steps could she take to secure funding?

HINT



- *The Recommended Mode of Assessment for **Week 2** is Group Project Work.*
- *The Group Project Work should be given in the 2nd Week and learners are expected to submit their work by the end of the 7th Week in the first semester of the academic year.*
- *The outline, which includes a detailed scope and rubrics for learners to focus on in their research, has been provided in **Appendix A**.*

WEEK 3

Learning Indicator: *Discuss partnership business, its features, deed, formation, benefits, challenges and sources of funding.*

Focal Area 1: The Meaning of Partnership, its Features and the Partnership Deed/Agreement

Teachers should introduce the lesson by connecting back to previous learning on categorisation of business by the type of entity. Following examination of sole proprietorships, this week will move on to partnerships, a business structure owned by **two to twenty** individuals.

PARTNERSHIP BUSINESS

A partnership is a type of business structure where a minimum of two and a maximum of twenty individuals (partners) agree to share ownership, responsibilities and profits or losses of a business. A partner refers to an individual who shares ownership, responsibility and decision-making authority in a partnership. Partners can be individuals, such as entrepreneurs, professionals, or investors, or they can be other businesses, corporations, or entities. They come together with a mutual intention to collaborate, contribute resources and work collectively to achieve business goals.

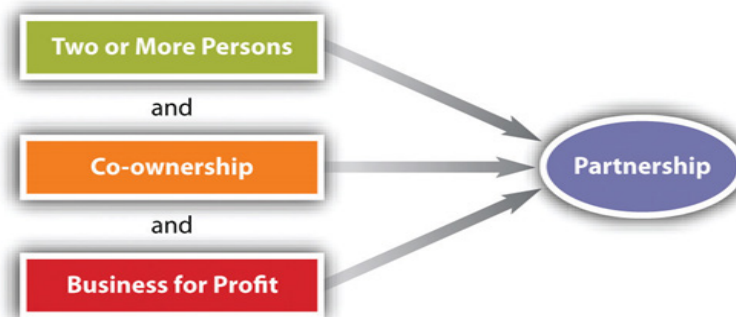


Figure 3.1: *Partnership Business*

Features of Partnership

1. **Partnership Agreement:** There is always an agreement between two or more people who intend to run a partnership business. This agreement, which is the partnership deed, outlines the terms that will guide the conduct of members and the operation of the business.
2. **Formation and Membership:** The partnership business is formed by a minimum of two (2) people and a maximum of twenty (20) people.
3. **Ownership and Management:** In a partnership, ownership and management are typically shared among the partners. Each partner contributes capital, labour or both to the business and shares the profits and losses according to the partnership agreement.

4. **Shared of Profits and Losses:** Members in a partnership business share profits as well as losses incurred in the business. In some instances, profits and losses may be shared according to the contributions or status of each member.
5. **Unlimited Liability:** In a general partnership, partners have unlimited personal liability for the debt and obligations of the business. This means that partners' personal assets can be used to settle business debts and legal obligations.
6. **Limited Life Span:** A partnership most likely dissolve in a partner leaves, dies or if there is a mutual agreement to end it.

PARTNERSHIP DEED

A **Partnership Deed** is a formal legal document that outlines the rights, responsibilities, and terms agreed upon by partners in a partnership business. It helps prevent misunderstandings and provides a legal framework for resolving disputes.

The **content** or **provisions** of a partnership deed typically include:

1. **Capital Contributions:** It specifies the capital contributions, assets, or resources that each partner brings into the partnership.
2. **Profit or Loss Sharing:** The agreement outlines how profits and losses will be allocated among the partners, which may be based on ownership percentages or other agreed-upon terms.
3. **Decision-Making and Management:** It details the decision-making process within the partnership, including the authority, roles and responsibilities of each partner. This section may cover topics such as voting rights, management responsibilities and procedures for major decisions.
4. **Partner Withdrawal or Termination:** The agreement includes provisions for partner withdrawal, retirement, or the admission of new partners. It also outlines the process for terminating or dissolving the partnership, including the distribution of assets and liabilities.
5. **Dispute Resolution:** It may establish mechanisms for resolving disputes or conflicts that may arise between partners, such as mediation or arbitration procedures.
6. **Confidentiality and Non-Compete:** The agreement may include provisions to protect the confidentiality of partnership information and establish restrictions on partners' ability to engage in competing activities.
7. **Duration and Amendments:** It specifies the duration of the partnership and outlines procedures for making amendments or modifications to the agreement.

Learning Tasks

1. Explain the term “partnership” and give examples.
2. Identify and explain the key features of a partnership business.
3. Discuss the partnership deed.

PEDAGOGICAL EXEMPLARS

Collaborative Learning

ACTIVITY 1

1. Ask learners to mention some of the things they have collaborated with a friend(s) to do as a group
2. Let learners share with the larger class the benefits and challenges they encountered working with that partner(s)
3. Use the activity to transition learners to the concept of partnership as a form of business entity. Let learners think-pair-share the meaning of partnership with the larger class.
4. Through think-pairs-share, learners discuss the features of a partnership business

ACTIVITY 2

1. Using questions, let learners engage in shower thoughts to come up with a term for a document that guides the operations of partnership. Use the activity to transition learners to partnership deed and its meaning.
2. Organise learners in mixed-ability and mixed-gender groups (where applicable) and present a scenario of a partnership business for them to discuss the conditions or provisions they would consider in a partnership agreement. **For instance:**
 - *Ama, Kwesi, and Yaw form a transport business, contributing capital, financial skills, and land. Disagreements arise over profit-sharing and decision-making. To avoid conflicts, they decide to draft a **Partnership Deed**. Suggest to them provisions they can include in the partnership deed.*
3. Let the various groups present their work to the whole class for feedback. Consolidate their ideas and offer the necessary clarifications where necessary.

KEY ASSESSMENT

DoK Level 1: Reproduction/Recall

1. Define the term “*partnership*” in business.
2. State at least three features of a partnership.

DoK Level 2: Skills Building

1. Differentiate between a partnership business and partnership agreement.
2. Use webbing to illustrate a partnership deed.
3. Explain four features of a partnership business

DoK Level 3: Strategic Reasoning

CASE SCENARIO

Enyonam and Adongo, both experienced fashion designers, decide to start a clothing brand, E&A Designs, in Kumasi. Enyonam contributes GH¢ 50,000 as startup capital, while Adongo provides equipment and handles marketing. They agree to share profits equally, but Enyonam will oversee finances, and Adongo will manage production. To formalise their partnership, they need a Partnership Deed outlining their rights, responsibilities, and other key business terms.

Question

- Based on the scenario above, outline the provisions of a Partnership Deed for E&A Designs.

Focal Area 2: Formation, Benefits, Challenges and Sources of Funding for Partnership

When introducing the lesson, teachers should connect back to the previous lesson's learning on the meaning of partnerships, features and partnership deeds and how this will be built upon to explore the process of forming a partnership, the benefits and challenges of running a partnership business, and the various sources of funding available.

FORMATION OF PARTNERSHIP

Forming a partnership business in Ghana involves several legal and procedural steps to ensure compliance with the **Registrar-General's Department (RGD)** and other regulatory bodies. The key steps in the process are:

- 1. Choose Business Partners:** Select reliable partners who share similar business goals and values. Partners could be friends, family members, or individuals with similar mindset about business.
- 2. Draft a Partnership Agreement:** Although not legally required, a partnership agreement helps prevent disputes. This agreement should include the business name and purpose, partner contributions, profit and loss-sharing ratio, roles and responsibilities, conflict resolution procedures, conditions for admitting or removing partners, and the process for dissolving the partnership if necessary.
- 3. Register the Business Name:** To ensure legal recognition, visit the Registrar-General's Department (RGD) in Ghana and conduct a name search to confirm that the business name is unique. Complete Form A (Registration of Partnerships) and submit the required details.
- 4. Obtain a Business Registration Certificate:** After submitting the required documents and paying the registration fees, the business will receive a Certificate of Registration from the Registrar-General's Department as proof of legal recognition.

5. **Register for a Tax Identification Number (TIN):** Each partner must obtain a Tax Identification Number (TIN) from the Ghana Revenue Authority (GRA). The partnership itself must also be registered for tax purposes, including corporate tax and VAT, if applicable.
6. **Open a Business Bank Account:** To separate personal and business finances, the partnership should open a business bank account in the company's name. Most banks require the partnership agreement, TIN, and business registration certificate to complete this process.
7. **Obtain Business Permits and Licenses:** Depending on the industry, the partnership must secure the necessary permits from relevant authorities. For example, food-related businesses need approval from the Food and Drugs Authority (FDA), while businesses that impact the environment may require permits from the Environmental Protection Agency (EPA). Additionally, all businesses must obtain a business operating permit from the local municipal assembly.
8. **Comply with Labour and Business Regulations:** If the partnership hires employees, it must register with the Social Security and National Insurance Trust (SSNIT) for employee benefits. The business must also comply with Ghanaian labour laws and general business regulations to operate legally.
9. **Start Business Operations:** Once all legal requirements are met, the partnership can begin operations. Partners must ensure that proper financial records are kept and that all tax obligations are fulfilled.

Benefits of Partnership

1. **Easy Formation:** Partnerships are easy to form, with fewer formalities and paperwork compared to other business structures like corporations. This simplicity accelerates the start-up process.
2. **Shared Decision Making:** Decision-making is a collaborative process in partnership. This shared responsibility ensures that major business decisions consider the inputs and perspectives of all partners.
3. **Access to Complementary Skills and Knowledge:** Partnerships allow you to tap into diverse expertise. Each partner brings unique skills, experience and perspectives. For example, one partner may excel in sales, while another is a certified accountant or marketing expert.
4. **Less Financial Burden:** Sharing start-up costs and expenses with partners eases the financial strain. Additionally, having multiple partners enhances borrowing capacity, as risk is distributed among them. Banks are more inclined to extend credit to partnerships than sole proprietorships.
5. **Business Continuity:** There is high continuity in a partnership business than a sole proprietorship. A well-structured partnership agreement ensures that the business can continue in one or more partners leave(s).

6. **Risk Sharing:** Financial and operational risks are distributed among partners, reducing individual liability.

Challenges of Partnership

1. **Unlimited Liability:** Partners in a general partnership have unlimited personal liability for business debts, risking personal assets.
2. **Conflict of Interest:** Differences in opinions and values among partners can lead to conflicts, impacting the working relationship.
3. **Dependency on Partners:** Partnerships rely heavily on each member and the departure of a partner can disrupt business operations.
4. **Decision-Making Issues:** Achieving consensus on decisions may be challenging, hindering business agility.
5. **Limited Capital and Resources:** Access to external funding may be difficult, limiting the business's growth potential.
6. **Succession Planning Issues:** Withdrawal, retirement, or death of a partner can disrupt the business without proper succession planning.
7. **Sharing of Profits:** Unlike sole proprietorship, profits must be divided among partners, which sometimes lead to dissatisfaction.

Sources of Funding for Partnership

- Partner contributions
- Bank loans
- Trade credit
- Retained earnings
- Government grants and support programmes
- Crowdfunding
- Venture capital
- Angel investors

Learning Tasks

1. Discuss how partnership is formed in Ghana.
2. Evaluate the benefits and challenges of partnership.
3. Identify the sources of funding for partnership.

PEDAGOGICAL EXEMPLARS

Diamond Nine

1. Begin the lesson by explaining the concept of Diamond Nine, where learners will rank the most important steps in forming a partnership based on their perceived significance.
2. Divide learners into small groups, with learners of mixed ability/gender, and provide them with nine step cards, each containing one step in the formation of a partnership.
3. Allow groups to read and discuss the steps, ensuring they understand what each step entails.
4. In a ranking activity, task learners to arrange the steps in a diamond shape based on their importance:
 - a. *The most important step (1) is placed at the top.*
 - b. *The next two important steps (2 & 3) follow below.*
 - c. *The next three moderately important steps (4, 5 & 6) form the middle row.*
 - d. *The next two least important steps (7 & 8) follow below.*
 - e. *The least important step (9) is placed at the bottom.*
5. Each group must justify their ranking, explaining why they placed each step in a particular position.
6. Consider scaffolding, where appropriate, for AP learners through the provision of part worked examples.
7. Groups present their rankings to the whole class for feedback and the teacher facilitates a discussion to consolidate learners' ideas with the process of partnership formation.

Group Work

1. Put learners into small mixed-ability and mixed-gender groups where applicable.
2. Let each group choose a type or example of a partnership business they would like to enter into. *For instance, entering into partnership to sell electronic cables, phones, agricultural products, printing, etc.*
3. Task the groups discuss the possible benefits, challenges and sources of funds they would explore to establish and run the business
4. Move round the groups to encourage all learners to participate. Offer explanations where necessary to make the task clearer especially for the AP and P learners.
5. Identify HP learners in the group and encourage them to support their colleagues by peer-teaching.
6. Each group to present their work to the rest of the class for feedback.

KEY ASSESSMENT

DoK Level 1 Reproduction/Recall

1. Identify three benefits of forming a partnership.
2. Identify four sources of funding for a partnership.
3. State three challenges of a partnership.

DoK Level 2 Skills Building

1. Describe how a partnership can raise funds through bank loans and venture capitalists.
2. Illustrate the steps involved in forming a partnership using a flow chart
3. Explain how a partnership can overcome the challenges of disagreements
4. Explain four sources of funding available to a partnership.

DoK Level 3 Strategic Reasoning

1. Evaluate whether a partnership is a better business structure than a sole proprietorship for long-term success.
2. Justify why a partnership agreement is important.
3. Analyse at least three challenges of running a partnership.

HINT



- *The Recommended Mode of Assessment for **Week 3** is **Portfolio Assessment**.*
- *The portfolio assessment should be given in the **3rd Week** and learners are expected to submit their work by the end of the **22nd Week in the second semester** of the academic year.*
- *The outline, which includes a detailed scope and rubrics for learners to focus on in the organisation of their portfolio, has been provided in **Appendix B**.*

WEEK 4

Learning Indicator: *Describe a company and discuss its features, types, the procedure for registration, benefits, challenges and sources of funding.*

Focal Area 1: The Meaning, Features and Types of Companies

Teachers should introduce the lesson by connecting back to previous learning on categorisation of business by the type of entity. Following examination of sole proprietorships and partnerships, this week will move on companies.

COMPANY

A company refers to a legal entity or organisation formed by individuals, known as shareholders or members, to conduct business activities. Incorporation of companies in Ghana is regulated by the Companies Act, 2019 (Act 992) which allows one or more persons to incorporate a company under the Act. It has a separate legal identity from its owners, meaning it can own assets, enter into contracts, sue, and be sued. Companies can be private or public and are typically formed to generate profit.



Figure 4.1: GCB Bank Plc

Features of a Company

A company typically has the following characteristics:

1. **Shareholders or Members:** A company is owned by its shareholders or members, who contribute capital or other resources to the company in exchange for ownership interests or shares. The shareholders or members typically have the right to participate in decision-making processes and share in the profits and losses of the company.
2. **Management Structure:** Companies have a management structure that oversees the day-to-day operations and strategic direction of the business. This may include directors, officers, or managers who are responsible for making decisions and managing the company's affairs.

3. **Perpetual Existence:** Unlike partnerships or sole proprietorships, companies have perpetual existence. This means that a company can continue to exist and operate even if there are changes in ownership or there is a departure of shareholders or members.
4. **Separate Legal Entity:** A company exists independently from its owners, meaning it can own property, enter into contracts, and sue or be sued in its own name.
5. **Limited Liability:** The financial risk of shareholders is limited to the amount they invest in the company. Their personal assets are protected if the company faces debts or losses (except in an unlimited company).
6. **Legal Compliance:** A company must register with the Registrar-General's Department, follow tax laws, and comply with business regulations.
7. **Board of Directors:** A company is managed by directors who make decisions on behalf of shareholders.
8. **Capital Raising Ability:** Companies can raise money through selling shares, taking loans, issuing bonds, or getting investors.

Types of Companies

Section 7 of the Companies Act 2019 provides four main categories under which companies may be incorporated. These are a company limited by shares, a company limited by guarantee, an unlimited company or an external company.

1. **Company Limited by Shares:** This is the most common type of company. The owners (shareholders) invest money by buying shares, and their financial responsibility is limited to the amount they invest. If the company owes money, shareholders cannot lose more than what they invested. Companies limited by shares are usually run as profit-making enterprises. Private companies bear the suffix “*Limited Company*” or the abbreviation “*Ltd*”.
2. **Company Limited by Guarantee:** This type of company does not have shareholders but has members who agree to contribute a fixed amount of money if the company faces financial trouble. These companies are usually *non-profit organisations, charities, or clubs*. A company limited by guarantee bears the suffix ‘*Limited by Guarantee*’ or the abbreviation “*LBG*”.
3. **Unlimited Company:** In this type of company, the owners (shareholders) have no limit on their financial responsibility. If the company cannot pay its debts, shareholders must use their personal assets to cover the debt. This is rare but used when owners want more flexibility. Where an unlimited company is set up as a private company, the company's name is suffixed by the abbreviation, “PRUC”. If it is set up as a public company, then it has the suffix “PUC”.
4. **External Company:** An external company is a business that is originally registered in another country but operates or has a branch in Ghana. To legally conduct business in Ghana, the company must register with the Registrar-General's Department under the Companies Act 2019 (Act 992). An external company is also known as an “external corporation” or “foreign company”. External companies remain governed by the laws of

their home country but must comply with Ghanaian regulations while operating in Ghana.

Learning Tasks

1. Explain a company as form of a business entity.
2. Analyse the features of a company.
3. Discuss the different types of companies under the Companies Act 2019 (Act 992).

PEDAGOGICAL EXEMPLARS

Structuring Talk-for-Learning

ACTIVITY 1

1. Learners watch a short video or view pictures of a company structure. The video or pictures should include details such as:
 - a. The company's products
 - b. The board of directors
 - c. Shareholders, etc.

Teachers should use companies that learners will recognise such as regional or national businesses.

2. Based on their observation, engage learners in a think-pair-share activity to determine the meaning of a company.

ACTIVITY 2

1. In an interactive class discussion, lead learners to collectively explore the features and types of companies.
2. Learners approaching proficiency (AP), should be provided with a simplified explanation of the types and features of company.
3. Learners at different proficiency levels receive differentiated teaching and learning:
 - a. **Approaching Proficiency (AP) learners** should be provided with a simplified explanation of the types of a company and they should be able to explain at least two features and two types of a company.
 - b. **Proficient (P) learners** should be encouraged to explain at least three types and three features of a company
 - c. **Highly Proficient (HP) learners** should be encouraged to explain at least four features of a company and all the types of companies.

ACTIVITY 3

1. Using pair interviews, learners engage in peer discussions by turning to the person sat next to them and asking questions based on the lesson. Each learner takes turns asking and answering questions. Example questions include:
 - a. What is a company?
 - b. Name three features of a company.
 - c. Explain one type of company, etc.

PLENARY

Reconvene the class into a plenary and invite learners to share their interview discussions as a summary of the lesson.

KEY ASSESSMENT**DoK Level 1 Reproduction/Recall**

1. Define a company.
2. Identify four features of a company
3. State the four main types of companies.

DoK Level 2 Skills Building

1. Explain what a company is in your own words.
2. Differentiate between a company limited by shares and a company limited by guarantee.
3. Tabulate the four main types of companies with at least three examples each.

DoK Level 3 Strategic Reasoning

1. If you were an investor, which type of company would you invest in and why?
2. Can a company exist without making a profit? Explain your answer.
- 3.. Analyse at least three features of a company.

Focal Area 2: Procedures for Registration, Benefits, Challenges, Sources of Funding for Companies

Teachers should introduce the lesson to focus on the procedures for company registration in Ghana, the benefits of running a company, the challenges companies face, and the various sources of funding available to companies. This lesson will build on previous learning about companies as a business entity.

PROCEDURES FOR REGISTERING A COMPANY IN GHANA

Registering a company in Ghana involves several key steps, primarily handled by the **Registrar General's Department (RGD)**. A step-by-step guide is outlined below.

1. **Choose a Business Name:** Identify and select a name for the company and conduct a name search at the Registrar General's Department (RGD) to ensure the name is unique.
2. **Prepare the Required Documents:** Complete the Company Registration Forms from the RGD. Prepare the Regulations of the Company (Company Constitution), which outlines the company's rules and objectives. Provide details of directors, shareholders, and company secretary (including identification documents such as a Ghana Card or passport).
3. **Obtain a Tax Identification Number (TIN):** Every director, shareholder, and company secretary must obtain a Tax Identification Number (TIN) from the Ghana Revenue Authority (GRA) before registration.
4. **Submit Documents and Pay Registration Fees:** Submit the completed forms to the Registrar General's Department and pay the prescribed registration fees, stamp duty, and processing charges.
5. **Receive Certificate of Incorporation and Commencement:** Once approved, the company receives a Certificate of Incorporation from RGD, proving its legal existence. Companies that intend to commence business must also obtain a Certificate of Commencement before starting operations.
6. **Register with the Ghana Revenue Authority (GRA):** After obtaining the certificate of commencement, register with the GRA for the payment of taxes to government.
7. **Obtain Business Operating Permits:** Register with the Social Security and National Insurance Trust (SSNIT) for employee contributions. Obtain any sector-specific licenses or permits (e.g., FDA for food businesses, Bank of Ghana for financial institutions).
8. **Open a Business Bank Account:** Open a corporate bank account in the company's name for financial transactions.

Benefits of a Company

1. **Limited Liability:** One of the key benefits of a company, particularly a corporation or limited liability company (LLC), is that it offers limited liability protection to its shareholders or members. Their personal assets are generally shielded from the company's debts and legal obligations, reducing personal financial risk.
2. **Separate Legal Entity:** A company is a separate legal entity, distinct from its owners. This means that the company can own property, enter into contracts, sue or be sued and carry out business activities in its own name.
3. **Perpetual Existence:** Companies, unlike sole proprietorships or partnerships, have perpetual existence. They can continue to exist and operate even if there are changes in ownership, or there is the departure of shareholders or members, or death of individual owners.

4. **High Capital Formation:** Companies have the advantage of raising capital by issuing shares or attracting investments from shareholders or investors. This allows for greater potential to raise funds for expansion, research and development and other business initiatives.
5. **Transferability of Ownership:** In many cases, the ownership interests in a company can be easily transferred or sold, allowing for easier entry or exit of shareholders or members. This provides flexibility and liquidity to the owners.
6. **Professional Management:** Companies often have boards of directors and managers, ensuring efficient decision-making and operations.

Challenges of a Company

1. **Higher Startup Cost:** As compared to sole proprietorships and partnerships, registering and setting up companies require significant capital, including legal and administrative fees.
2. **Complex Legal and Regulatory Compliance:** Companies are subject to various legal and regulatory requirements, which can be complex and time-consuming. Compliance with tax laws, reporting obligations, corporate governance standards and other regulations can pose challenges, especially for smaller businesses.
3. **Higher Administrative and Operational Costs:** Companies often have higher administrative and operational costs compared to sole proprietorships or partnerships. They may require professional assistance, such as legal and accounting services to comply with legal obligations and manage corporate affairs effectively.
4. **Double Taxation (for Certain Companies):** Corporations, in particular, may face the challenge of double taxation. In some cases, companies pay taxes on profits, and shareholders also pay taxes on dividends received. This can result in a higher overall tax burden.
5. **Increased Complexity in Decision-Making:** As companies grow, decision-making processes can become more complex. Multiple shareholders or members may have differing interests and reaching consensus on key decisions can be challenging. This can slow down decision-making and hinder agility.
6. **Potential Loss of Control:** Companies with multiple shareholders or members may face the challenge of diluted control. As ownership interests are distributed among various individuals or entities, decision-making authority may be shared, and individual owners may have less control over the company's direction and operations.
7. **Difficult Dissolution Process:** Closing a company requires legal procedures, debt settlements and regulatory approvals, which can be complex.

Sources of Funding for Companies

- **Personal Savings:** Business owners use their own money to start and finance operations
- **Retained Earnings:** Profits made by the company that are reinvested rather than distributed as dividends.

- **Sale of Assets:** Selling company property, such as machinery or land, to raise funds.
- **Bank Loans:** Companies take loans from commercial banks and pay back with interest.
- **Loans from Microfinance and Credit Unions:** Alternative sources for smaller businesses that may not qualify for bank loans.
- **Trade Credit:** Suppliers allow businesses to buy goods on credit and pay later.
- **Bonds:** Companies issue bonds to investors and repay with interest.
- **Share Capital (Selling Shares):** Companies raise funds by selling shares to investors.
- **Venture Capital:** Investment from venture capital firms in exchange for company shares.
- **Angel Investors:** Wealthy individuals who invest in startups in exchange for equity.
- **Grants and Subsidies:** Financial support provided by the government and other agencies to encourage business growth.

Learning Tasks

1. Discuss the procedures for company registration in Ghana.
2. Analyse the benefits and challenges of operating a company.
3. Explore the sources of funding for companies.

PEDAGOGICAL EXEMPLARS

Digital Learning

1. Ask learners to research the procedures for company registration in Ghana on the internet and share their findings with the class.
2. In a whole-class discussion, use a flowchart to illustrate the various steps involved in registering a company. The flowchart should visually represent each stage, from choosing a business name to obtaining the certificate of incorporation and commencement. This will help learners better understand the registration process in a clear and structured way.
3. Encourage each learner to create the flowchart in their exercise books. Move around the classroom to monitor their progress, providing guidance where needed. After completing the task, have learners exchange their work with a partner for quick feedback.

Jigsaw Method

ACTIVITY 1

1. Divide the class into three main groups and assign them the following tasks to research, discuss and present back to the class;
 - a. **Group 1:** Discuss the benefits of operating a company business.

- b. **Group 2:** *Discuss the challenges of operating a company business.*
 - c. **Group 3:** *Discuss the sources of funding available to a company business.*
2. Ask each group to assign roles among themselves to ensure smooth discussion and collaboration. Roles may include:
 - a. **Group Leader:** *Facilitates the discussion and keeps the group focused.*
 - b. **Secretary:** *Takes notes and summarises key points for presentation.*
 - c. **Timekeeper:** *Ensures discussion stay within the allocated time.*
 - d. **Presenters:** *Shares the group's findings with the class.*
 - e. **Monitor:** *Ensures active participation and keeps everyone on task.*
3. Move around the groups to observe the progress of discussion, provide guidance and clarify concepts where needed. Encourage critical thinking by asking probing questions.
4. Reconvene as a class and allow group representatives to present their findings. Allow for feedback from colleagues and where necessary clarify concepts for better understanding.

ACTIVITY 2

1. Use a mind map, webbing or chart to summarise key points.
2. Using pair interviews, ask learners to pair up with a colleague and quiz each other on what they learnt. Example question:
 - a. *Mention three benefits of a running a company.*
 - b. *What are the major challenges companies face?*
 - c. *Name three sources of funding for a company.*

PLENARY

- In a lesson exit ticket activity and by way of reflection, ask each learner to write down two new things they learned from another group. Randomly select learners to share what they have written.

KEY ASSESSMENT

DoK Level 1 Reproduction/Recall

1. State three benefits of running a company business.
2. Identify three sources of funding available to companies.
3. Outline four challenges of setting up a company.

DoK Level 2 Skills Building

1. Outline the procedures involved in registering a company in Ghana using a flowchart.

2. Describe two major challenges that companies face in their operations.
3. Explain three benefits of running a company business.

DoK Level 3 Strategic reasoning questions

1. Analyse at least three challenges of a company as a form of business entity.
2. A group of investors in Ghana wants to launch a tech start-up aimed at developing mobile applications. They are debating whether to register their business as a partnership or a company. As a business consultant, prepare the argument on why they should enter into a company instead of partnership.

HINT



- *The Recommended Mode of Assessment for **Week 4** is Class Exercise using Essay*
- *The class exercise should be recorded and marks **submitted by the close of the 5th week for entry** into the student transcript portal*
- *Refer to **Appendix C** for a sample essay test for the class exercise.*

WEEK 5

Learning Indicator: *Examine State-owned enterprises, their features, types, benefits, challenges and sources of funding.*

Focal Area 1: The Meaning, Types and Features of State-Owned Enterprises (SOEs)

Teachers should introduce the lesson by connecting back to previous learning on categorisation of business by the type of entity. Following examination of sole proprietorships, partnerships and companies, this week will move on state owned enterprises (SOEs).

STATE-OWNED ENTERPRISES

A State-Owned Enterprise (SOE), also known as a government-owned corporation or a public sector enterprise, refers to a business entity in which the government or state has a significant ownership stake or control. Typically, as state-owned enterprise is a business that is owned and operated by the government. In a SOE, the government typically owns a majority or 100% of the company's shares or has the authority to appoint key management positions. SOEs can be found in various sectors, including energy, telecommunications, transportation, banking and natural resources.



Figure 5.1: *Ghana Post*

Types of State-Owned Enterprises

1. **Commercial SOEs:** These SOEs operate in competitive markets, much like private companies, with a clear focus on generating profits while also serving public interests. They have a structured business model, invest in infrastructure, and aim to deliver quality products or services for profit.

Examples include Ghana National Petroleum Corporation (GNPC), Volta River Authority (VRA), Electricity Company of Ghana (ECG), Ghana Ports and Harbour Authority (GPHA), etc.

2. **Non-Commercial SOEs:** These SOEs are primarily established to provide essential public services rather than to earn profits. Their main goal is to ensure that all citizens have access to necessary services, and they often receive government funding or operate under public service mandates.

Examples include Ghana Broadcasting Corporation (GBC), Ghana Post, government hospitals, etc.

3. **Hybrid SOEs:** Hybrid SOEs blend commercial objectives with social responsibilities. They are designed to be financially sustainable while still fulfilling important public service roles. These organisations often enjoy greater operational flexibility compared to traditional government agencies, allowing them to balance profit-making with their social mission.

Examples include Social Security and National Insurance Trust (SSNIT), National Health Insurance, etc.

Key Features of a State-Owned Enterprises

1. **Government Ownership:** The government or state, either at the national or regional level, holds 100% or a substantial ownership stake in the company.
2. **Government Control:** The government has the authority to exercise control over the SOE's operations and management. This control can be exerted through the appointment of key executives, board members, or regulatory oversight.
3. **Public Service Mandate:** Some SOEs are created to provide public services that are essential for the well-being of citizens. These services can include utilities like water and electricity, healthcare, education, public transportation and postal services.
4. **Dual Objectives:** Many SOEs balance commercial goals with social objectives, aiming to generate revenue while also addressing societal needs such as job creation, regional development, or service affordability.
5. **Regulatory Oversight and Accountability:** SOEs are subjected to strict government regulations and oversight. Their performance, transparency and financial reporting are closely monitored by government.
6. **Operational Autonomy:** While they are government-controlled, many SOEs enjoy a degree of operational independence, allowing them to manage day-to-day activities efficiently within set government guidelines. Examples include VRA, SNNIT, GWCL, GPHA, etc.
7. **Funding and Financial Support:** SOEs often receive financial support, subsidies, or guarantees from the government to fulfill their objectives.

Learning Tasks

1. Discuss the meaning of SOEs with examples.
2. Describe the three main types of SOEs.
3. Evaluate the key features of SOEs.

PEDAGOGICAL EXEMPLARS

Problem-Based Learning

ACTIVITY 1

1. Begin with a whole-class discussion by asking,

“Can governments establish and run businesses, or are businesses only set up and operated by private individuals and groups?”
2. Encourage learners to share their thoughts, providing arguments for both sides.
3. As learners debate whether governments can engage in business, transition the discussion in favour of the fact that governments can establish and manage businesses and introduce the concept of state owned enterprises.
4. Guide learners to identify examples of enterprises or businesses owed by government in Ghana. Examples include:
 - a. *State Transport Corporation (STC)*
 - b. *Ghana Water Company Ltd (GWCL)*
 - c. *Volta Rive Authority (VRA)*
 - d. *Electricity Company of Ghana (ECG), etc.*
5. Ask learners to think individually about the meaning of state-owned enterprise (SOEs)), then pair up with a classmate to refine their definitions.
6. After the discussions in pairs, invite learners to share their definition with the class for feedback.
7. Provide additional support for Approaching Proficiency (AP) learners to grasp the concept by encouraging them to give simple explanations.

ACTIVITY 2

1. Show video(s) or pictures of SOEs in Ghana in different activities:
 - a. *Profit-oriented SOEs (E.g., Ghana Commercial Bank, Volta River Authority, etc.)*
 - b. *Non-profit SOEs (E.g., Ghana Broadcasting Corporation, Government Hospitals_Korle-bu, Ridge, etc.)*
 - c. *Hybrid SOEs (E.g., SNNIT, NHIS, etc.)*

2. Ensure accessibility for learners with visual impairments through audio descriptions, narrations or guided discussion.
3. Based on their observations, guide learners discuss the different types and features of SOEs
4. Learners at different proficiency levels receive differentiated teaching and learning:
 - a. *Approaching Proficiency (AP) learners should be provided with a simplified explanation of the meaning of SOE and they should be encouraged to explain at least one type and two features of an SOE.*
 - b. *Proficient (P) learners should be encouraged to explain at least two types and three features of SOE.*
 - c. *Highly Proficient (HP) learners should be encouraged to explain at least four features of SOE and all the types of SOEs.*

ACTIVITY 3

1. Using talk-to-the-hand strategy, learners draw an outline of their hand on a piece of paper and write five key things they learnt, one on each finger.
2. Learners exchange their work with a colleague and selected learners randomly share what their peers have written.
3. Invite learners to ask questions for clarification if needed.

KEY ASSESSMENT

DoK Level 1: Reproduction/Recall

1. What is a state-owned enterprise?
2. State at three features of SOEs.

DoK Level 2: Skills Building

1. Explain three types of SOEs.
2. Differentiate between a commercial and non-commercial SOEs.
3. Use webbing to organise the types of SOES along with their examples.

DoK Level 3: Strategic Reasoning

- Examine four features of a state-owned enterprise.

Focal Area 2: The Benefits, Challenges and Sources of Funding Available for State-Owned Enterprises (SOEs)

Teachers should introduce the lesson as building on their introduction to SOEs (their types and key features). This second lesson of the week will engage learners to examine the benefits and challenges of SOEs as well as funding avenues available to SOEs,

Benefits of State-Owned Enterprises (SOEs)

1. **Strategic Control:** SOEs allow the government to exercise direct control and influence over key sectors deemed critical to national interests, security, or development. This enables the government to shape policies, ensure long-term planning and align the operations of these enterprises with broader national goals.
2. **Economic Development:** SOEs can play a significant role in driving economic development by investing in infrastructure, fostering domestic industries, promoting innovation and supporting job creation. They can contribute to industrial growth, technological advancement and regional development.
3. **Public Service Provision:** SOEs operating in essential sectors like healthcare, education, utilities, or transportation can ensure the provision of reliable, affordable and accessible services to the public. They prioritise public welfare over profit maximisation and ensure universal access to vital services.
4. **Revenue Generation:** Successful SOEs can generate substantial revenue for the government through dividends, taxes, or royalties. These financial contributions can help fund public programs, social welfare initiatives, infrastructure development and other government priorities.
5. **Stability and Security:** In sectors such as energy or natural resources, SOEs can contribute to stability and security by ensuring a secure supply of essential resources, managing strategic assets and mitigating risks associated with external market fluctuations or geopolitical factors.

Challenges of State-Owned Enterprises

1. **Lack of Efficiency and Innovation:** SOEs are sometimes criticised for being less efficient and innovative compared to private enterprises. Bureaucratic processes, political interference and a lack of competition can hamper efficiency, agility and the ability to adapt to changing market dynamics.
2. **Governance and Accountability Challenges:** SOEs may face challenges in governance and accountability. Political influence, nepotism, or lack of transparency can affect decision-making processes, leading to suboptimal outcomes. Ensuring proper corporate governance and accountability mechanisms is crucial to address these challenges.
3. **Financial Burden and Subsidisation:** In some cases, SOEs may require significant financial support from the government, leading to fiscal burdens. Subsidies, bailouts, or non-commercial operations can strain public finances, especially when SOEs are not financially viable or suffer from mismanagement.
3. **Inefficient Resource Allocation:** State involvement in certain industries can lead to suboptimal resource allocation as economic decisions may be driven by political considerations rather than market forces. This can result in misallocation of resources, inefficiencies and potential distortions in the economy.
4. **Lack of Competition and Market Distortions:** State monopolies or dominant positions held by SOEs can restrict competition and hinder market dynamics. This can limit

innovation, decrease consumer choice and impede the growth of private sector participation in the economy.

5. **Politicisation of Decision-making:** SOEs are susceptible to political influence and decision-making. This can lead to suboptimal decisions driven by political considerations rather than economic or commercial factors. Ensuring the autonomy and independence of SOEs from political interference is vital for their effective operation.

Sources of Funding for SOEs

1. **Government Budget Allocations:** Direct financial support allocated in the budget from the government for SOEs.
2. **Internally Generated Funds (IGF):** Revenue from the SOE's operations, such as service charges and product sales.
3. **Subsidies:** Government financial aid to support operations or reduce costs.
4. **Loans:** Borrowing from banks, other financial institutions, state financial institutions or central government funds.
5. **International Grants and Aid:** Financial assistance from international organisations like the World Bank, IMF, or donor agencies.
6. **Bonds and Debentures:** A bond is a loan given by an investor to a government or company, where the borrower agrees to repay the money with interest after a set period. SOEs raise funds by issuing bonds to investors.
7. **Public-Private Partnerships (PPP):** Funding through collaborations with private sector investors.
8. **Equity Financing:** Raising capital by selling shares of the SOE to the public or private investors.

Learning Tasks

1. Discuss the benefits of SOEs.
2. Examine the challenges confronting SOEs.
3. Explore sources of funding available for SOEs.

PEDAGOGICAL EXEMPLARS

Case Study

1. Organise learners into mixed-ability and mixed-gender groups to encourage diverse perspectives and collaborative learning.
2. Present learners with a case study on the benefits and challenges of SOEs and task them to read and analyse the case carefully. An example case study is presented on the next page:

Case Study: Ghana Water Company Limited (GWCL)

Ghana Water Company Limited (GWCL) is a state-owned enterprise responsible for the production and distribution of potable water across the country. As an SOE, GWCL ensures that citizens have access to clean and affordable water, prioritising public welfare over maximising profit. The company's operations support national economic development by providing water infrastructure critical to industries, businesses, and households. Additionally, revenue from water tariffs contributes to government funding, while state ownership allows strategic control over water resources, ensuring stability in supply. GWCL also promotes employment opportunities and regional development by extending water services to underserved areas.

Despite these benefits, GWCL faces several challenges, including inefficiencies in water distribution due to outdated infrastructure, which leads to frequent pipeline bursts and high levels of water loss. Political influence often affects decision-making, leading to delays in necessary reforms and investments. Financial constraints are another issue, as the company relies on government subsidies and external loans to maintain operations, sometimes straining public finances. Additionally, a lack of competition in the water sector results in slow innovation and limited improvements in service delivery. Balancing public service provision with financial sustainability remains a key challenge for GWCL's long-term success.

3. Ask each group to identify and discuss the benefits and challenges of GWCL as an SOE presented in the case study.
4. Ensure learners at different levels receive differentiated teaching and learning:
 - a. **AP Learners:** *Identifying at least two benefits and two challenges from the case study.*
 - b. **P Learners:** *Identifying at least three benefits and three challenges from the case study.*
 - c. **HP Learner:** *Identifying at least four benefits and four challenges from the case study. During plenary discussion, engage learners in a thought -provoking manner to identify additional benefits and challenges of SOEs that were not presented in the case study.*
5. Task the groups make a presentation of their work to the larger class for feedback. Connect the case study to the general benefits and challenges of SOEs.
6. In a whole-class discussion, engage learners to identify and explain various sources of funding for SOEs.

PLENARY

- End the lesson with a Q&A session, allowing learners to ask for clarification and share insights.

KEY ASSESSMENT

Case Study: Volta River Authority (VRA)

The **Volta River Authority (VRA)** is a state-owned enterprise responsible for generating and supplying electricity in Ghana. It plays a crucial role in economic development by providing power to industries, businesses, and households, ensuring stable electricity for growth. VRA also supports regional development by expanding electricity access to rural areas and creating employment opportunities. However, the company faces challenges such as aging infrastructure, financial constraints, and political interference, which affect efficiency. Additionally, power generation is sometimes disrupted due to low water levels in the Akosombo Dam. VRA's funding sources include electricity tariffs, government subsidies, loans, and international grants. Despite challenges, VRA remains vital in ensuring a reliable energy supply for national progress.

Read the case carefully and answer the questions that follow:

1. What is the main responsibility of VRA? *Level 1*
2. Identify *three* sources of funding for VRA. *Level 1*
3. How does VRA contribute to Ghana's economic development? *Level 2*
4. If VRA faces financial constraints, what can it do to *raise more funds*? *Level 2*
5. What are some possible solutions to improve VRA's efficiency and funding? *Level 3*
6. Compare the *benefits and challenges of VRA*. In your opinion, do the benefits outweigh the challenges? Justify your answer. *Level 3*

SECTION 1 REVIEW

The past five weeks have explored the fundamentals of business, its impact on society, and the different classifications and structures of business entities. This foundational knowledge enhances learners' understanding of how businesses function and their role in driving economic growth.

1. **Introduction to Business:** We examined the meaning of business, its key objectives, and its essential role in society. Learners connected business concepts to real-life examples, enhancing their understanding of its significance.
2. **Classifications of Businesses:** Businesses were categorised based on size, ownership, purpose and industry. This classification helps in understanding the diversity of business structures and their unique characteristics.
3. **Sole Proprietorship:** We explored the meaning, features, benefits, challenges, and sources of funding for sole proprietorships. Learners analysed the advantages and limitations of this business model.
4. **Partnerships:** We studied the meaning, features, and formation of partnerships, including the partnership deed. The benefits, challenges, and sources of funding for partnerships were also discussed.

5. **Companies:** Learners gained insights into the meaning, feature and types of companies. The procedures for registration, as well as the benefits, challenges, and funding sources for companies, were examined.
6. **State-Owned Enterprises (SOEs):** Learners analysed the meaning, types and features of SOEs, discussing their benefits, challenges, and sources of funding.

Through interactive discussions, case studies, and practical applications, learners have developed a strong understanding of business structures. This knowledge lays the foundation for further studies in business management, entrepreneurship, and related fields.



APPENDIX A: SAMPLE GROUP PROJECT WORK ASSESSMENT

PROJECT TASK

Identify a sole proprietorship business within your community and conduct an inquiry into its operations. Prepare a detailed report based on your findings, ensuring that it does not exceed three pages. Your report should be structured as follows:

- Business Profile and Activities
- Advantages of the Business
- Challenges of the Business
- Sources of Funding
- Impact of the Business on the Community
- Conclusion and Recommendations

MODE OF ADMINISTRATION

1. Group learners into small, manageable groups based on ability or gender.
2. Assign each group the task of conducting a well-researched group project on the topic, creating a written report for presentation and grading.
3. Specify the required length of the project, for example, 2-3 pages.
4. Prepare a monitoring time-table to track each group's progress at different stages of the project.
5. Be available to provide guidance to learners throughout the period of the project.
6. Clearly outline the project's required content to the learners.

MODE OF SUBMISSION AND PRESENTATION OF WORK

1. The structure of presentation of the project work should be communicated to groups.
2. Give room for learners to either submit their project work either in hardcopies or electronically.
3. Communicate clear dates for the submission of the project work.

FEEDBACK STRATEGY

1. Share the scoring rubrics with learners beforehand for transparency.
2. Offer immediate feedback, focusing on strengths, areas needing improvement, and recognising creativity and comprehension.
3. Provide detailed feedback on written reports, addressing content accuracy, clarity, and organisation.
4. Recommend additional resources or exercises if necessary to help learners reinforce key concepts.

MARKING SCHEME/RUBRICS FOR EXAMINING A SOLE PROPRIETORSHIP BUSINESS

Table 1.1: Marking Scheme/Rubrics for Examining a Sole Proprietorship Business

Criteria	4 Marks	3 Marks	2 Marks	1 Mark
Business Profile and Activities	Provides details for all these four areas: 1. Business name and its location 2. Owner's Background 3. Main activity(s) of the business 4. Number of years of establishing the business.	Provides details for only three of these areas: 1. Business name and its location 2. Owner's Background 3. Main activity(s) of the business 4. Number of years of establishing the business.	Provides details for only two of these areas: 1. Business name and its location 2. Owner's Background 3. Main activity(s) of the business 4. Number of years of establishing the business.	Provides details for only one of these areas: 1. Business name and its location 2. Owner's Background 3. Main activity(s) of the business 4. Number of years of establishing the business.
Advantages of the Business as a Sole Proprietorship	Identifies at least four key advantages of the business, <i>e.g.</i>, employment creation, providing goods and services to the community members, enjoying profits alone, full control of the business, contribution to local economy, etc. Accept any other plausible advantages learners may identify which are not included in the examples above.	Identifies at least three key advantages of the business, <i>e.g.</i>, employment creation, providing goods and services to the community members, enjoying profits alone, full control of the business, contribution to local economy, etc. Accept any other plausible advantages learners may identify which are not included in the examples above.	Identifies at least two key advantages of the business, <i>e.g.</i>, employment creation, providing goods and services to the community members, enjoying profits alone, full control of the business, contribution to local economy, etc. Accept any other plausible advantages learners may identify which are not included in the examples above.	Identifies one key advantages of the business, <i>e.g.</i>, employment creation, providing goods and services to the community members, enjoying profits alone, full control of the business, contribution to local economy, etc. Accept any other plausible advantage learners may identify which is not included in the examples above.

Challenges of the Business as a Sole Proprietorship	Identifies at least four major challenges of running the business, <i>e.g., financial constraints, competition from other businesses, lack of skilled labour, limited expansion of the business, fear of lack of continuity of the business, unlimited personal liability, etc.</i> Accept any other plausible challenges learners may identify which are not included in the examples above.	Identifies at least three major challenges of running the business, <i>e.g., financial constraints, competition from other businesses, lack of skilled labour, limited expansion of the business, fear of lack of continuity of the business, unlimited personal liability, etc.</i> Accept any other plausible challenges learners may identify which are not included in the examples above.	Identifies at least two major challenges of running the business, <i>e.g., financial constraints, competition from other businesses, lack of skilled labour, limited expansion of the business, fear of lack of continuity of the business, unlimited personal liability, etc.</i> Accept any other plausible challenges learners may identify which are not included in the examples above.	Identifies one major challenges of running the business, <i>e.g., financial constraints, competition from other businesses, lack of skilled labour, limited expansion of the business, fear of lack of continuity of the business, unlimited personal liability, etc.</i> Accept any other plausible challenge learners may identify which is not included in the examples above.
Sources of Funding	Clearly identifies at least four funding sources available to the business owner <i>e.g., personal savings, borrowings/loans, family and friends support, retained earnings, trade credit, etc.</i> Accept any other plausible sources of funding learners may identify which are not included in the examples above.	Clearly identifies at least three funding sources available to the business owner <i>e.g., personal savings, borrowings/loans, family and friends support, retained earnings, trade credit, etc.</i> Accept any other plausible sources of funding learners may identify which are not included in the examples above.	Clearly identifies at least two funding sources available to the business owner. <i>e.g., personal savings, borrowings/loans, family and friends support, retained earnings, trade credit, etc.</i> Accept any other plausible sources of funding learners may identify which are not included in the examples above.	Clearly identifies only one funding source available to the business owner <i>e.g., personal savings, borrowings/loans, family and friends support, retained earnings, trade credit, etc.</i> Accept any other plausible source of funding learners may identify which is not included in the examples above.

Impact of Business on the Community	Explains four significant contributions of the business in the community it operates, <i>e.g.</i> , job creation, provision of essential goods/services, supporting local economy, paying local taxes, etc.	Explains three significant contributions of the business in the community it operates, <i>e.g.</i> , job creation, provision of essential goods/services, supporting local economy, paying local taxes, etc.	Explains two significant contributions of the business in the community it operates, <i>e.g.</i> , job creation, provision of essential goods/services, supporting local economy, paying local taxes, etc.	Explains one significant contributions of the business in the community it operates, <i>e.g.</i> , job creation, provision of essential goods/services, supporting local economy, paying local taxes, etc.
Conclusion and Recommendations	Provides details for all the following four areas: • Summary of the benefits of the business to the community • Summary of the challenges of the business • Recommendations to overcome the challenges of the business • Additional recommendations that would lead to the growth of the business.	Provides details for only three of the following four areas: • Summary of the benefits of the business to the community • Summary of the challenges of the business • Recommendations to overcome the challenges of the business • Additional recommendations that would lead to the growth of the business.	Provides details for only two of the following four areas: • Summary of the benefits of the business to the community • Summary of the challenges of the business • Recommendations to overcome the challenges of the business • Additional recommendations that would lead to the growth of the business.	Provides details for only one of the following four areas: • Summary of the benefits of the business to the community • Summary of the challenges of the business • Recommendations to overcome the challenges of the business • Additional recommendations that would lead to the growth of the business.

Total Score: 24 Marks



APPENDIX B: SAMPLE PORTFOLIO ASSESSMENT

Task: Learners must compile and submit a comprehensive portfolio that represents their work for the entire academic year. The portfolio should include a selection of exercises/assignments, project work, reflective pieces, and both mid-semester and end of semester examination papers.

STRUCTURE AND ORGANISATION OF THE PORTFOLIO

As part of the structure of the portfolio assessment, learners must ensure the following information has been provided:

1. Cover Page with
 - a. *Learner's name*
 - b. *Class*
 - c. *Subject*
 - d. *Period/date, etc.*
2. Table of Contents which has the list of items included with page numbers.
3. Brief description/background of items such as background information for each included artefact, etc.

LEARNERS' WORK TO BE INCLUDED IN THE PORTFOLIO

- Class exercises/assignments
- Project works
- Lesson reflections
- Field reports
- Case study analysis
- Mid-semester examination papers
- End of semester examination papers, etc.

MODE OF ADMINISTRATION FOR PORTFOLIOS

1. Clearly explain the purpose of the portfolio and its various components to the learners. Provide examples and templates for each section to guide them in their work.
2. Set up regular review sessions, every 4 weeks, to monitor learners' progress. During these checkpoints, they offer feedback and guidance to help them improve their portfolios.
3. Share the scoring rubrics with the learners and thoroughly explain how their work will be evaluated.

Set the final due date for portfolio submission in Week 22 of the academic calendar. Offer a grace period for learners to make revisions based on the final feedback they receive.

MODE OF SUBMISSION/PRESENTATION

1. Clearly inform all learners of the final deadline for portfolio submission to ensure that all work is completed and submitted on time.
2. Learners should organise their portfolios in a clear and logical manner, with each section clearly labelled and easy to access.
3. Learners may submit their portfolios either in physical form or via the school's online submission system.
4. For digital submissions, learners should upload their portfolios either as a single file or in well-organised folders within the online platform.
5. Ensure the portfolio contains all required components: assignments, projects, quizzes, tests, reflective pieces, mini-research work, as well as mid-semester and end of semester examination papers.

FEEDBACK STRATEGY

1. Schedule regular meetings to review learners' progress, set new goals, and make any necessary adjustments to their learning strategies.
2. Provide helpful comments throughout the learning process to support learners' development. Ensure that learners clearly understand how to use this feedback to continually improve their work and achieve better results.

SCORING RUBRIC/ MARKING SCHEME

Table 1.2: *Scoring rubric/ Marking scheme*

Learner's pieces of work	Items	Marks per Item	Total Marks
Assignments/Exercises	2	1 mark each	2 marks
Projects Works (Individual/ Group)	2	1.5 marks each	3 marks
Lesson Reflections (1st and 2nd Semesters)	2	2.5 marks each	5 marks
Field Reports	1	2 marks	2 marks
Case Study Analysis	2	2 marks	2 marks
Mid-Semester Examination Papers	2	2 marks each	4 marks
End of Semester Examination Paper	1	2 marks	2 marks
Total Marks			20 marks



APPENDIX C: ESSAY TEST AS CLASS EXERCISE

ASSESSMENT STRATEGY

- Essay for a Class Exercise

ASSESSMENT TASKS

1. Outline the steps involved in the procedures for registering a company. **(4 Marks)**
2. Explain three challenges of operating a company in Ghana. **(6 Marks)**
3. Identify five sources of funding available to a company. **(5 Marks)**

Total Marks = 15

HOW TO ADMINISTER

1. Provide clear instructions and resources needed for the tasks.
2. Ensure questions are of the varied levels of difficulty.
3. Provide time allocation for the completion of the test and assign marks to each of the questions (Give additional time for learners with SEN).
4. Clarify any doubts about the assessment task.
5. Control the environment to prevent cheating.
6. Mark and record learners' results into their transcript and provide feedback.

MARKING SCHEME RUBRICS (SCALE THE TOTAL MARKS TO 20)

1. Outline the steps involved in the procedures for registering a company. **(4 Marks)**

Award ½ a mark to each step outlined correctly.

The steps involved in the registration of a company include:

- a. *Choose a business name*
 - b. *Prepare the required documents*
 - c. *Obtain a Tax Identification Number*
 - d. *Submit documents and pay registration fees*
 - e. *Receive certificate of incorporation and commencement*
 - f. *Register with the Ghana Revenue Authority*
 - g. *Obtain business operating permits*
 - h. *Open a business bank account.*
2. Explain three challenges of operating a company in Ghana. **(6 Marks)**

Criteria	3 Marks	2 Marks	1 Mark
Identification of challenges	Identifies at least three challenges confronting companies operating in Ghana: 1. Higher start-up cost, complex legal and regulatory compliance, higher administrative and operational cost, difficult dissolution process, etc. 2. Accept any other plausible answers learners may identify which are not included in the example above.	Identifies at least two challenges confronting companies operating in Ghana: 1. Higher start-up cost, complex legal and regulatory compliance, higher administrative and operational cost, difficult dissolution process, etc. 2. Accept any other plausible answers learners may identify which are not included in the example above.	Identifies only one challenge confronting companies operating in Ghana: 1. Higher start-up cost, complex legal and regulatory compliance, higher administrative and operational cost, difficult dissolution process, etc. 2. Accept any other plausible answers learners may identify which are not included in the example above.
Explanation of Challenges	Explain at least three challenges confronting companies operating in Ghana: 1. Higher start-up cost: Companies often require significant capital for registration, infrastructure, and setup before beginning operations. 2. Complex legal and regulatory compliance: Companies must follow strict laws, including tax filings, audits, and corporate governance rules. 3. Higher administrative and operational cost: Running a company involves ongoing expenses for staff, systems, reporting, and compliance. 4. Difficult dissolution process: Winding up a company involves complex legal procedures, debt settlements, and regulatory approvals. Look out for the central idea of the explanation of the points, but not necessarily the use of exact words.	Explains at least two challenges confronting companies operating in Ghana: 1. Higher start-up cost: Companies often require significant capital for registration, infrastructure, and setup before beginning operations. 2. Complex legal and regulatory compliance: Companies must follow strict laws, including tax filings, audits, and corporate governance rules. 3. Higher administrative and operational cost: Running a company involves ongoing expenses for staff, systems, reporting, and compliance. 4. Difficult dissolution process: Winding up a company involves complex legal procedures, debt settlements, and regulatory approvals. Look out for the central idea of the explanation, rather than the specific use of exact words.	Explains only one challenge confronting companies operating in Ghana: 1. Higher start-up cost: Companies often require significant capital for registration, infrastructure, and setup before beginning operations. 2. Complex legal and regulatory compliance: Companies must follow strict laws, including tax filings, audits, and corporate governance rules. 3. Higher administrative and operational cost: Running a company involves ongoing expenses for staff, systems, reporting, and compliance. 4. Difficult dissolution process: Winding up a company involves complex legal procedures, debt settlements, and regulatory approvals. Look out for the central idea of the explanation, rather than the specific use of exact words.

Total Marks = 6

3. Identify five sources of funding available to a company. (5 Marks)

- Award **1 mark** for any correct source of funding identified.

Sources of funding available to a company may include:

- Shares
- Retained profits
- Loans
- Venture capital
- Trade credit
- Sale of assets
- Debentures
- Grants and subsidies, etc.

The list is not exhaustive. Accept from learners any plausible source of funding for companies that may be identified but not in the list above.

PROVIDING FEEDBACK

1. Discuss assessment questions with learners for clarity
2. Give targeted feedback to individual learners on the areas they did well and areas that needs improvement
3. Communicate individual results to learners and record into their transcript
4. Ask learners to review their own work and do the corrections, etc.

SECTION 2: FUNCTIONS OF MANAGEMENT

STRAND: MANAGING BUSINESS AND THE LEGAL FRAMEWORK OF BUSINESS

Sub-Strand: Functions of Management

Learning Outcome: *Discuss management levels and explain planning, organising, leading, controlling and analyse their interrelationships within the organisational structure.*

Content Standard: *Demonstrate knowledge and understanding of the basic functions of management.*

HINT



- Conduct Mid-Semester Examination for the semester by **Week 6**. See **Appendix D** of this Section for sample Table of Specification and how to conduct the mid-semester examination.
- Conduct End of Semester Examination by the end of **Week 12**. See **Appendix E** of this Section for sample Table of Specification and how to conduct the end of semester examination.
- Assign Individual Project Work for the academic year by **Week 14**. The Individual Project Work should be submitted by **Week 18**. See **Appendix F** of this Section and Teacher Assessment Manual and Toolkit (pages 84–86) for more information on how to use project work as an assessment strategy.
- All assessments must be marked and recorded into the student's transcript portal.

INTRODUCTION AND SECTION SUMMARY

This section introduces the fundamentals of business management, exploring how businesses operate and the essential skills required for effective management. The primary focus is on the four key functions of management: planning, organising, leadership and controlling. Teachers should create opportunities for learners to connect new concepts with prior knowledge, reinforcing their understanding. By the end of this section, learners should grasp the core principles of business management, including how to plan, organise, control and lead a team to achieve organisational goals and objectives. A variety of pedagogical approaches, including differentiation, are employed to enhance learners' foundational and functional knowledge of management principles.

The following weeks with their respective focal areas are covered in **Section 2:**

Week 6

Focal Area 1: Meaning, Levels and Skills of Management

- *Meaning of management*
- *Levels of management*
- *Management skills*

Focal Area 2: Managerial Roles, Administration, & Career Paths

- *Managerial roles*
- *Management vs. Administration*
- *Career path in management*

Week 7

Focal Area 1: The Meaning of Planning, its Processes and Tools

- *Meaning of planning*
- *Process of planning*
- *Tools of planning*

Focal Area 2: The Benefits and Limitations of Planning

- *Benefits of planning*
- *Limitations of planning*

Week 8

Focal Area 1: The Meaning of Organising and its Principles

- *Meaning of organising*
- *Principles of organising*

Focal Area 2: The Importance and Challenges of Organising

- *Importance of organising*
- *Challenges of organising*

Week 9

Focal Area 1: Organisational Structures (Functional, Hierarchical, Flat and Divisional)

- *Functional*
- *Hierarchical*
- *Flat*
- *Divisional*

Focal Area 2: Organisational Structures (Matrix, Network, Team-Based and Hybrid)

- *Matrix*

- *Network*
- *Team-based*
- *Hybrid*

Week 10

Focal Area 1: Meaning of Departmentalisation and its Types

- *Meaning of departmentalisation*
- *Types of departmentalisation*

Focal Area 2: Factors Influencing Departmentation and the Benefits and Challenges of Departmentalisation

- *Factors influencing departmentalisation*
- *Benefits of departmentalisation*
- *Challenges of departmentalisation*

Week 11

Focal Area 1: Centralisation

- *Meaning of centralisation*
- *Advantages of centralisation*
- *Disadvantages of centralisation*

Focal Area 2: Decentralisation

- *Meaning of decentralisation*
- *Advantages of decentralisation*
- *Disadvantages of decentralisation*

Week 12

Focal Area 1: Leadership and its Theories

- *Meaning of leadership*
- *Leadership theories*

Focal Area 2: Form/Styles of Leadership

- *Forms/Styles of leadership*

Week 13

Focal Area 1: Sources of Power and Qualities of a Leader

- *Sources of power*
- *Qualities of a leader*

Focal Area 2: Importance of Effective Leadership and Leadership Challenges

- *Importance of effective leadership*
- *Challenges confronting leadership*

Week 14***Focal Area 1: Emotional Intelligence***

- *Meaning of emotional intelligence*
- *Daniel Goleman's Model of emotional intelligence*
- *Strategies to develop emotional intelligence*

Focal Area 2: Leadership Skills and Conflict Management

- *Strategies for developing leadership skills*
- *Conflict resolution styles using Thomas-Kilmann Conflict Mode Instrument (TKI)*
- *Skills required for conflict management*

Week 15***Focal Area 1: Controlling, its Types and Processes***

- *Meaning of controlling as a function of management*
- *Types of controls*
- *Control process*

Focal Area 2: The Tools and Importance of Controlling

- *Tools of controlling*
- *Importance of controlling*

SUMMARY OF PEDAGOGICAL EXEMPLARS

1. **Experiential Learning:** Learners are engaged in practical activities or real-life scenarios to enhance their understanding of management, including its levels and required skills. They further explore real organisational charts to study various organisational structures.
2. **Field Trip and Report Writing:** Learners embark on a field trip to the school's administration or to other organisations to observe how departments are structured and work together to achieve organisational objectives. Afterwards, learners write a report of their findings either individually or in groups. This approach provides learners with first-hand, practical knowledge of departmentalisation.
3. **Role-Play:** Learners participate in role-playing activities to simulate various leadership styles for class discussion. This method allows them to practically experience how each leadership style operates and helps them appreciate the differences between them.
4. **Building on What Others Say:** Learners are encouraged to actively participate in class discussions by building on their peers' contributions. This approach promotes inclusive

participation for all learners, including Approaching Proficiency (AP), Proficient (P), and Highly Proficient (HP), enabling everyone to engage meaningfully in class activities.

4. **Jigsaw Method:** Learners are divided into mixed-ability and mixed-gender groups and assigned different aspects of a topic to discuss and present to the whole class. Feedback from other groups encourages collaborative learning. A plenary session is conducted to consolidate all ideas, promoting a deeper understanding of the subject matter.
5. **Diamond Nine Activity:** Learners rank the steps involved in the planning process based on importance. They discuss and justify their rankings, then compare perspectives. This activity enhances critical thinking, decision-making, and collaborative learning, particularly in understanding business planning and formation processes.
6. **Debate:** In mixed-ability and mixed-gender groups, learners engage in structured debates to argue for or against centralisation and decentralisation, using real-life examples to support their positions. Rebuttals are encouraged to foster critical thinking, communication, and presentation skills.

ASSESSMENT SUMMARY

The assessment strategy for this section ensures a balanced evaluation of recall/reproduction, skills building, strategic reasoning and extended critical thinking abilities. Regular feedback and documentation in the transcript facilitate ongoing improvement and holistic learner development. **In every week**, teachers are expected to **conduct assessments** to reinforce learning using various **assessment modes**. However, teachers are entreated to administer the **mandatory assessments** below and record them for each learner for onward submission into the Student Transcript Portal (STP).

- **Week 6:** *Mid-Semester Examination should be conducted in this week and learners' scores recorded into the STP.*
- **Week 12:** *End of Semester Examination should be conducted by the end of this week and learners' scores recorded into the STP.*
- **Week 14:** *Individual Project Work should be assigned to learners in this week and collected by the end of Week 18. Learner's work should be marked and recorded into the STP.*

Note: For additional information on how to effectively administer these assessment modes, refer to the Appendices.

WEEK 6

Learning Indicators

1. Explain management, its levels and skills.
2. Differentiate between management and administration and identify the career paths in business management.

Focal Area 1 (Lesson 1): Meaning, Levels and Skills of Management

In Section 1, learners explored the introductory aspects of business, including its role in society, various classifications and the forms of ownership. Teachers are expected to transition learners to understand the concept of management and its basic functions in this section.

Lesson 1 for this week focuses on the fundamental aspects of management, including its meaning, various levels, and the key skills required for effective management.

MEANING OF MANAGEMENT

Management refers to the process of planning, organising, directing and controlling resources to achieve organisational goals and objectives. It involves coordinating and overseeing various activities, tasks and people within an organisation to ensure efficient and effective operations. Management plays a crucial role in ensuring the efficient and effective use of resources, such as human capital, financial assets, technology and materials, to achieve desired outcomes.

The *four* basic functions of management are:

- Planning
- Organising
- Leading
- Controlling.

Levels of Management

The three main levels of management in an organisation are:

1. **Top-level management (Strategic Level):** The highest level of management responsible for setting the overall vision, making major/strategic decisions and ensuring the organisation moves in the right direction. Includes executives such as CEOs and managing directors. *For example, the CEO of a company like State Transport Corporation (STC) decides on long-term strategies, such as launching new buses and expanding into new markets, such as transporting passengers from Ghana to other countries.*
2. **Middle-level management (Tactical Level):** This level acts as a bridge or link between top and lower management by coordinating different teams to ensure plans and policies are implemented. They supervise departments and teams. This level consists of department

heads, branch managers and supervisors who implement policies set by top management. For instance, the marketing manager of a bank ensures that promotional campaigns align with the bank's goals while overseeing marketing staff.

3. **Lower-level management (Operational Level):** These are the managers who oversee daily tasks, guide employees and ensure work is done efficiently. They include supervisors and team leaders. For example, a restaurant supervisor ensures that waiters serve customers properly and that the kitchen runs smoothly.

Management Skills

Managers need a variety of skills to effectively lead and coordinate resources. The key essential skills of management include:

1. **Leadership Skills:** The ability to inspire, guide and influence employees to achieve organisational goals.
2. **Communication Skills:** The ability to convey ideas clearly, listen actively and facilitate teamwork.
3. **Decision-Making Skills:** The ability to analyse situations, evaluate options and make informed choices.
4. **Problem-Solving Skills:** The ability to identify issues, think critically and develop effective solutions.
5. **Time Management Skills:** The ability to prioritise tasks, manage deadlines and use resources efficiently to achieve organisational goals within a desirable period of time.
6. **Technical Skills:** The ability to use specific knowledge, tools, and techniques or expertise to perform specific job-related tasks.
7. **Interpersonal Skills:** The ability to build positive relationships, manage conflicts, and collaborate effectively with team members to achieve organisational goals.
8. **Strategic Thinking Skills:** The ability to see the bigger picture, anticipate future challenges, and plan accordingly.

Learning Tasks

1. Explain the meaning of management.
2. Discuss the levels of management using a chart.
3. Describe essential skills required of managers.

PEDAGOGICAL EXEMPLARS

Experiential Learning

ACTIVITY 1

1. Begin with an engaging real-life scenario such as:

Ask learners to imagine they have been given Gh¢1,000 to start a business. They must decide what kind of business they would start, where they would operate and who their customers would be.

2. Allow learners to write down their business ideas on sticky notes and post them on the board. In the absence of sticky notes, they can use pieces of paper. Encourage them to walk around, read their peers' ideas, and discuss which businesses they think would be most successful.
3. Lead a class discussion by asking: “***What will you do to ensure your business is successful?***” Guide learners to realise that businesses involve organising resources, providing goods or services, and making decisions to achieve goals—which is the essence of management.
4. Introduce the meaning of management by discussing with learners that it is the process of planning, organising, leading and controlling resources to achieve specific objectives.
5. Learners to think-pair-share the meaning of management.

ACTIVITY 2

1. Transition to the discussion of the levels of management by drawing on real-life examples from familiar contexts, such as schools (*headmasters/headmistresses, HoDs, teachers*) and government agencies (*CEOs, departmental heads, supervisors*), and task learners with analysing and identifying the various levels of management.
2. Use charts, pictures, or short videos to illustrate the different management levels in organisations. Highlight gender inclusivity in management and address any stereotypes related to individuals being part of management.
3. Arrange learners in mixed gender and ability groups to create a chart outlining management levels, applying these to an organisation type of their choice.
4. Engage learners in a whole-class discussion to identify and explain essential skills required by managers to achieve organisation goals.
5. Provide additional support to learners struggling with concepts. Use direct questioning and step-by-step explanations to simplify ideas for Approaching Proficiency (AP) learners. Ensure Special Educational Needs (SEN) learners are fully included by using audio descriptions, simplified materials, or one-on-one guidance.

ACTIVITY 3

- Conclude the lesson with a “***Hot Seat Challenge***”: Select a few learners to take turns sitting in the ***hot seat*** while their peers ask them questions related to the lesson. This activity keeps the session interactive, competitive and engaging while reinforcing key concepts.

KEY ASSESSMENT

DoK Level 1: Reproduction/Recall

1. Define the term “*management*” in business.
2. State the three main levels of management.
3. List three essential skills required by managers.

DoK Level 2: Skills Building

1. Describe the roles and responsibilities of the three main management levels.
2. Explain four essential skills required by a manager to achieve organisational goals.
3. Tabulate the differences between the three main management levels.

DoK Level 3: Strategic Thinking

1. Create your own chart for a hypothetical organisation’s management structure. Explain your reasoning for assigning specific roles to each level.
2. **Case Study:** Store Manager at RetailMax

The store manager at RetailMax, a busy retail outlet, has been in post for the past two years. They are well-regarded for their strong leadership and excellent communication skills. Every morning, they hold a brief team meeting to discuss daily goals, assign tasks, and motivate staff. Their clear instructions and friendly demeanour contribute to high employee morale, and effective planning ensures that staff schedules align with peak business hours.

Despite these strengths, the manager faces challenges in high-pressure situations. When unexpected issues arise such as stock shortages or urgent customer complaints, they sometimes hesitate, delaying important decisions. Additionally, while their routine communication is effective, their conflict resolution skills are less robust. On several occasions, unresolved disputes among team members have affected team harmony and productivity.

*Use this case study to **analyse the essential management skills** that this manager demonstrates well and identify areas where they could improve.*

Focal Area 2 (Lesson 2): Managerial Roles, Administration, & Career Paths

In this lesson, teachers will build on management fundamentals, to explore managers’ roles, distinguish management from administration and examine diverse career paths in business management.

MANAGERIAL ROLES

Managerial roles are the various functions that managers perform to ensure an organisation runs smoothly and meets its objectives. According to **Henry Mintzberg**, these roles can be grouped into three broad categories:

1. **Interpersonal Roles:** These roles involve managing relationships and interacting with people both within and outside the organisation.
 - a. **Figurehead:** Performs ceremonial duties and represents the organisation in formal settings.
 - b. **Leader:** Motivates, guides, and directs employees, ensuring team cohesion and performance.
 - c. **Liaison:** Establishes and maintains networks with internal and external stakeholders to facilitate communication and resource flow.
2. **Informational Roles:** These roles focus on handling information which includes collecting, processing and disseminating data to support decision-making.
 - a. **Monitor:** Gathers and analyses information from the internal and external environment to stay informed about trends, problems and opportunities.
 - b. **Disseminator:** Distributes relevant information to team members and other stakeholders to keep everyone aligned with organisational goals.
 - c. **Spokesperson:** Represents and communicates the organisation's policies, goals and performance to external audiences such as media, investors or the public.
3. **Decisional Roles:** These roles are centered on making strategic decisions and handling issues as they arise.
 - a. **Entrepreneur:** Initiates change and innovation by identifying opportunities and developing new projects or strategies.
 - b. **Disturbance Handler:** Addresses and resolves conflicts, crises, or unforeseen challenges to maintain organisational stability.
 - c. **Resource Allocator:** Decides how to distribute the organisation's resources such as budget, personnel and time to optimise performance and achieve objectives.
 - d. **Negotiator:** Engages in discussions and negotiations with internal or external parties to secure agreements and resolve conflicts in favour of the organisation.

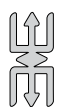
Management vs. Administration

Both terms are related but operate at different levels within an organisation. Below is tabular representation of the differences between management and administration.

Table 2.1: Difference between management and administration

Parameters	Management	Administration
Definition	Management is the process of planning, organising, leading and controlling resources to achieve specific organisational goals and objectives	Administration is a systematic process to administer management which involves the day-to-day activities of implementing organisational policies, procedures, rules, guidelines and sanctions
Focus	Focuses on formulating policies, setting goals, and providing the overall vision for the organisation.	Focuses on implementing plans, optimising day-to-day operations and ensuring efficiency.
Scope	Broader and encompasses the entire organisation, including setting goals and formulating strategies	Narrower in nature; it primarily focuses on specific functions, departments, or processes within the organisation.
Decision-making	Managers make strategic and tactical decisions, setting goals and formulating plans to achieve them.	Administrators implement policies, procedures, and rules established by management.

In short, management provides the blueprint and overall framework, while administration translates that blueprint into effective actions and operations.

**NOTE**

A manager is wholly responsible for the overall attainment of a goal, while an administrator is responsible for the execution of the daily tasks in line with the goal.

Career Paths in Management

Teachers should facilitate a discussion on the varied progression opportunities and career paths associated with the study of business.

**Figure 2.1:** Concept map on career opportunities in management

Learning Tasks

1. Discuss the different roles in management.
2. Differentiate between management and administration.
3. Identify various career paths in management.

PEDAGOGICAL EXEMPLARS

Role Play and Building on What Others Say

ACTIVITY 1

1. Prepare learners to role-play a scenario in which a manager performs a role in an organisation for the whole class to observe. For instance, the role-play could involve:
 - a. *A manager giving directions to employees to perform tasks.*
 - b. *A manager holding a debriefing meeting for employees to report on the progress of their work.*
 - c. *A manager resolving a conflict among employees.*
2. Ask learners to share their observations from the role-play. Prompt with question like
 - a. *What actions did you notice when the manager gave directions?*
 - b. *How did the manager handle the debriefing or conflict resolution?*
 - c. *What key role did you see the manager execute in the scenario? etc.*
3. Write down key behaviours and other observations mentioned by the class on the board.
4. Connect learners' observations to managerial roles. For instance, explaining how resolving conflicts among employees reflects both "**leading**" and "**decision-making**" roles of managers.
5. Using "**Building on What Others Say**" strategy, engage learners in a whole-class discussion to encourage them to mention roles they know or have heard managers play in an organisation.
6. Present a concise explanation of the common managerial roles as espoused by Henry Mintzberg. Use a table, concept map, or an ideal diagram to organise the various managerial roles to enhance learners' understanding.

ACTIVITY 2

1. Guide learners to differentiate between Management and Administration using a table.
2. Ask learners to individually write job prospects or career opportunities in management. Call learners at random to share their ideas.

ACTIVITY 3

- Summarise the key points from the discussion. Ask students to write a brief reflection on what they learnt about managerial roles, differences between management and administration and the career opportunities available in management.

Differentiate the lesson to cater for all learners:

- For Approaching Proficiency (AP) Learners:** Ask simple questions and elicit straightforward responses from them during class discussions
- For Proficient (P) Learners:** Encourage deeper discussions from these learners on the concepts taught.
- For Highly Proficient (HP) Learners:** Challenge them to lead a debriefing by explaining fully summarising or explaining Mintzberg's managerial roles

KEY ASSESSMENT**DoK Level 1: Reproduction/Recall**

1. List *three* roles that managers typically perform in an organisation.
2. Identify at least *three* career paths available in the field of management.

DoK Level 2: Skills Building

1. Tabulate the *key differences* between management and administration.
2. Explain *interpersonal roles* of managers, citing relevant examples

DoK Level 3: Strategic Thinking

1. Analyse how the interaction of different management roles can impact overall organisational performance.
2. **Case Scenario**

At XYZ Corporation, there is ongoing confusion and conflict among staff due to overlapping responsibilities. The sales team feels that the marketing department is overstepping its boundaries by directly communicating with key clients, while the marketing team argues that they need to engage with these clients to better understand market trends. This confusion has led to miscommunication, duplicated efforts, and a decline in overall team morale.

Question

1. Which management role can the manager apply to resolve this conflict among staff, and how would you implement this role to clarify responsibilities and improve collaboration?

HINT

- *The Recommended Mode of Assessment for **Week 6 is Mid-Semester Examination.***
- *Teachers are expected to develop assessment tasks to cover **Weeks 1 – 5 for the mid-semester examination** and the scores must be recorded into STP.*
- *See **Appendix D** of this section for the Table of Specification and more information on how to conduct the mid-semester examination.*

WEEK 7

Learning Indicator: *Explain planning, its tools, processes, benefits and limitations.*

Focal Area 1: The Meaning of Planning, its Processes and Tools

In the previous lesson, learners explored the foundational aspects of management, including its definition, managerial roles, essential skills, and career opportunities.

Teachers should introduce the lesson as building on this prior knowledge and developing their understanding of the concept of planning as a basic function of management.

DEFINITION OF PLANNING

Planning is a fundamental function of management in business that involves setting goals, defining objectives and determining the actions and strategies necessary to achieve them. It is the process of developing a roadmap in order to meet planned goals or future states. Planning serves as a foundation for effective decision-making, resource allocation and organisational performance.

The Planning Process

The planning process in management involves a series of steps that organisations follow to develop effective plans to achieve their goals. While the exact steps may vary depending on the organisation and the nature of the planning effort, the following is a generalised overview of the planning process:

1. **Establishing Objectives:** Defining specific, measurable, attainable, relevant and time-bound goals that provide direction for the organisation.
2. **Analysing the Environment:** Conducting a thorough assessment of internal and external factors that affect the operations of the organisation.
3. **Identifying Alternatives:** Generating various strategies aligned with objectives through brainstorming and consultation with stakeholders.
4. **Evaluating Alternatives:** Assessing feasibility, risks, rewards and alignment with objectives using tools like cost-benefit analysis and scenario planning.
5. **Selecting a Course of Action:** Choosing preferred options based on evaluation results, organisational priorities and available resources.
6. **Developing the Plan:** Creating a detailed, actionable plan outlining actions, timelines, resource allocations and responsibilities, including contingency plans.
7. **Implementing the Plan:** Putting the plan into action by allocating resources, assigning responsibilities and executing activities with effective coordination.
8. **Evaluating and Reviewing:** Regularly monitoring progress, measuring achievements against objectives and reviewing effectiveness to inform continuous improvement and future planning efforts.

9. **Revise and Update:** Revise the plan based on evaluation and review findings. Update the plan to reflect changes in the internal and external environment. It is important to note that the plans may need to be adjusted and revised based on changing circumstances, new information, or shifts in organisational priorities.

Tools of Planning

There are several tools and techniques available to support the planning process. These tools help managers and organisations analyse information, make informed decisions and develop effective plans. Some commonly used tools for planning include:

1. **Checklists:** A checklist is a simple list of tasks or steps you need to complete. It helps you keep track of what must be done and allows you to mark off each item as you finish it. This tool is useful for ensuring that you do not forget any important details and can follow a clear, organised order when working on a project or daily routine.
2. **Calendars:** A calendar is a tool that organises your time by displaying dates and times. It helps you schedule appointments, deadlines, and tasks so that you know what you need to do and when. With a calendar, you can plan your day, week, or month, ensuring you manage your time effectively and stay on track.
3. **Budgeting Tools:** These tools are used to allocate resources, typically financial, to specific activities based on an organisation's priorities and objectives. Budgeting tools enable organisations to set financial goals, control spending and distribute resources efficiently to achieve their overall strategic aims.
4. **Scheduling Tools:** These tools facilitate the systematic planning of time to achieve specific objectives. They help in creating timelines, assigning tasks to team members and coordinating activities to meet deadlines.
5. **Forecasting Tools:** These tools apply mathematical models to analyse historical data with the goal of predicting future outcomes. Forecasting tools are essential for businesses to anticipate trends, gauge market demands and identify potential challenges, allowing them to plan more effectively.
6. **Gantt Charts:** Gantt charts are visual tools that display tasks or activities in a timeline format. They show the start and end dates of tasks, their durations and the dependencies between them. Gantt charts help in scheduling and tracking project activities, managing resources and identifying potential bottlenecks or delays.
7. **Decision Trees:** Decision trees are graphical representations of decision-making processes. They use branching diagrams to depict various possible options and outcomes at each decision point. Decision trees help in analysing complex decisions, weighing alternative courses of action and assessing the potential risks and rewards associated with different choices.

These are just a few examples of planning tools that can be used in business. The choice of tools depends on the specific needs, context and complexity of the planning process.

Learning Tasks

1. Discuss the meaning of planning.
2. Outline the steps involved in the process of planning.
3. Identify and explain the tools used in planning.

PEDAGOGICAL EXEMPLARS

Diamond Nine and Collaborative Learning

ACTIVITY 1

1. Ask learners to individually mention some of the things they do to manage and achieve their learning goals. For instance, schedules for their studies, group work, going for preps, visiting the library, etc.
2. Teachers should use examples of learners' personal management styles to guide them to understand the meaning of planning. Concept maps may be used to help organise learner's examples and connections.

ACTIVITY 2

1. Divide learners into small mixed-ability and mixed-gender groups and provide each group with nine blank cards. Hardcopy papers can be cut into cards as a way of improvising.
2. Task each group to discuss the steps involved in the processes of planning. Ask them to summarise their steps into 9.
3. In a ranking activity, ask learners to arrange the steps in planning in a diamond shape, based on their perceived importance.
 - a. *The most important step (1) is placed at the top.*
 - b. *The next two important steps (2 & 3) follow below.*
 - c. *The next three moderately important steps (4, 5 & 6) form the middle row.*
 - d. *The next two least important steps (7 & 8) follow below.*
 - e. *The least important step (9) is placed at the bottom.*
4. Groups present their rankings to the whole class for feedback and the teacher facilitates a discussion to consolidate learners' ideas in sync with the planning process.

Whole-Class Discussion

ACTIVITY 3

1. Ask learners to mention some of the tools that they use to plan for their daily activities. *Examples include timetables, calendar, clocks or watches, etc.*

2. Facilitate an all-inclusive class discussion by linking learners' examples to tools commonly used by organisation in planning such as *checklist, Gantt charts, checklist, decision-trees, flowcharts and budgeting tools*.
3. Show videos, pictures or samples of some of these planning tools for learners to observe. Provide examples of how these planning tools are used in organisations to enhance learners' understanding.

ACTIVITY 4

1. By way of reflecting on the lesson, learners form small groups (preferably 3-5 members) with nearby colleagues and share what they have learnt.
2. Randomly select a member from each group to share their group's discussion with the entire class.

Differentiate the lesson to cater for all learners

- a. **For Approaching Proficiency (AP) Learners:** Ask simple questions and elicit straightforward responses from them during class discussions. Expect from them to give a simple definition of planning, explain at least two tools used in planning, and outline correctly the first three steps involved in planning.
- b. **For Proficient (P) Learners:** Encourage deeper discussions from these learners on the concepts taught. Expect from them to explain planning, explain at least four tools used in planning, and outline correctly all the nine steps involved in planning.
- c. **For Highly Proficient (HP) Learners:** Challenge them to lead a debriefing by explaining more difficult planning tools and outlining all the steps involved in planning including citing real-life examples for each step in the planning process.

KEY ASSESSMENT

DoK Level 1: Reproduction/Recall

1. Define planning as a basic function of management.
2. Outline the processes of planning in organisation.
3. Identify three planning tools that can be utilised by organisations.

DoK Level 2: Skills Building

1. Explain at least three tools for planning in an organisation.
2. Create a flow chart that illustrates the steps involved in the planning process within an organisation.

DoK Level 3: Strategic Thinking

1. Analyse at least three tools used for planning in an organisation.
2. Select any planning tool of your choice and explain how it can be implemented to support planning in an organisation.

Focal Area 2: The Benefits and Limitations of Planning

In the first lesson of the week, learners were introduced to planning, its process and tools used in planning. In this second lesson for Week 7, teachers should engage learners to explore the benefits and limitations of planning as a progression from their previous studies.

BENEFITS OF PLANNING

1. **Ensures Clear Goal Setting:** Planning starts with establishing clear and specific goals for the organisation, departments, or projects. These goals provide a sense of direction, focus efforts and serve as benchmarks for measuring progress and success. Goal setting ensures that everyone working on the project, department or in the organisation is aligned towards common objectives.
2. **Promotes Effective Decision-making:** Planning supports decision-making by providing a structured framework to evaluate alternatives, assess risks and make informed choices. It helps managers consider various factors, gather information and weigh different options before committing resources. Effective planning reduces uncertainty and enhances decision-making accuracy.
3. **Efficient Resource Allocation:** Planning involves assessing resource requirements and allocating them effectively. This includes human resources, financial resources, materials and technology. By understanding resource needs in advance, planning enables efficient allocation, minimises waste and optimises resource utilisation.
4. **Promotes Coordination and Collaboration:** Planning facilitates coordination and collaboration within and across departments. It helps align the efforts of individuals and teams towards common goals, promotes effective communication and ensures a cohesive approach to work. Planning also facilitates the integration of different functions and activities, enhancing overall organisational performance.
5. **Effective Risk Management:** Planning helps identify potential risks and develop strategies to mitigate them. By considering potential challenges and uncertainties in advance, planning allows organisations to anticipate and prepare for potential disruptions. It enables proactive risk management and helps minimise negative impacts on operations and outcomes.
6. **Drives Effective Performance Measurement:** Planning provides a basis for performance measurement and evaluation. By setting clear goals and objectives, planning enables monitoring and assessment of progress towards those goals. It helps identify areas of improvement, measure achievements and make necessary adjustments to stay on track.

Limitations of Planning

1. **Time and Effort Consuming:** Planning requires time, effort and resources to gather information, analyse data and develop detailed plans. Organisations need to strike a balance between planning activities and the actual execution of plans to ensure effectiveness.
2. **Uncertainty and Change:** The business environment is dynamic and plans may become outdated due to unforeseen circumstances or changes in market conditions. Organisations

need to be flexible and adaptable to adjust their plans accordingly to adapt to changing circumstances

3. **Incomplete Information:** Planning relies on the availability and accuracy of information. However, in some cases, relevant data may be incomplete, unavailable, or subject to biases. This can impact the quality and effectiveness of the planning process.
4. **False Sense of Security:** Planning does not guarantee success. Organisations may develop well-thought-out plans, but external factors beyond their control can still impact outcomes. Relying solely on planning without agility and responsiveness can create a false sense of security.
5. **Resistance to Change:** Some individuals or departments within an organisation may resist planning initiatives due to concerns about changes in roles, responsibilities, or existing processes. This resistance can hinder effective implementation and alignment.

Learning Tasks

1. Examine the benefits of planning to an organisation.
2. Analyse the limitations of planning in an organisation.

PEDAGOGICAL EXEMPLARS

Discussion and Presentation

ACTIVITY 1

1. Divide the entire class into two or four main groups, taking into account the varied abilities and gender of learners.
2. Using jigsaw strategy, assign some learners with the task of discussing the benefits of planning while others discuss its limitations.
3. Teacher should move around the groups to support learners who may need extra help (AP learners), using direct questioning or instructions as needed. Learners who demonstrate a high level of understanding (HP learners) can be provided with prompt sheets to further support the discussion.
4. Ensure that all learners participate in each group and that they respect the views of their peers.
5. Allocate time for each group to present their work and receive feedback.

ACTIVITY 2

1. Consolidate learners' ideas by clarifying concepts and explaining further the benefits and limitations of planning.
2. Ask each learner to write down five key points they learnt about the benefits and limitations of planning.

KEY ASSESSMENT

DoK Level 1: Reproduction/Recall

1. Outline the processes of planning in organisations.
2. List at least three benefits and three limitations of planning.

Dok Level 2: Skills Building

1. Explain at least three benefits and three limitations of planning in an organisation.

Dok Level 3: Strategic Thinking

1. Analyse four benefits and four limitations of planning.

WEEK 8

Learning Indicator: *Explain the concept of organising, its principles, importance and describe organisational structures.*

Focal Area 1: The Meaning of Organising and its Principles

In **Week 7**, learners explored planning as a fundamental function of management. Building on that foundation, teachers in this first lesson of the week, should introduce learners to the concept of organising, along with its key principles.

DEFINITION OF ORGANISING

Organising refers to the process of structuring, arranging and coordinating resources, activities and people within an organisation to achieve its goals effectively and efficiently. It involves creating a framework that defines roles, responsibilities and relationships and establishes a logical flow of work. Organising aims to optimise the allocation of resources, facilitate communication and collaboration and promote the smooth functioning of the organisation.

The Principles of Organising

The following principles provide managers with guidelines for organising tasks, people and resources in a way that promotes effectiveness, efficiency and productivity.

1. **Unity of Objectives:** All organisational activities should be directed toward achieving common goals, ensuring that individual and departmental objectives align with the overall mission.
2. **Principle of Specialisation (Division of Labour):** This principle emphasises the division of labour and specialisation of tasks. It suggests that work should be divided into specific tasks and assigned to individuals or groups based on their skills, knowledge and expertise. Specialisation allows individuals to develop expertise in their areas, leading to increased efficiency and productivity.
3. **Principle of Departmentalisation:** Departmentalisation involves grouping similar activities or functions into departments or units. This principle recognises that organising work based on functions, products, geography, or customers can facilitate coordination and effective management of resources. The choice of departmentalisation depends on the organisation's goals, size and complexity.
4. **Principle of Span of Control:** The principle of span of control refers to the number of employees that a manager can effectively supervise and manage. It suggests that a manager's span of control should be balanced to ensure effective supervision, communication and decision-making. A narrow span of control means fewer employees per manager, allowing for closer supervision, while a wider span of control means more employees per manager, promoting greater autonomy and decentralisation.

5. **Principle of Unity of Command:** The principle of unity of command states that each employee should have a single supervisor or manager to whom they directly report. This principle helps avoid confusion, conflicting instructions and divided loyalty. It ensures clear lines of authority, accountability and responsibility within the organisation.
6. **Principle of Coordination:** Coordination is a crucial principle of organising. It involves integrating and harmonising the activities of different individuals, departments, or units towards common goals. Effective coordination ensures that tasks are performed in a synchronised manner, promotes collaboration and minimises conflicts or duplication of efforts. It requires establishing communication channels, sharing information and aligning activities to achieve organisational objectives.
7. **Principle of Flexibility:** The principle of flexibility recognises that organisations need to adapt to changes in the internal and external environment. It suggests that organisation should allow for flexibility and responsiveness to emerging opportunities, challenges and market dynamics. Flexible structures, processes and roles enable organisations to adjust quickly and effectively to evolving circumstances.
8. **Principle of Scalar Chain:** The principle of scalar chain emphasises the hierarchical structure and the flow of authority and communication within an organisation. It suggests that there should be a clear and unbroken line of authority from top management to lower-level employees. This principle ensures effective communication, proper decision-making and timely execution of tasks.

Applying these principles helps create a well-structured organisation that can effectively pursue its goals and achieve desired outcomes.

Learning Tasks

1. Discuss the meaning of organising as a fundamental function of management.
2. Identify and explain the key principles of organising.

PEDAGOGICAL EXEMPLARS

Initiating-Talk for Learning

ACTIVITY 1

1. Begin the lesson with an energising icebreaker: Ask learners to imagine they have been appointed as organisers for an upcoming school festival. Encourage them to quickly jot down ideas about the roles, tasks, resources needed to make the event a success.
2. In small groups, let learners share their ideas and compile a list of common themes (such as planning, delegating, coordinating and scheduling).
3. Provide each group with paper to create a mind map of their activities. Instruct them to visually connect their ideas, highlighting how these activities work together to organise the event. Invite each group to present their mind map to the class.

4. Using the ideas from the presentations, facilitate a whole-class discussion where you compile a list of key organising elements (e.g., planning, delegation, coordination, resource allocation) on the board. Ask guiding questions like, “*What do these roles and tasks tell us about the meaning of organising?*”
5. Collaboratively, have the class work together to draft a simple, shared definition of organising as a fundamental function of management.

For instance, “*Organising is the process of arranging and coordinating resources, roles, and tasks to achieve specific goals.*”

ACTIVITY 2

1. Engage learners in an interactive discussion to explore the key principles of organising. A short video or a chart could be used to help enhance learners’ understanding of the principles.
2. Differentiate the lesson to cater for all learners’ proficiency:
 - a. **For Approaching Proficiency (AP) Learners:** Expect them to give a simple definition of organising and explain at least two of its principles.
 - b. **For Proficient (P) Learners:** Expect them to explain the meaning of organising and discuss at least three of its principles.
 - c. **For Highly Proficient (HP) Learners:** Challenge them to explain the meaning of organising and at least five of its principles.

ACTIVITY 3

1. Wrap up the session by asking each learner to write a brief reflection on how organising, as a management function, applies in both a school setting and a business context.
2. Finally, invite a few volunteers to share their reflections with the whole class, summarising the lesson’s main ideas and emphasising the value of effective organising in achieving common goals.

KEY ASSESSMENT

DoK Level 1: Reproduction/Recall

1. What is organising in the context of management?
2. State three principles of organising.

Dok Level 2: Skills Building

1. Explain the following key principles of organising
 - a. *Principle of unity of command*
 - b. *Principle of scalar chain*
 - c. *Unity of objectives*

- d. *Principle of coordination*
- e. *Principle of span of control*

Dok Level 3: Strategic Thinking

1. If a company is facing inter-departmental conflicts, which organising principle could be applied to resolve the issue, and how?
2. Evaluate the potential consequences of neglecting the coordination principle in a company with several departments.

Focal Area 2: The Importance and Challenges of Organising

In the last lesson, learners engaged in interactive discussion about the meaning of organising and the key principles that drive its effectiveness. In this follow-up lesson, teachers should engage learners to discuss the importance and challenges of organising.

IMPORTANCE OF ORGANISING

1. **Clarifies Roles:** Organising sets clear responsibilities for each team member. When everyone knows exactly what they need to do, it reduces confusion and ensures that tasks are shared evenly, making it easier to track who is accountable for what.
2. **Efficient Use of Resources:** It helps ensure that time, money, and skills are used in the best possible way. With careful planning, resources are allocated where they are most needed, preventing waste and boosting overall productivity.
3. **Smooth Workflow:** By arranging tasks in a logical order, organising allows work to flow smoothly from one step to the next. This reduces delays, minimises errors, and helps keep projects on schedule.
4. **Improves Communication:** Clear roles and responsibilities mean that team members know who to contact for specific tasks. This improved communication makes it easier to coordinate efforts, share updates, and solve problems together.
5. **Helps Achieve Goals:** When tasks and resources are well organised, everyone's efforts are aligned toward the organisation's objectives. This focus makes it more likely that deadlines will be met and goals will be successfully achieved.
6. **Increases Flexibility:** An organised system provides a framework that can be easily adjusted as circumstances change. This flexibility allows teams to quickly adapt to new challenges or opportunities without losing direction.
7. **Enhances Decision-Making:** With a well-organised structure, it is easier to assess progress and make informed decisions. Clear information about tasks and resources allows managers to quickly identify issues and adjust strategies as needed.
8. **Facilitates Coordination:** Organising helps synchronise different activities and departments, ensuring that all parts of the organisation work together harmoniously. This coordination is key to avoiding overlaps or gaps in work.

Challenges of Organising

1. **Resistance to Change:** Employees may be hesitant to adopt new structures or ways of working, leading to conflicts or slow adaptation.
2. **Communication Breakdowns:** Poor communication between departments or team members can result in misunderstandings and inefficiencies in coordinating tasks.
3. **Overcomplexity:** Overly detailed or rigid organisational structures can make it difficult for employees to adapt quickly to changes, reducing flexibility.
4. **Coordination Difficulties:** When roles and responsibilities are not clearly defined, tasks may overlap or be overlooked, making it challenging to work in harmony.
5. **Limited Resources:** Constraints such as insufficient time, manpower, or budget can hinder effective organisation and the smooth execution of tasks.
6. **Ineffective Delegation:** If authority is not properly distributed, managers may become overwhelmed while employees lack the guidance needed to complete their tasks efficiently.
7. **Cultural and Structural Barriers:** Differences in work culture or organisational hierarchy can create friction and slow down the process of organising effectively.

Learning Tasks

1. Evaluate the importance of organising in organisations.
2. Examine the challenges associated with organising in organisations.

PEDAGOGICAL EXEMPLARS

Think-Pair-Share Activity

1. **Think**
 - a. Pose a question to the class: For instance, “*Why is organising important in management and what challenges might arise when organising?*”
 - b. Give learners a few minutes to individually reflect and jot down their thoughts.
2. **Pair**
 - a. Have learners pair up with a classmate to discuss their individual responses.
 - b. Encourage them to compare ideas, identify common points and note any differing perspectives.
3. **Share**
 - a. Invite each pair to share their insights with the larger class.
 - b. Facilitate a class discussion to compile a comprehensive list of the importance and challenges of organising, ensuring all learner’s contributions are acknowledged.

KEY ASSESSMENT

DoK Level 1: Reproduction/Recall

1. List *three* benefits of organising within an organisation
2. State *four* challenges of organising.

Dok Level 2: Skills Building

1. Explain how resource constraints can challenge effective organising in an organisation
2. Describe four challenges that hinder the effective implementation of organising within an organisation.

Dok Level 3: Strategic Thinking

1. Evaluate *three* reasons why organising is important to organisational growth.
2. XYZ Company Ltd is a mid-sized plastic manufacturing firm in Accra, Ghana. Following its recent expansion into international markets, the company plans to reorganise its internal operations by restructuring departments and hiring new staff. However, management is unsure about the potential challenges involved in organising its activities and seeks professional advice.
 - As a management consultant, *examine four major challenges* associated with organising within XYZ Company Ltd.

WEEK 9

Learning Indicator: *Explain the concept of organising, its principles, importance and describe organisational structures.*

Focal Area 1: Organisational Structures (Functional, Hierarchical, Flat and Divisional)

Understanding organisational structures equips learners with the essential skills to excel in their professional careers. In this lesson, teachers are expected to encourage hands-on participation, allowing learners to fully appreciate the concept of organising. Last week, learners explored organising, its guiding principles, importance, and challenges, which will serve as a solid foundation for delving into various organisational structures this week. This lesson will focus on functional, hierarchical, divisional, and flat structures, providing a comprehensive overview of the different ways organisations can be structured.

MEANING OF ORGANISATIONAL STRUCTURES

Organisational structures refer to the formal system that outlines how tasks, responsibilities and authority are arranged within an organisation. They define how roles are distributed, how information flows and how decision-making is coordinated to achieve the organisation's goals. Common types of organisational structures include functional, hierarchical, divisional, flat, network, team-based, matrix and hybrid, each offering different ways of managing teams and processes effectively.

Type of Organisational Structures

Note: This lesson will focus on the following types of organisational structure: functional, hierarchical, divisional and flat.

1. **Functional Structure:** In a functional structure, the organisation is divided into departments based on specific functions such as marketing, finance, operations, human resources and so on. This structure allows for specialisation and expertise within each functional area.

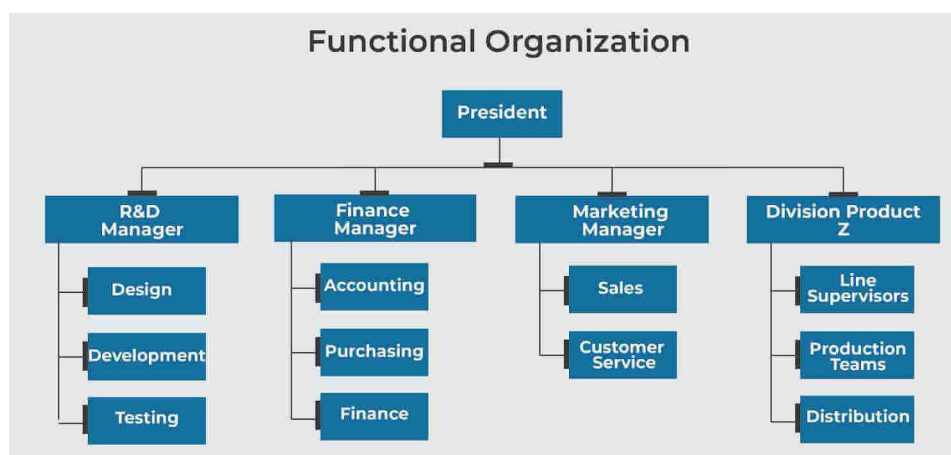


Figure 2.2: *Functional organisational chart*

- 2. Hierarchical Structure:** A hierarchical structure is a traditional organisational structure with multiple levels of management and clear lines of authority. Decision-making authority flows from top to bottom, with each level of management overseeing and directing the level below. This structure provides a clear chain of command and a well-defined reporting structure.

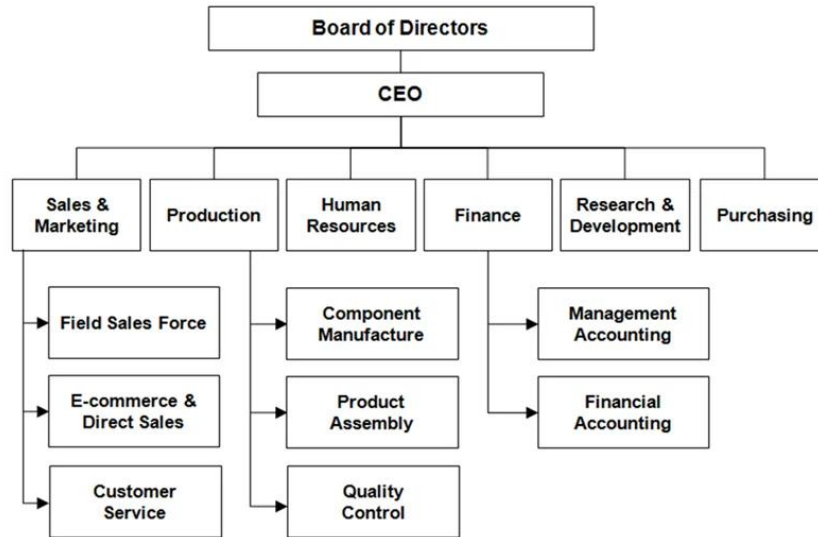


Figure 2.3: *Hierarchical organisational chart*

- 3. Flat Structure:** A flat structure is characterised by a minimal number of hierarchical levels. In this structure, there are fewer layers of management and decision-making authority is decentralised. It promotes open communication, quick decision-making and a more collaborative work environment. Flat structures are often found in small organisations or startups. It works well for smaller organisations but may become less effective as the company grows.

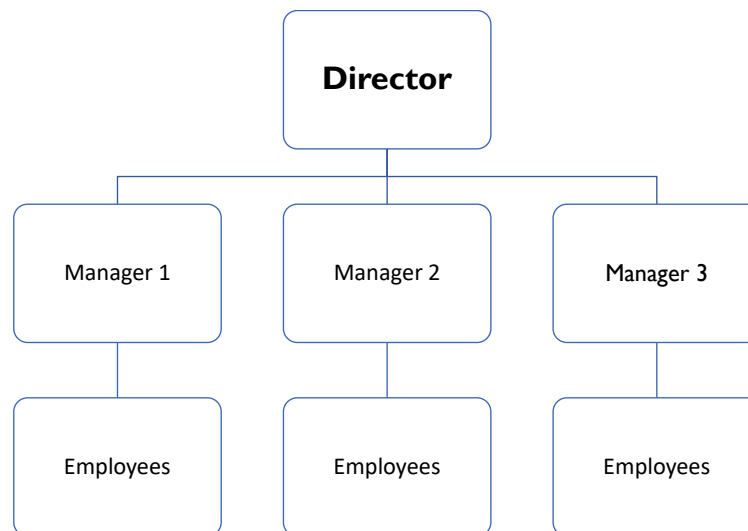


Figure 2.4: *Flat organisational chart*

- 4. Divisional Structure:** A divisional structure is used when an organisation operates in multiple product lines, geographic regions, or customer segments. It involves grouping activities and resources based on divisions, each responsible for a specific product line,

region, or customer group. Each division operates semi-autonomously with its own resources, which allows for focused strategies but may result in duplication of functions.

Divisional Structure

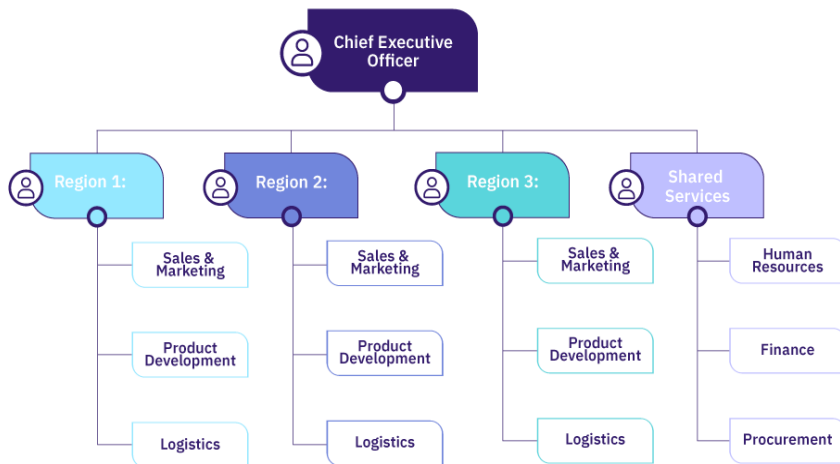


Figure 2.5: Divisional organisational chart

Learning Tasks

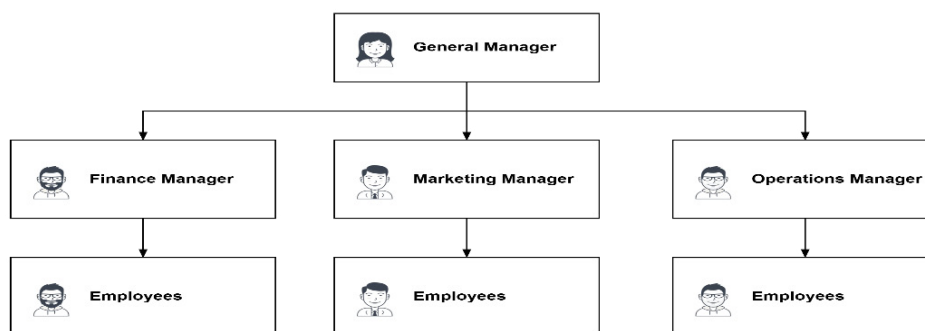
1. Discuss the meaning of organisational structures.
2. Discuss the following types of organisational structures:
 - *Functional*
 - *Hierarchical*
 - *Flat*
 - *Divisional*.

PEDAGOGICAL EXEMPLARS

Experiential Learning

ACTIVITY 1

1. Display a sample organisational chart or organogram of the school or any fictional or real organisation for learners to observe.
2. Ensure that these visuals are clear, accessible and can be easily adapted for different learning needs.



3. Ask learners to think-pair-share where they discuss what they have observed and decide on a name for type of organisational structure illustrated by the chart.
4. Use this activity to transition learners into a discussion on organisational structures and explore what they mean.
5. Present visual aids such as diagrams, organograms, organisational charts, and infographics that illustrate various types of organisational structure for the lesson i.e. functional, hierarchical, flat and divisional.
6. Walk the class through each visual aid, explaining the key features of each organisational structure. Focus on how roles are arranged and how tasks are divided among departments. Use questions like these to get learners to participate during the presentation;
 - a. *What do you notice about how this structure is organised?*
 - b. *How are the reporting lines structured and who reports to whom?*
 - c. *How does this structure differ from others?*

ACTIVITY 2

1. Organise a small-group activity where learners work together to draw/create their own organogram (functional, flat, divisional and hierarchical) for fictional or real organisations. They should decide on roles, draw the reporting lines, and explain their choices. This hands-on task helps cement their understanding through practical application.
2. Ask learners to post their work on the walls or display them for a gallery walk.

ACTIVITY 3

1. Finally, ask each learner to write a brief reflection on what they learned about organisational structures and reporting lines and how these concepts might be applied in real-world situations.

Across all activities, provide differentiated support to all learners:

- a. **For Approaching Proficiency (AP) Learners:** Provide additional support by breaking down the charts step by step using simplified language and one-on-one guidance to ensure they understand the basics of the structures and reporting lines.

- b. **For Proficient (P) and Highly Proficient (HP) Learners:** Challenge them with stretch tasks such as analysing the organograms to draw meaningful conclusions about the efficiency or potential challenges of each structure. Encourage them to compare and contrast different structures and to consider how these designs affect communication and decision-making in an organisation.

KEY ASSESSMENT

Dok Level 2: Skills Building

1. Explain in your own words your understanding of organisational structures.
2. Explain the following organisational structures:
 - a. *Functional*
 - b. *Hierarchical*
 - c. *Flat*
 - d. *Divisional*.
3. Differentiate between a functional organisational structure and a hierarchical organisational structure.

Dok Level 3: Strategic Thinking

1. A company has different product lines such as electronics, clothing and food. Which organisational structure best fits this company and why?
2. A company wants to improve communication and flexibility while reducing middle management layers. Which structure would be the most suitable and what are its potential drawbacks?

Focal Area 2: Organisational Structures (Matrix, Network, Team-Based and Hybrid)

Teachers should build on the first lesson of the week by engaging learners to explore matrix, network, team-based, and hybrid organisational structures. Engaging visuals, including clear, illustrative charts, should be used throughout the lesson to show how each structure organises roles and resources, making it easier to understand how organisations function effectively.

Types of Organisational Structures

Note: This lesson will focus on the following types of organisational structure: matrix, network, team-based and hybrid.

1. **Matrix Structure:** A structure where employees report to two bosses: a functional and a project/product manager. The matrix structure is a combination of functional and divisional structures. It involves creating dual lines of authority, where employees report to both functional managers and project or divisional managers. This structure is

commonly used in project-based organisations or organisations that require cross-functional collaboration. It allows for flexibility and efficient resource allocation.

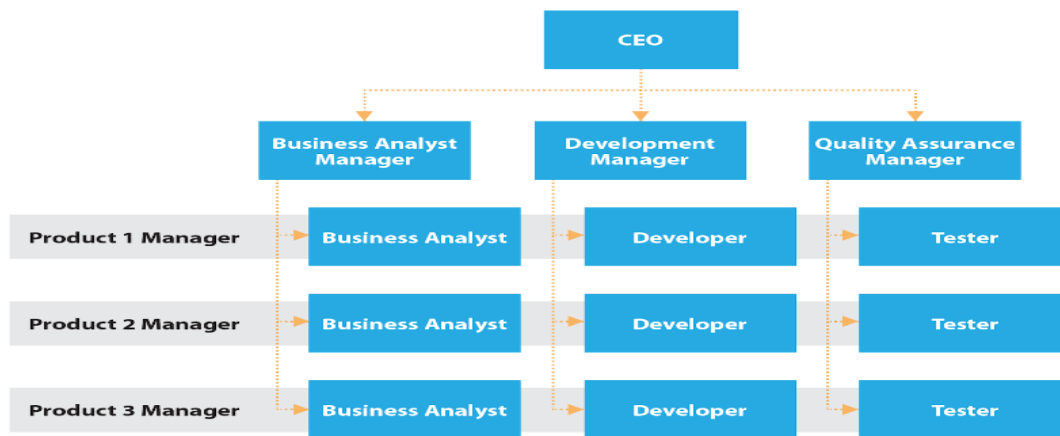


Figure 2.6: Matrix organisational chart

2. **Network Structure:** A network structure is a flexible and decentralised form of organising where the organisation relies heavily on external partnerships, alliances and outsourcing. It involves connecting various entities, such as suppliers, distributors, contractors and collaborators, to achieve specific goals or deliver products/services. The network structure allows organisations to leverage external expertise and resources while maintaining a lean internal structure.

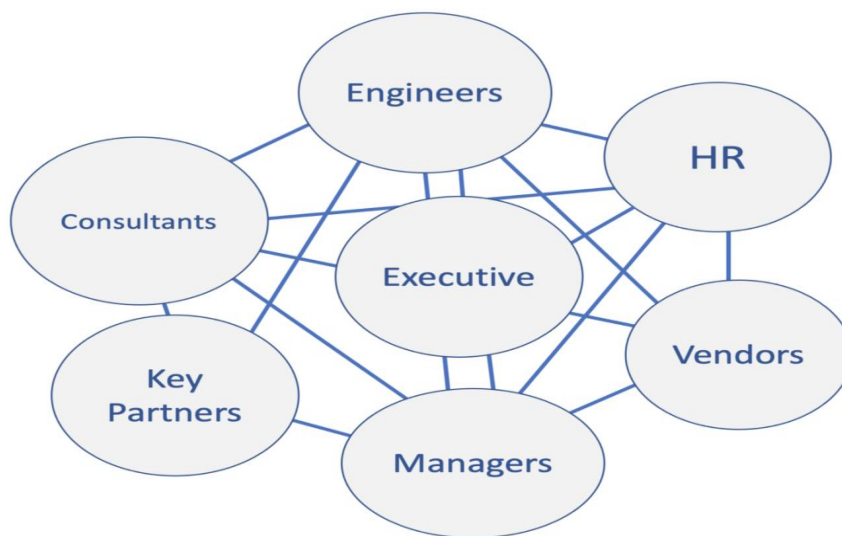


Figure 2.7: Network organisational chart

3. **Team-based Structure:** A team-based structure focuses on organising work around self-managing teams or cross-functional teams. Each team is responsible for a specific project or goal and has decision-making authority within its scope. This structure fosters collaboration, innovation and employee empowerment.

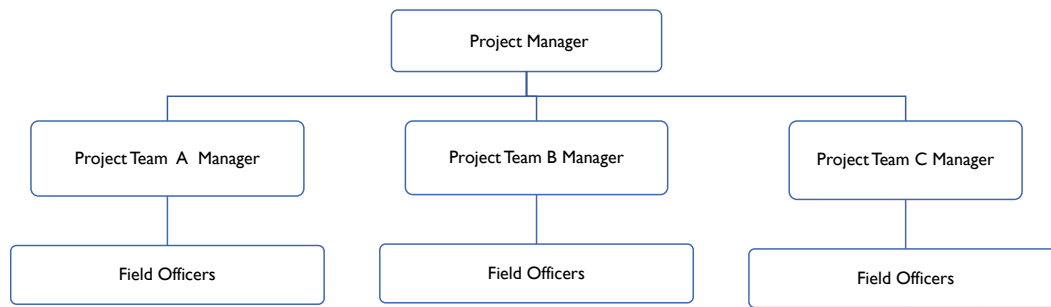


Figure 2.8: Team-based organisational chart

4. **Hybrid Structure:** The hybrid structure blends elements from two or more organisational structures with clear lines of authority to capitalise on their strengths. For instance, a company might use a functional structure for its core operations while adopting a divisional structure for new product lines or geographic markets.

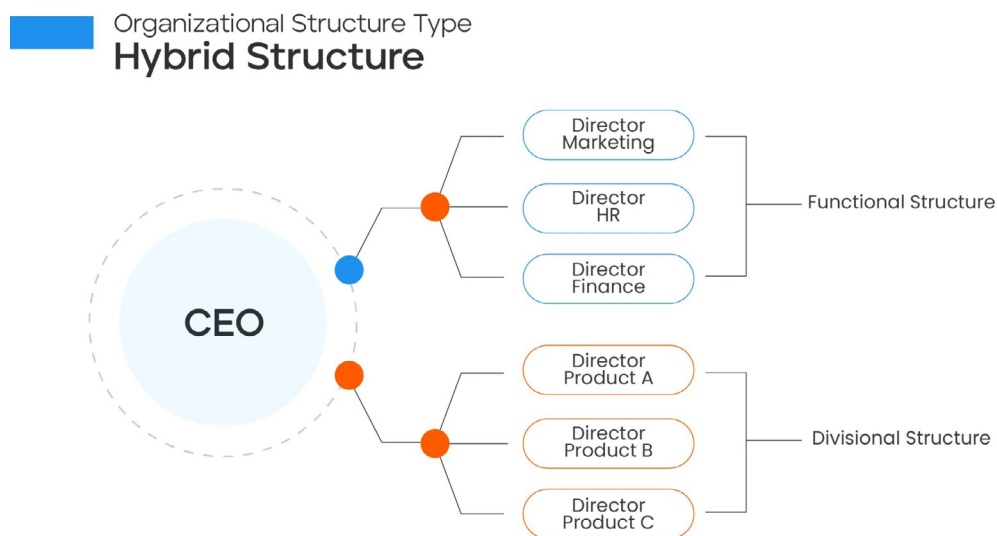


Figure 2.9: Hybrid organisational chart

Learning Tasks

Discuss the following types of organisational structures:

1. Matrix
2. Network
3. Team-Based
4. Hybrid.

PEDAGOGICAL EXEMPLARS

Experiential Learning

ACTIVITY 1

1. Present visual aids such as diagrams, organograms, organisational charts, and infographics that illustrate various types of organisational structure for the lesson *i.e. matrix, network, team-based and hybrid*.

2. Walk the class through each visual aid, explaining the key features of each organisational structure. Focus on how roles are arranged and how tasks are divided among departments. Use questions like the following to engage learners to take actively part in the presentation.
 - a. *What do you notice about how this structure is organised?*
 - b. *How are the reporting lines structured and who reports to whom?*
 - c. *How does this structure differ from others?*

Group Work and Jigsaw Method

ACTIVITY 2

1. Organise the class into **four main groups (where applicable) and assign each group with one of the types of organisational structures (matrix, network, team-based and hybrid)** to draw/create for fictional or real organisations. They should decide on roles, draw the reporting lines and explain their choices. This hands-on task helps cement their understanding through practical application.
2. Have each group present their organogram to the class. During these presentations, encourage peer feedback and discussion.
3. Wrap up the lesson by summarising the key points discussed. Emphasise how clear organisational structures and reporting lines are vital for smooth operations and effective management.

ACTIVITY 3

1. Finally, ask each learner to write a brief reflection on what they learned about organisational structures and reporting lines and how these concepts might be applied in real-world situations.

Across all activities, provide differentiated support to all learners:

- a. **For Approaching Proficiency (AP) Learners:** Provide additional support by breaking down the charts step by step using simplified language and one-on-one guidance to ensure they understand the basics of the structures and reporting lines.
- b. **For Proficient (P) and Highly Proficient (HP) Learners:** Challenge them with stretch tasks such as analysing the organograms to draw meaningful conclusions about the efficiency or potential challenges of each structure. Encourage them to compare and contrast different structures and to consider how these designs affect communication and decision-making in an organisation.

KEY ASSESSMENT

Dok Level 2: Skills Building

1. Draw the following organisational structures and explain how they could be used effectively:
 - a. *Matrix*

- b.** *Network*
 - c.** *Team-based.*
- 2.** Design a hybrid structure that combines elements of functional and divisional models.
 - 3.** Explain why an organisation will be classified as having a network structure. Support your explanation with specific examples.

WEEK 10

Learning Indicator: *Describe departmentalisation, its types and explain the reasons, benefits and challenges of dividing an organisation into distinct units.*

Focal Area 1: Meaning of Departmentalisation and its Types

This week's lesson continues the exploration of organising, with a specific focus on departmentalisation in organisations.

Teachers should engage learners in discussions to understand the concept of departmentalisation, its significance in organisational structure and the various types commonly used in businesses.

MEANING OF DEPARTMENTALISATION

Departmentalisation is the process of dividing an organisation into smaller, specialised units, or departments to achieve efficiency, effectiveness and economies of scale. Departmentalisation involves grouping activities and employees into distinct units or departments based on specific criteria. Departmentalisation involves:

1. **Grouping Similar Activities:** Tasks and functions are grouped together based on their similarity, such as marketing, finance or human resources.
2. **Creating Specialised Units:** Each group of activities is formed into a separate department, responsible for a specific function or set of tasks.
3. **Assigning Responsibilities:** Each department is assigned specific responsibilities, goals and objectives.

Types of Departmentalisation

1. **Functional Departmentalisation:** Grouping employees based on specialised functions such as marketing, finance, human resources and operations.
2. **Product Departmentalisation:** Organising departments based on different products or product lines, e.g., a manufacturing company having separate divisions for electronics, clothing, and furniture.
3. **Geographical Departmentalisation:** Dividing departments based on location or region, such as North, South, East and West branches.
4. **Customer Departmentalisation:** Structuring departments to serve different customer segments, such as retail customers, corporate clients, or government agencies.
5. **Process Departmentalisation:** Organising departments based on different stages of a production or operational process, e.g., raw material processing, assembly and quality control.
6. **Divisional Departmentalisation:** Grouping employees based on independent business units, each responsible for its operations, such as different subsidiaries under a parent company.

- 7. Matrix Departmentalisation:** Combining different types of departmentalisations, such as functional and divisional, to create a customised organisational structure.

Learning Tasks

1. Discuss the meaning of departmentalisation.
2. Describe the types of departmentalisation.

PEDAGOGICAL EXEMPLARS

Digital Learning

ACTIVITY 1

1. Display a picture of an office layout with well-labelled departments for learners to observe and share their findings.
2. Guide learners in making connections between the picture and the concept of departmentalisation.
3. Engage learners in a shower-thought activity where they generate ideas about what departmentalisation means based on their observation.
4. Divide learners into mixed ability and gender groups and provide them with digital devices, modelling their use as required. Instruct them to research *the meaning of departmentalisation online, summarise it in their own words, and share their findings with the larger class for feedback.*

ACTIVITY 2

1. Still working in their groups, learners research online the different *types of departmentalisation*. Each group will present their findings to the whole class for discussion and feedback.
2. Combine or consolidate all groups ideas and using diagrams, either on paper or drawn on the board, explain the types of departmentalisation in more detail to enhance learners' understanding.

Differentiate the lesson to cater for different proficiency levels:

- a. **For Approaching Proficiency (AP) Learners:** Ask simple questions and elicit straightforward responses from them during class discussions. Expect from them to give a simple definition of departmentalisation in their own words and explain at least two types.
- b. **For Proficient (P) Learners:** Encourage deeper discussions from these learners on the concepts taught. Expect them to explain departmentalisation and at least three types.
- c. **For Highly Proficient (HP) Learners:** Challenge them to analyse and explain departmentalisation and describe at least four types in detail.

ACTIVITY 3**Reflection Activity**

1. Each learner selects a type of departmentation and designs or draws an office layout based on it, including examples of departments.
2. Learners then exchange their work with a peer for observation and feedback.

KEY ASSESSMENT**Dok Level 1: Recall/Reproduction**

1. Define departmentalisation
2. Mention four types of departmentalisation.

Dok Level 2: Skills Building

Explain the following types of departmentalisation.

- a. Functional
- b. Process
- c. Geographical
- d. Customer-Based
- e. Divisional

Support your explanations with specific examples.

Focal Area 2: Factors Influencing Departmentation and the Benefits and Challenges of Departmentalisation

Learners discussed the meaning and types of departmentalisation in the previous lesson. This lesson will focus on the factors influencing departmentalisation and benefits and challenges of departmentalisation.

FACTORS INFLUENCING DEPARTMENTALISATION

1. **Nature of the Business:** The industry and type of business determine the best departmental structure. For example, a manufacturing company may focus on process-based departments, while a retail company may prioritise customer-based departmentalisation.
2. **Size of the Organisation:** Larger organisations require more specialised departments to handle complex operations, while smaller businesses may have fewer, more generalised departments.
3. **Organisation's Objectives and Goals:** The organisation's mission and strategic goals influence how departments are structured to ensure alignment with the company's vision.
4. **Technology and Processes:** The level of technology and the nature of operational processes affect departmentalisation. For instance, an IT-driven company may prioritise functional departments like software development and cybersecurity.

5. **Geographical Spread:** Companies operating in multiple locations may need geographical departmentalisation to manage regional differences and operations effectively.
6. **Market and Customer Needs:** Departments may be created or merged in an organisation to respond to changing market conditions or customers' requirements/needs.
7. **Legal and Regulatory Requirements:** Compliance with government regulations and industry standards may require organisations to create specific departments, such as legal, compliance, or safety departments.
8. **Available Resources:** Departmentalisation may be influenced by the availability of financial, human and technological resources.

Benefits of Departmentalisation

1. **Improved Specialisation and Expertise:** Employees focus on specific tasks within their department, leading to the development of specialised skills and expertise.
2. **Increased Efficiency and Productivity:** By grouping similar activities together, tasks are completed faster and with better accuracy, reducing duplication of effort.
3. **Better Coordination and Communication:** Departments with clear roles and responsibilities enhance coordination within teams, improving overall workflow and decision-making.
4. **Clearer Authority and Responsibility:** Departmentalisation establishes a structured hierarchy, making it easier to assign duties and hold employees accountable for their tasks.
5. **Better Resource Allocation:** Departments allow for efficient allocation of human, financial, and technological resources based on specific needs.
6. **Enhanced Decision-Making:** Department heads or managers can make quicker and more informed decisions within their areas of expertise.
7. **Encourages Innovation and Growth:** Departments focused on research, development, or customer feedback help drive innovation and improve products or services.
8. **Customer Satisfaction and Market Focus:** Customer-based departmentalisation allows businesses to cater to different customer segments efficiently, enhancing service delivery and satisfaction.

Challenges of Departmentalisation

1. **Communication Barriers:** Departments may become isolated, leading to poor communication and coordination between teams.
2. **Lack of Flexibility:** Strict departmental structures can make it difficult to adapt to changes or respond quickly to new business opportunities.
3. **Duplication of Efforts:** Similar tasks may be performed in multiple departments, leading to inefficiencies and increased operational costs.
4. **Slow Decision-Making:** Departments may have to go through multiple levels of approval, delaying critical business decisions.

5. **Conflict of Interest:** Different departments may have competing priorities, leading to conflicts and difficulties in achieving overall organisational goals.
6. **Unequal Workload Distribution:** Some departments may be overburdened while others have fewer responsibilities, creating an imbalance in workload.
7. **Coordination Difficulties:** Ensuring alignment between departments can be challenging, especially in large organisations with complex structures.
8. **Higher Operational Costs:** Maintaining multiple departments requires additional administrative resources, which can increase costs.
9. **Focus on Departmental Goals Over Organisational Goals:** Departments may prioritise their individual targets over the company's overall objectives, leading to a lack of unity.

Learning Tasks

1. Discuss the factors influencing departmentalisation.
2. Evaluate the benefits of departmentalisation.
3. Examine the challenges of departmentalisation.

PEDAGOGICAL EXEMPLARS

Field Trip and Report Writing

ACTIVITY 1

1. Organise a field trip to the school's administration or a selected organisation where learners can observe different departments and units. Before the visit, brief learners on the purpose of the trip, encouraging them to pay close attention to how departments are structured. If learners are not able to arrange a visit, they could identify an organisation to research as a case study and base their report on this.
2. As learners explore the institution, they take notes on the different departments, their functions and how they interact with one another. They should also engage with department heads or employees by asking guided questions about how departmentalisation affects efficiency, communication and resource allocation.
3. In small groups, learners share their observations and compile key points on the *factors influencing departmentalisation, its benefits and its challenges. Each group organises their ideas and prepares to present them to the larger class.*
4. Individually or in groups, learners write a structured field report summarising their findings. Their reports should include an introduction to the institution visited, a description of the departments observed, an analysis of the factors influencing departmentalisation, and a discussion on its benefits and challenges.

ACTIVITY 2

1. Groups present their reports to the class. Other learners provide feedback by comparing findings, asking questions, and discussing real-world applications of departmentalisation.
2. As a reflection activity, each learner writes a brief summary of how departmentalisation impacts the success of an organisation.

KEY ASSESSMENT**Dok Level 1: Recall/Reproduction**

1. List *three* factors that influence departmentalisation.
2. Identify *four* benefits of departmentalisation.
3. Identify at least *three* challenges of departmentalisation.

Dok Level 2: Skills Building

1. Explain how organisational size influences departmentalisation.
2. Describe how departmentalisation improves efficiency in organisation.
3. Explain three reasons why departmentalisation is necessary for organisational growth.

Dok Level 3: Strategic Thinking

1. If you were to structure a new company, which type of departmentalisation would you use and why?
2. Design an ideal departmental structure for a school, considering the factors that influence departmentalisation.
3. Evaluate the benefits and challenges of departmentalisation.

WEEK 11

Learning Indicator: *Differentiate between centralisation and decentralisation and examine their advantages and disadvantages.*

Focal Area 1: Centralisation

Centralisation and decentralisation shape decision-making in organisations, impacting efficiency, control, and flexibility. Understanding these concepts helps learners develop leadership skills, adapt to business structures and make informed management decisions in real-world settings. In lesson 1, teachers will focus on the concept of centralisation, its advantages and disadvantages in organisations.

MEANING OF CENTRALISATION

Centralisation refers to the concentration of authority, decision-making and control at the upper levels of management within an organisation. In a centralised structure, top-level managers retain most of the decision-making power and lower-level employees have limited autonomy and authority.

Advantages of Centralisation

1. **Consistency and Uniformity in Decision-Making:** Centralisation allows for consistent decision-making and implementation of policies and procedures across the organisation. It ensures that activities and operations are aligned with the organisation's overall goals and strategies.
2. **Efficient Resource Allocation:** Centralisation enables the central authority to have better control and coordination over resources, including finances, personnel and equipment. It can lead to more efficient allocation and utilisation of resources, avoiding duplication and wastage.
3. **Clear Decision-Making:** Centralisation provides a clear chain of command and decision-making hierarchy. It simplifies decision-making processes as higher-level managers have the authority to make key decisions, reducing confusion and ambiguity.
4. **Quick Implementation of Policies:** Decisions are made faster at the top level without delays from multiple approvals. This makes the implementation of policies or decisions quicker.
5. **Strong Leadership and Control:** With centralisation, top-level managers have greater control and oversight over the organisation's operations. They can monitor performance, ensure compliance and address issues more effectively.
6. **Specialised Expertise:** Centralisation allows for the concentration of specialised expertise at the central level. It ensures that important decisions are made by experienced and knowledgeable individuals who have a broader view of the organisation.

- 7. Reduced Operational Costs:** Centralisation avoids duplication of roles and unnecessary expenditure on decentralised departments.

Disadvantages of Centralisation

- 1. Slow Decision-making at Lower Levels:** Centralisation can result in slower decision-making processes at the lower levels of management as all decisions need to go through a limited number of decision-makers at the top. This can lead to delays in responding to market changes or customer needs because employees have to wait for approval from top level management.
- 2. Limited Employee Empowerment:** In a centralised structure, lower-level employees may have limited decision-making authority and autonomy. This can hinder employee empowerment, motivation and creativity, as they may feel disengaged or undervalued.
- 3. Lack of Local Context:** Centralisation may overlook or ignore the specific needs, preferences and nuances of local units or departments. Decisions made at the central level may not fully consider the local market conditions, customer demands, or operational realities.
- 4. Communication Challenges/Barriers:** Effective communication becomes crucial in a centralised structure to ensure that information flows efficiently from the top down and vice versa. Communication breakdowns or delays can hinder organisational responsiveness and coordination.
- 5. Overdependence on Top Management:** In a centralised structure, there is a heavy reliance on top-level managers for decision-making and problem-solving. This can create a bottleneck and increase the workload and stress on these individuals.

It is important to note that the advantages and disadvantages of centralisation can vary depending on the organisation's size, industry, culture and strategic goals. Organisations need to carefully assess their specific needs and circumstances to determine the appropriate degree of centralisation that best aligns with their objectives and fosters optimal organisational performance.

Learning Tasks

1. Describe centralisation.
2. Evaluate the advantages of centralisation.
3. Examine the disadvantages of centralisation.

PEDAGOGICAL EXEMPLARS

Talk for learning

ACTIVITY 1

1. Introduce the concept of centralisation by asking learners thought-provoking questions using a scenario like:

“If you were the owner of a large company with branches across the country, would you allow each branch to make its own decisions, or would you prefer that all key decisions come from the headquarters? Why?” Teachers may use examples of companies or organisations that operate with a centralised structure to support the discussion.

2. Learners’ responses may vary, with some arguing that headquarters should control all decisions to ensure consistency, while others may suggest that branches should have decision-making power for flexibility and efficiency.
3. Ask learners to mention any term that can be used to describe decisions made at the headquarters. Use this approach to guide learners toward understanding that the term given to decisions made at the top is centralisation.
4. Ask learners to engage in a think-pair-share activity to discuss the meaning of centralisation.
5. Consolidate learners’ ideas by combining their responses to explain the term in detail highlighting its key features.

ACTIVITY 2

1. Arrange learners in mixed ability and gender groups. Assign groups to discuss the advantages or disadvantages of centralisation. Each group then should present their findings back to the wider class.
2. Move around the groups to support learners who may not be secure in the concept of centralisations but asking directed questions. HP learners could be tasked to lead group discussions through the task.
3. After each group’s presentation, engage learners in a whole-class discussion to highlight the ***key advantages and disadvantages of centralisation based on the presentations.***
4. Wrap up the lesson by asking learners to write a short reflection of what they learnt from the debate. Encourage them to think about and research organisations that are centralised.

KEY ASSESSMENT

Dok Level 1: Recall/Reproduction

1. What does the term ***“centralisation” mean in an organisation?***
2. State four benefits of running a centralised organisational system.

Dok Level 2: Skills Building

1. Explain three advantages and three disadvantages of centralisation.

Dok Level 3: Strategic Thinking

1. How might a small company benefit from centralisation compared to a large company.
2. Analyse the disadvantages of centralisation.

Focal Area 2 (Lesson 2): Decentralisation

Teachers should emphasise that centralisation and decentralisation are closely connected concepts and use that to transition learners to examine the advantages and disadvantages of decentralisation.

MEANING OF DECENTRALISATION

Decentralisation refers to the process of distributing or delegating authority, decision-making, and responsibilities from a central point to lower levels within an organisation. In a decentralised system, decision-making power is spread across various departments, teams, or branches, allowing them to make independent decisions without needing approval from top management.

Advantages of Decentralisation

1. **Faster Decision-making:** Decentralisation allows decision-making authority to be dispersed throughout the organisation, enabling quicker response times to emerging opportunities or challenges. Lower-level managers and employees have the authority to make decisions without waiting for approval from higher levels of management.
2. **Makes use of Localised Knowledge and Expertise:** Decentralisation taps into the knowledge and expertise of employees at various levels and locations within the organisation. Local units or departments often possess valuable insights into local market conditions, customer preferences and operational realities, enabling more informed decision-making.
3. **Responsive Customer Service:** Local branches or departments that can make decisions quickly can better serve customers and respond to their needs, improving customer satisfaction.
4. **Improved Employee Empowerment and Motivation:** Decentralisation empowers lower-level managers and employees by granting them decision-making authority and autonomy. This empowerment fosters a sense of ownership, motivation, and job satisfaction, as employees feel trusted and valued within their roles.
5. **Flexibility and Adaptability:** Decentralised organisations are better positioned to adapt to changing circumstances and market conditions. Local units or departments can make independent decisions and adjustments based on their specific needs and circumstances, allowing for greater flexibility and responsiveness.
6. **Enhanced Innovation and Creativity:** Decentralisation encourages innovation and creativity within the organisation. Lower-level managers and employees are closer to the day-to-day operations and customer interactions, providing them with first hand insights that can lead to the development of innovative solutions and new ideas.

Disadvantages of Decentralisation

1. **Potential Lack of Consistency and Coordination:** Decentralisation may result in inconsistencies across different units or departments in terms of policies, procedures, and practices. Coordination challenges can arise if there is insufficient communication and

alignment among decentralised units, leading to duplication of efforts or conflicting decisions.

2. **Potential for Duplication of Resources:** In decentralised organisations, there is a risk of duplication of resources or activities. Without proper coordination and oversight, different units or departments may independently invest in similar resources or undertake redundant tasks, resulting in inefficiencies.
3. **Potential for Conflict:** Different branches or departments with their own decision-making power may have conflicting goals or priorities, leading to internal conflicts and tension within the organisation.
4. **Loss of Centralised Control:** Decentralisation involves a loss of centralised control and oversight over certain decisions and activities. This loss of control can create challenges for top-level management in terms of maintaining consistency, ensuring compliance, and managing organisational risks.
5. **Need for Skilled and Empowered Managers:** Successful decentralisation requires capable and empowered managers at lower levels who can effectively handle decision-making authority. Managers need to possess the necessary skills, knowledge, and leadership capabilities to make informed decisions and drive the performance of their respective units.
6. **Potential for Ineffective Communication:** Decentralisation increases the need for effective communication channels and systems to ensure that information flows smoothly throughout the organisation. Inadequate communication can lead to misunderstandings, lack of alignment, and reduced organisational effectiveness.

Organisations should carefully evaluate the advantages and disadvantages of decentralisation based on their specific context, organisational culture, and strategic goals. The degree of decentralisation should be determined to strike the right balance between local autonomy and centralised coordination, fostering optimal organisational performance.

Learning Tasks

1. Describe decentralisation.
2. Evaluate the advantages of decentralisation.
3. Examine the disadvantages of decentralisation.

PEDAGOGICAL EXEMPLARS

Simulation Activity (Experiential Learning)

ACTIVITY 1

1. Introduce the concept of decentralisation by reviewing learners' previous knowledge of centralisation.
2. Based on learners' understanding of centralisation guide them *to explain decentralisation. Cite scenarios of decentralised systems to enhance learners understanding.*

3. Allow students to experience decision-making in a decentralised system by dividing learners into groups, each representing a department or branch of a company (*e.g., marketing, HR, sales, etc.*)
 - a. Present a scenario where each department must make key decisions (*e.g., launching a new product, managing a crisis, expanding to a new market*) independently.
 - b. Each department must collaborate internally to make decisions and then share their decisions with the larger class. The class will discuss the consistency and effectiveness of the decisions made.

ACTIVITY 2

1. After the activity, ask learners to reflect on the benefits and challenges they experienced while making independent decisions. Discuss how decentralisation might have helped or hindered the overall success.
2. Engage learners in a whole-class discussion to examine in general the *advantages and disadvantages of decentralisation*.

Debate

ACTIVITY 3

1. Divide the class into balanced debate teams considering gender and different learning abilities:
 - a. **Team A:** Motion for centralisation
 - b. **Team B:** Motion for decentralisation
2. Teachers could present the context for the debate. For example, on the issue of centralisation within government services in Ghana. The debate between centralisation and decentralisation in government services is a critical issue with implications for governance efficiency, local empowerment and service delivery. Ghana has undergone significant administrative reforms in recent years, aiming to improve governance effectiveness and promote local development. How would the concepts of centralisation or decentralisation be deployed to support these aims?
3. Give each group 30 – 35 minutes to prepare their arguments using textbooks, case studies or digital resources as support information.
4. Move around the class to ensure all learners including AP, P and HP to actively participate in the discussion.
5. Set the debating rules:
 - a. Each team presents their argument within a given time period (*4-7 minutes per speaker*).
 - b. Teams can have rebuttals to challenge the opposing side's argument.
 - c. Ensure respectful and constructive discussion.

6. Summarise the lesson, highlighting the advantages and disadvantages of centralisation and decentralisation.

ACTIVITY 4

Conclude the lesson with a “*Hot Seat Challenge*”: Select a few learners to take turns sitting in the *hot seat* while their peers ask them questions related to the lesson. This activity keeps the session interactive, competitive and engaging while reinforcing key concepts.

KEY ASSESSMENT

Dok Level 1: Recall/Reproduction

1. What does the term “*decentralisation*” mean in an organisation?
2. State four benefits of running a decentralised organisational system.

Dok Level 2: Skills Building

1. Explain three advantages and three disadvantages of decentralisation.

Dok Level 3: Strategic Thinking

1. How might a large company benefit from decentralisation compared to a small or medium-sized company?
2. Analyse the disadvantages of decentralisation.
3. To what extent does decentralisation contribute to organisational efficiency?

WEEK 12

Learning Indicator: *Explain leadership, its various forms, sources of power in leadership and the importance of effective leadership.*

Focal Area 1: Leadership and its Theories

In Week 11, learners explored the concepts of centralisation and decentralisation, along with their advantages and disadvantages. In Week 12, teachers should focus on the teaching and learning of leadership as a key management function, covering leadership theories, styles, sources of power, and the importance of effective leadership.

THE MEANING OF LEADING

Leading refers to the ability to guide, inspire and influence others towards achieving common goals and objectives. It involves skills, behaviours and qualities that enable individuals to effectively lead and direct a team, department, or organisation.

Leadership Theories

Leadership theories are frameworks that explain how leaders influence, motivate and guide their teams to achieve organisational goals. Below are some key leadership theories:

1. **Trait Theory:** This theory suggests that leaders are born with certain traits or characteristics that make them effective, such as intelligence, confidence, and decisiveness.
2. **Behavioral Theory:** Unlike trait theory, behavioral theory focuses on the actions of leaders. It posits that effective leadership is a result of specific behaviors, such as task-oriented or people-oriented behaviors.
3. **Contingency Theory:** This theory emphasises that the effectiveness of a leadership style is contingent upon the situation. It suggests there is no one-size-fits-all approach, and the leader must adapt their style to the context and followers' needs.
4. **Transformational Leadership:** Transformational leaders inspire and motivate followers to achieve extraordinary outcomes by focusing on vision, change and personal development. They encourage innovation and challenge the status quo.
5. **Transactional Leadership:** This approach is focused on structure and order. Transactional leaders reward or punish followers based on their performance, ensuring tasks are completed according to established procedures.
6. **Servant Leadership:** This theory emphasises that leaders should serve their followers. A servant leader focuses on the needs of others, helping employees grow and develop while fostering a culture of collaboration.
7. **Situational Leadership Theory:** Developed by Paul Hersey and Ken Blanchard, this theory proposes that leaders must adjust their style depending on the readiness and capabilities of their followers.

8. **Charismatic Leadership:** Charismatic leaders inspire and influence others through their personal charm, vision, and energy. They create strong emotional bonds with their followers, which can lead to high loyalty and commitment.

Learning Tasks

1. Explain leading as a function of management
2. Describe the theories of leadership

PEDAGOGICAL EXEMPLARS

Multimedia Presentation and Learning

ACTIVITY 1

Use the **think-pair-share** activity to engage learners to explain **leading** as a basic function of management.

ACTIVITY 2

1. Make a presentation of the leadership theories using real-life examples and visual aids.
 - a. Use slides, videos, images and diagrams to illustrate each theory. ***For example,** show a video clip of Former President Jerry Rawlings to demonstrate his charismatic leadership style.*
 - b. Display a concept map (such as a chart or diagram) on the board to visually highlight the differences and similarities between the leadership theories.
2. Guide learners to apply the theories to real-life leaders (Interactive activity – Match Leaders to Theories):
 - a. Provide learners with a list of famous leaders in the country and abroad (*e.g. Kwame Nkrumah, JJ Rawlings, Steve Jobs, Nelson Mandela, Bill Gates, etc.*) and ask them to match each leader to the most applicable leadership theory. Include prompts about their leadership attributes to assist learners in making connections.
 - b. Ask learners to work in pairs or small groups to discuss their answers and justify their choices
 - c. Review their answers as a class, providing explanations for why each leader aligns with a particular theory.

ACTIVITY 3

1. Ask learners to write a short reflection on which theory they think is most effective in a modern business environment and why.
2. Summarise the lesson by reviewing the key points of each leadership theory and reiterating how different situations and challenges require different leadership approaches.

Extension Activity/Homework

Matching leadership theories with well-known leaders, both locally and internationally, can serve as an extended activity. Learners can complete this outside the classroom and present their findings during the next lesson as a way to recap and reinforce their understanding.

KEY ASSESSMENT

DoK Level 1: Reproduction/Recall

1. Define the term *‘leading’ as a function of management*.
2. State at least *three* theories of leadership.

Dok Level 2: Skills Building

1. Explain four theories of leadership

Dok Level 3: Strategic Thinking

The Case of Ashanti Cocoa Exports Ltd.

Ashanti Cocoa Exports Ltd. was established in 2005 to bridge the gap between smallholder cocoa farmers and international markets. The organisation aimed to enhance processing efficiency, ensure fair trade, and increase Ghana’s global cocoa exports. However, leadership challenges threatened the company’s growth and overall success.

Despite initial success, Ashanti Cocoa Exports Ltd. faced leadership difficulties in **three main areas**:

- a. **Employee Motivation & Innovation:** Many workers felt disengaged due to a lack of incentives for creative problem-solving.
- b. **Team Collaboration & Ethical Decision-Making:** Internal conflicts among department heads weakened trust and hindered decision-making.
- c. **Adaptability to Industry Changes:** New international trade policies required rapid adjustments, but rigid leadership structures slowed adaptation.

Questions

1. How could the transformational leadership theory be used to inspire innovation and build trust among employees at Ashanti Cocoa Exports Ltd.?
2. Compare how transactional and transformational leadership theories would address the company’s current leadership challenges.
3. Which approach is more suitable for long-term growth? Which leadership theory best explains the lack of employee motivation and innovation at Ashanti Cocoa Exports Ltd., and how can this theory be applied to improve the situation?

Focal Area 2: Form/Styles of Leadership

In Lesson 1 of the week, learners were introduced to leadership as a basic function of management, covering the meaning of leadership and its various theories. In this lesson, learners will build on their previous knowledge by exploring the different forms/styles of leadership.

FORMS OR STYLES OF LEADERSHIP

There are several forms or styles of leadership, each characterised by different approaches, behaviors and emphasis. The **main forms of leadership** include:

1. **Autocratic Leadership:** In this form of leadership, the leader holds full authority and makes decisions without seeking input or involvement from team members. The leader has complete control over the decision-making process and often provides specific instructions and closely supervises tasks.
2. **Democratic Leadership:** Also known as participative leadership, this style involves involving team members in the decision-making process. The leader encourages input, suggestions and ideas from team members and takes their perspectives into account when making decisions. This style promotes collaboration, engagement and shared ownership.
3. **Transformational Leadership:** Transformational leaders inspire and motivate their team members to achieve exceptional performance and personal growth. They create a compelling vision, communicate it effectively and empower their team members to reach their full potential. Transformational leaders are often charismatic, innovative and capable of inspiring others to go beyond their own self-interests.
4. **Transactional Leadership:** Transactional leaders focus on setting clear expectations, providing rewards and reprimands based on performance and ensuring that tasks are completed according to established standards. They operate within existing structures and use contingent rewards and corrective actions to motivate and manage their team members.
5. **Servant Leadership:** Servant leaders prioritise the needs and well-being of their team members. They lead by serving others and supporting their growth and development. They actively listen, empathise and provide guidance and support to help individuals succeed.
6. **Laissez-Faire Leadership:** Laissez-faire leaders adopt a hands-off approach, providing minimal guidance or direction to their team members. They delegate decision-making authority and responsibilities to the team, allowing them to work independently and make their own choices. This style requires a high level of trust and self-motivation among team members.
7. **Charismatic Leadership:** Charismatic leaders possess a magnetic personality and inspire others through their charm, confidence and persuasive communication. They have a compelling vision and the ability to rally others around it, often using their personal charisma to motivate and influence.

It is important to note that leaders may exhibit a combination of different leadership styles based on the situation, organisational context and personal preferences. Effective leaders are often flexible and adaptable, employing different styles as needed to achieve the best outcomes for their teams and organisations.

Learning Tasks

Discuss the different forms/styles of leadership.

PEDAGOGICAL EXEMPLARS

Role-Play and Research

ACTIVITY 1

1. Fold pieces of paper, each containing a particular leadership style (*e.g. charismatic, autocratic, transactional, etc.*)
2. Put learners into balanced gender and ability groups. Ask them to randomly select a folded paper, open it and take note the leadership style written inside.
3. Give learners between 20 – 25 minutes to discuss the meaning of the leadership style, they have selected. Allow learners to use digital devices and other resources, such as learning materials, to help them understand the leadership style. They should create a role-play to demonstrate it.
4. Move around the groups to ensure all learners are participating. Encourage AP learners to contribute, while the HP learners can support their peers through simple explanations to enhance their understanding
5. Ask each group to assign roles among themselves and perform their role play in front of the class. Other groups should then identify the leadership style being demonstrated and engage in a class discussion.

ACTIVITY 2

1. Randomly select learners from each group to share what they have learnt from the other groups
2. Provide an overall explanation of the different forms/styles of leadership in detail to enhance learners' understanding.

Differentiate the lesson to cater for different proficiency levels:

- a. **For Approaching Proficiency (AP) Learners:** Encourage learners to mention *at least three* forms/styles of leadership and explain at least two of them.
- b. **For Proficient (P) Learners:** Encourage learners to mention at *least four* forms/styles of leadership and explain at least three of them.
- c. **For Highly Proficient (HP) Learners:** Encourage learners to mention *at least six* forms/styles of leadership and explain at least five of them.

ACTIVITY 3

In the final activity, ask learners to summarise what they have learnt in the lesson and share their reflections with a classmate.

KEY ASSESSMENT**Dok Level 2: Skills Building**

- Explain *four* forms of leadership

Dok Level 3: Strategic Thinking

1. Identify the characteristics of situational leadership and analyse how this style could be used in responding to both internal team conflicts and external pressures.
2. Evaluate whether a combination of leadership styles is more effective than relying on a single style. Provide reasons and examples to support your judgement.

HINT

- *The Recommended Mode of Assessment for **Week 12** is End of Semester Examination.*
- *Teachers are expected to develop assessment tasks to cover **Weeks 1 – 12** for the end of semester examination and the scores must be recorded into STP.*
- *See **Appendix B** of this section for the Table of Specification and more information on how to conduct the end of semester examination.*

WEEK 13

Learning Indicator: *Explain leadership, its various forms, sources of power in leadership and the importance of effective leadership.*

Focal Area 1: Sources of Power and Qualities of a Leader

This week's lesson builds on the previous week's teaching and learning of leadership. The first lesson of the week will focus on the sources of power in leadership and the qualities of a good leader. Through discussions, learners should be guided to make presentations of their ideas for constructive feedback.

SOURCES OF POWER IN LEADERSHIP

In leadership, power refers to the ability to influence others and achieve desired outcomes. There are various sources of power that leaders can leverage to effectively lead and influence their team members. These sources of power include:

1. **Legitimate Power:** Legitimate power is derived from the leader's formal position or authority within the organisation. It is based on the hierarchical structure and the rights and responsibilities associated with the leader's role. Team members are expected to comply with the leader's directives and decisions because of the legitimate authority vested in them.
2. **Expert Power:** Expert power is derived from the leader's knowledge, skills and expertise in a particular area. When leaders possess specialised knowledge or expertise, they gain influence and respect from their team members. Others recognise and value their expertise and are more likely to follow their guidance and suggestions.
3. **Referent Power:** Referent power is based on the personal characteristics and charisma of the leader. It stems from the admiration, respect and trust that others have for the leader. Leaders with strong referent power are seen as role models and inspire others through their personality, behavior and values.
4. **Reward Power:** Reward power is based on the leader's ability to provide rewards or incentives to their team members such as promotions, salary increases, bonuses, or recognition. Leaders who have control over rewards can motivate their team members by offering incentives for desired performance or behavior.
5. **Coercive Power:** Coercive power is based on the leader's ability to impose sanctions or negative consequences for non-compliance or poor performance. Leaders with coercive power have the authority to take disciplinary actions, withhold rewards, or use other forms of punishment. This power source relies on fear or the perceived negative consequences of not complying with the leader's directives.
6. **Informational Power:** Informational power is derived from the leader's access to and control over valuable information. Leaders who have unique or critical information can influence others by selectively sharing or withholding information. They are seen as

important sources of knowledge and insights and their input is sought after in decision-making processes.

Leaders need to understand the sources of power available to them and how they can effectively use them to lead and influence others. A combination of different sources of power used appropriately and ethically can help leaders build strong relationships, motivate their team members and achieve organisational goals.

Qualities/Characteristics of a Good Leader

A great leader possesses several important qualities that help them guide, support, and inspire others effectively such as.

1. **Shows Integrity:** A leader must be honest, trustworthy, and do what is right, even when no one is watching. People follow leaders who are fair and ethical, as it builds trust and credibility.
2. **Has Confidence:** Leaders need to believe in themselves and their abilities. When a leader is confident, it reassures the team and gives them the courage to follow. Confidence also helps in making bold and effective decisions.
3. **Good Communication:** A good leader expresses their thoughts clearly and listens carefully to others. They must be able to give instructions, provide feedback, and inspire people with their words. Effective communication prevents misunderstandings and ensures teamwork.
4. **Be Visionary:** A leader should have a clear idea of what they want to achieve and how to get there. Vision helps leaders set goals, make plans, and guide their team toward success. Without a vision, a leader may struggle to inspire others.
5. **Exhibits Empathy:** Understanding and caring about the feelings and challenges of others is essential in leadership. A leader with empathy listens to their team, supports them in difficult times, and makes decisions that consider people's needs.
6. **Good Decision-Making:** Leaders often have to make tough choices. A good leader gathers information, thinks carefully, and makes the best decision for the team or organisation. They take responsibility for their choices and learn from mistakes.
7. **Takes Responsibility:** A leader must take full responsibility for their actions and the outcomes of their decisions. They should also hold their team accountable while providing guidance and support. Taking responsibility earns respect and trust from others.
8. **Be Adaptable:** Situations change, and a leader must be flexible enough to adjust and find solutions. Whether facing challenges, new opportunities, or unexpected events, an adaptable leader remains calm and focused.
9. **Inspires Others:** A leader must motivate and encourage others to do their best. By setting a good example, recognising achievements, and maintaining a positive attitude, a leader inspires their team to work hard and stay committed.

These qualities together make a leader effective, helping them build strong relationships, manage teams efficiently, and achieve success in any field.

Learning Tasks

1. Describe the different sources of power to leadership.
2. Discuss and present on the qualities of a good leader.

PEDAGOGICAL EXEMPLARS

Discussion and Presentation

ACTIVITY 1

Facilitate a discussion to help learners identify and explain the **sources of power** in leadership. Encourage critical thinking and participation. Use scenarios and clues to assist learners in identifying the sources of power. For instance:

1. **Scenario 1:** The official appointment of Mr. Adoganga Haqq as the CEO of Electricity Company of Ghana (*Mr. Adoganga draws legitimate power through his official appointment*)
2. **Scenario 2:** Maria has been working several years at the GCB Bank and has vast experience in handling customer care service. As a result, many newly appointed employees are assigned to her for orientation. (This clue points to her having expert power based on her knowledge and expertise) etc.

ACTIVITY 2

1. Divide learners into balanced groups based on gender and ability. Allow them 15 – 20 minutes to discuss the qualities of a good leader.
2. After the group discussion, each group should present their work for feedback. Encourage the use of multiple methods means such as slides, charts, or on-board illustrations for the presentations.
3. Consolidate learners' ideas and provide more detailed explanations of the qualities of a leader.
4. Differentiate the lesson to cater for different proficiency levels:
 - a. **For Approaching Proficiency (AP) Learners:** Encourage learners to identify and explain at least three sources of power and four qualities of a leader.
 - b. **For Proficient (P) Learners:** Encourage learners to identify and explain at least four sources of power and five qualities of a leader.
 - c. **For Highly Proficient (HP) Learners:** Encourage learners to identify and explain at least five sources of power and six qualities of a leader.

ACTIVITY 3

1. In summary of the lesson, ask learners to mingle with their colleagues to form four members in a group and each person will share what they have learnt.

2. Randomly select members from each group to debrief the whole class on what they discussed. Ensure to call on AP, P and HP learners during the debriefing session.

KEY ASSESSMENT

DoK Level 1: Reproduction/Recall

1. List four sources of power in leadership.
2. Outline three qualities of a good leader.

Dok Level 2: Skills Building

1. Differentiate between legitimate power and expert power.
2. Explain four sources of power in leadership.
3. Explain four qualities of a good leader.

Dok Level 3: Strategic Thinking

Case Study: Leadership in Action

At BrightVision Enterprises, a medium-sized renewable energy company, leadership manifests in various forms across the organisation. Appointed by the board for his strategic vision, CEO **Mr. Kwesi Mensah** holds the ultimate decision-making authority, earning employees' respect. With over 15 years at the company, **Ms. Abena Ofori** possesses deep industry knowledge, making her the primary source for technical and customer-related advice among colleagues and new recruits. Project Manager **Mr. Daniel Boateng** leads a cross-functional team on a significant contract, his influence stemming from his ability to motivate and coordinate team members effectively. In the marketing department, **Ms. Linda Adu** is renowned for her innovative campaigns and strong client relationships, leading colleagues and senior managers to seek her input on key branding decisions. Senior Sales Executive **Mr. Joseph Anane** enhances his team's performance by offering mentorship and sharing personal incentives, encouraging junior staff to excel. New employee **Eric Owusu** gains recognition through his strong interpersonal skills and ability to rally colleagues around common goals, fostering trust and camaraderie within his team. These diverse leadership styles collectively contribute to the company's success.

Discussion Questions

1. Based on the descriptions of the leaders in the case, what sources of power do they represent? Explain each identified.
2. How do these different sources of power influence leadership within the organisation?
3. Which of these sources do you think is the most effective, and why?

Focal Area 2: Importance of Effective Leadership and Leadership Challenges

In this lesson, teachers should guide learners to actively engage in discussions about the significance and challenges of leadership. Effective leadership is crucial in management, as it provides direction, motivation, and fosters a positive organisational culture. This session serves as the concluding lesson on the concept of leading as a function of management.

IMPORTANCE OF EFFECTIVE LEADERSHIP

Effective leadership plays a crucial role in the success and growth of organisations. Here are some key reasons why effective leadership is important:

1. **Goal Achievement:** Effective leaders provide a clear vision and direction for an organisation. They set strategic goals, communicate them to the team and align everyone's efforts towards achieving them. Through effective leadership, teams stay focused, motivated and committed to accomplishing shared objectives.
2. **Employee Engagement and Motivation:** Leaders who are skilled at engaging and motivating their team members create a positive work environment. They inspire and empower employees, making them feel valued, appreciated and connected to the organisation's purpose. Engaged and motivated employees are more likely to contribute their best efforts, leading to higher productivity and job satisfaction.
3. **Talent Development and Retention:** Effective leaders understand the importance of developing their team members' skills and abilities. They provide guidance, support and opportunities for growth, fostering a culture of continuous learning. Such leadership encourages talented individuals to stay with an organisation, as they feel supported in their professional development.
4. **Decision-making and Problem-solving:** Effective leaders possess strong decision-making skills, considering various perspectives and analysing available information. They encourage collaboration and seek input from team members, leading to more informed and effective decision-making.
5. **Building and Managing Relationships:** Effective leaders excel in communication, active listening and building trust. They create an inclusive and supportive work culture, fostering teamwork, collaboration and effective collaboration to build strong relationships with colleagues, partners and stakeholders.
6. **Change Management:** Leadership is crucial for navigating and managing change. Leaders help employees embrace and adapt to change, communicate the need for change and address any concerns or resistance that may arise. They provide guidance and support to ensure a smooth transition and successful implementation of new initiatives.
7. **Promote Organisational Culture and Values:** Effective leaders embody and promote the desired culture and values, creating a positive and ethical work environment that attracts and retains top talent.
8. **Conflict Resolution:** Leadership establishes an environment for promptly and fairly addressing disagreements, thereby maintaining team cohesion.

Challenges in Leadership

1. **Challenge of Effective Communication:** Clear and transparent communication is vital for aligning team efforts with organisational objectives. Miscommunication can lead to misunderstandings and decreased productivity.
2. **Challenge of Conflict Resolution:** Addressing disagreements promptly and fairly is essential to maintain a cohesive team environment. Leaders must develop skills to mediate conflicts and foster a collaborative atmosphere.
3. **Challenge of Change Management:** Implementing organisational changes often meets resistance. Leaders need to guide their teams through transitions by articulating the vision behind changes and providing necessary support.
4. **Challenge of Decision-Making:** Leaders frequently face complex decisions that impact their organisations. Balancing data analysis with intuition, and considering short-term and long-term consequences, is crucial for effective decision-making.
5. **Challenge of Crisis Management:** Unexpected crises require leaders to act swiftly and decisively. Developing contingency plans and maintaining composure under pressure are key to navigating such situations.
6. **Challenge of Managing Time and Responsibilities:** Balancing various tasks, meetings, and strategic planning can be overwhelming, leading to stress and decreased efficiency. Leaders must delegate tasks appropriately and focus on high-impact activities to ensure efficiency.

Addressing these challenges requires continuous self-improvement, adaptability, and a commitment to fostering a positive organisational culture.

Learning Tasks

1. Evaluate the importance of leadership.
2. Examine the challenges confronting leadership.

PEDAGOGICAL EXEMPLARS

Peer Editing

ACTIVITY 1

1. Begin with an icebreaker to support learners' reflection on their leadership journeys using Two Truths and a Lie activity.

Each learner will share three statements related to their leadership experiences – two true and one false. The rest of the class will guess which of the three statements is false.

ACTIVITY 2

1. Divide learners into small groups (of mixed genders and abilities) to discuss the importance of leadership and the challenges leaders face. *Allocate 20-25 minutes* for this activity.
2. Move around the various groups to assist learners, particularly those approaching proficiency (AP), by encouraging them to contribute during the discussions. Ensure participation of all learners in each group and that learners respect the views of other learners.
3. Allow learners to swap their work with classmates for constructive feedback. Learners demonstrating proficiency (P) or higher (HP) can lead the feedback sessions, fostering peer-to-peer learning. Encourage respectful and considerate exchanges during this process. *Allocate about 15 – 20 minutes* for the review and feedback.

ACTIVITY 3

1. In a plenary session, convene a whole-class discussion where each group presents their work on the importance and challenges of leadership.
2. Guide learners in reflecting on the key points discussed during the lesson, reinforcing their understanding of leadership concepts.

KEY ASSESSMENT**DoK Level 1: Reproduction/Recall**

1. State four significance of leadership in an organisation.
2. List at least three common challenges leaders face in their roles.

Dok Level 2: Skills Building

1. How does effective leadership contribute to an organisation's success.
2. Explain three challenges confronting leaders.

Dok Level 3: Strategic Thinking**Case Study: Leadership Challenges at Adoganga Weaving Centre**

Adoganga Weaving Centre is a small textile company located in Zorbisi, Bolgatanga in the Upper East Region of Ghana. The company was established to promote local fabric production and create jobs for women and young people in the community.

As the business grew, leadership challenges began to emerge. The manager makes all the decisions alone and rarely involves the team. Staff members feel left out and communication is poor between departments. Many employees have creative ideas for expanding the business, but they feel their voices are not heard.

As a result, staff motivation is low, team collaboration is weak and the company is struggling to adapt to new customer demands and market trends. The board is now seeking advice on how to improve leadership at Adoganga Weaving Centre.

Questions

1. Identify *three* major leadership challenges faced by Adoganga Weaving Centre and explain how they are affecting business performance.
2. How can poor communication from leadership affect employee engagement and innovation in a small business like Adoganga?
3. What leadership strategies can the board suggest to help involve employees more in decision-making?
4. Explain how changing the leadership style at Adoganga Weaving Centre could help the company respond better to market trends.
5. In what ways can a manager in a small local business like Adoganga promote teamwork and creativity among staff?
6. Compare how a democratic leadership style might perform better than an autocratic style in the context of Adoganga Weaving Centre.

WEEK 14

Learning Indicator: *Discuss emotional intelligence, leadership skill development, and conflict management, and relate these concepts to effective leadership practices.*

Focal Area 1: Emotional Intelligence

In leadership, emotional intelligence and ethical behaviour is essential to achieve a team's goals objectives in an organisation.

Teachers should guide learners to utilise these week's lessons to equip themselves with knowledge and skills of what it means to be emotionally intelligent and how they can apply these tools in the context of business management.

MEANING OF EMOTIONAL INTELLIGENCE

Emotional intelligence (EI) refers to the ability to recognise, understand and manage your own emotions, as well as the emotions of others. It involves key components such as self-awareness, self-regulation, motivation, empathy and social skills. In managing teams, high emotional intelligence helps leaders remain composed, resolve conflicts effectively, and foster an environment of trust and collaboration. This leads to better decision-making, improved team performance, and a more adaptive, responsive organisation.

Daniel Goleman's Model (Mixed Model) of EI

Daniel Goleman, a psychologist and science journalist, popularised the concept of Emotional Intelligence in his 1995 book *Emotional Intelligence: Why It Can Matter More Than IQ*. His **Mixed Model** combines emotional competencies, personal skills and social behaviors that influence how we manage ourselves and relationships.

Key Components of Goleman's Model include

1. **Self-Awareness:** Self-awareness is recognising your emotions, strengths, and weaknesses and understanding how they impact your behavior and decision-making. It forms the basis for personal growth and effective leadership.
2. **Self-Regulation:** Self-regulation is the ability to control and manage your emotions, especially under stress. It helps maintain composure, avoid impulsive reactions, and adapt constructively to change, aligning responses with long-term goals.
3. **Motivation:** It encompasses harnessing emotions to fuel commitment, enthusiasm, and determination. Individuals with high motivation are typically optimistic, resilient and willing to invest extra effort to reach high performance standards. This self-driven energy not only propels personal achievement but also inspires and influences others.

3. **Empathy:** Empathy is the capacity to deeply understand and share others' feelings. It goes beyond recognising emotions by grasping others' perspectives, which fosters strong relationships, resolves conflicts and builds trust, ultimately enhancing communication and collaboration within teams and organisations.
4. **Social Skills:** This component of emotional intelligence involves the ability to build and maintain effective relationships, communicate clearly, and manage social interactions adeptly. It includes skills such as active listening, conflict resolution, negotiation, and teamwork. Individuals with strong social skills can inspire and influence others, facilitate smooth interactions, and create a collaborative environment

Strategies to Develop Emotional Intelligence

1. **Practice Self-Reflection:** Regularly examine your thoughts, feelings and behaviours. This practice enables recognition of behavioral patterns and emotional triggers, leading to improved emotional regulation and personal growth.
2. **Develop Empathy:** Engage in activities that promote understanding and connection with others. Your ability to understand and appreciate what others feel makes it easier for you to deal with them in good way.
3. **Improve Communication Skills:** Practice active listening and effective communication. Active listening involves fully focusing on the speaker, understanding their message and responding thoughtfully. Clearly conveying your thoughts and feelings enhances mutual understanding.
4. **Develop Stress-Relief Strategies:** Incorporating humour and play into your daily routine can significantly alleviate stress and maintain emotional balance. Engaging in playful activities fosters social connections, contributing to overall well-being.
5. **Predict and Prepare for Emotional Responses:** Anticipate how you might feel in upcoming situations and plan appropriate reactions. This proactive approach aids in emotional regulation.
6. **Seek Constructive Feedback:** Engage with trusted colleagues or friends to gain insights into your emotional responses and interpersonal interactions. This feedback can reveal blind spots and areas for improvement.

Learning Tasks

1. Discuss the meaning of emotional intelligence.
2. Examine Goleman's model of emotional intelligence.
3. Discuss the strategies on how to develop emotional intelligence in oneself.

PEDAGOGICAL EXEMPLARS

Use of Resource Person

ACTIVITY 1

1. Invite a resource person, such as a guidance and counselling coordinator or any expert from within or outside the school to engage with learners to discuss the concept of emotional intelligence and Goleman's ModelI.
2. Encourage students to actively take notes during the presentation. This practice aids in information retention and prepares them for subsequent discussions.

ACTIVITY 2

1. Organise students into diverse groups, ensuring a mix of abilities and genders. Assign each group the task of discussing strategies for developing emotional intelligence personally and within their peer interactions.
2. Provide each group with an opportunity to present their discussion outcomes to the class. Follow each presentation with constructive feedback to reinforce learning objectives.

ACTIVITY 3

Conclude the session by asking students to summarise the key insights they have gained. This reflection can be done individually or in pairs, reinforcing their understanding and encouraging personal connection to the material.

KEY ASSESSMENT

DoK Level 1: Reproduction/Recall

1. What is *emotional intelligence*?
2. Identify the key components of Goleman's emotional intelligence mode.
3. State *four* ways that can individuals develop their emotional intelligence.

Dok Level 2: Skills Building

1. Describe *three* components of Goleman's emotional intelligence model.
2. Explain the strategies that can be employed to develop emotional intelligence.

Dok Level 3: Strategic Thinking

1. How would you apply the concept of emotional intelligence in a workplace setting?
2. In what ways can the components of emotional intelligence be applied in conflict resolution?
3. In what ways does self-regulation complement empathy within emotional intelligence?

Focal Area 2: Leadership Skills and Conflict Management

Teachers should use this lesson to equip learners with the functional knowledge and skills on leadership skills and how to manage personal and group conflicts.

STRATEGIES FOR DEVELOPING LEADERSHIP SKILLS

Developing leadership capabilities is an ongoing process that involves self-awareness, continuous learning, and practical application. Teachers should introduce strategies that can be used to develop leadership skills, such as:

1. **Self-Assessment:** Self-assessment is the process of analysing and evaluating one's own actions, strengths, and areas for improvement. This reflective practice enhances self-awareness, guiding personal and professional development. Regular self-assessment helps individuals set targeted goals and monitor their progress over time.
2. **Seeking Feedback:** Engaging with mentors, peers, and team members provides diverse perspectives and constructive insights.
3. **Continuous Learning:** Participating in leadership training programmes, workshops, and reading relevant literature expands knowledge and exposes individuals to new ideas. Learning from the experiences of mentors or role models.
4. **Practical Application:** Taking on leadership roles in various contexts allows individuals to apply skills, learn from experiences, and build confidence.

Conflict Management

Conflict management involves the process of identifying and addressing disputes in a rational, balanced and effective manner. In both personal and professional settings, conflicts are inevitable due to differing opinions, needs, and priorities. Teachers should support their learners to understand how, when managed constructively, conflicts can lead to personal growth, improved relationships and enhanced organisational performance.

Conflict Resolution Styles

The **Thomas-Kilmann Conflict Mode Instrument (TKI)** is a widely used tool developed by **Kenneth Thomas** and **Ralph Kilmann** to help individuals understand how they handle conflict. It identifies **five conflict-handling styles**, each based on two dimensions:

- **Assertiveness:** The extent to which a person tries to satisfy their own concerns.
- **Cooperativeness:** The extent to which a person tries to satisfy the concerns of others.

The Five Conflict Styles in the TKI Model:

1. **Competing (High Assertiveness, Low Cooperativeness):** A power-oriented style where one person pursues their own concerns at the expense of others. It is useful for quick decision-making or protecting against exploitative behaviour.

For example, insisting on your viewpoint during a safety-related discussion.

2. **Accommodating (Low Assertiveness, High Cooperativeness):** Yielding to others' needs and putting their concerns above your own. This style is useful for preserving harmony, especially when the issue matters more to the other person.

For example, letting a team member lead a project they are passionate about.

3. **Avoiding (Low Assertiveness, Low Cooperativeness):** Sidestepping or ignoring the conflict entirely. This is useful for trivial issues or when more information is needed before taking action.

For example, not engaging in a petty disagreement during a busy workday.

4. **Collaborating (High Assertiveness, High Cooperativeness):** Working together to find a win-win solution that satisfies all parties. It is useful for complex issues requiring creative problem-solving and long-term commitment.

For example, jointly developing a new team workflow that addresses everyone's concerns.

5. **Compromising (Moderate Assertiveness, Moderate Cooperativeness):** Finding a middle ground where each party gives up something. This is useful when time is limited and a temporary or mutually acceptable solution is needed.

For example, splitting a budget allocation evenly between two departments.

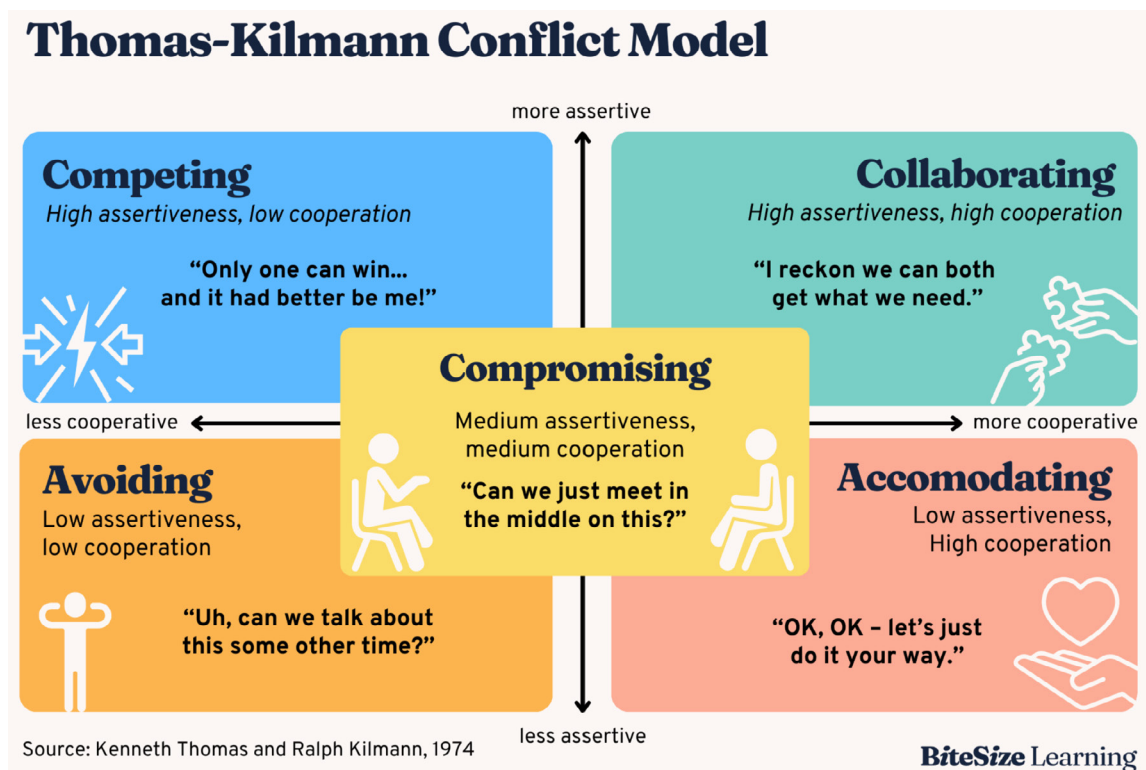


Figure 2.10: Thomas-Kilmann conflict resolution styles

Skills Required for Conflict Management

1. **Emotional Intelligence:** Being aware of your own emotions and understanding the emotions of others is crucial in managing conflict. Emotional intelligence involves self-

awareness, self-regulation, empathy, and social skills. A person with high emotional intelligence can remain calm under pressure, respond thoughtfully rather than react impulsively, and relate to others with understanding and compassion.

2. **Active Listening:** Listening with full attention to understand the speaker's message, feelings, and point of view. Active listening includes maintaining eye contact, nodding, paraphrasing for clarity, and asking relevant questions. This skill helps build trust and ensures that each party feels heard, which can significantly reduce tension in a conflict.
3. **Communication Skills:** The ability to clearly express thoughts, feelings, and needs without provoking defensiveness in others. Effective communicators use respectful language, open body posture, and appropriate tone. They avoid blame and accusations, instead focusing on constructive dialogue. Good communication is key to resolving misunderstandings and finding common ground.
4. **Problem-Solving Ability:** This involves identifying the root cause of the conflict, brainstorming possible solutions, evaluating options, and selecting the best course of action. A strong problem-solver considers both short- and long-term consequences and strives for solutions that satisfy all parties involved.
5. **Negotiation Skills:** Negotiation requires finding a balance between assertiveness and cooperation. A person skilled in negotiation can advocate for their own needs while remaining open to the other party's concerns. They aim for win-win outcomes through compromise and mutual understanding.
6. **Patience and Tolerance:** Remaining calm and composed, even when the conflict is prolonged or emotionally charged, is a vital skill. Patience helps avoid impulsive reactions, while tolerance allows room for differing perspectives and values. These traits promote a peaceful and respectful atmosphere.
7. **Assertiveness:** The ability to express one's own needs, rights, and opinions firmly and respectfully. Assertive individuals do not dominate others, nor do they allow themselves to be dominated. They communicate clearly and confidently while maintaining respect for others' views.
8. **Mediation and Facilitation:** Having the skill to act as a neutral party to guide others through conflict resolution. Mediators help clarify the issues, encourage honest communication, and assist both sides in reaching a mutual agreement. This skill is especially important in team or organisational settings.

Learning Tasks

1. Discuss strategies for developing leadership skills.
2. Examine conflict resolution styles using Thomas-Kilmann Conflict Mode Instrument (TKI).
3. Discuss the skills required for conflict management.

PEDAGOGICAL EXEMPLARS

Jigsaw Method

ACTIVITY 1

1. Divide the class into two main groups, where applicable and assign them the following tasks:
 - a. **Group 1:** Discuss strategies for developing leadership skills.
 - b. **Group 2:** Discuss conflict resolution styles using the Thomas-Kilmann instrument.
 - c. **Group 3:** Skills required for conflict management.
2. Provide further explanations to the break-out groups to ensure they fully understand their task properly. Learners may be presented with the points to guide their discussions. Move around intermittently to ensure every learner is actively participating in the group discussions.
3. Ask each group to present their work to the entire class for immediate feedback.

ACTIVITY 2

1. Deliver a summary presentation on the tasks given to both groups to reinforce learners' understanding.
2. Conclude the lesson with a **“Hot Seat Challenge”**: *Select two or more learners from each group to be in the hot seat while other groups ask them questions related to the lesson.* Groups take turns doing this activity.

KEY ASSESSMENT

Dok Level 2: Skills Building

1. Explain at least **three** strategies for developing leadership skills.
2. Describe **four** skills that can be applied to effectively manage conflicts in an organisation.
3. Draw a concept map illustrating **Thomas-Kilmann Conflict Mode Instrument (TKI)** on conflict resolution styles.

Dok Level 3: Strategic Thinking

You are a team leader in a retail company where there are frequent conflicts between the sales and inventory management departments. Disagreements arise over stock shortages, delayed deliveries and employee misunderstandings. These conflicts are affecting productivity and team morale.

1. Explain **four** conflict management skills that could be applied to resolve disputes within this company. Provide examples of how each strategy could be implemented.
2. Evaluate the role of leadership in conflict resolution and explain how a leader's approach can influence the effectiveness of conflict management strategies.

HINT



- *The Recommended Mode of Assessment for **Week 14** is Individual Project Work.*
- *The Individual Project Work should be given in the **14th Week** and learners are expected to submit their work by the end of the **18th Week** in the first semester of the academic year.*
- *The outline, which includes a detailed scope and rubrics for learners to focus on in their project work, has been provided in **Appendix C**.*

WEEK 15

Learning Indicator: *Explain controlling, its processes, tools and importance.*

Focal Area 1: Controlling, its Types and Processes

The first lesson this week focuses on understanding the concept of controlling and the processes involved. Controlling is a fundamental management function that ensures organisational activities align with established goals and standards. In previous weeks, learners explored the other main functions of management—planning, organising, and leading. In this week, teachers should focus on **controlling** as one of the basic functions of management.

DEFINITION OF CONTROLLING

Controlling involves monitoring, evaluating and regulating organisational activities to ensure they align with established plans and objectives. It involves comparing actual performance with planned objectives, identifying any deviations or variances and taking corrective actions when necessary. The primary purpose of controlling is to ensure that organisational resources are effectively utilised and that the organisation is on track to achieve its desired outcomes.

Types of Control

There are several types of control but teachers should cover the three main types, including:

1. **Feedforward Control (Preventive Control):** Feedforward control involves anticipating and preventing problems before they occur. It focuses on inputs and takes corrective action before the process begins.
2. **Concurrent Control (Real-Time Control):** Concurrent control involves monitoring and correcting problems as they occur. It focuses on the process itself and takes corrective action in real-time. The purpose is to monitor and adjust ongoing activities.
3. **Feedback Control (Post-Action Control):** Feedback control involves monitoring and correcting problems after they occur. It focuses on outputs and takes corrective action after the process has been completed.

Table 2.2: Summary of types of control

Type of Control	Timing	Focus	Nature	Example
Feedforward	Before action	Inputs	Proactive	Training, input inspection
Concurrent	During action	Processes	Real-time	Supervision, live monitoring
Feedback	After action	Outputs	Reactive	Reviews, performance reports

The Process of Controlling Typically Involves the Following Steps

1. **Establishing Performance Standards:** Controlling begins with setting clear and measurable standards or benchmarks against which performance can be evaluated. These standards can include quantitative targets, quality specifications, timelines, cost limits, or any other relevant criteria that reflect the desired outcomes.
2. **Measuring Actual Performance:** Once the standards are established, the next step is to collect relevant data and information to assess actual performance. This can involve monitoring key performance indicators (KPIs), conducting inspections, using feedback mechanisms, analysing financial statements, or utilising other tools and techniques to gather performance-related data.
3. **Comparing Actual Performance with Standards:** The collected data is then compared with the established standards to identify any deviations or variations. This comparison helps determine whether the organisation is meeting, exceeding, or falling short of its desired targets. It provides insights into the effectiveness and efficiency of organisational processes.
4. **Analysing Deviations:** When discrepancies between actual performance and standards are identified, the next step is to analyse the causes and reasons behind those deviations. This analysis helps in understanding the root causes, identifying areas for improvement and determining the appropriate corrective actions.
5. **Taking Corrective Actions:** Based on the analysis of deviations, corrective actions are implemented to address any issues or problems. These actions can involve adjusting processes, realigning resources, providing additional training, revising plans, or making other necessary changes to bring performance back in line with the established standards.
6. **Providing Feedback:** Controlling also involves providing feedback to individuals and teams regarding their performance. This feedback can be in the form of performance appraisals, performance reviews, or regular communication channels. It helps employees understand their strengths and areas for improvement, align their efforts with organisational goals and motivate them to enhance their performance.

Learning Tasks

1. Explain the term '*controlling*' as a function of management.
2. Discuss the types of control.
3. Describe the sequential steps involved in the controlling process.

PEDAGOGICAL EXEMPLARS

Whole-Class Discussion

1. Engage learners in a whole-class discussion to identify and explain the *three* main types of control.

2. Provide simple scenarios that can help learners appreciate the different types of controls.

Example

- a. Before production starts, the plant manager inspects raw materials, ensuring the quality of steel and parts that will be used in car assembly to prevent defects (**Hint: Feedforward Control**).
 - b. During the assembly process, supervisors monitor the workers on the production line, checking if the car parts are being installed correctly and making corrections/adjustments if any issue arise (**Hint: Concurrent Control**).
 - c. After the cars are produced and tested, the quality control team reviews customers' complaints and returns to identify defects, then suggests improvement for the next production cycle (**Hint: Feedback control**).
3. Encourage all learners to participate. Use a table or mind map to illustrate the type of control.

Diamond Nine

1. Divide learners into small mixed-ability and mixed-gender groups and provide each group with nine blank cards. Hardcopy papers can be cut into cards as a way of improvising.
2. Task each group to discuss the steps involved in the processes of control. Ask them to summarise their steps into 9.
3. In a ranking activity, task learners to arrange the steps in controlling in a diamond shape, based on their perceived importance.
 - a. The **most important step (1)** is placed at the top.
 - b. The next **two important steps (2 & 3)** follow below.
 - c. The next **three moderately important steps (4, 5 & 6)** form the middle row.
 - d. The next **two least important steps (7 & 8)** follow below.
 - e. The least **important step (9)** is placed at the bottom.
4. Groups present their rankings to the whole class for feedback and the teacher facilitates a discussion to consolidate learners' ideas with the control process.

Case Studies

1. Provide learners with case studies or real-life examples of organisations implementing control processes. Learners should be organised into mixed ability and gender groups for this activity. **For example:**

Case: Implementing Control Processes in a Construction Company.

ABC Construction, a mid-sized construction firm, undertook several large-scale projects with the goal of completing them on schedule and within budget. Recognising the importance of effective management control, the company's leadership implemented a comprehensive controlling process to ensure project success. They began by establishing clear performance standards, setting specific benchmarks for timelines, budget

allocations, and quality requirements. These standards served as the basis for monitoring and evaluating all project activities.

During project execution, the firm conducted regular assessments to measure actual performance. Project managers closely tracked expenditures, monitored progress against established schedules, and evaluated the quality of work to determine whether projects were on track. The data gathered was then systematically compared with the predetermined performance standards, enabling the management team to quickly identify any deviations from the plan.

When discrepancies were detected, prompt corrective actions were taken. For instance, if the project fell behind schedule, additional resources were allocated and work shifts were adjusted to accelerate progress. Similarly, if budget overruns were noted, cost-cutting measures were applied without compromising quality. This rigorous controlling process not only enhanced project efficiency but also ensured strict adherence to budget and quality standards, ultimately leading to higher client satisfaction and improved overall performance.

Discussion Questions

- a. Explain *controlling* in your own words.
 - b. Identify and discuss *steps involved in the control processes* that were implemented by ABC Construction.
 - c. Cite the specific activities that were undertaken in each of the control process by ABC Construction.
2. Move around the groups to ensure all learners participate in analysing the case and attempting the guiding questions.
 3. Learners who exhibit a high level of understanding (HP) may be provided with prompt sheets to support the discussion process within their groups.
 4. Allow time for each group to make a presentation of their work to the larger class for feedback.
 5. Scaffold the activity to support AP and P learners. For example, analyse the case in segments, addressing it stage by stage to ensure every learner understands the content. Use simple words to explain the meaning of controlling and the steps involved in controlling.
 6. Use the board or flip chart to itemise all the answers to the case and ask learners to individually write what they have learnt in the lesson. Then have them share with a colleague.
 7. Conclude the lesson in a manner that helps solidify understanding and fosters collaborative learning

KEY ASSESSMENT

DoK Level 1: Reproduction/Recall

1. Define the term '*controlling*' as a function of management.

2. Outline the processes involved in controlling in an organisation.
3. State the types of control.

Dok Level 2: Skills Building

1. Discuss the processes involved in controlling.
2. Tabulate the differences between feedforward control and feedback control.

Dok Level 3: Strategic Thinking

1. Analyse the steps involved in the control process and their significance in organisational management.
2. Explore how each step contributes to achieving organisational objectives and ensuring operational effectiveness.

Focal Area 2: The Tools and Importance of Controlling

Lesson 1 for this week focused on the meaning of controlling and the steps involved in controlling. Building upon this foundation, the second lesson explores the tools and importance of controlling.

TOOLS OF CONTROLLING

The commonly used tools and techniques to support the controlling process are listed below:

1. **Key Performance Indicators (KPIs):** KPIs are quantitative or qualitative measures that help track and evaluate performance against specific goals or targets. They provide a clear and measurable way to assess progress and identify areas that require attention or improvement. Examples of KPIs include sales revenue, customer satisfaction ratings, employee productivity, or project completion rates.
2. **Performance Dashboards:** Performance dashboards are visual representations of key performance metrics and indicators. They provide a concise and real-time snapshot of performance data, allowing managers to quickly assess the status and trends of various aspects of the organisation. Dashboards can be customised to display relevant KPIs and enable effective decision-making.
3. **Budgets:** Budgets are financial plans that outline expected revenues, expenses and resource allocations over a specified period. They serve as control tools by comparing actual financial performance with the planned budget. Variances between the actual and budgeted figures can indicate deviations and help in identifying areas where corrective actions are required.
4. **Performance Appraisals:** Performance appraisals are systematic evaluations of individual or team performance. They provide feedback on performance against predetermined objectives, identify strengths and areas for improvement and guide development and reward decisions. Performance appraisals help in aligning individual efforts with organisational goals and promoting accountability.

5. **Pareto Chart:** A Pareto chart is a bar graph that displays data in descending order of frequency or impact. It follows the 80/20 rule, showing that 80% of problems often stem from 20% of causes. This chart helps identify the most significant issues to focus on, aiding in prioritisation and decision-making. This tool enables managers to analyse root causes and implement corrective measures to maintain or enhance quality standards.
6. **Gantt Chart:** A Gantt is a visual control tool used in project management to track the progress of tasks over time. It displays a timeline with tasks or activities listed on the vertical axis and time intervals (days, weeks, months) on the horizontal axis. Each task is represented by a bar and the length of the bar shows the duration of the task. It allows managers to see which tasks are on schedule, delayed, or completed.
7. **Audits:** Audits involve independent assessments of processes, systems, or financial records to ensure compliance, accuracy and efficiency. Internal or external auditors review and evaluate controls, procedures and financial statements to identify any non-compliance, irregularities, or inefficiencies. Audit findings help in taking corrective actions and improving control mechanisms.
8. **SWOT Analysis:** It is a tool used to assess strength, weaknesses, opportunities and threats of organisations to inform strategic decisions and identify areas requiring control measures.

Importance of Controlling

Controlling, as a form of management, plays a crucial role in the success and effectiveness of an organisation. Some key reasons why controlling is important include:

1. **It Ensures Goal Achievement:** Controlling helps ensure that organisational goals and objectives are achieved. By monitoring performance, comparing it with planned targets and taking corrective actions, controlling keeps the organisation on track and helps align activities with desired outcomes.
2. **It Enhances Performance Evaluation:** Controlling provides a mechanism for evaluating performance at various levels of the organisation. It allows managers to assess how well individuals, teams and departments are performing in relation to predetermined standards and benchmarks. Performance evaluation helps identify areas of strength and areas that require improvement.
3. **It Promotes Resource Utilisation:** Controlling helps optimise resource allocation and utilisation. By monitoring resource usage and costs, controlling helps identify inefficiencies, waste, or excessive resource consumption. It enables managers to take corrective actions, reallocate resources and ensure that resources are utilised effectively and efficiently.
4. **It Leads to Problem Identification and Corrective Action:** Controlling helps in identifying problems, deviations, or gaps in performance. It provides feedback on areas where actual performance deviates from planned targets or standards. This feedback enables managers to take timely corrective actions, address issues and prevent them from escalating into larger problems.

5. **It Facilitates Decision-making:** Controlling provides managers with the necessary information and data to make informed decisions. By monitoring and evaluating performance, controlling provides insights into the effectiveness and efficiency of various processes, projects, or initiatives. This information helps managers in making strategic decisions, allocating resources and adjusting plans as needed.
6. **It Promotes Continuous Improvement:** Controlling is closely linked to the concept of continuous improvement. By monitoring performance, identifying areas for improvement and taking corrective actions, controlling contributes to ongoing process enhancement and organisational learning. It facilitates a culture of continuous improvement and helps organisations adapt to changing market conditions and challenges.
7. **It Facilitates Accountability and Compliance:** Controlling promotes accountability within the organisation. It ensures that individuals and teams are held responsible for their performance and outcomes. Controlling also helps ensure compliance with regulations, policies and procedures, reducing the risk of legal and ethical violations.

Learning Tasks

1. Explain the tools used for controlling in organisations.
2. Evaluate the importance of controlling in organisations.

PEDAGOGICAL EXEMPLARS

Direct Teaching and Discussion

ACTIVITY 1

1. Engage learners through discussion to identify control tools that the school has been using to achieve academic excellence. For instance, consider the use of timetables, school calendars, mid-semester and end-of semester examinations, school alarms, class and attendance registers.
2. Build on learners' responses by linking them to general control tools (budgets, KPIs, SWOT analyses, audits, etc.) used by organisations, through direct teaching and discussion.
3. Demonstrate to learners how each control tool is used and allow room for questions, contributions and clarifications.
4. Show videos or pictures of some control tools to enhance learners' understanding.

ACTIVITY 2

1. Engage learners in a whole-class discussion to evaluate the importance of controlling in organisations.
2. Tailor the lesson to cater to different proficiency levels:
 - a. **For Approaching Proficiency (AP) Learners:** Encourage learners to explain at least three control tools and three importance of controlling.

- b. **For Proficient (P) Learners:** Encourage learners to explain at least four control tools and four importance of controlling.
 - c. **For Highly Proficient (HP) Learners:** Encourage learners to explain at least five control tools and five importance of controlling.
3. Summarise the key aspects of the lesson with learners.

KEY ASSESSMENT

DoK Level 1: Reproduction/Recall

1. What are some common tools used for controlling in organisations?
2. State four reasons why controlling is important.

Dok Level 2: Skills Building

1. How do budgetary controls help managers monitor organisational performance?
2. Explain how performance appraisals serve as a control in organisations.
3. Explain four significances of controlling in organisations.

Dok Level 3: Strategic Thinking

1. Given a scenario where employee productivity is declining, which control tool would you recommend using, and why?
2. Analyse three reasons why controlling is essential in managing organisations.

SECTION 2 REVIEW

Over the past *10 weeks*, we focused on the introductory aspects of management. Teachers engaged learners in exploring the meaning, levels, skills, and core functions of management, including planning, organising, leading, and controlling.

1. **Introduction to Management:** We discussed the meaning of management, differentiating it from administration. Learners explored the various levels of management, the skills required at each level, and potential career paths in the field.
2. **Planning:** Learners examined the concept of planning, including its tools, processes, benefits, and limitations within organisations.
3. **Organising:** Organising, as a fundamental management function, was also explored. Learners discussed key concepts such as organisational structures, departmentalisation, centralisation, and decentralisation. These discussions aimed to enhance learners' functional knowledge and skills in organising, both at personal and professional levels.

4. **Leading:** Learners studied the concept of leadership, including leadership theories and various leadership styles. They also explored emotional intelligence, learning how to develop emotional intelligence skills and manage conflicts effectively.
5. **Controlling:** In the final sessions, learners gained insight into the meaning, types, processes, importance, and limitations of controlling as a management function.

A variety of teaching and learning strategies were employed to cater to diverse learner needs and enhance understanding of the concepts. These strategies included *experiential learning, peer-supported learning, the jigsaw method, collaborative/group work, role-play, diamond nine, field trips, debates and others.*

HINT



The following mandatory key assessments should be conducted and submitted for the transcript of learners.

1. *Mid-Semester Examination should be conducted in **Week 6**, with scores promptly recorded in the student portal*
2. *Individual Project Work should be assigned in Week 14 and submitted by learners in Week 18; the scores should be made available to be recorded into the student portal.*
3. *End of Semester Examination should be conducted after the end of Week 12, with scores made available to be recorded into the student portal.*



APPENDIX D: MID-SEMESTER EXAMINATION

NATURE

1. Cover content from weeks 1-5. Taking into consideration Depth of Knowledge (DOK) levels.
2. **Resources**
 - a. *Answer booklets*
 - b. *Learning Material*
 - c. *Teacher Manual*
 - d. *Assessment Toolkit*
 - e. *Smart devices/computers (where questions are modelled on line)*
3. The test should include:
 - a. **Section A** - Objective questions (*20 questions*)
 - b. **Section B** - Essay Questions (*3 questions*)
4. **Time:** 60 minutes
5. **Total Score:** *30 marks* to be scaled down to *20 marks* for submission.
6. Provide a Table of Specification

ASSESSMENT STRATEGY

1. **Objectives Test:**
 - a. *Fill in the blank's questions*
 - b. *Multiple choice questions*
2. Essay Test

ASSESSMENT TASKS

The mid-semester exam comprises two sections:

- **Section 1:** 20 objective questions (*fill in the blank and multiple-choice items*)
- **Section 2:** 3 essay-type questions

FILL IN THE BLANKS QUESTIONS:

1. Businesses engaged in the extraction of natural resources are classified under the _____ sector.
2. An enterprise that is owned and controlled by the government is referred to as a _____.

MULTIPLE CHOICE QUESTIONS

- The type of a business structure where a minimum of two and a maximum of twenty individuals agree to share ownership is known as a.....
 - company.*
 - partnership.*
 - sole proprietorship.*
 - state-owned enterprise.*
- Which of the following describes the concept of “**unlimited liability**” in a sole proprietorship?
 - Business debts are limited to the amount invested by the owner.*
 - The government guarantees the business debt.*
 - The owner is personally responsible for all business debts and obligations.*
 - The owner’s personal assets are protected from business debts.*

ESSAY QUESTIONS

- Discuss at least four provisions of a partnership deed. **(8 marks)**
- Evaluate four contributions of businesses to societal development. **(8 marks)**
- Examine at least three benefits of running a sole proprietorship business. **(6 marks)**

Note: Marks are indicative. Teachers should ensure that mark allocation is proportionate. Marks may be scaled to achieve the total across both sections.

HOW TO ADMINISTER

- Provide clear instructions and resources needed for the tasks.
- Prepare a table of test specifications or blueprints (*see table of specification below*).
- Ensure questions are of the varied levels of difficulty.
- Provide time allocation for the completion of the test and assign marks to each of the questions (*Give additional time for learners with SEN*).
- Clarify any doubts about the assessment task.
- Control the environment to prevent cheating.
- Mark and record learners result into their transcript and provide feedback.

MARKING SCHEME RUBRICS (SCALE THE TOTAL MARKS TO 20)

Correct answer to objective tests **(1 mark per question)**

- Fill in the Blanks
 - Primary sector*
 - State-owned enterprise*

MULTIPLE CHOICE

1. B
2. C

ESSAY QUESTION

- *Example rubric for Question 1 “Discuss at least four provisions of a partnership deed.”*

Table 2.3: Rubrics for Question 1. Discuss at least four provisions of a partnership deed.

Assessment Focus	Scoring Criteria	Mark Allocation
Identification of provisions of a partnership deed	Learners identifies at least four provisions of a partnership deed including: a. Capital contributions, profit or loss sharing, duties and responsibilities, decision-making and management, partner withdrawal or termination, dispute resolution, duration and amendments, confidentiality and non-compete, etc. b. Accept any other plausible provision of a partnership deed learners may identify which are not included in the example above.	1 mark per each provision of the deed identified (Max 4 marks)
Explanation of the provisions of a partnership deed	Learners explain at least four of the provisions of a partnership deed identified. • Capital contributions: Details the amount of capital each partner contributes to the business. • Profit and loss sharing ratio: Specifies how profits and losses are to be divided among partners • Duties and Responsibilities: Outlines the specific roles and regulations of each partner in the business operations • Decision-making process: Establishes how decisions are made within the partnership including voting rights and procedures • Dispute Resolution Mechanism: Provides methods of resolving disagreements among partners such as mediation and arbitration • Admission and Withdrawal of Partners: Specifies the conditions under which the partnership may be dissolved and the procedure for doing so, etc. Lookout for the central idea of the explanation of the points but not necessarily the use of exact words.	1 mark per each provision of the deed explained. (Max 4 marks)

Total Marks = 8

PROVIDING FEEDBACK

1. Discuss assessment questions with learners after the mid-semester

2. Identify the areas that were answered well and areas that needs improvement
3. Communicate individual results to learners and record into their transcript
4. Ask learners to review their own work and do the corrections, etc.

Table 2.4: Table Of Specification For Mid-Semester

Weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
1	Introduction to Business	Multiple Choice		2	-	-	2
		Fill in the Blanks	1			-	1
		Essay	-	1	-	-	1
2	Sole Proprietorship	Multiple Choice		2		-	2
		Fill in the Blanks	1			-	1
		Essay	-	1	-	-	1
3	Partnership	Multiple Choice	1	1	2	-	3
		Fill in the Blanks	1			-	1
		Essay	-	-	1	-	1
4	Companies	Multiple Choice		2	2	-	4
		Fill in the Blanks	1		-	-	1
5	State-Owned Enterprises	Multiple Choice		2	1	-	
		Fill in the Blanks	1			-	1
	Total		6	11	6	-	31

Summary:

- *Fill in the Blanks: 5 Questions*
- *Multiple Choice: 15 Questions*
- *Essay: 3 Questions*



APPENDIX E: END OF SEMESTER EXAMINATION

NATURE

1. Cover content from **weeks 1-12**, taking into consideration Depth of Knowledge (DOK) levels.
2. **Resources**
 - a. *Answer booklets*
 - b. *Learning Material*
 - c. *Teacher Manual*
 - d. *Assessment Toolkit*
 - e. *Smart devices/computers (where questions are modelled on line)*
3. The test should include:
 - a. **Section A - Multiple Choice Questions**
 - b. **Section B - Essay questions**
 - c. **Section C - Case Study**
4. **Time:** 120 minutes
5. **Total Score:** 100 marks to be scaled down to 60 marks for submission.
6. Provide a Table of Specifications

ASSESSMENT STRATEGY

1. Multiple Choice Questions
2. Essay
3. Case Study

ASSESSMENT TASKS

1. The End of Semester Examination consists of three sections :
 - **Section A: 40 multiple choice questions for 40 marks (All questions are to be answered)**
 - **Section B: 4 essay questions (Learners are expected to answer any 2 questions for 20 marks each, making 40 marks)**
 - **Section C: Compulsory case study question for 20 marks**

SECTION A: MULTIPLE CHOICE QUESTIONS – 40 MARKS (ANSWER ALL)

1. Which of the following best describes the planning function in management?
 - a. *Assigning tasks to employees and ensuring they execute them*
 - b. *Monitoring employee performance to achieve organisational goals*

- c. *Resolving conflicts among team members for peaceful co-existence*
 - d. *Setting objectives and determining the best course of action to achieve them*
2. What does the organising function of management primarily involve?
- a. *Arranging resources and tasks to achieve objectives*
 - b. *Developing new products and services*
 - c. *Establishing goals for the organisation*
 - d. *Evaluating employee performance*
3. Which leadership style involves making decisions unilaterally and expecting colleagues to comply without input?
- a. *Autocratic*
 - b. *Democratic*
 - c. *Laissez-faire*
 - d. *Transformational*

SECTION B: ANSWER 2 MAIN QUESTIONS (20 MARKS PER QUESTION)

- *Define the term 'controlling' as a function of management. (2 Marks)*
- *Explain the three main types of controlling. (6 Marks)*
- *Describe the sequential steps involved in the controlling process and analyse the importance of each step. (12 Marks)*

Total Marks = 20

SECTION C: CASE STUDY – 20 MARKS (COMPULSORY)

Carefully read the case below and answer the questions that follow.

Case Study: Volta River Authority (VRA)

The Volta River Authority (VRA) is a state-owned enterprise in Ghana mandated to generate and supply electricity across the country. Established in 1961, the VRA has played a critical role in national development by powering industries, supporting businesses, and providing households with stable electricity. Its operations include hydropower generation from the Akosombo and Kpong Dams, as well as thermal power plants located in other parts of the country such as Takoradi.

The VRA also promotes rural electrification by extending electricity to underserved communities, which helps to reduce poverty and support regional development. The organisation creates thousands of direct and indirect employment opportunities, contributing to economic stability and improving the livelihoods of Ghanaians.

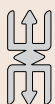
Despite these contributions, the VRA faces significant challenges. Its infrastructure is ageing, requiring frequent maintenance and upgrades. The authority also struggles with financial constraints, partly due to low electricity tariffs and high operational costs. In some cases, political interference affects decision-making and long-term planning.

Furthermore, its reliance on the Akosombo Dam makes power generation vulnerable during periods of low rainfall and low water levels, leading to power shortages.

To sustain its operations, VRA relies on several sources of funding, including revenue from electricity tariffs, government subsidies, loans from financial institutions, and international grants from development partners. The organisation is also exploring renewable energy options like solar and wind to diversify its energy mix and ensure a reliable and sustainable energy supply for Ghana's growing population and economy.

Questions

1. What is the main responsibility of VRA? (2 marks)
2. Identify three sources of funding for VRA. (3 marks)
3. Explain 3 ways VRA contribute to Ghana's economic development? (6 marks)
4. What are some possible solutions to improve VRA's efficiency and funding? (3 marks)
5. Compare the benefits and challenges of VRA. In your opinion, do the benefits outweigh the challenges? Justify your answer. (6 marks)



NOTE

*The questions put under the various sections are just examples of assessment task under MCQs, essay and case study. Teachers are expected to develop **40 objective questions** that will carry **40 marks**, essay questions that will carry **40 marks** and a case study question that will carry **20 marks**.*

MARKING SCHEME RUBRICS (100 MARKS – SCALE THE TOTAL MARKS TO 60)

Section A

Correct answer to objective test questions (1 mark per question)

1. D
2. A
3. A

Section C: Case Study

1. What is the main responsibility of VRA? (2 marks)
 - Clearly states that VRA is responsible for generating and supplying electricity in Ghana. **Award 2 marks**
 - Gives partially correct answer by mentioning that VRA only generates or supply electricity in Ghana. **Award 1 mark.**

2. Identify **three** sources of funding for VRA. (3 marks)

Award 1 mark to each correct source of funding identified

- a. *Electricity tariffs*
- b. *Government subsidies*
- c. *International grants*
- d. *Private-Public Partnership*
- e. *Debentures*
- f. *Shares, etc.*

3. Explain **three** ways VRA contribute to Ghana's economic development? (6 marks)

Table 2.5: Rubrics for question 3

Assessment Focus	Scoring Criteria	Mark Allocation
Identification of VRA contribution to Ghana's economic development	Learner's identify at least three contributions of VRA to Ghana's economic development: Powering industries, rural electrification, employment creation, infrastructural development, generating revenues for government Accept any other plausible answers learners may identify which are not included in the example above.	1 mark per each point identified (Max 3 marks)
Explanation of VRA contribution to Ghana's economic development	Learners explain at least three of the contributions of VRA to economic development: 1. Powering industries: VRA provides reliable electricity to industries, enabling consistent production and economic growth 2. Rural electrification: By extending electricity to rural areas, VRA enhances access to modern amenities and supports local development 3. Employment creation: VRA's operations generate numerous direct and indirect job opportunities across various sectors 4. Infrastructural development: Through projects like dams and power, VRA improves national infrastructure, facilitating economic activities 5. Generating revenues for government: VRA contribute to government income through electricity sales and related economic activities, etc. Look out for the central idea of the explanation of the points, but not necessarily the use of exact words.	1 mark per each explanation of an identified point (Max 3 marks)

4. What are some possible solutions to improve VRA's efficiency and funding? (3 marks)

- *Award 1 mark to each possible solution identified. (Maximum points is 3)*

- a. *VRA should upgrade or expand and maintain existence infrastructure to improve efficiency.*
- b. *VRA should consider investing in renewable energy source such as solar, wind or biomass to reduce operational costs*
- c. *VRA should identify other reliable sources of funding such as shares, private-public partnership to support its operations.*
- d. *VRA should also consider revising its tariffs up small to meet operational costs*
- e. *VRA should put measures to reduce political interference in its operations by strictly following standard procedures at the work place.*

Accept any other plausible solution identified by learners not included in the list above.

5. Compare the benefits and challenges of VRA. In your opinion, do the benefits outweigh the challenges? Justify your answer. **(6 marks)**

- a. *Clearly compares benefits and challenges with specific examples from the case. - Award 3 marks*
 - **Award 1 mark** when learners state at least two benefits, citing examples from the case
 - *The answer must reference specific benefits from the case, such as powering industries, rural electrification, employment creation, infrastructural development, or government revenue generation.*
 - **Award 1 mark** when learners state a least two challenges, citing examples from the case
 - *Citing challenges from the case, such as ageing infrastructure, financial constraints, and political interference.*
 - **Award 1 mark:** compares benefits with challenges
 - *Use the examples in the case to make a comparison between the benefits and challenges.*
- b. *Provides and justifies a well-reasoned opinion on whether benefits outweigh challenges - Award 2 marks*
 - *The response should explicitly state the learner's opinion (e.g., "I believe the benefits outweigh the challenges" or vice versa). (1 mark)*
 - *Also, clearly stating and justifying the reason for that stand. (2 marks)*

HOW TO ADMINISTER

1. Provide clear instructions and resources needed for the tasks.
2. Prepare a table of test specifications or blueprints (*see table of specifications below*).
3. Write the test items.
4. Ensure questions are of a similar level of difficulty.

5. Provide time allocation for the completion of the essay and assign marks to each of the questions (*Give additional time for learners with SEN*).
6. Clarify any doubts about the assessment task.
7. Control the environment to prevent cheating.
8. Mark and record learners' results in their transcripts and provide feedback.

PROVIDING FEEDBACK

1. Discuss assessment questions with learners after the end-of-semester
2. Identify the areas learners did well and areas that needs improvement
3. Communicate individual results to learners and record into their transcript
4. Ask learners to review their own work and do the corrections, etc.

Table 2.6: Table of specification for end of first semester examination

Weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
1	Introduction to Business	Multiple choice	1	2		-	3
		Essay	-	1	-	-	1
2	Sole Proprietorship						
		Multiple choice	1	1		-	2
		Essay	-	1		-	1
3	Partnership	Multiple Choice	1	1	1	-	3
		Essay	-	-	-	-	-
4	Companies	Multiple Choice	1	2	-	-	3
		Essay	-	-	-	-	-
5	State-Owned Enterprises	Multiple Choice	1	2	-	-	3
		Case Study	-	-	1	-	1
6	Introduction to Management	Multiple Choice	1	2	1	-	4
		Essay	-	-	-	-	-
7	Planning as a Function of Management	Multiple Choice	2	1	1	-	4
		Essay	-	-	-	-	-

8	Organising as a Function of Management	Multiple Choice	1	1	1	-	3
		Essay	-	-	1	-	1
9	Departmentalisation	Multiple Choice	2	1		-	3
		Essay	-	-	-	-	-
		Case Study	-	-	-	-	-
10	Centralisation and Decentralisation	Multiple Choice	1	2	1	-	4
		Essay	-	-	-	-	-
11	Understanding Leadership: Theories and Forms/Styles	Multiple Choice	1	2	1	-	4
		Essay	-	-	-	-	-
12	Understanding Leadership: Power Sources, Essential Qualities and Challenges	Multiple Choice	1	2	1	-	4
		Essay	-	-	1	-	1
			14	20	11	-	45

SUMMARY

- *Multiple Choice Questions – 40 questions*
- *Essay – 4 Questions, Answer a minimum of two questions*
- *Case Study – 1 Compulsory Question*



APPENDIX F: SAMPLE INDIVIDUAL PROJECT WORK ASSESSMENT

PROJECT TASK

- Select **a prominent leader** either within your school or from the broader community. Within the school, this could be someone holding a leadership position such as **Headmaster, Assistant Head, School Prefect, School Administrator, Class Prefect, SRC member, or any other recognised leadership role**. Outside the school, consider individuals from sectors like **education, business, government, or non-profit organisations**.
- Conduct a comprehensive inquiry into their leadership style and evaluate its impact on their organisation or the wider community. Compile your findings into a detailed report, ensuring it does not exceed three pages.
- Compile your findings into a detailed report, ensuring it does not exceed **three** pages.

1. Leader's Profile and Leadership Activities
2. Leadership Style and Characteristics
3. Challenges faced in Leadership
4. Strategies for Team Motivation and Development
5. Impact of Leadership on the Organisation/Community
6. Conclusion and Recommendations

MODE OF ADMINISTRATION

1. Clearly communicate the project task to learners and give them the opportunity to ask questions for clarification
2. Present the project report structure to learners as a guide for their research work and report presentation.
3. Clearly outline the project's required content to the learners.
4. Specify the required length of the project, for example, **2-3 pages**.
5. Prepare a monitoring time-table to track learner's progress at different stages of the project.
6. Be available to provide guidance to learners throughout the period of the project.

MODE OF SUBMISSION AND PRESENTATION OF WORK

1. The structure of presentation of the project work should be communicated to learners.
2. Give room for learners to either submit their project work either in hardcopies or electronically.
3. Communicate clear dates for the submission of the project work.

MARKING SCHEME/RUBRICS

Table 2.7: Marking Scheme/Rubrics

Assessment Area	Sub-Criterion	Expected Focus	Marks
Leader's Profile & Leadership Activities	Background Information	- Name of the leader - Current role/position - Organisation/community they serve - Summary of responsibilities	One mark per piece of information Up to 3 Marks
	Leadership Activities	- At least two specific leadership duties or roles - Scope of influence within the organisation/community	One mark per point Up to 2 Marks
Leadership Style & Characteristics	Leadership Style	- Identify and name one clear style (e.g., democratic, transformational) - Match traits/actions to that style	2 Marks (one mark for identifying the style and one mark for justification)
	Characteristics & Behaviors	- Mention at least two distinct traits - Provide examples or observations	One mark per trait/example Up to 2 Marks
Challenges Faced in Leadership	Main Challenges	List and describe at least two specific leadership challenges	One mark per challenge Up to 2 Marks
	Addressing Challenges	- Explain how each challenge was managed or resolved - Use practical examples if possible	One mark per expansion on the challenge mentioned in the previous section Up to 2 Marks
Strategies for Motivation & Development	Motivation Methods	Mention techniques used to motivate team (e.g., recognition, incentives, feedback)	One mark per method Up to 2 Marks
	Team Development	Training, mentoring, team-building efforts or capacity-building initiatives	One mark per strategy Up to 2 Marks

Impact of Leadership	Organisational/Community Impact	Analyse how the leader's actions influenced performance or social outcomes	2 Marks • One mark for outlining an outcome linked to the leader's actions. • 2 marks for articulating how their actions had an impact.
	Positive Examples	Give at least two clear results or positive changes due to their leadership	One mark per example Up to 2 Marks
Conclusion & Recommendations	Summary of Insights	Highlight lessons learned or takeaways from the leader's story	One mark per point Up to 2 Marks
	Recommendations	Offer at least two useful suggestions for aspiring leaders	One mark per recommendation Up to 2 Marks

Total Marks: 25 Marks

FEEDBACK STRATEGY

1. Share the scoring rubrics with learners beforehand for transparency.
2. Offer immediate feedback, focusing on strengths, areas needing improvement, and recognising creativity and comprehension.
3. Provide detailed feedback on written reports, addressing content accuracy, clarity, and organisation.
4. Recommend additional resources or exercises if necessary to help learners reinforce key concepts.

SECTION 3: THE BUSINESS ENVIRONMENT

STRAND: GLOBAL BUSINESS

Sub-Strand: Business Development

Learning Outcome: *Analyse the impact of internal and external factors affecting the operations of businesses and discuss business ethics and corporate social responsibility.*

Content Standard: *Demonstrate knowledge and understanding of the business environment and corporate social responsibility.*

HINT



- Assign a Case Study as Homework to learners in **Week 17**. Ensure that the marks obtained are recorded in the Student Transcript Portal (STP). See **Appendix G** of this Section and Teacher Assessment Manual and Toolkit (**pages 46–48**) for more information on how to use homework as an assessment strategy.
- Conduct Mid-Semester Examination for the second semester by **Week 18**. The Mid-Semester Examination must be marked and recorded in the STP. See **Appendix H** of this Section for sample Table of Specification and how to conduct the **mid-semester examination**.

INTRODUCTION AND SECTION SUMMARY

This section examines the internal and external factors that influence business performance, while introducing the concept of Corporate Social Responsibility (CSR) through effective pedagogies, resources, assessment strategies and differentiation. Teachers will guide learners in using SWOT analysis to identify a company's strengths, weaknesses, opportunities, and threats, and in applying the PESTEL framework to explore political, economic, social, technological, environmental and legal influences on the external business environment. Learners will also study CSR to understand how ethical and sustainable practices affect society and the planet. They will explore the benefits and challenges of CSR and see how responsible business conduct can enhance corporate reputation, build stakeholder trust and promote community well-being. Throughout this section, teachers should help learners make connections to prior lessons, reinforcing earlier concepts and deepening understanding.

By the end of the section, learners will be able to conduct a full SWOT and PESTEL analysis to pinpoint critical factors influencing a business's success, and articulate the importance of CSR in driving ethical decision-making, fostering sustainable growth and contributing positively to society.

The following weeks are covered in this section:

Week 16

Focal Area 1: Internal Environment of Business

- *The meaning of business environment*
- *Key business stakeholders*
- *Factors affecting the internal environment of business*

Focal Area 2: Application of the SWOT tool to analyse the internal environment of business

- *SWOT analysis of the internal environment of business*

Week 17

Focal Area 1: External Environment of Business

- *The meaning of external business environment*
- *OT component of SWOT*
- *Factors influencing the external environment of business (PESTEL)*

Focal Area 2: Application of the SWOT and PESTEL tools to analyse the external environment of business

- *SWOT analysis of the external environment of the business*
- *PESTEL analysis of the external environment of the business*

Week 18

Focal Area 1: Business Ethics

- *The meaning of business ethics*
- *Ethical principles in business*
- *Importance of business ethics*

Focal Area 2: Corporate Social Responsibility (CSR)

- *Meaning of Corporate Social Responsibility (CSR)*
- *Types of CSR activities/initiatives*

Week 19

Focal Area 1: Benefits and Challenges of CSR

- *Benefits of CSR*
- *Challenges of CSR*

Focal Area 2: Case Study Analysis of CSR Activities/Initiatives

- *Case study analysis of CSR activities/initiatives*

SUMMARY OF PEDAGOGICAL EXEMPLARS

1. **Initiating-Talk for Learning:** In a whole-class activity, learners discuss the meaning of the business environment, explore key business stakeholders, and examine the internal environment and the factors that influence it.
2. **Case Study Analysis:** In mixed-ability, mixed-gender groups, learners examine business-environment case studies using SWOT and PESTEL frameworks and present their analyses to the whole class for feedback. They also actively analyse CSR initiatives in similar case studies and share their findings, helping to foster practical understanding and build their analytical and critical-thinking skills.
3. **Structuring-Talk for Learning:** Learners are guided to explore the external environment of a business, including the factors that influence it. Videos and pictures are used to showcase various CSR activities, deepening learners' understanding of both the business environment and CSR practices.
4. **Discussions & Presentations:** In balanced groups, learners discuss the external factors they identified and present their analyses to the class while the teacher circulates to ensure active participation and address misconceptions.
5. **Digital Learning Activity:** Learners use ICT tools and the internet to research various types of CSR initiatives, gather real-world examples, and then share their findings.
6. **Scenario-Based Learning:** Through real-life scenarios on ethical issues in business, learners apply critical thinking to discuss how ethical lapses occur and propose solutions, thereby solidifying their grasp of business ethics in context.
7. **Jigsaw Learning:** The class is divided into “home” groups, with each member assigned either the benefits or the challenges of CSR; members then form “expert” groups to refine their segment and rehearse teaching it, before returning to their home groups to peer-teach their findings. Finally, the teacher wraps up by clarifying any remaining questions.

ASSESSMENT SUMMARY

The assessment strategy for this section ensures a balanced evaluation of recall/reproduction, skills building, strategic reasoning and extended critical thinking abilities. Regular feedback and documentation in the transcript facilitate ongoing improvement and holistic learner development. **In every week**, teachers are expected to **conduct assessments** to reinforce learning using various **assessment modes**. However, teachers are entreated to administer these **mandatory assessments** below and record them for each learner for onward submission into the Student Transcript Portal (STP).

- **Week 17:** Assign Case Study which should be given to learners by this week and the scores recorded into the STP.
- **Week 18:** Mid-Semester Examination should be conducted in this week and learners scores recorded into the STP.

Note: For additional information on how to effectively administer these assessment modes, refer to the Appendices.

WEEK 16

Learning Indicator: *Analyse the factors affecting the internal and external environment of business using **SWOT** and **PESTEL**.*

Focal Area 1: Internal Environment of Business

Understanding the business environment is crucial for starting and managing a business successfully. Teachers are encouraged to use real-life scenarios and case studies to help learners appreciate the dynamics of the business environment.

In Lesson 1, teachers should introduce the key concepts of the internal business environment. Then, in Lesson 2, they should guide learners in applying these concepts using case studies and the SWOT analysis tool to evaluate the internal environment of a business.

BUSINESS ENVIRONMENT

The **business environment** refers to the combination of internal and external factors that influence a company's operations, performance and decision-making. It includes everything that affects how a business functions, grows and responds to challenges. The business environment is everything that surrounds and affects a business both from within and from the outside world. It is typically divided into main categories; the **internal environment** of business and the **external environment** of business. The business environment includes its **stakeholders** and **other factors** that influence its operations.

BUSINESS STAKEHOLDERS

Business stakeholders are individuals, groups, or organisations who have an interest in, are influenced by, or can affect the activities, decisions, performance, or outcomes of a business.

They may be involved in the business financially, legally, socially, or operationally. The success or failure of a business can have a direct or indirect impact on these stakeholders. As such, businesses often consider the needs and expectations of stakeholders when making important decisions to maintain good relationships and ensure long-term sustainability.

Types of Business Stakeholders

There are **two main** types of business stakeholders, namely:

1. **Primary Stakeholders:** These are stakeholders with a direct interest in the organisation and who are influenced or impacted by its success or failure. Examples include:
 - a. **Employees:** Those working for an organisation and contributing to its operations. In return, they expect fair wages and working conditions.
 - b. **Customers:** Purchase goods or services from an organisation and expect quality at reasonable prices.
 - c. **Shareholders/Investors:** Have a financial stake in an organisation's success.

- d. **Suppliers:** Provide raw materials, goods or services to support an organisation's operation.
 - e. **Creditors:** By lending money to an organisation, creditors have a claim on their assets.
2. **Secondary Stakeholders:** These are stakeholders who are not directly involved in an organisation's operations but may have an indirect influence or interest in their success. *Examples include:*
- a. **Competitors:** Dynamics between competitors can influence strategic decision making in organisations.
 - b. **Government/Regulators:** Authorities setting regulations, collecting taxes and ensuring compliance impact the way in which an organisation can operate.
 - c. **Trade Unions:** Trade unions or employee organisations represent the interests of employees and can influence labour policies and working conditions.
 - d. **Consumer or Environmental Groups:** Advocacy groups can influence customer behaviour and/or operations.
 - e. **Community/Media:** Public perception can impact an organisation's image or reputation. Members of the local community may be affected by the way an organisation chooses to operate.



Figure. 3.1: *Business Stakeholders*

Internal Business Environment

The internal business environment refers to all the factors and conditions that exist within the organisation itself that influences or affects its performance or operations. These are factors over which the organisation has a certain degree of control and can directly influence. They include: organisational culture, management structure, human resources, financial resources, physical resources, internal processes, products/services, brand reputation, etc.

Factors Affecting the Internal Environment of Business

Below are some of the key **components** or **factors** within the control of an organisation that directly influences its performance and operations.

1. **Organisational culture:** The shared values, beliefs, and norms of an organisation shape employees' behaviour and attitudes, directly influencing overall performance.
2. **Organisational structure:** How tasks, responsibilities and authority are formally arranged within a firm can affect the organisation's communication flow and decision-making efficiency.
3. **Management and Leadership Style:** The leadership approaches and management systems ranging from autocratic to participative can influence or directly impact the organisations operations and performance.
4. **Financial Resources:** The availability and allocation of capital or financial resources influence a business ability to invest in new projects and sustain operations.
5. **Human Resources (Employees):** A firm's workforce skills, expertise, morale and motivation directly affect productivity, service quality and innovation potential.
6. **Operational processes/Systems and Technology:** Facilities, machinery, IT systems, and technical capabilities determine production capacity, operational efficiency, and technological competitiveness. How an organisation structures its operations can either positively or negatively affect its operations.
7. **Organisational Politics:** The distribution of power, informal influence, and conflict management practices within an organisation can either support growth or lead to dysfunction.

Learning Tasks

1. Explain business environment and internal environment of business.
2. Discuss both primary and secondary stakeholders of business.
3. Analyse the factors affecting the internal environment.

PEDAGOGICAL EXEMPLARS

Initiating Talk for Learning (whole class discussion)

ACTIVITY 1

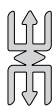
1. Introduce the lesson by asking learners to mention things or factors that surround or affect a businesses' operation. For example, employees, customers, community, machinery, etc.
2. Guide the discussion, then transition learners to a think-pair-share activity on the meaning of the business environment. Emphasise its two main categories – primary and secondary and invite them to cite relevant examples for each.

ACTIVITY 2

1. Engage learners in a whole class discussion to explore the meaning of business stakeholders.
2. Through the discussion, guide learners in identifying both primary stakeholders including employees, managers, customers, suppliers, owners/shareholders, creditors, etc. and secondary stakeholders such as government, the local community, competitors, environment groups and trade unions.

ACTIVITY 3

1. Prompt learners to list internal factors influencing their school's performance. For example, teaching staff, fellow students, laboratory facilities, marketplace activities, and water supply.
2. Use this schoolbased inventory to guide students in drawing parallels to a business's internal environment highlighting elements like organisational culture, leadership hierarchy and resource allocation.
3. Support learners in transforming these examples into a precise definition of a business's internal environment, emphasising that it comprises all factors within a company's control (e.g., culture, processes, management).
4. Actively engage learners to identify and discuss the key components or factors affecting the internal environment of business.

**NOTE**

1. Teachers should encourage respect and tolerance of diverse views among learners.
2. Teachers should move round the class to provide support to learners who struggle to understand concepts (AP). This may be through direct questioning or instruction.
3. Additional support should be given to SEN learners to enable them to participate fully in the lesson

Differentiate the lesson to meet different proficiency levels:

- a. **Approaching Proficiency (AP):** Real-life examples should be used to explain key terms such as business environment, business stakeholders, internal and external environment to learners. Expect from learners a simplified definition of key terms and at least three factors that affect the internal business environment.
- b. **Proficient (P):** Expect from learners the explanation of key terms such as business environment, business stakeholders, internal environment of business and at least four factors that affect the business environment.
- c. **Highly Proficient (HP):** Expect from learners the detailed explanation of key terms such as business environment, business stakeholders, internal environment of business and at least five factors that affect the business environment.

KEY ASSESSMENT

DoK Level 1: Reproduction/Recall

1. What is the business environment?
2. Who are the primary stakeholders in a business?
3. Identify *four* factors affecting the internal business environment.

DoK Level 2: Skills of Conceptual Building

1. Differentiate between primary and secondary stakeholders of a business.
2. Illustrate the key stakeholders in a business using a mind map or concept map.
3. Explain *three* factors affecting the internal environment of a business.

DoK Level 3: Strategic Thinking

1. Analyse how a company's organisational culture and management style can influence its operations and performance.
2. Evaluate *four* factors influencing the internal environment of business.

Focal Area 2: Application of the SWOT Tool to Analyse the Internal Environment of Business

Teachers should establish a clear connection between the first and second lessons of the week. The previous lesson provided a solid theoretical foundational knowledge on the internal environment of business. Building upon this, the current lesson adopts a practical approach, enabling learners to apply their prior knowledge by analysing sample case studies using the SWOT tool.

SWOT ANALYSIS

SWOT stands for Strengths, Weaknesses, Opportunities and Threats. It is a strategic planning tool commonly used to analyse the internal and external environment of business that can impact positively or negatively on the operations of a business or organisation.



Figure 3.2: SWOT Analysis

The first two components of SWOT, Strength and Weakness, are used for analysing the internal environment of a business whilst the last two components, Opportunities and Threats, are used to analyse the external environment of a business.

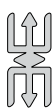
Table 3.1: *Business Environment and SWOT Analysis*

Business Environment	SWOT Analysis	
Internal	- Strengths - Weaknesses	Strengths and Weaknesses of SWOT are used to analyse the internal environment of business
External	- Opportunities - Threats	Opportunities and Threats of SWOT are used to analyse the external environment of business

Using SW of SWOT to Analyse the Internal Environment of Business

Analysing the **internal business environment** is crucial for any organisation to make informed strategic decisions. The first two components of SWOT, **S - Strengths** and **W-Weaknesses** are used to analyse the internal environment of business.

- 1. Strengths:** These are the internal factors that give the organisation a competitive advantage over others. These could include resources, capabilities, expertise, brand reputation, unique products/services, efficient processes, etc., of the organisation. It can be applied by identifying this inherent strength of the business, assess what advantage the business has over competitors in the market and consider the resources and capabilities that give the business competitive edge.
- 2. Weaknesses:** These are the internal factors that put the organisation at a disadvantage compared to its competitors. Weaknesses might include outdated technology, lack of skilled personnel, high employee turnover, poor financial management, or inefficient production processes. A business can analyse the internal factors that hinder its operations and strategise to improve on these areas that pose challenge to achieving the business objectives



NOTE

1. Provide learners with sample case studies to enable them to analyse the internal environment of business using the SWOT tool.
2. This lesson focuses exclusively on the internal environment, guiding learners to concentrate on the first two components of SWOT - Strengths and Weaknesses for their analyses.

See a sample case study provided in the pedagogical exemplars for this lesson.

Learning Tasks

1. Analyse the internal environment of business using the SWOT tool.

PEDAGOGICAL EXEMPLARS

The Use of Case Study

ACTIVITY 1

1. Review learners' prior knowledge of the internal environment of business, as covered in the first lesson of the week.
2. Collaboratively discuss with learners the SWOT tool, explaining its four components.
 - a. **Strengths:** Internal attributes that provide an advantage.
 - b. **Weaknesses:** Internal attributes that place the business at a disadvantage.
 - c. **Opportunities:** External factors the business could exploit to its advantage.
 - d. **Threats:** External factors that could cause trouble for the business.
3. Emphasise the distinction between the internal and external aspects of the SWOT tool:
 - a. The first two components (**Strengths and Weaknesses**) are used for analysing the *internal environment* of the business.
 - b. The last two components (**Opportunities and Threats**) are used for analysing the *external environment*.
4. Cite relevant examples to help learners understand the components well.

ACTIVITY 2

1. Organise learners into mixed-ability and mixed-gender groups and present them with a case study. Example:

Case Study: Volta Aluminium Company (VALCO)

Established in 1967 and located in Tema, VALCO is a wholly government-owned aluminium smelting company in Ghana. The company was initially a joint venture with international partners but became fully state-owned in 2008.

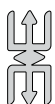
VALCO operates a smelter that converts alumina into aluminium ingots, primarily serving local industries such as Aluworks. Despite Ghana's abundant bauxite reserves, VALCO has historically imported alumina for its operations. Over the years, VALCO has faced several operational challenges. The plant has experienced multiple shutdowns, notably in 2003 and between 2007 and 2011, often due to difficulties in securing affordable and reliable electricity, a critical input for aluminium smelting.

As of 2022, the smelter was operating at approximately 20% of its capacity, producing around 3,000 tons per month. The facility, spanning 600 acres, is ageing and requires significant investment estimated at over \$600 million to modernise and reach its full production potential. The company employs about 750 workers and has been recognised for its favourable employee benefits, including on-site healthcare and long-service rewards. However, industrial relations have seen tensions, exemplified by a significant strike in 1993 that led to a substantial pay increase.

The Ghanaian government has expressed intentions to revitalise VALCO as part of a broader strategy to develop an integrated aluminium industry, leveraging local bauxite resources. This vision includes modernising the plant and expanding its capacity to meet both domestic and regional demand.

Group Task

- Using the SWOT analysis tool, focus on the internal environment of VALCO by identifying and discussing potential Strengths and Weaknesses based on the case study. Consider how these internal factors might influence the company's operations and strategic decisions.
 - a. Assign learners to read the case study carefully and apply the SWOT tool to analyse the internal environment of the business.
 - b. Have learners present their analyses to the entire class for discussion.
 - c. Consolidate the learners' presentations and provide further explanations on any areas where misunderstandings occurred.



NOTE

1. Ensure the case study is legible for all learners to be able to see and read.
2. Allocate dedicated time for each group and encourage the AP learners to collaborate and prepare a presentation of their SWOT analysis findings and insights, utilising digital tools for effective communication.
3. Prompt (H) and (HP) learners to engage in critical analysis, fostering the development of their critical thinking and problem-solving abilities within the context of SWOT analysis.
4. Allow flexibility for learners with different learning abilities to present their SWOT analysis findings in their preferred format.
5. Provide additional support and resources for learners with special educational needs or who require additional support to facilitate their comprehension of the SWOT analysis of the internal environment.

KEY ASSESSMENT

Dok Level 3: Strategic Thinking

Read the case carefully and answer the question that follows.

Case Study: Jamak Naturals – Internal Business Environment

Jamak Naturals is a growing small-scale cosmetics company based in Ho, Ghana. The business specialises in producing organic skincare products made from locally sourced ingredients like shea butter, coconut oil, and moringa. Its mission is to promote natural beauty while supporting sustainable agriculture and local women's cooperatives.

The company has built a solid brand reputation in the local market due to its commitment to quality, eco-friendliness, and customer satisfaction. Its production team is small but highly skilled, and customer reviews are consistently positive. Additionally, the company reinvests profits into product development, leading to the recent launch of a new anti-aging line that has gained popularity.

Despite these positives, Jamak Naturals faces several internal challenges. The company relies on manual production processes, which limits output and causes delays during peak demand periods. Staff burnout is becoming a concern due to long hours and limited automation. Also, while the business enjoys strong loyalty from existing customers, it lacks a formal marketing team to expand its market reach.

Its record-keeping and inventory management systems are still paper-based, leading to occasional stock shortages or overproduction. Financially, the business is stable, but high operating costs leave little room for risk-taking or scaling up operations.

Question

- Using the SWOT analysis tool, identify and explain the internal **Strengths** and **Weaknesses** of Jamak Naturals. Focus on how these factors influence the company's current operations and its potential for growth.

WEEK 17

Learning Indicator: *Analyse the factors affecting the internal and external environment of business using **SWOT** and **PESTEL**.*

Focal Area 1: External Environment of Business

In the previous lesson, learners were introduced to concept of SWOT analysis and its application in assessing the internal business environment.

Teachers should build upon this foundational knowledge and guide learners in exploring the external business environment. They will learn to apply both the SWOT and PESTEL tools to analyse external factors influencing business operations.

EXTERNAL BUSINESS ENVIRONMENT

The external business environment refers to factors and conditions outside the organisation's control that can significantly impact its performance and decision-making. These factors are beyond the immediate influence of the organisation but must be considered and adapted to appropriately. They include: Market Conditions, Economic Conditions, Political and Legal Factors, Technological Advancements, Social and Cultural Trends, Demographic Factors, Environmental Factors, Global Factors, etc.

Using the OT of SWOT to Analyse the External Environment of Business

Analysing the **external business environment** is crucial for any organisation to make informed strategic decisions. The last two components of SWOT, **OT - Opportunities** and **Threats** are used to analyse the external environment of a business.

1. Opportunities:

These are external factors that could benefit the organisation if utilised properly. Opportunities may arise from market trends, changes in customer preferences, emerging technologies, or favourable government policies. Evaluate these external factors that could benefit the business, identify untapped markets or new customer segments and explore potential partnerships, collaborations or strategic alliances that could create growth opportunities.

2. Threats:

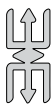
These are external factors that may negatively impact the organisation. Threats could come from competition, economic downturns, legal and regulatory changes, natural disasters, or disruptive technologies. By assessing the external factors that could pose risk or challenges to the business as well as potential obstacles that could hinder the business' success, allows organisations to take appropriate steps to mitigate them in order to achieve the business goals and objectives.

SWOT analysis helps businesses make informed decisions, prioritise actions and formulate strategic plans to navigate the business environment effectively. It is important

to regularly revisit and update the SWOT analysis to stay responsive to changes in the business environment.

Other Tools to Assess the External Environment of a Business (PESTEL Framework)

1. **Political Factors:** These involve government policies and regulations that can impact business operations. Examples include tax policies, trade restrictions, tariffs, and political stability. For instance, changes in trade regulations can affect supply chain logistics and costs.
2. **Economic Factors:** These relate to the economic conditions that influence a business's performance. Key aspects include inflation rates, interest rates, economic growth, exchange rates, and unemployment levels. For example, high inflation can increase operational costs, while economic downturns may reduce consumer spending.
3. **Social and Cultural Factors:** These encompass societal trends and cultural aspects that affect consumer needs and market size. Factors such as population demographics, health consciousness, lifestyle changes and education levels fall under this category. For instance, an aging population may increase demand for healthcare products and services.
4. **Technological Factors:** These involve innovations and technological advancements that can influence business operations and competitiveness. This includes research and development activity, automation, technological change and the rate of technological obsolescence. For example, the rise of e-commerce platforms has transformed retail business models.
5. **Environmental Factors:** These pertain to ecological and environmental aspects such as climate change, environmental regulations and sustainability initiatives. Businesses may need to adapt to environmental concerns by implementing eco-friendly practices or complying with environmental laws.
6. **Legal Factors:** These involve laws and regulations that govern how businesses operate. This includes employment laws, health and safety regulations, consumer protection laws, and antitrust laws. Non-compliance can lead to legal penalties and damage to reputation.



NOTE

1. Provide learners with sample case studies to enable them analyse the external environment of business using **SWOT** and **PESTEL** tools.
2. This lesson focuses exclusively on the external environment of business, guiding learners to concentrate on the last two components of **SWOT** - *Opportunities and Threats* and **PESTEL** for their analyses.
3. **SWOT** can be used to analyse both the internal and external environment of a business
4. **PESTEL** is only used for analysing the external environment of a business.

Learning Tasks

1. Explain the external environment of business.
2. Analyse the factors influencing the external environment of business.

PEDAGOGICAL EXEMPLARS

Structuring Talk for Learning

ACTIVITY 1

1. Teachers should link to learners' previous knowledge on internal business environment and use that to transition to the concept of external business environment.
2. Show videos or pictures on the influences of the external environment on the operations of business and guide learners individually or in mixed-ability and mixed-gender groups to write their observations and present to the class.
3. In classes where persons with visual impairments are present, necessary arrangements should be made to ensure they can access activities (for example through the provision of audio description).

Discussion and Group Presentation

ACTIVITY 2

1. Guide learners to discuss the Opportunities and Threats components of SWOT, emphasising that these aspects are used for analysing the external environment of a business.
2. Organise learners into mixed-ability and mixed-gender groups and task them with discussing the factors affecting the external environment of business.
3. Move around the class to ensure all learners are participating.
4. Ask the groups to make presentations of their work for immediate feedback from the class.
5. Link learner's presentations to PESTEL, highlighting Political, Economic, Social, Technological, Environmental and Legal factors influencing the external environment of business
6. Ask learners to reflect and summarise the main points of the lesson.

KEY ASSESSMENT

DoK Level 1: Reproduction/Recall

1. State the components of SWOT as a tool for analysing the business environment.
2. Identify the components of SWOT that are used to analyse the external environment of business.

Dok Level 2: Skills Building

1. Explain the external environment of business.
2. Differentiate between the internal and external environment of business with examples.
3. Distinguish between PESTEL and SWOT

Dok Level 3: Strategic Thinking

Analyse *four* factors influencing the external environment of business.

Focal Area 2: Application of the SWOT and PESTEL Tools to Analyse the External Environment of Business

Teachers should establish a clear connection between the first and second lessons of the week. The previous lesson provided a solid theoretical foundational knowledge on the external environment of business. Building upon this, the current lesson adopts a practical approach, enabling learners to apply their prior knowledge by analysing sample case studies using the SWOT and PESTEL tools.

CASE STUDIES ANALYSIS ON BUSINESS ENVIRONMENT

Sample Case: Golden Harvest Foods Ltd.

Company Overview

Golden Harvest Foods Ltd., established in 2010, is a mid-sized agro-processing company located in the Ashanti Region of Ghana. The company specialises in producing a variety of packaged food products, including cereals, snacks and canned goods, primarily for the domestic market. Over the years, Golden Harvest has built a reputation for quality and affordability, making its products a staple in many Ghanaian households.

Current Landscape

In recent years, Golden Harvest has observed a shift in consumer preferences, with an increasing demand for organic and health-conscious food options. This trend has opened avenues for the company to diversify its product line to include organic cereals and low-sugar snack alternatives.

The Ghanaian government's initiative to promote local industries through tax incentives and subsidies for agro-processing firms presents a favourable environment for expansion. Additionally, the implementation of the African Continental Free Trade Area (AfCFTA) agreement offers Golden Harvest an opportunity to explore new markets beyond Ghana's borders.

However, the company faces challenges due to the volatility of the Ghanaian cedi, which affects the cost of importing packaging materials and machinery. The rise in fuel prices has also led to increased transportation costs, impacting the overall pricing strategy.

The entry of multinational food companies into the Ghanaian market has intensified competition, compelling Golden Harvest to invest more in marketing and innovation to

maintain its market share. Furthermore, the frequent power outages in the region disrupt production schedules, leading to delays in product delivery.

Environmental concerns are also on the rise, with consumers becoming more conscious of sustainable practices. Golden Harvest is under pressure to adopt eco-friendly packaging solutions, which require significant investment.

Strategic Considerations

To navigate these dynamics, Golden Harvest is contemplating partnerships with local farmers to secure a steady supply of organic raw materials, thereby reducing reliance on imports. The company is also exploring renewable energy options to mitigate the impact of power disruptions.

Answers to the Case Study

Table 3.2: SWOT Analysis of the External Environment of Golden Harvest Foods Ltd.

Opportunities	Threats
1. Growing Demand for Organic Products: The increasing consumer preference for organic and health-conscious food options presents an avenue for product diversification. 2. Government Initiatives: The Ghanaian government's tax incentives and subsidies for agro-processing firms create a favorable environment for business expansion. 3. Regional Trade Agreements: The implementation of the African Continental Free Trade Area (AfCFTA) offers opportunities to access new markets beyond Ghana. 4. Partnerships with Local Farmers: Collaborating with local farmers can ensure a steady supply of organic raw materials, reducing reliance on imports. 5. Renewable Energy Exploration: Investing in renewable energy sources can mitigate the impact of power disruptions and align with environmental sustainability goals.	1. Currency Volatility: Fluctuations in the Ghanaian cedi affect the cost of importing packaging materials and machinery, impacting pricing strategies. 2. Rising Fuel Prices: Increased transportation costs due to higher fuel prices can affect the overall cost structure. 3. Intensified Competition: The entry of multinational food companies into the Ghanaian market intensifies competition, necessitating increased investment in marketing and innovation. 4. Power Outages: Frequent power disruptions in the region can lead to production delays and affect product delivery schedules. 5. Environmental Concerns: The growing consumer demand for eco-friendly packaging requires significant investment in sustainable practices.

Table 3.3: PESTEL Analysis of the External Environment of Golden Harvest Foods Ltd.

Political	Economic	Social
- Government support through tax incentives and subsidies for agro-processing firms encourages industry growth. - Political stability in Ghana provides a conducive environment for business operations.	- Currency fluctuations and rising fuel prices impact operational costs and pricing strategies. - Economic growth in Ghana increases consumer purchasing power, potentially boosting demand for packaged food products.	- Changing consumer preferences towards organic and health-conscious food options influence product development. - Increased awareness of environmental sustainability affects packaging choices and corporate responsibility initiatives.
Technological	Environmental	Legal
- Advancements in agro-processing technology can improve production efficiency and product quality. - Adoption of renewable energy technologies can address power supply challenges.	- Environmental regulations and consumer expectations necessitate investment in eco-friendly packaging and sustainable practices. - Climate change impacts agricultural productivity, affecting the supply of raw materials.	- Compliance with food safety standards and regulations is essential for market access and consumer trust. - Intellectual property laws protect product innovations and branding efforts.

Learning Tasks

1. Analyse the external environment of business using the SWOT and PESTEL tools.

PEDAGOGICAL EXEMPLARS

Case Study Analysis

1. Review learners' prior knowledge of the component of SWOT and PESTEL tools.
2. Organise learners into mixed-ability and mixed-gender groups and present them with the case study above (Golden Harvest Foods Ltd.)
3. Assign learners to read the case study carefully and apply the SWOT and PESTEL tools to analyse the external environment of the business.
4. Move around the groups to support and encourage all learners to participate in the case analysis
5. Have learners present their analyses to the entire class for discussion.
6. Consolidate the learners' presentations and provide further explanations on any areas where misunderstandings occurred.
7. In a whole-class discussion, display the summarised information of the SWOT and PESTEL analysis of Golden Harvest Foods Ltd on the board for all the groups to see.

8. Briefly highlight the importance of SWOT and PESTEL tools in the business environment.
9. Ask questions for clarifications where necessary.

KEY ASSESSMENT

Dok Level 1: Strategic Thinking

Read the case carefully and answer the question that follows.

Case Study: ABC Electronics – Business Environment

ABC Electronics is a medium-sized enterprise located in the Bolgatanga Municipality, specialising in the manufacture and sale of consumer electronics. The company has earned a reputation for producing high-quality products and boasts a skilled workforce operating in state-of-the-art production facilities.

In recent years, ABC Electronics has invested in research and development, leading to the introduction of innovative products that cater to emerging consumer needs. The company's commitment to quality and innovation has fostered strong customer loyalty, resulting in repeat business and positive word-of-mouth referrals.

Despite these, ABC Electronics faces several internal challenges. High employee turnover has disrupted operations and increased training costs. Delays in receiving supplies from suppliers have led to production halts, affecting the company's ability to meet customer demand promptly.

Additionally, the company has been grappling with high government taxes, which have strained its financial resources. Conflicts between management and staff have created a tense work environment, impacting morale and productivity. The existing inventory management system is outdated, leading to stock discrepancies and inefficiencies in order fulfilment.

ABC Electronics also contends with intense competition from both local and international brands, fluctuating market demands, and economic instability in the region. Rapid technological advancements and changing consumer preferences present both opportunities and threats to the business.

Question

1. Apply the SWOT tool to analyse both the internal and external environment of ABC Electronics and explain how these factors influence the company's operations and performance. (14 marks)

HINT



- The Recommended Mode of Assessment for **Week 17** is Case Study assigned as Homework. Learners are expected to submit it within 3 – 5 days, and the scores are recorded into the STP.
- Refer to **Appendix G** in this section for the rubrics for the case study assigned as Homework.

WEEK 18

Learning Indicators

1. *Define business ethics, outline its key principles and explain the importance of business ethics in promoting integrity, trust and accountability within organisations.*
2. *Explain corporate social responsibility and discuss its types of initiatives*

Focal Area 1: Business Ethics

During this lesson teachers will introduce the concept of business ethics as the moral principles and values that guide a business's behaviour and decision-making. Teachers should challenge learners to consider the impact of business actions on stakeholders, including employees, customers, suppliers, and wider community.

MEANING OF BUSINESS ETHICS

Business ethics refers to the principles and standards that guide behavior in the world of business. It involves applying moral values like honesty, fairness, integrity, and responsibility to business situations and decisions.

Ethical Principles in Business

1. **Integrity and Trustworthiness:** Upholding honesty and strong moral values in all business dealings. This includes consistently doing what is right, even when it is difficult or when no one is watching. Building trust with stakeholders through consistent and ethical behaviour.
2. **Accountability and Responsibility:** Taking responsibility for the business' actions and decisions, and being answerable to stakeholders. This involves acknowledging mistakes, learning from them, and implementing corrective measures.
3. **Honesty and Transparency:** Being open and clear about company operations, decisions and policies, fostering trust. This means providing stakeholders with accurate and timely information about business practices.
4. **Fairness and Justice:** Ensuring impartiality and justice in all business activities, including hiring, promotions, and customer relations. This entails making decisions based on merit and without favouritism or discrimination.
5. **Respect for Human Rights:** Valuing all individuals by treating employees, customers, and partners with dignity and consideration. This includes honouring diverse perspectives and fostering an inclusive environment.
6. **Compliance with Laws and Regulations:** Adhering to all legal requirements and industry standards applicable to the business. This involves staying informed about relevant laws and ensuring all practices meet legal obligations.
7. **Loyalty:** Demonstrating commitment to the company while balancing the interests of all stakeholders. This means supporting the organisation's goals while maintaining ethical standards and stakeholder trust.

8. **Environmental Responsibility:** Engaging in sustainable practices that minimise negative impacts on the environment. This includes reducing waste, conserving resources, and promoting eco-friendly initiatives.
9. **Positive Leadership:** Setting a positive example through ethical behaviour and guiding others to act responsibly. This entails inspiring trust, motivating ethical conduct and upholding the organisation's values.

Importance of Business Ethics

1. **Enhances Company Reputation and Builds Trust:** Adhering to ethical standards fosters trust among customers, employees, investors and the public. A strong ethical reputation can lead to increased customer loyalty and attract top talent. According to a global survey by the Zeno Group, 94% of consumers are more likely to support companies with a clear and authentic purpose.
2. **Supports Long-Term Profitability:** Ethical practices contribute to sustainable business models. Businesses that prioritise ethics often experience long-term profitability by building strong relationships with stakeholders and avoiding the costs associated with unethical behaviour.
3. **Encourages Social Responsibility:** Business ethics drive corporate social responsibility initiatives, leading businesses to contribute positively to society. This includes environmental stewardship, community engagement and ethical labour practices, which can enhance brand image and customer satisfaction.
4. **Promotes a Positive Workplace Culture:** A commitment to ethics cultivates a respectful and inclusive work environment. Employees are more engaged and motivated when they feel valued and when the company operates with integrity.
5. **Encourages Responsible Decision-Making:** Business ethics promotes responsible decision-making, taking into account the impact of business actions on stakeholders and the community. Businesses that are ethically responsible usually reflect over their options before decisions are taken. This is to ensure that those decisions meet moral principles and standards.
6. **Reduces Business Risk:** Businesses may sometimes make decisions that conflict with ethical principles, leading to potential legal and financial repercussions, as well as damage to their reputation. Companies that uphold ethical standards are better positioned to avoid or mitigate these risks.
7. **Promotes Accountability:** When businesses practice good ethics, it sets clear standards for behaviour and ensures that employees, managers and leaders are held answerable for their actions.

Learning Tasks

1. Explain business ethics.
2. Discuss the key principles of business ethics.
3. Analyse the importance of implementing ethical principles in business.

PEDAGOGICAL EXEMPLARS

Scenario-Based Learning

ACTIVITY 1

1. Initiate a shower-thought activity where learners share with the class examples of ethical and unethical situations they encounter in their daily lives.
2. Guide learners to relate their personal ethical experiences to the realm of business ethics.
3. Facilitate a discussion that helps learners understand how individual moral principles apply within business settings. Support them in formulating a definition of business ethics.

ACTIVITY 2

1. Present learners with real-life business scenarios that involve ethical challenges.

Example:

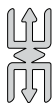
In 2018, a gold dealership and investment firm, was shut down by the Ghana Securities and Exchange Commission (SEC) for operating without the appropriate license. The company had promised customers high monthly returns on investments, leading many to invest significant sums. However, the company was dishonest and untruthful to clients since it did not have any reserves or funds to meet client's withdrawal. It turned out that the company was a scam. Its closure left numerous customers unable to access their funds, resulting in public outcry and legal actions.

2. Arrange learners in mixed ability and gender groups and encourage them to analyse the case, considering the stakeholders and key ethical principles involved. Learners should work as a group linking their work back to the core principles of integrity, trust and accountability propose ethical solutions.
3. Learners to present their work back to the rest of the class as part of a wider group discussion on the presented case study.

ACTIVITY 3

1. Form mixed-ability and mixed-gender groups of learners to discuss the importance of business ethics.
2. Circulate among the groups to ensure that all learners are actively participating in the discussion. Provide guidance and support as needed to keep conversations focused and inclusive.
3. Assign each group a specific time slot to present their findings on the importance of business ethics. Encourage constructive feedback from peers to promote critical thinking and deeper understanding.
4. After all presentations, summarise the key points discussed by the groups. Add any important aspects that may have been overlooked and invite learners to ask questions for clarification.

5. Instruct learners to individually write down at least three ethical principles and three reasons why businesses need to be ethical. Then, have them exchange their writings with a peer for review and feedback.

**NOTE**

To facilitate the lessons' activities, move around the groups monitoring learners' engagement. Check learners' understanding of key concepts through directed questioning.

Additional support should be provided for AP learners or those with SEN to access the activities such as pairing with more able learners or providing simpler, contextualised definitions and examples. Prompt sheets of the core ethical principles should be available to support AP/SEN learners as required.

KEY ASSESSMENT**DoK Level 1: Reproduction/Recall**

1. Define business ethics.
2. State three key ethical principles in business.
3. Summarise three reasons why it is important to adopt ethics in a company.

Dok Level 2: Skills Building

1. Explain why transparency is considered a fundamental principle in business ethics.
2. Describe how business ethics influence the relationship between a company its customers.
3. Explain three key ethical principles in business.

Dok Level 3: Strategic Thinking

1. Analyse the potential consequences for a business that neglects ethical principles in its operations.
2. *Read the case carefully and answer the questions that follow:*

Case Study: Ashanti Builders Ltd.

Ashanti Builders Ltd. is a mid-sized construction firm based in Kumasi, tasked with several public infrastructure projects. In the past six months, the Human Resources manager has observed that nearly one-third of new recruits are relatives of senior executives, despite many qualified applicants remaining on the shortlist.

On the Kumasi-Nkoranza highway project, procurement officers were discreetly approached by materials suppliers offering cash kickbacks in exchange for exclusive, inflated orders—orders that were later discovered to include substandard cement. Simultaneously, site supervisors have reportedly demanded “protection fees” from

subcontractors to overlook minor safety infractions, reducing compliance with industry standards.

Meanwhile, the project manager has diverted bids to a company owned by a board member's cousin, without disclosing the familial relationship. In several meetings, engineers and procurement staff colluded to overstate cost estimates, sharing the surplus funds among themselves.

- a. Identify and list all the ethical issues embedded in this case.
- b. Explain how each issue violates core ethical principles such as fairness, accountability, and integrity.
- c. Discuss the potential long-term impacts on Ashanti Builders Ltd.'s reputation, employee morale, and community trust if these practices continue.
- d. Propose at least three measures the company could implement to prevent or mitigate each of the identified ethical breaches.

Focal Area 2: Corporate Social Responsibility (CSR)

During this lesson, teachers should introduce the concept of Corporate Social Responsibility (CSR) and the types of activities that organisations may engage in through these initiatives. Teachers should look to use examples from local or national businesses to illustrate CSR and its impact. Consider use of multi-media resources such as images, videos to support these lessons.

CORPORATE SOCIAL RESPONSIBILITY (CSR)

Corporate Social Responsibility (CSR) refers to a business's commitment to operating in a socially and environmentally responsible manner while also contributing positively to the community and society at large. It goes beyond the traditional focus on maximising profits and shareholder value, aiming to strike a balance between economic success, ethical conduct and social and environmental considerations.

The concept of CSR has evolved over time, driven by increased awareness of global issues, changing consumer expectations and the recognition that businesses have a significant role to play in addressing societal and environmental challenges. CSR is not just about charitable donations or one-off initiatives; rather, it encompasses a long-term commitment to sustainable business practices and making a positive difference in the world.

Types of CSR Activities/Initiatives

Corporate Social Responsibility (CSR) encompasses various initiatives that businesses undertake to positively impact society and the environment. The primary types of CSR activities include:

1. **Environmental Responsibility:** Companies commit to sustainable practices that minimise their ecological footprint. This includes reducing carbon emissions, managing waste responsibly, conserving energy and water, participating in reforestation, recycling

waste and supporting biodiversity. For instance, a company might implement recycling programmes or invest in renewable energy sources.

2. **Ethical Responsibility:** This involves conducting business in a manner that is fair and ethical. Companies ensure fair labour practices, uphold human rights, and operate with integrity. An example is sourcing materials from suppliers who adhere to ethical labour standards.
3. **Philanthropic Responsibility:** Businesses actively contribute to the well-being of communities through donations, sponsorships, and volunteer efforts. This could involve supporting local charities, funding education programmes, or encouraging employee volunteerism.
4. **Economic Responsibility:** Beyond profitability, companies aim to make financial decisions that also benefit society. This includes investing in community development, ensuring fair pricing, and supporting local economies.:

Examples of CSR Activities/Initiatives

Table 3.4: Examples of CSR Activities/Initiatives

Type	Examples
Environmental Responsibility	- Planting trees and creating green spaces - Reducing plastic use and encouraging recycling - Using solar energy or other renewable sources - Cleaning beaches or drains in the community, etc.
Ethical Responsibility	- Treating workers fairly and equally - Buying goods only from suppliers who do not use child labour - Ensuring products are safe and honestly labelled - Following rules and being honest in business, etc.
Philanthropic Responsibility	- Donating money or items to schools or hospitals - Giving scholarships to needy students - Building boreholes for villages - Sponsoring health screening events, etc.
Economic Responsibility	- Creating jobs for local people - Supporting small local businesses - Paying workers fair wages - Training youth in vocational skills to start their own businesses, etc.

Learning Tasks

1. Explain Corporate Social Responsibility (CSR).
2. Describe the different types of CSR activities/initiatives.

PEDAGOGICAL EXEMPLARS

Structuring-Talk for Learning

1. Ask learners to mention some projects or support initiatives they have observed or heard about from organisations or businesses.
2. Relate learners' examples to the concept of CSR and guide them in formulating a clear definition or explanation of CSR.
3. Guide discussions to focus on how business can contribute to societal welfare rather than purely focusing on profit making.
4. Within the definition of CSR ensure that learners understand the pillars of CSR ie community, ethical, environmental, philanthropy.

Digital Learning

1. Present videos and images showcasing various CSR activities by different organisations, then lead a discussion to identify and categorise the types of initiatives shown.
2. Organise learners in pairs or small groups to research CSR initiatives using digital tools and the internet, to broaden and deepen their understanding.
3. Learners to present their findings as part of a wider class discussion on real world examples of CSR initiatives.

PLENARY

Using talk-to-the-hand strategy, learners draw out their fingers in fill in them five key points they have learnt in the lesson.

KEY ASSESSMENT

DoK Level 1: Reproduction/Recall

1. Define corporate social responsibility.
2. List three CSR activities.

Dok Level 2: Skills Building

1. Distinguish between environmental and ethical CSR activities.
2. Explain the four main types of CSR.

Note: Differentiate the lesson to meet different proficiency levels:

- a. **Approaching Proficiency (AP):** Real-life examples should be used to assist learners grasp the concept of CSR. Expect from learners a simplified definition of CSR and at least three types of CSR initiatives/activities.

- b. **Proficient (P):** Expect from learners the explanation of CSR and at least four types of CSR initiatives/activities.
- c. **Highly Proficient (HP):** Expect from learners the detailed explanation of CSR and at least five types of CSR initiatives/activities.

HINT

- *The Recommended Mode of Assessment for Week 18 is **Mid-Semester Examination for the second semester.***
- *Teachers are expected to develop assessment tasks to cover **Weeks 13 – 17** for the mid-semester examination and the scores must be recorded into STP.*
- *See **Appendix H** of this section for the Table of Specification and more information on how to conduct the mid-semester examination.*

WEEK 19

Learning Indicator: *Discuss the benefits and challenges of Corporate Social Responsibility*

Focal Area 1: Benefits and Challenges of CSR

Last week, learners were introduced to the concept of CSR. In this week's first lesson, teachers should build on that prior knowledge and guide learners into a discussion on the benefits and challenges of CSR.

BENEFITS OF CORPORATE SOCIAL RESPONSIBILITY

1. **Enhanced Reputation and Brand Image:** Companies that actively engage in CSR activities often build a positive reputation, and improve their public perception.
2. **Increased Customer Loyalty:** CSR initiatives resonate with socially conscious consumers, leading to increased customer loyalty and preference for products or services associated with responsible practices.
3. **Attraction and Retention of Talent:** CSR can be a powerful tool for attracting and retaining talented employees who seek purpose-driven and socially responsible work environments.
4. **Risk Mitigation:** By proactively addressing social and environmental issues, companies can reduce the risk of potential controversies, legal disputes and reputational damage.
5. **Cost Savings:** Implementing sustainable practices can lead to cost savings in areas such as energy consumption, waste management and resource efficiency.
6. **Competitive Advantage:** Demonstrating a commitment to CSR can differentiate a company from its competitors, providing a competitive edge in the market.
7. **Stakeholder Engagement:** CSR fosters stronger relationships with various stakeholders, including employees, customers, investors, suppliers and local communities.
8. **Innovation and Adaptation:** Embracing CSR can drive innovation by encouraging companies to find creative solutions to social and environmental challenges.

CHALLENGES OF CORPORATE SOCIAL RESPONSIBILITY

1. **High Cost:** CSR activities like donations, training, or eco-friendly changes can be expensive, especially for small businesses.
2. **Difficulty Balancing Financial and Social Goals:** Companies face the challenge of balancing the pursuit of profit with their commitment to social and environmental responsibility. Striking the right balance can be complex.
3. **Difficult Measuring Impact:** Assessing the tangible impact of CSR initiatives can be challenging, making it difficult to quantify the return on investment (ROI) in some cases.

4. **Resource Constraints:** Implementing CSR initiatives may require significant financial and time investments, particularly for smaller businesses with limited resources. Organisations may wish to implement certain initiatives but due to limited resources they are unable to execute their plans.
5. **Sustainability Issues:** Some CSR activities may start well but stop due to lack of funding or follow-up, leading to disappointment in the community.
6. **Greenwashing Concerns:** Greenwashing is when a company tries to look environmentally friendly, but in reality, they are not doing much to help the environment. Some companies may engage in greenwashing, where they exaggerate or falsely promote their CSR efforts without genuine commitment or meaningful impact.
7. **Time Horizon:** Some CSR initiatives may have long-term social and environmental benefits but might not provide immediate financial returns, creating short-term pressure on investors.

In summary, to successfully address these challenges and reap the benefits of CSR, companies must integrate CSR into their core business strategy, be committed to genuine impact and engage in open dialogue with stakeholders. Collaborating with experts, NGOs and other organisations can also help companies address specific social and environmental issues effectively. Ultimately, the long-term sustainability and positive societal impact achieved through CSR make it a valuable aspect of modern business practices.

Learning Tasks

1. Evaluate the benefits of CSR to businesses.
2. Analyse the challenges of CSR to businesses.

PEDAGOGICAL EXEMPLARS

Jigsaw Learning

1. Divide the class into diverse “home groups” of 4–6 learners, ensuring a mix of backgrounds and abilities.
2. Assign some groups with the task of discussing the benefits of CSR whilst others discuss the challenge of CSR.
3. Provide time for learners to research their assigned CSR segment.
4. Have learners focusing on the same segment form “expert groups” to consolidate and review their ideas and rehearse how to teach their peers.
5. Give each expert group time to present their findings and receive immediate feedback.
6. Facilitate a whole-class discussion to consolidate understanding, draw connections between benefits and challenges, and address any remaining questions.
7. To conclude, have the various groups summarise and present what they have learnt during the lesson to the class.

KEY ASSESSMENT

DoK Level 2: Skills Building

1. Explain *three* benefits organisations can gain from practising CSR.
2. Explain *three* challenges organisations face when implementing CSR initiatives.

Focal Area 2: Case Study Analysis of CSR Initiatives

Teachers should establish a clear connection between the first and second lessons of the week. The previous lesson provided a solid theoretical foundational knowledge on CSR. Building upon this, the current lesson adopts a practical approach, enabling learners to apply their prior knowledge by analysing sample case studies on CSR initiatives.

CASE STUDIES ANALYSIS ON CSR

Teachers to present the case study and related questions to learners.

Case: Akoma Foods Ltd. CSR Activities

Akoma Foods Ltd., a growing food company in Kumasi, has quietly woven many helpful programmes into its daily work. Each spring, staff and villagers join to plant hundreds of fruit trees along farm roads, while colourful bins appear in every school and market so children learn to sort plastic, paper and food scraps for recycling or compost. Big solar panels are now installed on the factory roof, powering lights and water pumps without smoke or leaks. Farmers who bring their cocoa and maize to Akoma's buying centres always receive a little extra which is enough to buy medicine or school uniforms and every farm site now has a working borehole so families can cook and bathe safely. Inside the plant, every worker wears a bright safety hat and gloves, and there's always a first-aid station with someone trained to help.

On the first Friday of each month, Akoma teams arrive at nearby villages with school bags stuffed with notebooks, pencils, uniforms and sometimes a warm meal, and they carry toolkit boxes to mend broken hand pumps so everyone can drink clean water. In the evenings and on weekends, the company's little training room buzzes with young people learning how to plan a small stall, keep simple accounts, or apply for a tiny loan, many of which they use to buy goods or tools to start earning on their own. Finally, Akoma's hiring rules make sure at least two new employees come from each surrounding town, bringing steady pay and new customers to local shops.

Questions for Learners' Discussion

1. What are some of the things Akoma Foods Ltd. is doing to help the environment?
2. How does Akoma Foods show care and support for the farmers and workers they work with?
3. What kind of support does Akoma Foods give to schools and villages nearby?
4. Use a quadrant to classify the various CSR activities of Akoma Foods Ltd under the four main types of Corporate Social Responsibility

5. How is the company helping young people in the community earn money or start businesses?
6. Are there any actions in the case that benefit both the company and the community? Give examples.
7. What challenges is the company likely to face in implementing its CSR initiatives in the community?
8. Why do you think it is important for companies like Akoma Foods to carry out these kinds of activities?
9. What other things could Akoma Foods do in the future to support people, the environment, or the economy?

Answers to the Case

1. What are some of the things Akoma Foods Ltd. is doing to help the environment?

Answers may include:

- a. Planting fruit trees along farm roads
 - b. Providing bins for waste sorting and recycling
 - c. Using solar panels to power their offices and factory
2. How does Akoma Foods show care and support for the farmers and workers they work with?

Answers may include:

- a. Paying farmers fair prices for their crops
 - b. Providing clean water (boreholes) at farm sites
 - c. Ensuring factory workers have safety gear and access to first aid
3. What kind of support does Akoma Foods give to schools and villages nearby?

Answers may include:

- a. Donating school bags, books, and warm meals to children
 - b. Repairing broken water pumps in villages
 - c. Visiting villages regularly with support items
4. Use a quadrant to classify the various CSR activities of Akoma Foods Ltd under the four main types of Corporate Social Responsibility.

An exemplar is given below:

Environmental • Tree planning • Recycling bins • Solar power.	Ethical • Fair payment to farmers • Safe workplaces • Clean water at farm sites
--	--

Philanthropic • School supplies and meals • Repaired village pumps	Economic • Youth business training • Small loan support • Hiring from local towns
--	--

5. How is the company helping young people in the community earn money or start businesses?

Answers may include:

- a. Training youth in business planning and basic accounting
 - b. Providing small loans to help them start market stalls or trades
6. Are there any actions in the case that benefit both the company and the community? Give examples.

Answers may include:

- a. Hiring workers from nearby towns benefits the community with income and helps the company with a loyal workforce
 - b. Training youth creates future business partners and suppliers
 - c. Fair treatment of farmers ensures better quality products for the company and stability for the farmers
7. What challenges is the company likely to face in implementing its CSR initiatives in the community?

Answers may include:

- a. High costs of funding programmes (e.g., training, solar power, donations)
- b. Limited staff or time to run and monitor the activities regularly
- c. Possible resistance from community members or lack of interest
- d. Difficulty in measuring the long-term impact of the programs

Note: Accept any plausible answer from learners that may not be included in the above list.

8. Why do you think it is important for companies like Akoma Foods to do these kinds of activities?

Answers may include:

- a. It builds trust with the community and creates a positive image
- b. It helps solve real problems in the areas where the company operates
- c. It can lead to loyal workers, better products, and community support
- d. It shows that the company is responsible and not only focused on profit

Note: Accept any plausible answer from learners that may not be included in the above list.

9. What other things could Akoma Foods do in the future to support people, the environment, or the economy?

Answers may include:

- a. Start a scholarship programme for brilliant but needy students
- b. Use biodegradable packaging to reduce plastic waste
- c. Support women-led businesses with training and funds
- d. Partner with local health clinics to improve healthcare access, etc.

Note: Accept any plausible answer from learners that may not be included in the above list.

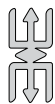
Learning Tasks

In groups, analyse the case study on Akoma Foods Ltd.'s CSR Activities and discuss the answers to the case questions.

PEDAGOGICAL EXEMPLARS

Case Study Analysis

1. Review learners' prior knowledge of the Corporate Social Responsibility.
2. Organise learners into mixed-ability and mixed-gender groups and present them with the case study above (Akoma Foods Ltd. CSR Activities)
3. Assign learners to read the case study carefully and answer the questions that follow.
5. Move around the groups to support and encourage all learners to participate in the case analysis
6. Have the groups present their analysis and answers to the whole class for feedback.
7. Consolidate the learners' presentations and provide further explanations on any areas where misunderstandings occurred.
8. In a whole-class discussion, provide the summarised answers and ask follow-up questions for clarification where necessary.
9. Conclude the session with a collective reflection on the case study analysis and group presentations.



NOTE

1. Set clear roles in each group (reader, writer, timekeeper, presenter) to involve everyone.
2. Use Think-Pair-Share before group discussions so all learners have time to think and contribute.
3. Give timely feedback and check understanding frequently.
4. Allow flexibility in how answers are presented—written, spoken, drawn, etc.

Differentiate the lesson to meet learner's diverse proficiency levels

- a. **Approaching Proficiency (AP) Learners:** Use simple language and explain key terms clearly, allow them to work in pairs with stronger peers, and expect short, simple answers such as naming two CSR activities and giving one reason why they are important.
- b. **Proficient (P) Learners:** Encourage them to give reasons for their answers and connect activities to CSR types, assign them tasks like summarising group responses or leading parts of the presentation, and allow them to support AP learners during discussions by guiding their thinking.
- c. **Highly Proficient (HP) Learners:** Challenge them to analyse the long-term effects of CSR and suggest improvements, assign them to lead expert groups and help explain difficult terms to peers, and encourage them to create extra discussion questions.

KEY ASSESSMENT

Mode of Assessment – Gamification (Crossword Puzzle)

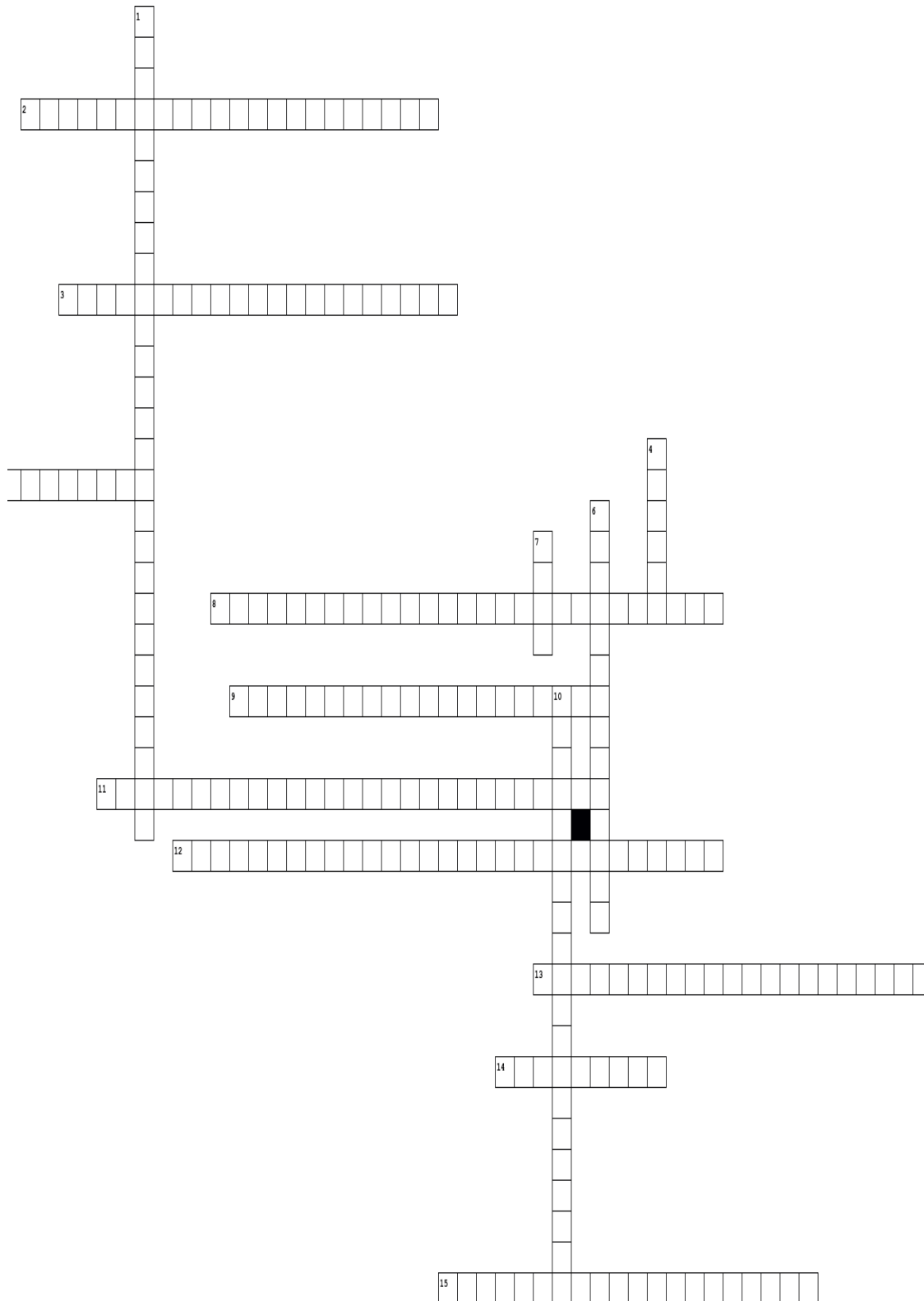
Read the clues carefully and correctly fill in the puzzle based on your answers.

HINT



Some answers may consist of two separate words. However, when filling in the puzzle, write them as a single continuous word without spaces.

Refer to Appendix I for the completed puzzle.



Across		Answers
2.	Beyond profitability, companies aim to make financial decisions that also benefit society. This includes investing in community development, ensuring fair pricing, and supporting local economies. Which type of CSR initiative is this?	

3.	The shared values, beliefs, and norms of an organisation shape employees' behaviours and attitudes, directly influencing overall performance	
5.	The ethical principles that promote the practice of impartiality and justice in all business activities, including hiring, promotions, and customer relations	
8.	A company that is involved in supporting local charities, funding education programmes, or encouraging employee volunteerism is implementing which type of CSR	
9.	These are people or groups within the organisation who directly influence and are involved in the business's daily operations and decision-making processes	
11.	Refers to factors and conditions outside the organisation's control that can significantly impact its performance and decision-making	
12.	Refer to a business's commitment to operating in a socially and environmentally responsible manner while also contributing positively to the community and society at large	
13.	This involves conducting business in a manner that is fair and ethical. Companies ensure fair labour practices, uphold human rights, and operate with integrity. Which type of CSR activity does this?	
14.	The ethical principle which encourages consistently doing what is right, even when it is difficult or when no one is watching	
15.	These are individuals or groups who have an interest in or are affected by the actions, decisions and success of a business	

Down		Answers
1.	A company that implements recycling programmes, planting of trees or invests in renewable energy sources is practicing which type of CSR activities/initiatives	
4.	It is a tool that can ONLY be used to analyse the external environment of business	
6.	The moral principles and values that guide a business' behaviour and decision-making	
7.	It is a tool that is used to analyse the internal and external environment of business	
10.	Individuals or groups outside the organisation but are affected but are affected and have interest in its activities refers to	

Reminder

The following key assessment should be conducted and submitted for the transcript.

- Case Study as Homework to learners in **Week 17**. Ensure that learners submit their work within 3 – 5 days. The scripts are marked and each learner's scores are recorded in the Student Transcript Portal (STP).
- **Mid-Semester Examination** for the second semester by **Week 18**. The Mid-Semester Examination must be marked and recorded in the STP.

SECTION 3 REVIEW

During weeks 16–19, learners explored the business environment, business ethics and corporate social responsibility (CSR) as outlined below:

1. **Internal and External Environment of Business:** Learners discussed the meaning of the business environment and identified key stakeholders. They explored the internal and external factors that influence operations and mastered how to apply the SWOT and PESTEL frameworks to analyse the business environment.
2. **Business Ethics:** Using real-life scenarios, learners examined the ethical principles that guide business operations and understood the importance of making decisions with ethical considerations in mind.
3. **Corporate Social Responsibility:** Finally, learners delved into Corporate Social Responsibility (CSR), exploring its types, benefits, challenges, and practical applications for fostering ethical business practices.

Through differentiation, learners received tailored support to meet individual learning needs, with gifted learners challenged through additional tasks such as in-depth case studies. By the section's end, each learner should have a secure understanding of how to analyse the business environment using SWOT and PESTEL, grasp the significance of CSR, and be able to apply strategic thinking skills to real-world scenarios, preparing them for informed decision-making in dynamic business contexts.



APPENDIX G: RUBRICS FOR THE CASE STUDY HOMEWORK WEEK 17

ASSESSMENT STRATEGY

- Case study

ASSESSMENT TASKS

- Learners to read and analyse the case study for ABC Electronics and answer the following question:
- Apply the SWOT tool to analyse the both the internal and external environment of ABC electronics and explain how these factors influence the company's operations and performance. (**14 marks**)

HOW TO ADMINISTER

1. Provide clear instructions and resources needed for the tasks.
2. Provide time allocation for the completion of the test and assign marks to each of the questions (Give additional time for learners with SEN).
3. Clarify any doubts about the assessment task.
4. Control the environment to prevent cheating.
5. Mark and record learners result into their transcript and provide feedback.

Assessment Focus	Scoring Criteria	Mark Allocation
SWOT Analysis of Company's Strengths	Uses SWOT to analyse and identify any four of the following strengths (internal environment) in the case of ABC Electronics : Strong reputation for high-quality products, skilled and experience workforce, investment in research and development, innovative product offerings, strong customer loyalty and repeat business	1/2 a mark per each strength identified in the case (Max 2 marks)
SWOT Analysis of Company's Weaknesses	Uses SWOT to analyse and identify any four of the following weaknesses (internal environment) in the case of ABC Electronics : High employee turnover increasing training costs, delays from suppliers affecting production, conflicts between management and staff reducing morale, outdated inventory management system causing inefficiencies, inability to promptly meet demand due to operational issues.	1/2 a mark per each strength identified in the case (Max 2 marks)
SWOT Analysis of Company's Opportunities	Uses SWOT to analyse and identify any four of the following opportunities (external environment) in the case of ABC Electronics : Growing market for consumer electronics, rapid technological advancements enabling innovation, emerging consumer needs and evolving preferences, potential for market expansion beyond the region.	1/2 a mark per each strength identified in the case (Max 2 marks)

SWOT Analysis of Company's Threats	Uses SWOT to analyse and identify any four of the following threats (external environment) in the case of <i>ABC Electronics</i>: High government taxes straining finances, intense competition from local and global brands, economic instability in the region, fluctuating market demands	1/2 a mark per each strength identified in the case (Max 2 marks)
How the internal environmental factors influence the company's operations and performance.	3 marks: The learner provides comprehensive and insightful explanations for both strengths and weaknesses. The explanations clearly show how each strength contributes positively (e.g., boosts competitiveness, builds loyalty, supports innovation) and how each weakness negatively impacts operations (e.g., lowers productivity, affects customer service, increases costs). Examples from the case are well integrated. 2 marks: The learner provides adequate but somewhat general explanations of strengths and weaknesses. The link between the strength or weakness and its impact on the business is present but not deeply explained. Some examples may be included but not well connected. 1 mark: The learner gives limited or unclear explanations, mentioning strengths and weaknesses without clearly showing their effects on the business. The response may lack specific examples or reasoning to support the points.	Award the marks according to learner's performance ranging from: • Excellent explanation = 3 marks • Good explanation = 2 marks • Poor explanation = 1 mark (Max 3)
How the external environmental factors influence the company's operations and performance.	3 marks: The learner gives a detailed and thoughtful explanation of both external opportunities and threats. The response clearly shows how opportunities (e.g., changing consumer needs, technological advancement) can lead to growth, innovation, or market expansion. It also explains how threats (e.g., competition, economic instability, government taxes) challenge the business and require strategic adaptation. Specific examples from the case are well used and well linked. 2 marks: The learner provides a reasonable explanation of external opportunities and threats, but the impact on the business is only partially developed. The explanation may mention relevant factors but lacks depth or strong connections to real implications for the company. 1 mark: The learner gives a vague or minimal explanation, simply listing opportunities and threats without explaining how they affect ABC Electronics. Examples are likely missing or loosely connected.	Award the marks according to learner's performance ranging from: • Excellent explanation = 3 marks • Good explanation = 2 marks • Poor explanation = 1 mark (Max 3)

Total Marks = 14



APPENDIX H: MID-SEMESTER EXAMINATION

GUIDELINES FOR MID-SEMESTER EXAMINATION

WEEK 18 – MID-SEMESTER EXAMINATION

NATURE

1. Cover content from weeks 13-17. Taking into consideration Depth of Knowledge (DOK) levels.
2. Resources:
 - a. *Answer booklets*
 - b. *Learning Material*
 - c. *Teacher Manual*
 - d. *Assessment Toolkit*
 - e. *Smart devices/computers (where questions are modelled on line)*
3. The test should include
 - a. **Section A - Objective questions (20 questions)**
 - b. **Section B - Essay Questions (3 questions)**
4. **Time:** 60 minutes
5. **Total Score:** 30 marks to be scaled down to 10 marks for submission into STP
6. Provide a Table of Specification

ASSESSMENT STRATEGY

1. Objectives Test:
 - a. *Fill in the blank's questions*
 - b. *Multiple choice questions*
2. Essay Test

ASSESSMENT TASKS

Note: Levels have been included as an indicative guide to teachers to help them in devising their own items. Question levels should not be included in exam papers.

FILL IN THE BLANKS QUESTIONS

1. The ability to recognise, understand and manage one's own emotions is known as _____. **Level 1**
2. The principles and standards that determine acceptable conduct in business are known as _____. **Level 1**

3. Refusing to accept bribes and reporting dishonest practices at work demonstrates _____ behavior. **Level 1**
4. An increase in income tax rates is a _____ factor in PESTEL analysis. **Level 1**

MULTIPLE CHOICE QUESTIONS

1. What is the main goal of conflict management? **Level 1**
 - a. *To avoid disputes entirely.*
 - b. *To control the attitude of trouble makers.*
 - c. *To resolve disagreements in a constructive way*
 - d. *To blame the other party and solve the dispute that occurred.*
2. What is the first step in developing emotional intelligence? **Level 1**
 - a. *Avoiding negative people*
 - b. *Improving physical appearance*
 - c. *Becoming self-aware of your own feelings*
 - d. *Copying how others manage their feelings*
3. Which of the following best defines emotional intelligence? **Level 2**
 - a. *The ability to control the feelings of people wisely.*
 - b. *The capacity to understand and manage one's own feelings and those of others.*
 - c. *The ability to empathise with others by understanding their feelings.*
 - d. *The capacity to recognise people's feelings and influence their behaviour.*

CAREFULLY READ THE CASE SCENARIO AND ANSWER QUESTIONS 4-5

In a manufacturing company, the production manager notices that the output has been consistently below the target. After reviewing performance reports, they discover inefficiencies in the production line. They implement corrective measures by adjusting workflows, retraining staff and upgrading equipment to ensure the team meets its production goals.

1. In the case scenario, what was the first thing the manager specifically did after identifying the problem? **Level 1**
 - a. *Adjusted workflows*
 - b. *Implemented corrective measures*
 - c. *Increased production targets*
 - d. *Laid off workers*
2. Based on the case scenario, which of the following would most likely improve long-term production efficiency if implemented alongside the manager's actions? **Level 3**

- a. *Providing temporary bonuses to motivate employees*
- b. *Increasing production targets without changing processes*
- c. *Hiring more staff to handle the current production load*
- d. *Conducting a root cause analysis of the inefficiencies and redesigning the production system.*

ESSAY QUESTIONS

1. What is emotional intelligence? (2 Marks)
2. State four ways in which leadership is significant to the success of an organisation. (4 Marks)
3. Explain the two major types of business stakeholders and provide at least three examples for each type. (7 Marks)

HOW TO ADMINISTER

1. Provide clear instructions and resources needed for the tasks.
2. Prepare a table of test specifications or blueprints (*see table of specification below*).
3. Ensure questions are of the varied levels of difficulty.
4. Provide time allocation for the completion of the test and assign marks to each of the questions (*Give additional time for learners with SEN*).
5. Clarify any doubts about the assessment task.
6. Control the environment to prevent cheating.
7. Mark and record learners result into their transcript and provide feedback.

MARKING SCHEME RUBRICS (SCALE THE TOTAL MARKS TO 20)

Correct answer to objective test questions (*1 mark per question*)

Fill in the Blanks

1. Self-awareness
2. Business ethics
3. Ethical
4. Corporate social responsibility

Multiple Choice

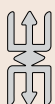
1. C
2. C
3. B
4. A
5. D

ESSAY QUESTION

Exemplar rubric for **Question 3**. Explain the two major types of business stakeholders and provide at least three examples for each type. (7 Marks).

Assessment Focus	Scoring Criteria	Mark Allocation
Identification of Stakeholder Categories	Learners accurately identify the types of business stakeholders: • Primary stakeholders • Secondary stakeholders	1 mark per each type identified (Max 2 marks)
Explanation of Stakeholder Categories	Learners accurately explain each type of business stakeholder identified: • Primary stakeholders: Those with a direct interest in the organisation, such as being affected by its operations and outcomes. • Secondary stakeholders: Those with an indirect interest or influence on the organisation, not directly involved in its daily activities.	1 mark per explanation (Max 2 marks)
Relevant Examples per Category	For each category, answers should include suitable and clear examples for each stakeholder type: Primary stakeholders may include: Employees, managers, shareholders/owners, customers, creditors, etc. Secondary stakeholders may include: Government, NGOs, trade unions, competitors, community, media Accept any correct example identified that is not included in the list above	1/2 mark per valid example, with a max of: • 1.5 marks for Primary stakeholder • 1.5 marks for Secondary stakeholder examples • Incorrect, duplicated, or irrelevant examples receive 0 marks

Total Marks=7



NOTE

1. Award full marks only when answers are accurate, complete, and well-organised.
2. Accept any relevant example beyond those listed, provided they are clearly associated with the appropriate stakeholder type.

PROVIDING FEEDBACK

1. Discuss assessment questions with learners after the mid-semester
2. Identify the areas that were answered well and areas that needs improvement
3. Communicate individual results to learners and record into their transcript
4. Ask learners to review their own work and do the corrections, etc.

Table 3.5: Table of Specification

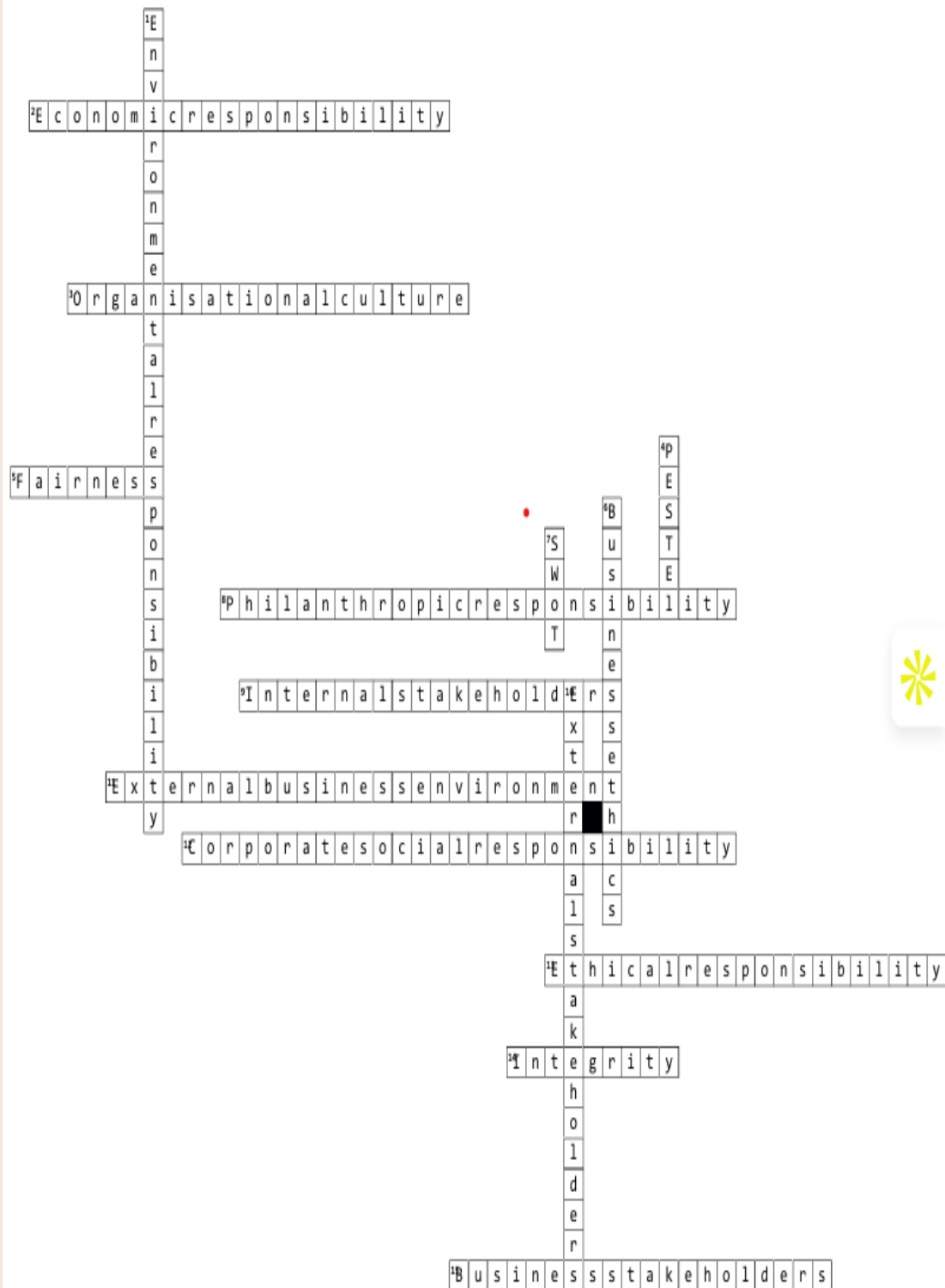
Weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
13	Sources, Qualities, Importance and Challenges of Leadership	Multiple Choice	–	1	1	–	2
		Fill in the Blanks	1	–	0	–	1
		Essay	–	–	1	–	1
14	Emotional Intelligence, Leadership Skills and Conflict Management	Multiple Choice	–	1	2	–	3
		Fill in the Blanks	1	1	–	–	2
		Essay	–	–	–	–	
15	Types, Processes, Tools and Importance of Controlling	Multiple Choice	–	1	1	–	2
		Fill in the Blanks	1	–	–	–	1
		Essay	–	–	1	–	1
16	Internal Environment of Business	Multiple Choice	1	1	1	–	3
		Fill in the Blanks	–	1	–	–	1
		Essay	–	–	1		1
17	External Environment of Business	Multiple Choice	1	2	1	–	4
		Fill in the Blanks	1	–	–	–	1
		Essay	–	–	–		
	Total		6	8	9	–	23

Summary:

- **Fill in the Blanks:** 6 Questions
- **Multiple Choice:** 14 Questions
- **Essay:** 3 Questions



APPENDIX I: SOLVED PUZZLE



Across		Answers
2.	Beyond profitability, companies aim to make financial decisions that also benefit society. This includes investing in community development, ensuring fair pricing, and supporting local economies. Which type of CSR initiative is this?	Economic responsibility

3.	The shared values, beliefs, and norms of an organisation shape employees' behaviours and attitudes, directly influencing overall performance	Organisational culture
5.	The ethical principles that promote the practice of impartiality and justice in all business activities, including hiring, promotions, and customer relations	Fairness
8.	A company that is involved in supporting local charities, funding education programmes, or encouraging employee volunteerism is implement which type of CSR	Philanthropic responsibility
9.	These are people or groups within the organisation who directly influence and are involved in the business' daily operations and decision-making processes	Internal stakeholders
11.	Refers to factors and conditions outside the organisation's control that can significantly impact its performance and decision-making	External environment
12.	Refer to a business's commitment to operating in a socially and environmentally responsible manner while also contributing positively to the community and society at large	Corporate social responsibility
13.	This involves conducting business in a manner that is fair and ethical. Companies ensure fair labour practices, uphold human rights, and operate with integrity. Which type of CSR activity does is this?	Ethical responsibility
14.	The ethical principle which encourages consistently doing what is right, even when it is difficult or when no one is watching	Integrity
15.	These are individuals or groups who have an interest in or are affected by the actions, decisions and success of a business	Business stakeholders

Down		Answers
1.	A company that implements recycling programmes, planting of trees or invest in renewable energy sources is practicing which type of CSR activities/initiatives	Environmental responsibility
4.	It is a tool that can ONLY be used to analyse the external environment of business	PESTEL
6.	The moral principles and values that guide a business's behaviour and decision-making	Business ethics
7.	It is a tool that is used to analyse the internal and external environment of business	SWOT
10.	Individuals or groups outside the organisation but are affected but are affected and have interest in its activities refers to	External stakeholders

SECTION 4: INTERNATIONAL BUSINESS AND MULTINATIONAL CORPORATIONS

STRAND: GLOBAL BUSINESS

Sub-Strand: International Business and E-Business

Learning Outcome: *Discuss international business and multinational corporations, including their features, benefits, challenges, and the factors driving companies to become multinational and explore the steps and strategies for transforming indigenous Ghanaian businesses into multinational corporations.*

Content Standard: *Demonstrate knowledge and understanding of globalisation and international business and how to transform Ghanaian companies into multinational corporations.*

HINT



Conduct End of Semester Examination for the second semester by the end of Week 24. The End of Semester Examination scripts must be marked and recorded in the STP. See Appendix J of this Section for sample Table of Specification and how to conduct the end of semester examination.

INTRODUCTION AND SECTION SUMMARY

This section helps learners understand globalisation, international business, and the role of multinational corporations in the global economy. It explores the key features of international business, its impact on stakeholders and how indigenous Ghanaian businesses can become multinational corporations. By mastering these concepts, learners will gain a foundational understanding of the global business landscape. The section promotes an inclusive learning environment that encourages respect, active listening and constructive feedback, while also reinforcing previous learning. It integrates Gender Equality and Social Inclusion (GESI) pedagogies, differentiation, and assessment strategies to meet the diverse learning needs of all learners.

This section covers the following weeks

Week 20

Focal Area 1 (Lesson 1): *The meaning of globalisation, its causes and impact on local businesses*

- *The meaning of globalisation*

- *Causes of globalisation*
- *Impact of globalisation on local businesses*

Focal Area 2 (Lesson 2): Benefits and challenges of globalisation

- *Benefits of globalisation*
- *Challenges of globalisation*

Week 21

Focal Area 1 (Lesson 1): The meaning of international business and its key features

- *The meaning of international business*
- *Key features of international business*

Focal Area 2 (Lesson 2): Reasons for international business

- *Reasons for international business*

Week 22

Focal Area 1 (Lesson 1): Benefits and challenges of international business

- *Benefits of international business*
- *Challenges of international business*

Focal Area 2 (Lesson 2): Meaning of multinational corporations and their features

- *Meaning of multinational corporations*
- *Key features of multinational corporations*

Week 23

Focal Area 1 (Lesson 1): Factors driving multinational corporations

- *Factors driving companies to become multinational corporations*

Focal Area 2 (Lesson 2): Benefits and challenges of multinational corporations

- *Benefits of multinational corporations*
- *Challenges of multinational corporations*

Week 24

Focal Area 1 (Lesson 1): Indigenous Ghanaian businesses

- *Indigenous Ghanaian businesses*
- *Key characteristics of indigenous Ghanaian businesses*
- *Importance of growing indigenous Ghanaian businesses*

Focal Area 2 (Lesson 2): Transforming Ghanaian companies into multinational corporations

- *Strategies for Ghanaian companies to become multinational corporations.*
- *Steps to become a multinational corporation*

SUMMARY OF PEDAGOGICAL EXEMPLARS

Teachers should employ a variety of teaching and learning techniques to cater to diverse learning styles and abilities. These strategies should consciously integrate differentiation, encouraging and challenging AP, P, and HP learners to learn at their own pace. Some suggested pedagogies used in this manual include:

1. **Digital Learning:** With the aid of digital tools such as tablets, laptops, and other smart devices, learners can research the meaning of globalisation and the factors driving it, such as technological advancements, international trade, and cultural exchange. They will organise their findings in their own words, highlighting key points. Afterwards, learners will present their findings to the class for feedback, encouraging discussion and deepening their understanding of globalisation.
2. **Collaborative Learning:** In pairs, learners will discuss the impact of globalisation on local businesses, focusing on benefits like access to broader markets and challenges such as increased competition. They will use concept maps to visually organise and illustrate key points, helping to connect ideas such as market expansion, cultural differences, and global supply chains in their discussions.
3. **Building on What Others Say:** During an all-participatory class discussion, learners will build on the ideas of their colleagues to collaboratively develop an explanation of international business, while citing multiple examples to enhance their understanding of the concept. They will explore its key features and discuss the reasons for engaging in international business, including its benefits and challenges.
4. **Whole-Class Discussion:** In a dynamic whole-class discussion, learners will discuss multinational corporations by explaining their meaning and citing examples of multinational corporations. They will examine key features, the benefits they offer, the challenges they face, and the driving factors that encourage companies to expand internationally.
5. **Project-Based Learning:** In small, mixed-ability and mixed-gender groups (3-5 learners), learners will research indigenous Ghanaian businesses, their key features, importance and outline the steps and strategies on how these businesses can become multinational corporations. They will also discuss and present to the whole class strategies for transforming Ghanaian businesses into multinational corporations.

ASSESSMENT SUMMARY

The assessment strategy for this section ensures a balanced evaluation of recall/reproduction, skills building, strategic reasoning and extended critical thinking abilities. Regular feedback and documentation in the transcript facilitate ongoing improvement and holistic learner development. **In every week**, teachers are expected to **conduct assessments** to reinforce learning using various **assessment modes**. However, teachers are entreated to administer in this section one **mandatory assessment** which is below and the scores for each learner submitted for input into the Student Transcript Portal (STP).

- ***Week 24:** End of Semester Examination should be conducted after this week and learners scores recorded into the STP.*

WEEK 20

Learning Indicator: *Explain the factors driving globalisation, analyse its impact on local businesses and discuss the benefits and challenges of operating businesses in a global market.*

Focal Area 1: The Meaning of Globalisation, its Drivers and Impact on Local Businesses

In this first lesson of Section 4, teachers should introduce the concept of globalisation, what drives it and the impact it has on business. Teachers should draw on real world examples to embed concepts and contextualise the subject.

MEANING OF GLOBALISATION

Globalisation is the process by which the world becomes more connected and interdependent through the exchange of goods, services, information, technology, culture and ideas. It means that what happens in one country can quickly affect others. Businesses can sell products worldwide; people can communicate instantly across borders and cultures influence each other more easily.

Teachers could cite examples such as:

- A mobile phone designed in the USA might be made in China and sold in Ghana
- Music from Africa (Afrobeats) is now enjoyed by fans in Asia and Europe
- News travel quickly around the world through the internet, etc.

Drivers of Globalisation

Drivers of globalisation refers to the key forces or factors that actively push globalisation forward. Teachers should cover the following six main drivers, or causes, of globalisation:

1. **Technological Advancements:** The proliferation of digital tools such as mobile phones, computers, the internet and modern machines has improved communications, making it possible for people and businesses to connect and work with others in different countries more quickly and easily.
2. **Trade Liberalisation:** The reduction or removal of tariffs and other trade barriers allows countries to trade goods and services more freely, making it cheaper and easier for businesses to reach global markets.
3. **International Institutions and Agreements:** Organisations such as the World Trade Organisation (WTO), International Monetary Fund (IMF) and World Bank, along with trade agreements like the North American Free Trade Agreement (NAFTA) and the European Union (EU), play a crucial role in regulating and promoting global trade. These institutions and agreements reduce uncertainty, lower trade costs, and encourage international business by promoting openness, cooperation, and fair practices.

4. **Foreign Direct Investment (FDI):** Countries and businesses invest in each other's economies, creating closer economic ties and building factories, offices, or shops that provide employment and encourage economic growth.
5. **Improved Transportation Systems:** Faster and more efficient shipping and air travel make the movement of goods and people across countries quicker and cheaper, reducing delays and increasing business opportunities worldwide.
6. **Growing Market Demand:** The increasing demand for goods and services across borders is one key factor that drives globalisation, as businesses seek larger markets, more customers and higher profits by selling internationally and meeting global consumer needs.

Impact of Globalisation on Local Businesses

Globalisation has significantly impacted local businesses, bring about both opportunities and challenges:

1. **Increased Competition:** Globalisation brings in international companies that often have more experience, advanced technology, or larger budgets. This makes it harder for local businesses to compete on price, quality, or branding. For example, a small shoe shop may struggle to compete with large foreign brands that produce in bulk and sell at lower prices.
2. **Access to Larger Markets:** Local businesses can now sell their goods and services beyond their own country. Through e-commerce and global partnerships, even small companies can reach customers around the world. This helps them grow, earn more profits, and build a stronger brand internationally.
3. **Pressure to Innovate:** To survive and succeed in the global market, local businesses must improve. They are pushed to create better products, improve packaging, use technology, and offer excellent customer service. This makes businesses stronger and more competitive both locally and globally.
4. **Cheaper Raw Materials and Inputs:** Globalisation gives businesses the chance to buy materials or parts from countries where they are cheaper. This reduces production costs and increases profits. For instance, a furniture maker can import cheaper wood from another country instead of using expensive local wood.
5. **Risk of Losing Market Share:** When foreign companies enter the market, they may attract many customers with their prices, branding, or variety. This can lead to a drop in sales for local businesses, forcing some to shut down if they cannot keep up.
6. **Improved Skills and Knowledge:** Globalisation allows local businesses to learn modern business techniques, customer care strategies, and technology use from around the world. This can improve how they operate and help them stay in business longer.
7. **Job Creation and Outsourcing:** Foreign companies often hire local workers or work with local suppliers. This can create jobs and business opportunities for local people. For example, a global clothing brand might hire a local company to sew and finish garments.

Learning Task

1. Discuss the meaning of globalisation.
2. Identify and explain the drivers of globalisation.
3. Examine the impact of globalisation on local businesses.

PEDAGOGICAL EXEMPLARS**Digital Learning****ACTIVITY 1**

1. Using digital devices such as tablets, computers and the internet, learners research the meaning and drivers of globalisation.
2. Ask learners to write the meaning of globalisation in their own words based on what they have understood, and present their responses to the class for feedback.
3. Facilitate a class wide discussion to draw out learners' findings on the drivers of globalisation. Guide them to analyse their responses to deepen their understanding of the concept rather than simply copying information from the internet. Link learners' responses back to broader themes of globalisation: technological advancement, international trade and cultural exchange.
4. Offer support to learners who have difficulty using ICT tools to browse the internet. Teachers to move around the class checking understanding through questioning.

ACTIVITY 2

1. Through a think-pair-share activity, learners examine the impact of globalisation on local businesses. Encourage learners to think about examples they could use to contextualise their discussions.
2. Summarise the main ideas shared by learners on the board and ask follow-up questions to clarify key points where needed.
3. Conclude the lesson by asking each learner to pair up with a classmate and share at least two key things they learnt from the lesson.

Note: Differentiate the lesson to meet different proficiency levels:

- a. **Approaching Proficiency (AP):** Expect learners to provide a simplified definition of globalisation with examples, explain at least two drivers of globalisation and describe two impacts of globalisation on small businesses.
- b. **Proficient (P):** Expect learners to provide an explanation of globalisation with examples, explain at least three drivers of globalisation and describe three impacts of globalisation on small businesses.

- c. **Highly Proficient (HP):** Challenge learners to provide a detailed explanation of globalisation with examples, explain at least four drivers of globalisation and describe four impacts of globalisation on small businesses.

KEY ASSESSMENT

DoK Level 1: Reproduction/Recall

1. What is globalisation?
2. List any three drivers of globalisation.
3. State two impacts of globalisation on local businesses.

Dok Level 2: Skills Building

1. Explain in your own words what globalisation means.
2. Describe how improved transportation and advanced technology can drive globalisation.
3. Explain three impacts of globalisation on local businesses.

Dok Level 3: Strategic Thinking

1. Explain how a local business in your area might have been affected by globalisation.
2. How can social media platforms influence the buying habits of people in different countries?
3. Examine four drivers of globalisation.

Focal Area 2: Benefits and Challenges of Globalisation

In this lesson, teachers will develop learners' understanding of globalisation by covering the benefits and challenges of operating a business in a global market. Teachers should draw on real world examples to embed concepts and contextualise the subject.

BENEFITS OF GLOBALISATION ON BUSINESS

1. **Access to Larger Markets:** Globalisation allows businesses to sell their products and services not just in their home country, but in many other countries around the world. This increases their sales, profits and chances of growing.
2. **Increased Employment Opportunities:** As companies open new branches or factories in different countries, they create new jobs for local people. This helps reduce unemployment and improves people's living standards.
3. **Sharing of Knowledge and Technology:** Countries and businesses learn from each other. New ideas, inventions and modern machines can be shared across countries, helping others to improve their ways of working and become more efficient.

4. **Lower Prices for Consumers:** When products are made in countries where production is cheaper, they are often sold at lower prices. Additionally, increased competition among businesses helps keep prices low for customers.
5. **Improved Quality of Goods and Services:** To compete in the global market, companies must improve the quality of their products and customer service. This means consumers enjoy better and more reliable goods.
6. **Cultural Exchange:** People from different countries share their food, fashion, language, music and traditions. This helps people understand and appreciate other cultures, leading to greater respect and cooperation.
7. **Economic Growth:** Globalisation brings more trade and investment into a country. This helps businesses grow, creates more jobs, increases national income and improves the economy as a whole.
8. **Lower costs:** Businesses can source cheaper raw materials or labour from other countries, lowering their cost of production and increasing profit margins.
9. **Brand recognition:** Opportunities to operate across different countries increase brand recognition, global presence, customer trust and long-term reputation growth.

Broader Challenges of Globalisation

1. **Job Losses in Some Sectors:** As companies move production to countries where labour is cheaper, workers in higher-cost countries may lose their jobs, especially in industries like manufacturing.
2. **Widening Income Inequality:** Globalisation can sometimes make the rich richer and the poor poorer. While some people benefit from new jobs and opportunities, others may struggle as their jobs are replaced by cheaper labour from abroad.
3. **Cultural Erosion:** As global culture spreads, local traditions, languages and customs may be overshadowed or lost. This can reduce cultural diversity in certain regions.
4. **Environmental Damage:** Increased production and transportation of goods across countries can lead to higher pollution levels and environmental degradation. This is especially true in industries that rely on non-sustainable practices.
5. **Exploitation of Workers:** In some developing countries, workers may be paid very low wages and forced to work in unsafe conditions to meet the demands of global companies seeking cheap labour.
6. **Economic Dependence:** As countries become more connected, they may become dependent on global trade and foreign investments. Economic problems and currency fluctuations in one country can have a ripple effect on others, leading to financial instability.

Challenges Specific to Local Businesses

- **Legal and Regulatory Requirements:** Navigating and complying with each country's laws can be complex and costly.

- **Cultural Differences:** Marketing strategies, product design, and management styles may need to be adapted to local customs and consumer behaviour.
- **Difficulty Managing Logistics:** Managing supply chains across countries involves dealing with customs, delays, and transport infrastructure issues.
- **Communication Barriers:** Time zone differences and multilingual communication can hinder coordination and customer service.
- **Loss of Market Share/Loss of Small Businesses:** Local businesses may struggle to compete with large international companies that can offer better prices or more advanced products, potentially driving these local businesses out of the market.

Learning Task

1. Discuss the benefits of globalisation.
2. Examine the challenges of globalisation.

PEDAGOGICAL EXEMPLARS

Collaborative Learning

ACTIVITY 1

1. Divide the class into jigsaw groups (4-6 learners per group). Each group will be responsible for one aspect of globalisation: benefits or challenges.

Differentiation: Ensure each group has a mix of AP, P, and HP learners for peer support and balanced contributions. P/HP learners should be tasked with thinking about whether benefits and challenges relate broadly to operating in a global market and to the impact they have on local businesses.

2. Give each group time to read and research their assigned areas using books, the internet, or other resources.
3. Have a few representatives from each group share their findings with the class for feedback.
4. In a whole-class discussion, learners further explore the topic and work together to create a comprehensive list of the benefits and challenges (broader and specific challenges to local businesses) of globalisation, combining information gathered from the various groups. Highlight those benefits that affect local businesses and the impact they have on their operation alongside the broader benefits and challenges to operating in a global market.
 - a. **AP learners:** Contribute based on their group findings and ask clarifying questions.
 - b. **P learners:** Help summarise and connect points.
 - c. **HP learners:** Lead synthesis and probe deeper into implications of key points
5. Encourage learners to jot down important points and ask questions to deepen their understanding.

ACTIVITY 2

1. Ask learners to create a concept map in pairs or small groups. The map should connect the benefits and challenges of globalisation and show how they relate to each other.
 - a. *AP learners:* Use a partially completed template to help them get started.
 - b. *P learners:* Build maps independently with occasional support.
 - c. *HP learners:* Create complex maps showing multiple connections without any support.
2. Encourage learners to link concepts (e.g., “lower prices” might connect to “job loss” or “competition,” while “economic growth” might connect to “income inequality”).
3. Display the concept maps on the board or share them with the class for discussion and feedback

PLENARY

1. Wrap up the lesson by revisiting the key benefits and challenges of globalisation as discussed during the jigsaw activity and whole-class discussion.
2. Ask learners to reflect on one thing they learnt and share with a partner or the class.

KEY ASSESSMENT**Dok Level 1: Recall/Reproduction**

1. What are two benefits of globalisation for businesses or consumers?
2. Mention two common challenges that countries face as a result of globalisation.

Dok Level 2: Skills Building

1. Describe a situation where globalisation may negatively affect workers in a developing country.
2. Explain three advantages and three disadvantages of globalisation.

Dok Level 3: Strategic Thinking

1. Assess whether the benefits of globalisation outweigh its challenges. Support your answer with examples.
2. Analyse how globalisation can lead to both increased competition and improved product quality.

WEEK 21

Learning Indicator: *Explain international business, its features, the reasons for engaging in it and discuss its benefits and challenges.*

Focal Area 1: The Meaning of International Business and Its Key Features

In this lesson, teachers should introduce the concept of international trade and its key features. Teachers should draw on real world examples to embed concepts and contextualise the subject.

MEANING OF INTERNATIONAL BUSINESS

International business refers to the exchange of goods, services, technology, capital, and knowledge across national borders. It involves business activities that take place between companies or individuals from different countries.

In simple terms, **international business** means doing business with people or companies in other countries. This can include **importing, exporting, investing, or setting up operations in foreign markets**.

Examples of International Business

- a. A Ghanaian company exporting cocoa beans to the United States.
- b. A Canadian company importing wine from France to distribute in local markets.
- c. Tesla establishing manufacturing plants in China to sell electric cars in the Chinese market.
- d. Starbucks opening coffee shops in various countries like Japan, China, and the UK.
- e. Unilever operating in over 100 countries, offering products like soap, food, and beverages globally.
- f. Microsoft expanding its operations and software products to markets around the world.
- g. An American tech company outsourcing customer service operations to the Philippines.
- h. European companies outsourcing manufacturing of garments to countries like Bangladesh and Vietnam.
- i. Amazon selling products worldwide through its online platform, reaching customers in over 200 countries.
- j. Deloitte providing audit, consulting and financial advisory services to clients in different parts of the world, etc.

Key Features of International Business

1. **Cross-border Transactions:** International business involves buying, selling, or exchanging goods and services (importation and exportation) between companies in different countries.

These transactions require logistics and regulatory compliance to ensure smooth cross-border operations.

2. **Global Market Expansion:** Companies aim to grow by entering foreign markets, which allows them to access new customers and diversify their revenue. This helps businesses reduce reliance on a single market and tap into new opportunities.
3. **Use of Foreign Currency:** International business transactions often require dealing with different currencies (foreign currencies) and managing exchange rate fluctuations.
4. **Cross-Cultural Understanding:** Companies operating internationally must navigate cultural differences in language, customs and business practices to facilitate effective communication and business relationships.
5. **Adherence to International Laws and Regulations:** International businesses must comply with laws and regulations in both their home country and the countries where they operate. This includes tariffs, import/export restrictions, and environmental and labour standards.
6. **High Risk and Uncertainty:** International business carries risks, such as political instability, economic changes, and trade barriers. Companies need to manage these risks through strategies like diversification and insurance.
7. **Large-Scale Operations:** International businesses often operate on a larger scale, managing high volumes of trade and multiple locations. This requires advanced coordination of supply chain, logistics, inventory, and production across various countries.

Learning Tasks

1. Explain international business.
2. Evaluate the key features of international business.

PEDAGOGICAL EXEMPLARS

Building on What Others Say

ACTIVITY 1

1. Begin with a short story or scenario:
“Imagine a Ghanaian fashion brand that sells clothes in Nigeria, imports fabric from China, and advertises online in the UK. Is this local or international business?”
2. Ask learners to briefly share what they think international business means.
3. Write responses on the board (e.g., “buying and selling with other countries”, “doing business across borders”).
4. Use learners’ contributions to develop a clear class definition of international business.
5. Ask each learner to provide an example of international business and explain why it qualifies as international business.

ACTIVITY 2

1. Ask an open-ended question like, ***“What do you think makes a business international?”***
Let a few learners respond.
2. After one learner shares, prompt others by asking, ***“Who can add to what [Name] just said?”*** or ***“Does anyone have an example or different view?”***
3. As learners share, help them connect their responses by saying things like, ***“That relates to the point [Name] made earlier about currency exchange.”*** Write connected points on the board under feature categories (e.g., cross-border trade, foreign laws, currency).
4. If key features of international business have not been mentioned, guide learners by asking: ***“What happens when businesses operate in different countries with different laws or cultures?”*** Use their responses to introduce features like legal compliance or cross-cultural understanding.

ACTIVITY 3

1. Summarise key points through questions:
 - a. *What is international business?*
 - b. *What are its key features?*
2. Call on individual learners to build on each other’s summary points:
“Tell us one thing you learnt, then ask someone else to add to it.”

KEY ASSESSMENT**Dok Level 2: Skills Building**

1. What does international business mean and how is it different from local business?
2. Describe any three key features of international business in your own words.
3. Explain how the feature ***“cross-cultural understanding”*** is important in international business using a practical example.

Dok Level 3: Strategic Thinking

1. Evaluate how currency exchange and cross-border transactions influence the success of international business operations.
2. Assess the risks associated with international business and suggest ways companies can manage them.
3. Compare and contrast international business features that support expansion with those that pose challenges.

Focal Area 2: Reasons for International Business

1. **Market Expansion:** By entering foreign markets, companies can access new customers, increase their revenue, and reduce dependency on their local market. It allows businesses to tap into global demand for their products or services.
2. **Diversification:** International business helps companies spread their risk by diversifying their markets, products, and services. This is especially beneficial if the company's home market faces economic downturns or saturation.
3. **Cost Efficiency:** Companies may move production or sourcing to countries with lower labour or production costs. This reduces overall expenses and allows businesses to offer products at competitive prices.
4. **Access to Resources:** Some countries offer natural resources or specialised skills that are not available locally. International business gives companies access to these resources, which may be essential for production or innovation.
5. **Technological Advancements:** Operating internationally can give companies exposure to advanced technologies and business practices that can help them stay competitive in the global marketplace.
6. **Economies of Scale:** Expanding operations internationally allows companies to increase production volume, thus benefiting from economies of scale, lowering per-unit costs, and improving profitability.
5. **Global Competition:** To stay competitive and keep up with global trends, companies often need to expand internationally. Entering new markets allows them to keep pace with international competitors.
6. **Brand Recognition:** Expanding into international markets can boost a company's global brand recognition. As a brand becomes more recognisable globally, it can enhance its reputation and attract more customers.
7. **Government Incentives:** Some countries offer incentives to foreign businesses, such as tax breaks, subsidies, or favourable trade agreements, to attract international investment.
8. **Strategic Alliances and Partnerships:** Entering international markets can open up opportunities for joint ventures, partnerships, and alliances with local businesses, helping to improve market entry and long-term success.

Learning Task

Identify and discuss the reasons for international business.

PEDAGOGICAL EXEMPLARS

Groupwork and Presentation

ACTIVITY 1

1. Begin the lesson by asking learners to share examples of items that can be produced in Ghana (e.g., cocoa, gold, shea butter). Then, ask them to mention items that Ghana cannot easily produce (e.g., laptops, oil, cars, chocolate).
2. After 2-3 minutes of responses, prompt learners with the question: ***“How does Ghana get the items it cannot produce on its own?”***
3. Use this link to the lesson, encouraging learners to explore and share reasons why international business exists.

ACTIVITY 2

1. Divide learners into five mixed-gender groups (4-5 per group) ensuring a mix of AP, P and HP learners in each group.
2. Assign each group two reasons for international business, such as:
 - ***Group A: Market expansion & diversification***
 - ***Group B: Cost efficiency & access to resources***
 - ***Group C: Technological advancement and economies of scale***
 - ***Group D: Global competition and brand recognition***
 - ***Group E: Government initiatives & strategic alliances, and partnerships***
3. Each group discusses their assigned reasons with examples and prepares a presentation to the class.
 - a. ***AP learners*** can contribute by writing simple points or drawing illustrations.
 - b. ***P learners*** can explain the points clearly and suggest real examples.
 - c. ***HP learners*** can refine ideas, connect them to international business features, and lead the presentation structure.

ACTIVITY 2B

1. Each group presents their assigned reasons (2–3 minutes per group). Encourage use of visuals or posters if available.
 - a. ***AP learners*** may read a sentence or show a picture.
 - b. ***P learners*** explain main points.
 - c. ***HP learners*** may answer follow-up questions from the class or teacher.
2. After all presentations, clarify issues and summarise key points on the board.

3. Ask each learner to complete the sentence: “*One reason a business might go international is... because...*”
4. Collect and review their answers as a quick assessment of understanding. Provide feedback and next steps where required.

KEY ASSESSMENT

Dok Level 1: Recall/Reproduction

1. List four reasons why businesses may want to sell their products in foreign markets.

Dok Level 2: Skills Building

1. Explain *three* reasons why businesses choose to operate in international markets.

Dok Level 3: Strategic Thinking

1. How can differences in natural resources between countries encourage international business?
2. Analyse *four* reasons why international business is necessary.

WEEK 22

Learning Indicators

1. *Explain international business, its features, the reasons for engaging in it and discuss its benefits and challenges.*
2. *Describe a multinational corporation and discuss its features, benefits and challenges, including factors driving companies to become multinational corporations.*

Focal Area 1: Benefits and Challenges of International Business

In this lesson, teachers should conclude the topic of international business by covering its benefits and challenges.

BENEFITS OF INTERNATIONAL BUSINESS

1. **Profitability and Growth:** International expansion opens up opportunities for revenue growth and increased profitability. Businesses that successfully navigate international markets can achieve higher returns on investment and expand their business operations over time.
2. **Competitive Advantage:** Engaging in international business can provide businesses with a competitive advantage by offering unique products or services, leveraging economies of scale, or accessing new technologies or distribution channels not available domestically.
3. **Market Expansion:** International business allows companies to tap into new markets beyond their domestic borders. By selling products or services in other countries, businesses can reach a larger customer base and increase their sales potential.
4. **Diversification and Risk Reduction:** Operating in multiple countries diversifies a company's revenue streams and reduces its dependence on any single market. This can help mitigate risks associated with economic downturns, political instability, or changes in consumer preferences in specific regions.
5. **Access to Resources and Talent:** International business enables companies to access valuable resources such as raw materials, labour, technology, and expertise that may be scarce or more cost-effective in other countries. This can enhance production efficiency and innovation capabilities.
6. **Cultural Exchange and Understanding:** International business fosters cultural exchange and understanding by bringing people from different backgrounds and cultures together. This promotes cross-cultural communication, cooperation, and mutual respect, which are essential in today's interconnected world.

Challenges of International Business

1. **Different Market Rules:** Countries may change trade rules, add taxes, or limit imports, making it hard for businesses to plan or make profits.

2. **Legal Differences:** Each country has its own laws about taxes, workers' rights, the environment, etc. Companies must follow all these different laws, which can be confusing and expensive.
3. **Cultural Barriers:** People in other countries may have different ways of speaking, working and doing business. Misunderstandings can happen if companies do not learn and respect these differences.
4. **Logistics and Operations:** Moving goods between countries is harder because of customs, transport delays, or poor roads and ports in some places.
5. **Money and Currency Issues:** Currency values can change, affecting how much money a company really makes. Also, banking rules are different in each country.
6. **Political Problems:** Wars, protests, or government changes can stop a business from operating or lead to losses.
7. **Ethical Expectations:** People around the world want companies to act fairly, protect the environment and treat workers well. If a company does not, it can damage its reputation or be fined.

Learning Tasks

1. Evaluate the benefits of international business
2. Examine the challenges of international business.

PEDAGOGICAL EXEMPLARS

Discussion and Presentation

ACTIVITY 1

1. Divide the entire class into *two* or *four* main groups, considering the varied abilities and gender of learners.
2. Using jigsaw strategy, assign some learners with the task of discussing the benefits of international business while others discuss its challenges.
3. Teacher should move around the groups to support learners who may need extra help (*AP learners*), using direct questioning or instructions as needed. Learners who demonstrate a high level of understanding (*HP learners*) can be provided with prompt sheets to further support the discussion.
4. Ensure that all learners participate in each group and that they respect the views of their peers.

ACTIVITY 2

1. Allocate time for each group to present their work for immediate feedback.
2. Consolidate learners' ideas by clarifying concepts and further explaining the benefits and challenges of international business to reinforce understanding.

PLENARY

Summarise the lesson and, as an exit ticket, ask each learner to do the following individually:

“Write down one benefit and one challenge of international business you learnt today. Then explain how international business can affect your country positively or negatively.”

KEY ASSESSMENT

Dok Level 2: Skills Building

1. Explain **three** benefits companies gain for operating internationally.
2. Identify and explain **three** common challenges businesses face when operating internationally.

Dok Level 3: Strategic Thinking

1. A well-established electronics manufacturing company based in Tamale, Ghana specialises in producing a wide range of electronic products, including smartphones, tablets, televisions and home appliances. With a strong reputation in the domestic market and a desire to continue their growth, they are considering venturing into international markets to expand their reach and increase profitability.
 - a. Present **three** potential benefits and **three** challenges or risks that might be associated with this company's expansion into international markets.

Focal Area 2 (Lesson 2): Meaning of Multinational Corporation and its Features

In the previous lesson this week, learners were focused on the concept of international business.

In Lesson 2, the focus will shift to multinational corporations. Teaching should cover the definition, key features, and the significance of these corporations in the global economy. By the end of the lesson, learners should be able to identify the characteristics that distinguish multinational corporations from other types of businesses

MULTINATIONAL CORPORATION

A multinational corporation (MNC), also known as a multinational enterprise (MNE) or transnational corporation (TNC), is a large company that operates and conducts business in multiple countries. They have their headquarters in one country (called the home country) and own or control production or services in one or more other countries (called host countries). These corporations have a significant presence in more than one country, and they engage in various business activities, such as production, sales, marketing and research on a global scale.

Key Features of Multinational Corporations

Multinational corporations (MNCs) have several distinct features that set them apart from domestic companies. These features include:

- a. **Global Presence:** MNCs operate in multiple countries, with subsidiaries, affiliates, or branches in various regions around the world. They have a significant physical presence and business operations in these countries.
- b. **Diverse Markets:** MNCs serve diverse markets, reaching customers in different countries with their products or services. They tailor their offerings to suit local preferences and adapt to the unique characteristics of each market.
- c. **Cross-Border Trade and Investment:** MNCs engage in cross-border trade, importing and exporting goods and services between their home country and other countries. Additionally, they make substantial foreign direct investments (FDI) to establish and expand their operations in foreign markets.
- d. **Transfer of Resources and Technology:** MNCs transfer capital, technology, managerial expertise and other resources between their headquarters and foreign subsidiaries. This facilitates knowledge sharing and the integration of best practices across different locations.
- e. **Complex Organisational Structure:** MNCs often have complex organisational structures. They may have a parent company at the top, overseeing various subsidiaries or divisions operating in different countries or regions.
- f. **Global Workforce:** MNCs employ a diverse and multinational workforce. Their employees come from different countries, bringing a broad range of skills, knowledge and cultural perspectives to the organisation.
- g. **Economies of Scale:** MNCs leverage their global operations to achieve economies of scale in production and distribution. This allows them to reduce costs and offer competitive prices in different markets.
- h. **Brand Recognition:** Many multinational corporations have strong global brand recognition. Their products and services are well-known and trusted by consumers in various countries, providing a competitive advantage.
- i. **Risk Diversification:** MNCs diversify their operations across multiple countries, reducing their exposure to risks in any single market. This risk diversification strategy helps them mitigate potential economic and political uncertainties.
- j. **Innovation and Research:** MNCs often invest in research and development (R&D) activities in various countries to drive innovation and stay competitive in the global market.
- k. **Global Supply Chains:** MNCs often establish intricate global supply chains, sourcing components and raw materials from different countries to optimise production efficiency and cost-effectiveness.

Overall, these features enable multinational corporations to extend their operations worldwide, leverage resources, capitalise on market opportunities and contribute significantly to the global economy.

Learning Task

1. Discuss the meaning of a multinational corporation.
2. Evaluate the key features of a multinational corporation.

PEDAGOGICAL EXEMPLARS**Structuring Talk for Learning****ACTIVITY 1**

1. Bring in empty product packages or display items such as Nestlé Milo, Coca-Cola bottle, Samsung phone box and MTN recharge card.
2. Let learners examine labels showing country of origin and brand name
3. Ask guiding questions to help learners discover the global presence of companies in Ghana.
 - “Are these products made in Ghana?”
 - “Why do we have products from so many countries in our shops?”
 - “Why do you think one company would operate in many countries?”
4. Summarise learners’ responses and introduce the concept of multinational corporations. Engage learners in a think-pair-share activity where they discuss the meaning of multinational corporations and provide examples.

ACTIVITY 2

1. Choose a short, engaging video that showcases a real multinational company (e.g., Nestlé, Samsung, or Unilever).
2. After the video, let learners reflect individually, then discuss in pairs or small groups.
3. Ask them to identify the key features of multinational corporations they observed and write them down with examples from the video.
4. In an all-inclusive class discussion, consolidate learners’ ideas and summarise the features of multinational corporations.

ACTIVITY 3

1. Randomly ask learners to pair up with a colleague.
2. Learners create a “*profile*” of a fictional multinational company (MNC).
3. They name the company, choose the headquarters country, and list three countries it operates in. Then, they write three features of the company.
4. Each pair shares their fictional MNC with the class.

KEY ASSESSMENT

DoK Level 1: Reproduction/Recall

1. Define multinational corporations.
2. Give *two examples* of multinational corporations in your locality.

Dok Level 2: Skills Building

1. Explain *four features* of multinational corporations.

HINT



- *The first lesson next week is on the factors driving companies to become multinational corporations. The teaching strategy will be peer-teaching, where learners are grouped and assigned specific aspects to discuss and teach their peers.*
- *To ensure effective time management and achievement of learning outcomes, teachers may form the groups and assign tasks ahead of the lesson.*

WEEK 23

Learning Indicator: *Describe multinational corporation and discuss its features, benefits and challenges including factors driving companies to become multinational corporations.*

Focal Area 1: Factors Driving Companies to Become Multinational Corporations

1. **Market Expansion:** Companies seek to reach new customers and increase sales by entering international markets.
Example: KFC, originally from the USA, has expanded to over 150 countries to tap into new markets like China, South Africa, and India, where the demand for fast food is high.
2. **Access to Resources:** Firms go multinational to access raw materials, natural resources, skilled labour, or advanced technology not available in their home country.
Example: TotalEnergies, a French company, operates in African countries like Nigeria to access crude oil, which is a critical natural resource for its operations.
3. **Cost Reduction:** Companies often move production to countries where labour, materials, or taxes are cheaper, helping reduce operational costs.
Example: Nike outsources much of its manufacturing to countries like Vietnam and Indonesia where labour is more affordable, reducing production expenses and increasing profit margins.
4. **Diversification of Risk:** Operating in multiple countries spreads economic and political risk, reducing reliance on a single market.
Example: Toyota manufactures and sells cars across the globe. If demand drops in Japan, strong sales in Europe or the US can help stabilise revenue.
5. **Competitive Advantage:** Becoming multinational helps companies stay ahead of competitors by gaining global presence and brand recognition.
Example: Apple Inc. maintains a competitive edge by having a strong global brand and selling its products in nearly every country, keeping it ahead of rivals like Huawei and Samsung in some markets.
6. **Favourable Government Policies:** Some countries offer tax incentives, relaxed regulations, or investment opportunities that attract foreign businesses.
Example: Volkswagen set up plants in Mexico due to the country's free trade agreements and attractive government incentives for foreign investors.
7. **Improved Infrastructure and Technology:** Advances in communication, transport, and digital platforms make it easier for companies to manage operations globally.

Example: With platforms like Zoom, SAP, and cloud storage, Amazon can coordinate activities between its offices and warehouses worldwide efficiently.

- 8. Globalisation and Trade Agreements:** International trade agreements and reduced trade barriers encourage businesses to operate beyond their borders.

Example: Thanks to the European Union's single market, companies like Nestlé can easily trade goods across member states without paying tariffs or facing complex border regulations.

Learning Task

Analyse the factors driving companies to become multinational corporations

PEDAGOGICAL EXEMPLARS

Peer-Teaching Strategy

1. Divide learners into mixed-gender groups or pairs, ensuring a blend of AP, P and HP learners in each group.
2. Prepare brief explanation cards on the factors driving companies to become multinational corporations, including keywords, examples, and guiding questions for each group.
3. Assign each group one or more factors (e.g., market expansion, cost reduction, etc.).
4. Instruct them to study, understand, and prepare to teach the factor to other groups.
5. Give time for learners to:
 - a. Read the explanation of their factor.
 - b. Identify key points and examples.
 - c. Decide how they will explain it to classmates (e.g., through a short talk, role-play, chart, or visual aid).
6. Let each group teach their assigned factor to the class. Encourage creativity—groups can use mini-posters, demonstrations, or real-world product examples.
7. Give opportunity for other groups to ask questions for clarification when a group has finished presenting.
8. After all groups have presented, lead a whole-class review.
9. Summarise all the factors clearly and correct any misunderstandings.
10. Reinforce learning with a quick quiz, recap activity, or concept map.
 - a. **AP learners:** Match factors to definitions or images.
 - b. **P learners:** Complete a fill-in-the-gap worksheet or quiz.
 - c. **HP learners:** Create a concept map or write a short paragraph comparing two factors.

KEY ASSESSMENT

Level 2: Skills of Conceptual Building

1. Explain *four* factors driving companies to become multinational corporations.

Focal Area 2: Benefits and Challenges of Multinational Corporations

BENEFITS OF MULTINATIONAL CORPORATIONS

The relevance of multinational corporations (MNCs) to Ghana and countries across the world cannot be overstated, as they play a crucial role in shaping the country's economy and development. Below are some key aspects that highlight the relevance of MNCs:

1. **Foreign Direct Investment (FDI):** MNCs bring substantial foreign direct investment into the countries where they operate, contributing to capital formation and economic growth. This investment helps finance new businesses, infrastructure projects and technological advancements, fostering development in various sectors.
2. **Job Creation and Employment Opportunities:** MNCs establish subsidiaries and operations in countries where they operate, leading to job creation for the local workforce. These companies hire skilled and unskilled workers, reducing unemployment rates and providing employment opportunities for the countries' citizens.
3. **Technology Transfer and Knowledge Sharing:** MNCs introduce advanced technologies, management practices and specialised skills to countries where they operate. This knowledge transfer enhances the capabilities of local businesses, promotes innovation and strengthens the country's overall industrial competitiveness.
4. **Market Access and Export Opportunities:** Through their global networks and distribution channels, MNCs facilitate the export of products from the countries where they operate to international markets. This expanded market access opens up new trade opportunities, leading to increased export revenues and foreign exchange earnings.
5. **Infrastructure Development:** Some MNCs invest in infrastructure projects to support their operations in the countries where they operate. These investments not only benefit the companies but also contribute to the development of vital infrastructure that improves the overall business environment in the country.
6. **Increased Competitiveness:** The presence of MNCs fosters competition within local industries, driving local companies to improve efficiency, product quality and innovation. This competitiveness ultimately benefits consumers and boosts the overall productivity of the economy.
7. **Access to Global Markets and Networks:** Local businesses that collaborate with MNCs as suppliers or partners gain access to global markets and networks. This exposure opens up new business opportunities and increases the international visibility of Ghanaian products and services.

8. **Corporate Social Responsibility (CSR):** Many MNCs engage in corporate social responsibility initiatives in countries where they operate. These efforts include funding social projects, educational programmes, healthcare facilities and environmental sustainability initiatives, contributing to the country's social development.
9. **Government Revenue Generation:** MNCs contribute significantly to government revenue through taxes, corporate income tax, import duties and other levies. These revenues can be reinvested in public services, infrastructure development and social welfare programs.

Challenges of Multinational Corporations

Multinational corporations (MNCs) face several challenges as they operate across multiple countries with diverse cultures, laws, and economic conditions. Some of the main challenges include:

1. **Cultural Differences:** People in different countries have different ways of working, speaking and doing business. If a multinational corporation operating in this country does not understand these differences, it may impact on relationships with customers, suppliers and staff.
2. **Legal and Regulatory Compliance:** Laws differ from country to country, including labour laws, tax regulations and environmental standards. Non-compliance can lead to legal penalties or reputational damage on multinational corporations operating in that country.
3. **Political Risks:** Sometimes, the government in a country may change suddenly or make new rules that affect businesses. This can include things like raising taxes, taking over companies, or imposing trade restrictions. These problems can stop a business from working properly. Unstable governments, political instability or conflicts may disrupt supply chains or investment returns threatening the operations of MNCs.
4. **Currency Fluctuations:** Exchange rate volatility means currency values change often, affecting how much profit a company earns when converting foreign money. It also makes it hard to set prices and plan budgets accurately.
5. **Economic Variability:** Inflation, recession, or changing economic policies in host countries can impact demand and operations. It requires constant adaptation of financial strategies.
6. **Supply Chain Complexity:** Multinational corporations often get their products made in many countries and move goods across supply chains. Events in one country can have a knock on effect along the supply chain, impacting production or sales.
7. **Ethical and Social Responsibility Issues:** MNCs often face scrutiny over labour practices, environmental impact and exploitation in developing countries. Failure to act responsibly can lead to public backlash and loss of trust.
8. **Talent Management:** Hiring and retaining qualified employees across countries with different education systems and expectations is challenging. It may also involve managing expatriates and diverse teams.

- 9. Communication Barriers:** Multinational companies often employ staff in countries different timezones and who speak different languages. MNCs must have strategies in place to ensure effective communication to support their operations and decision making.

Learning Tasks

1. Analyse the benefits of multinational corporations.
2. Evaluate the challenges faced by multinational corporations.

PEDAGOGICAL EXEMPLARS

Peer-Editing/Review

ACTIVITY 1A

1. Group learners into mixed-gender and mixed-proficiency pairs or trios (*1 AP, 1 P, 1 HP if possible*).
2. Assign each group an aspect of the lesson to discuss and write down their ideas on flip chart or any available paper
 - a. *Assign some groups the focal area:* Benefits of multinational groups
 - b. *Assign other groups the focal areas:* Challenges of multinational corporations
3. After the discussion and note-taking, all groups that worked on the benefits will come together to consolidate their ideas into a comprehensive list. Likewise, all groups that discussed the challenges will merge to create a unified list.
4. These two main groups will then exchange their work for peer review, critiquing and constructive feedback.

ACTIVITY 1B

1. After receiving feedback from the other group, the class will reconvene in plenary, and the two main groups will present their work to the entire class.
 - a. *AP learners* may read parts of the presentation.
 - b. *P learners* explain examples.
 - c. *HP learners* justify or elaborate on key points and respond to class questions.
2. The rest of the class will be allowed to ask questions for clarification.
3. The teacher will address any misconceptions, add missing points where necessary and summarise the key ideas on the board. Encourage *HP learners* to answer peer questions before teacher intervention.

ACTIVITY 2

1. Conclude the lesson with a “**Hot Seat Challenge**”: Select two or more learners from each group to sit in the “**hot seat**,” while the other groups take turns asking them questions related to the lesson.
 - a. **AP learners in hot seat:** Ask simpler “**what**” or “**list**” questions.
 - b. **P learners:** Ask “**why**” or “**how**” questions.
 - c. **HP learners:** Ask critical thinking or evaluation questions (e.g., “Do you think the benefits outweigh the challenges? Why?”).
2. Rotate so each level of learner has a chance to participate

KEY ASSESSMENT**Dok Level 1: Recall/Reproduction**

1. State **three** benefits of multinational corporations.
2. List **four** common challenges MNCs face when operating in foreign countries.

Dok Level 2: Conceptual Understanding

1. Why might MNCs face cultural challenges in different regions?
2. Highlight three contributions of MNCs to the economic development of host countries.

Dok Level 3: Strategic Thinking

A leading Ghanaian-based multinational corporation specialising in agribusiness has expanded its operations globally, with subsidiaries and production facilities across Africa, Europe and North America. The company is involved in various aspects of the agricultural value chain, including farming, processing, distribution and retail of agricultural products.

1. Analyse **three** benefits this business may enjoy as a multinational corporation.
2. Evaluate **three** key challenges that this multinational corporation might encounter when operating across different continents.

WEEK 24

Learning Indicator: *Explain indigenous Ghanaian businesses with examples, outline the steps to become a multinational corporation and discuss strategies for Ghanaian companies to transform into multinational operations.*

Focal Area 1: Indigenous Ghanaian Businesses

This lesson will focus on indigenous Ghanaian business. Teachers should utilise examples to embed learning and encourage learners to think of both local and national examples as they think about the features and benefits of these businesses.

INDIGENOUS GHANAIAN BUSINESS

Indigenous Ghanaian businesses refer to companies or enterprises that are **founded, owned and operated by Ghanaians** and often reflect local culture, resources and traditions. These businesses play a vital role in promoting local entrepreneurship, creating jobs and contributing to national development.

Examples include:

- a. **Kasapreko Company Limited:** Beverage manufacturing company known for producing; Alomo Bitters, Storm Energy Drink. Competes with international brands; uses local herbs.
- b. **Kantanka Group (Kantanka Automobile):** Automotive and technology company known for manufacturing locally assembled cars and electronics. Promotes African innovation and self-reliance.
- c. **Pizzaman-Chickenman:** Food & Hospitality company preparing and selling fast food with a Ghanaian twist. Rapid expansion and owned by young Ghanaian entrepreneurs.
- d. **Ernest Chemists:** Pharmaceutical company producing and distributing affordable medicine. It is one of Ghana's leading indigenous pharmaceutical companies.
- e. **Despite Group of Companies:** Media and food processing and managing Peace FM, UTV, Neat Foods. Influential in both media and local food production.
- f. **Sava Shea Company:** Processing and exporting shea butter products. Women-led initiative, based in Northern Ghana.
- g. **Atibire Farms:** Rearing local guinea fowls and processing. Based in Bolga.

Key Characteristics of Indigenous Ghana

- **Ghanaian Ownership:** Majority or full ownership and control by Ghanaians.
- **Local Management:** Management and decision-making processes are led by Ghanaians.

- **Cultural Relevance:** Businesses that reflect Ghanaian values, traditions and cultural practices.
- **Contribution to Local Economy:** Indigenous Ghanaian businesses contribute to the country's economic development, job creation and poverty reduction.
- **Focus on Local Markets:** Primarily serve domestic consumers, though some expand to international markets. Products and services often meet the needs of local communities.
- **Use of Local Resources:** Rely heavily on local raw materials, labour and traditional knowledge. Examples: shea butter, cocoa, cassava, local textiles, herbs.

Importance of Indigenous Ghanaian Businesses

1. **Job Creation:** Indigenous Ghanaian businesses create many job opportunities for local people. They help reduce unemployment, especially among young people and women, by offering work in farming, trading, manufacturing and services.
2. **Economic Growth:** These businesses contribute to the growth of Ghana's economy by producing goods and services locally. Since they are owned by Ghanaians, most of the profits stay within the country and help improve the national economy.
3. **Promotion of Local Culture and Products:** Many indigenous businesses use Ghanaian culture, languages and traditions in their products and branding. This helps preserve Ghana's identity and encourages people to take pride in local goods and services.
4. **Support for Rural and Community Development:** Indigenous businesses often operate in rural areas where they provide jobs and support development. They may help build schools, clinics, or support local events, which improves the quality of life in those communities.
5. **Utilisation of Local Resources:** These businesses make good use of Ghana's natural resources like cocoa, shea nuts, cassava and timber. This reduces the need to import goods from other countries and helps Ghana become more self-sufficient.
6. **Encouragement of Entrepreneurship:** When people see successful Ghanaian-owned businesses, they are inspired to start their own. This builds confidence and encourages innovation, especially among young people.
7. **Contribution to Government Revenue:** Indigenous businesses pay taxes to the government. These taxes help the government build roads, schools, hospitals and provide other important services to the people.
8. **Resilience and Adaptability:** Because indigenous businesses understand the local environment, they can easily adjust to changes in the market or economy. They are often trusted by the community and have loyal customers, which helps them survive even in tough times.

Learning Tasks

1. Discuss indigenous Ghanaian business and cite examples.
2. Identify the key characteristics of indigenous Ghanaian businesses.

3. Evaluate the importance of indigenous Ghanaian businesses.

PEDAGOGICAL EXEMPLARS

Discussion

ACTIVITY 1

1. Start by asking learners to mention businesses they know that operate in Ghana. Encourage them to mention as many as possible.
2. Use a concept map or any appropriate diagram on the board to categorise the businesses into two groups: those owned by Ghanaians and those that are foreign owned.
3. Transition learners' attention to the category of businesses owned by Ghanaians and introduce the concept of indigenous Ghanaian businesses. Let learners explain indigenous Ghanaian business and share more examples.
4. Refine learners' ideas by presenting a more accurate definition and explanation of indigenous Ghanaian businesses in case their understanding was incomplete or unclear.
5. Guide learners, using the definition, to identify the key characteristics of indigenous Ghanaian businesses.

ACTIVITY 2

1. In a think-pair-share activity, learners discuss and share with the larger class the importance of indigenous Ghanaian businesses. Begin with a question that prompts critical thinking about the role of indigenous businesses in the economy. **For instance:**
“Why do you think indigenous businesses are important to Ghana’s economy? What are some benefits of having local businesses grow and thrive?”
2. Share real-world examples of how indigenous businesses have contributed to job creation, local economic growth and social development in communities. Discuss businesses that have expanded regionally or internationally, highlighting their impact.
3. Conclude by asking learners to summarise the key points from the discussion, including the meaning of indigenous Ghanaian businesses, their key characteristics, and their importance to Ghanaian society.
 - a. **For AP learners:** Expect learners to provide a simple definition of indigenous Ghanaian businesses and explain at least two of their features and two of their importance.
 - b. **For P learners:** Expect learners to provide an explanation of indigenous Ghanaian businesses and at least three of their features and three of their importance.
 - c. **For HP learners:** Expect learners to provide a detailed explanation of indigenous Ghanaian businesses with examples and at least four of their features and four of their importance.

Focal Area 2: Transforming Ghanaian Companies into Multinational Corporations

In this lesson, teachers will cover the steps and strategies indigenous businesses might take to become multinational. Delivery of content needs to be planned so that sufficient time is allowed for learners to apply their knowledge through the project outlined in the pedagogy.

STEPS FOR GHANAIAN COMPANIES TO BECOME MULTINATIONAL CORPORATIONS

1. **Conduct Market Research and Analysis:** The business must study other countries to understand customer needs, local laws, competition and demand for its products or services to determine which markets to enter.
2. **Develop an International Business Plan:** Once the target market is identified, the company creates a detailed plan on how to enter and operate in the foreign market. This plan includes goals, pricing, marketing staffing, and financing.
3. **Choose a Method of Entry:** There are several ways to enter a new market:
 - a. **Exporting:** Selling goods from the home country to a foreign market.
 - b. **Licensing or Franchising:** Allowing a foreign company or person to use your brand or product.
 - c. **Joint Venture:** Partnering with a local business in the foreign country.
 - d. **Setting up a Subsidiary:** Opening a branch or office that is fully owned and operated by the company in the new country.
4. **Register and Comply with Local Laws:** The business must register with the authorities in the new country and follow all legal, tax and business regulations. This builds trust and avoids legal problems.
5. **Hire and Train Staff:** Multinational corporations often hire both local and home-country employees. Proper training is important to ensure they understand the company's values and operations.
6. **Adapt Products or Services to Local Needs:** To succeed, the business may need to adjust its products, packaging, or services to match the local culture, taste, or language.
7. **Build Partnerships and Networks:** The company must build strong relationships with local suppliers, government agencies, and communities. This helps in building a good reputation and smooth operations.
8. **Continuously innovate and Adapt:** Stay ahead of global trends and technological advancements. Continuously innovate and adapt to changing market conditions in order to stay relevant in the foreign market.

Strategies for Ghanaian Companies to Become Multinational Corporations

1. **Build a Strong Local Business First:** A company must first succeed in Ghana by offering quality products or services, managing its operations well and building a trusted brand. A strong local base is the foundation for international growth.
2. **Develop a Global Mindset:** For a Ghanaian company to become a multinational corporation, it must develop a global mindset which means thinking beyond Ghana's borders and understanding how business works in other countries and cultures. This involves being open to new ideas, respecting cultural differences and being willing to adapt products, services, and marketing strategies to suit international customers.
3. **Improve Branding and Packaging:** To attract international customers, products must look professional and appealing. Good branding and attractive packaging help build trust and boost sales in foreign markets.
4. **Use Online Platforms and E-commerce:** Companies can use websites, social media, and online stores like Amazon or Jumia to sell their products to people around the world without setting up shops in other countries.
5. **Seek Government and Institutional Support:** Agencies like the Ghana Export Promotion Authority (GEPA) and Ghana Investment Promotion Centre (GIPC) help businesses with training, funding, and advice to go global.
6. **Use the AfCFTA Trade Agreement:** The African Continental Free Trade Area (AfCFTA) helps Ghanaian companies trade more easily across Africa by reducing taxes and trade barriers. It's a great opportunity to expand within Africa.
7. **Form Partnerships or Joint Ventures:** Partnering with companies in other countries helps Ghanaian businesses enter new markets. A joint venture allows them to share costs, ideas, and market knowledge with a foreign partner.
8. **Adapt Products for Different Markets:** Ghanaian companies should study the needs of foreign customers and adjust their products to suit different cultures, tastes, or laws. For example, a food company may need to change ingredients or labels.

Learning Tasks

1. Examine the steps to become multinational corporations.
2. Discuss strategies for Ghanaian companies to become multinational corporation.

PEDAGOGICAL EXEMPLARS

Project-Based Learning/Research

1. Present a short video or article on a Ghanaian business (*e.g., Kasapreko, Niche Cocoa, or Blue Skies*) that has expanded internationally to motivate and engage learners.

2. Introduce the focus of the lesson as a mini-project entitled “***From Local to Global: The Case of Ghanaian Businesses***”
3. Form ***groups of 4–5 learners***, ensuring a mix of abilities (AP, P, HP). Assign each group a fictional or real Ghanaian business (agriculture, manufacturing, cosmetics, etc.)
4. Each group will:
 - a. Select or be assigned a Ghanaian company.
 - b. Research its current operations, strengths, and challenges.
 - c. Propose clear steps the company should take to become multinational (*e.g., improve branding, access international finance, form trade partnerships*).
 - d. Outline strategies the company can adopt to succeed globally (*e.g., cultural adaptation, market research, digital marketing*).
5. Each group presents their work to the class for feedback.
 - a. ***For AP learners:*** Encourage them to read directly from the group’s work and respond to straightforward questions, focusing on clear, concise explanations.
 - b. ***For P learners:*** Encourage them to explain their ideas in their own words, supporting their presentation with relevant examples, rather than reading directly from the work.
 - c. ***For HP learners:*** Challenge them to analyse the content and relate it to real-life examples. Also, encourage them to answer complex or difficult questions that may be directed to them after the presentation.
6. Teacher evaluates and consolidates learners’ ideas by providing constructive feedback, clarifying misconceptions, summarising the key steps and strategies discussed.

KEY ASSESSMENT

Dok Level 2: Skills Building

1. What are the key steps involved in transforming a local company into a multinational corporation?
2. Explain the role of international market research in the process of becoming a multinational.
3. Explain four strategies a Ghanaian company and adopt to become a multinational corporation.

Dok Level 3: Strategic Thinking

1. How might a Ghanaian company use technology to expand its operations internationally?
2. Analyse the impact of global branding on a company’s ability to become multinational.
3. Propose a step-by-step approach for a Ghanaian company in the agricultural sector to become an MNC.

Reminder

The following key assessment should be conducted and submitted for the transcript.

- End of Second Semester Examination should be conducted after week 24 and the scores made available for submission into the student portal.

SECTION 4 REVIEW

This review summarises the key lessons taught in this section and evaluates the learning outcomes achieved. Through differentiation, learners received tailored support to meet individual learning needs. By the end of the section, each learner should have gained foundational knowledge and a functional understanding of the following areas:

1. **Globalisation:** Learners explored the concept of globalisation, analysing its causes, impacts, benefits and challenges in the world of business.
2. **International Business:** Learners discussed international business, including its key features, reasons for engaging in it, benefits and challenges.
3. **Multinational Corporations (MNCs):** Learners studied multinational corporations, focusing on their meaning, the factors that drive companies to become multinational, as well as the benefits and challenges associated with them.
4. **Transforming Indigenous Ghanaian Businesses into MNCs:** Finally, learners explored indigenous Ghanaian businesses and examined the steps and strategies through which these businesses can grow into multinational corporations.



APPENDIX J: END OF SEMESTER EXAMINATION

NATURE

1. Cover content from *weeks 13-24* taking into consideration Depth of Knowledge (DOK) levels.
2. **Resources:**
 - a. *Answer booklets*
 - b. *Learning Material*
 - c. *Teacher Manual*
 - d. *Assessment Toolkit*
 - e. *Smart devices/computers (where questions are modelled on line)*
3. The test should include:
 - a. *Section A - Multiple Choice Questions*
 - b. *Section B - Essay questions*
 - c. *Section C - Case Study*
4. **Time:** 120 minutes
5. **Total Score:** 100 marks to be scaled down to 60 marks for submission.
6. Provide a Table of Specification

ASSESSMENT STRATEGY

1. Multiple Choice Questions
2. Essay
3. Case Study

ASSESSMENT TASKS

The End of Semester Examination consists of three sections:

- **Section A:** 40 multiple choice questions for **40 marks** (*All questions are to be answered*)
- **Section B:** 4 essay questions (**Learners are expected to answer any 2 questions for 20 marks each, making 40 marks**)
- **Section C:** Compulsory case study question for **20 marks**
- **Section A:** Multiple Choice Questions – **40 marks (Answer all)**

1. Identify one benefit of international business.
 - a. *Access to larger markets.*
 - b. *Decreased competition.*

- c. *Increase in domestic unemployment.*
 - d. *Limited market access.*
2. Which of the following is a multinational corporation operating in Ghana?
- a. *Kantanka*
 - b. *Kasapreo*
 - c. *MTN*
 - d. *Zoomlion*
3. Which of the following is NOT a feature of international business?
- a. *Aimed at expanding markets*
 - b. *Conducted in local currency only*
 - c. *Cross-border trade*
 - d. *Involvement of more than one country*

SECTION B: ANSWER TWO QUESTIONS OUT OF FOUR (20 MARKS EACH, TOTAL 40 MARKS)

Question 1

- a. *Explain indigenous Ghanaian business (3 Marks)*
- b. *Outline the steps involved in transforming indigenous Ghanaian businesses into multinational corporations (8 Marks)*
- c. *Explain four key features of an indigenous Ghanaian business. (8 marks)*

SECTION C: CASE STUDY – 20 MARKS (COMPULSORY)

Carefully read the case below and answer the questions that follow.

Case Study: Nestlé – A Global Food and Beverage Giant

Nestlé S.A. is one of the world's largest multinational corporations, headquartered in Vevey, Switzerland. The company operates in more than 180 countries, including Ghana, and has over 2000 brands ranging from global icons like Nescafé, Milo, and Maggi to local favourites tailored to specific markets.

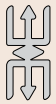
In Ghana, Nestlé has had a presence since 1957, operating a factory and a distribution network. Nestlé Ghana Limited produces and distributes products such as Cerelac, Milo, and Maggi, which are household names across the country. The company follows global standards while adapting its offerings to local tastes, nutritional needs, and cultural practices.

Nestlé promotes sustainability by working with local cocoa farmers through its Cocoa Plan, which aims to improve farming practices and living conditions. It also invests in water conservation, waste management, and child nutrition initiatives across communities.

Despite its global success, Nestlé faces challenges such as currency fluctuations, varying government regulations, supply chain disruptions, and criticisms over plastic waste and marketing strategies in developing countries. To stay competitive, the company invests heavily in research, digital transformation, and sustainable production.

Questions

1. Outline two features that make Nestlé a multinational corporation. **(2 marks)**
2. Identify and explain any three benefits Ghana gains from Nestlé's operations. **(6 marks)**
3. What are some of the challenges Nestlé might face operating in multiple countries? **(4 marks)**
3. Compare Nestlé's operations in Ghana to a purely local food company. What are the key differences? **(4 marks)**
4. Using SWOT analysis, identify one strength, one weakness, one opportunity and one threat for Nestlé. **(4 marks)**



NOTE

The questions put under the various sections are just examples of assessment task under MCQs, essay and case study. Teachers are expected to develop 40 objective questions that will carry 40 marks, essay questions that will carry 40 marks and a case study question that will carry 20 marks.

MARKING SCHEME RUBRICS (100 MARKS – SCALE THE TOTAL MARKS TO 60)

Section A

Correct answer to objective test questions **(1 mark per question)**

1. A
2. C
3. B

Section B: Essay

Table 4.1: Example mark scheme is included below.

Assessment Focus	Scoring Criteria	Mark Allocation
Explain indigenous business	Learners must explain what is meant by indigenous Ghanaian business. • 1 mark for a brief answer that defines indigenous businesses as those founded, owned and operated in Ghana. • 2 marks for an answer that expands the definition with an example of how they may reflect Ghanaian culture and tradition. • 3 marks for a full explanation that includes two or more features of indigenous businesses	Up to 3 marks

Transforming indigenous business to multinational corporations	Learners must correctly outline each of the steps an indigenous business would take to become a multinational company.	1 mark per step Up to 8 marks
Features of indigenous business	Learners should identify four key features of indigenous business and explain each one.	• 1 mark per feature • (Up to 4 marks) • 1 mark per explanation • (Up to 4 marks) • Total marks available: 8 marks

Section C: Case Study

Table 4.2: Nestlé Case Study Rubric

Assessment Focus	Scoring Criteria	Mark Allocation
1. Identification of Multinational Nature	Learners identify at least two of the following from the case that make Nestlé a multinational corporation (<i>e.g., operates in multiple countries, is headquartered in Switzerland, and runs manufacturing and distribution activities globally</i>)	1 mark per each example cited from the case (Max 2 marks)
2. Benefits to Ghana from Nestlé's Operations	Learners identify and explain three distinct benefits, such as: Job creation, support for farmers, community development, paying taxes to the government, local sourcing, etc.	1 mark for identifying each benefit 1 mark for explaining each benefit 2 marks per benefit × 3 = 6 marks
3. Challenges of Global Operations	Learners accurately identify at least four challenges Nestlé might face such as: Supply chain disruptions, regulation differences, currency fluctuations, plastic waste concerns, cultural differences, etc.	1 mark per challenge × 4 = 4 marks
4. Comparison with Local Food Company	Learner's makes at least two comparisons between Nestlé's operations and those of a local company, such as: • Nestlé operates in many countries, while a local company serves only Ghana. • Nestlé invests heavily in research, technology, and sustainability, while local firms may lack such resources. • Nestlé products like Milo and Maggi are internationally recognised, giving them a marketing edge over local competitors, etc.	1 mark for identifying each difference 2 marks per comparison × 2 = 4 marks

5. SWOT Analysis	Identifies at least one relevant point from the case for each component of the SWOT analysis: • Strengths: Global brand recognition, adapts products to local tastes and nutritional, have over 200 brands across food and beverages categories tailored to global and local markets. • Weakness: Criticism over plastic waste, marketing controversies, vulnerability to exchange rate fluctuations, etc • Opportunity: Growing demand for healthier products, digital transformation, sustainability programmes, etc. • Threat: Supply chain disruptions, government regulations, intense competition, etc.	1 mark per example identified for each SWOT component (Max 4 marks)
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Total Marks = 20

HOW TO ADMINISTER

1. Provide clear instructions and resources needed for the tasks.
2. Prepare a table of test specifications or blueprints (*see table of specification below*).
3. Write the test items.
4. Ensure questions are of a similar level of difficulty.
5. Provide time allocation for the completion of the essay and assign marks to each of the questions (*Give additional time for learners with SEN*).
6. Clarify any doubts about the assessment task.
7. Control the environment to prevent cheating.
8. Mark and record learners' results in their transcripts and provide feedback.

PROVIDING FEEDBACK

1. Discuss assessment questions with learners after the end-of-semester
2. Identify the areas learners did well in and areas that need improvement
3. Communicate individual results to learners and record them in their transcripts.
4. Ask learners to review their work and make corrections, etc.

Table 4.3: Table Of Specification - End Of Second Semester Examination

Weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
13	Sources, Qualities, Importance and Challenges of Leadership	Multiple choice	1	2	1	-	4
		Essay	-	-	-	-	-
14	Emotional Intelligence, Leadership Skills and Conflict Management						
		Multiple choice	1	1	1	-	3
		Essay	-	-	1	-	1
15	Types, Processes, Tools and Importance of Controlling	Multiple Choice	1	1	1	-	3
		Essay	-	-	-	-	-
16	Internal Environment of Business	Multiple Choice	1	2	-	-	3
		Essay	-	-	1	-	1
17	External Environment of Business	Multiple Choice	1	2	-	-	3
18	Business Ethics and Corporate Social Responsibility	Multiple Choice	1	2	-	-	3
		Essay	-	-	-	-	
		Case Study	-	-	1	-	1
19	Benefits and Challenges of CSR Activities/Initiatives	Multiple Choice	2	1	-	-	3
		Essay	-	-	-	-	-
20	Globalisation	Multiple Choice	1	1	1	-	3
		Essay	-	-	1	-	1
21	Meaning, Features and Reasons for International Business	Multiple Choice	1	1	1	-	3
		Essay	-	-	-	-	-
22	Benefits and Challenge of Multinational Business & Multinational Corporation and its Features	Multiple Choice	1	2	1	-	4
		Essay	-	-	-	-	-
23	Factors Driving Multinational Corporations & Benefits and Challenges of Multinational Corporations	Multiple Choice	1	2	1	-	4
		Essay	-	-	-	-	-
24	Transforming Indigenous Ghanaian Businesses into Multinational Corporations	Multiple Choice	1	2	1	-	4
		Essay	-	-	1	-	1
	Total		13	19	13	-	45

Summary

- **Multiple Choice Questions** – 40 questions
- **Essay** – 4 Questions, Answer a minimum of two questions
- **Case Study** – 1 Compulsory Question

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