

# GENERAL GUIDELINES FOR ENTREPRENEURSHIP EDUCATION

## Introductory Note

This set of general guidelines has been made available to teachers and school leaders to assist young people to develop the knowledge, skills and attitudes needed to respond to the demands of a rapidly changing world and build on a universal philosophy of self-reliance and resourcefulness. The resources build upon the new curriculum in **Entrepreneurship Education** developed by NBTE for use in the Polytechnics and Monotechnics.

To manage their futures successfully, young people need a clear purpose and a **'can do'** attitude that will allow them to take advantage of opportunities, be they in a personal, business, work, self-employment or community setting. Demands by business and industry for more relevant skills and knowledge have increased the need for schools to develop enterprising attributes through their teaching and learning. People in both their working and personal lives need to be self-motivated, creative, flexible, resourceful and prepared to take initiative.

By fostering positive personal attributes such as responsibility, commitment, integrity and initiative, and skills in negotiating and networking, teachers enhance the ability of young people to participate more fully in their local community both now and in the future.

The Teachers' Guide and Training Manual in Entrepreneurship Education for Polytechnics and Monotechnics have been developed by practicing teachers and entrepreneurs. They are a valuable addition to your school's teaching resources.

There is an increasing need for a highly skilled and innovative workforce in the new business environment. School leavers must have the skills to meet modern business needs and be able to function in an information economy and a knowledge-based society. Raising the skill level of the workforce is central to improving competitiveness in a global economy. We must, therefore, have:

- better training on and off the job;
- improved and more relevant education.

Entrepreneurship education and training is more than the acquisition of knowledge. It must help develop core skills. It also helps develop an inquiring mind and promotes innovation, creativity enterprising

attributes and the capacity for further learning. Schools must prepare students to be proactive, flexible and able to adapt to the changing demands of the modern economy. This new programme has been developed by NBTE to assist institutions, under its control, in responding to above challenges.

### **What is Enterprise Education?**

Enterprise education develops in young people enterprising skills and attributes and an awareness of how their community, including business and industry, works. Young people need to be **'opportunity ready'**. In line with above, the Ministerial Council on Education, Employment, Training and Youth Affairs in Australia adopted the following definition of Enterprise education:

*Learning directed towards developing in young people those skills, competencies, understandings, and attributes which equip them to be innovative, and to identify, create, initiate, and successfully manage personal, community, business, and work opportunities, including working for themselves.*

Undertaking Enterprise education encourages the development of skills and attributes that employers are looking for, such as teamwork, commitment and flexibility. It also helps to develop in students a realistic knowledge and understanding of business and working life.

#### **Enterprise education seeks to foster in students:**

- creativity, self-reliance, a capacity to respond to change, and an ability to generate, recognize and seize opportunities;
- a greater understanding of how the workplace operates;
- the ability to demonstrate initiative and look for new opportunities in the work environment;
- a wider appreciation and understanding of the complexity of community, business and industry enterprises;
- the ability to take a greater degree of responsibility for the quality of their work.

#### **Enterprise education can help to:**

- build a learning culture that empowers young people to take more responsibility for their own future;
- link schools with businesses and the wider community thereby bridging the gap between 'Town & Gown';
- develop students' understanding of the careers available in business and industry and the opportunities for self-employment.

Developing a culture of enterprise in your school requires careful planning and implementation. Schools with the most successful Enterprise education outcomes have included it in their strategic planning. They have the support of teachers, parents and students. They have also enlisted community, business and industry support.

### **Initial preparation**

The basic considerations for successfully implementing Enterprise education in your school are as follows:

- Include Enterprise education in the school's strategic plan.
- Introduce or extend Enterprise education on a whole-school basis.
- Include in-service training for staff.
- Plan to develop enterprising initiatives in all key learning areas as well as cross-curriculum activities.
- Involve the broader community to ensure the development of an enterprise culture in the school.
- Encourage students, staff and the community to take pride in their school, enlisting their help to keep it efficient and dynamic.

### **Expected Outcomes:**

A well-planned programme should give the school and the community the following potential benefits:

- Improved education outcomes for all students.
- Raised student awareness of the relevance of their schooling.
- Less student alienation.
- Increased understanding and cooperation between the school and local and business communities.
- Improved career and business awareness among students.
- Development of more career pathways for students.
- Increased staff and student satisfaction as the school becomes more valued in the community.

### **Engaging the wider community through partnerships**

The most successful Enterprise education projects are based on strong bonds between schools and their local communities, especially business and industry. These links help to:

- connect the work of the school and the subjects studied to the wider world of the community and the workplace, and even to the demands of the competitive global environment;
- extend the range of opportunities available to students beyond what the school alone can provide;

- develop relationships between students and community members that result in ongoing mentoring arrangements and further involvement of students in work or community activity;
- strengthen community support for the school and the curriculum it provides. Effective engagement of the community in Enterprise education programmes and activities means that the school needs to consult and involve relevant community organisations, businesses and individuals from the outset, rather than to seek support after things are in place.

‘Ownership’ is a prerequisite for commitment because people and organisations are more likely to embrace those things they help to shape.

### **Advantages for the School Community**

- Mentoring relationships have value for all parties involved. Mentors generally gain and learn as much from the experience as the students who receive their advice.
- School–community relationships involving business and industry provide students with a better understanding of the workplace and the competitive demands of the economy, and enable employers to discover the skills and capacities of students.
- Prospective partners have the opportunity to participate in the education and skills development of workers and citizens of the future.

### **Enterprise Education in the Curriculum**

The development of enterprising skills and attributes is dependent on a broad curriculum approach as well as the involvement of community organisations and the business and industry community.

Enterprise education involves a holistic approach to learning, showing students how they can adapt and use their skills in creative, appropriate and imaginative ways, both at school and in the wider community.

### **What are the implications of Enterprise education for teaching and learning?**

Enterprise education is really about good teaching practice. It is about helping students to become independent learners and, above all, to be prepared to take responsibility for their own future development.

Thus Enterprising Teachers:

- encourage innovation;
- provide and seek regular, constructive feedback;
- act as role models and mentors for their students; and
- treat failure as an opportunity to learn and a stepping stone to later success.

They engage the local community wherever appropriate, providing students with a context for their learning and a range of business and industry experience.

### **What about Extracurricular Activities?**

Enterprising skills and attributes can be developed through activities that are not strictly part of the timetabled curriculum, but instead are school-supported activities in which students may choose to become involved.

Developing an Enterprise education project in partnership with a business, industry or community organization requires careful planning.

- Be clear about the proposal and what you are seeking.
- Know the name of the appropriate person to contact and their position.
- Have a specific, modest and realistic request to make.
- Demonstrate the project's worth both to the students involved and to the local community.
- Sell the benefits for prospective partners.
- Show how community, business or industry support will be used and acknowledged.
- Explain the anticipated results of the project.
- Relate the project to the educational and social goals of the school.
- Publicize the project in school, local and wider media.

Successful and innovative Enterprise education requires an understanding of the benefits of Enterprise education for the school and the community. It also involves a commitment by the school and the community to create and maintain an enterprising school.

### ***First Steps***

- Make sure the school academic board and governing council members are well briefed on the objectives of Enterprise education and its benefits.
- Brief other school staff;
- Inform students and parents about Enterprise education and its benefits;
- Incorporate Enterprise education (through the development of an Entrepreneurial Studies Centre) into the school's strategic plan to facilitate a culture of Enterprise education throughout the school and its community; and
- Identify local resources and Enterprise education opportunities

### ***An Enterprising School Culture***

- The school operates in an efficient and dynamic manner;

- The students see their school as part of their community;
- The students consider their learning at school as learning for life and the beginning of lifelong learning; and
- The local business, industry and other community organisations are known and welcome in the school

***An Enterprising Learning and Teaching Environment***

- The curriculum is relevant to students' needs;
- Teachers and students appreciate the interconnectedness of all the key learning areas;
- Teachers and students understand that enterprising skills and attributes can be developed in all key learning areas; and
- Teachers and students are flexible

***An Enterprising School Community***

- School productions and enterprises are a common feature in each Enterprising School;
- School leaders, key staff and community representatives liaise regularly with community groups and business and industry to develop cooperative ventures;
- An implementing committee is established with school, community, business and industry representatives.

## **ENTREPRENEURIAL STUDIES CENTRE**

### **(Best World Practices that Can be Adapted)**

To design this project, a formal review of University Technology/Business Incubators in the U.S. was made. In examining a number of incubators in the U.S., a number of best practices emerge. While the following is not an exhaustive list, it presents the ones that seemed to have direct applicability to our situation.

**Identify a Champion:** Successful incubator operations often come from a vision of groups of forward thinking business people who have a commitment to supporting small business in their community. Often the champion and implementers are the economic development officers of states, counties, or cities. Financial and managerial support from the economic development offices provides the initial investment for physical facilities. Then the managing director, who is the visible champion, creates the environment to attract small businesses to the incubator and sets the tone for its successful operation.

**Establish a Network of Partners:** Developing a network of alliances with successful small businesses, government agencies, foundations, and educational institutions provides a wealth of varied skills to support the needs of the incubator and its clients. From these partners and sponsors, advisory boards may be created to provide guidance to the managing director and to the incubator clients. Further, their financial support will assist in the sustainability of the incubator.

**Determine a Focus:** For incubators to be most successful, an economic sector focus should be adopted based on an objective analysis of the needs of their community. In the U.S. common choices include: high technology, bio-technical, services, light manufacturing, agricultural products, consumer products, to name a few. This sector specialization helps to meet the local demand for assistance by entrepreneurs and small businesses, to know the extent of financing and other resources, to understand the markets available, and to be sure of the availability of technical advice.

**Provide Physical Space and Business Services:** A physical structure for the incubator establishes an environment conducive to developing entrepreneurs and their enterprises. The incubator needs to establish an image and “look and feel” of a business location and offer quality, affordable space to attract start-ups and businesses with growth potential. Within the incubator a full range of business services is needed that can be provided at low cost through sharing. While in some cases,

an incubator without walls can be appropriate, a physical location for provision of quality, low cost business services is a must – some forum for exchange of ideas among clients is also necessary.

**Include Formalized Business Education, Training, and Business Plan Development:** Providing formalized business training is not standard among the U.S. incubators reviewed. In many instances, it is informal, relying on individual entrepreneurs to seek assistance from the incubator or on the managing director detecting a need and suggesting the appropriate resources to the client firm. Still, the opportunity for success is enhanced where relationships with educational institutions or appropriate professional organizations, such as Service Corps of Retired Executives (SCORE), exist and regularly scheduled courses are offered. Integration of business plan development into training courses also seems to make a positive contribution.

**Provide On-Going Business Counseling:** One of the most valuable components of being associated with an incubator is the availability of on-going, in-depth business counseling. The opportunity for immediate feedback and assistance leaves the firm with more time for productive work and reduces the number of costly mistakes.

**Provide Access to Capital:** Incubators need to attract sufficient financial resources to ensure their sustainability. This can be a three to five year process. For sustainability of incubators, there are several models that have been implemented:

- (1) an up-front grant that covers the capital investment and operational expenses of the incubator for the start-up period;
- (2) an up-front grant that covers the capital investment with operating expenses being covered through delivery of services; and
- (3) sponsors make investments of 10 to 15 years in return for equity positions in the businesses with high growth potential and are willing to cover the expenses of the incubator until the positions are cashed.

Incubator managing directors also need to attract financing for their clients. They do this through developing relationships with banking institutions, venture capitalists, foundations, and micro-enterprise loan institutions.

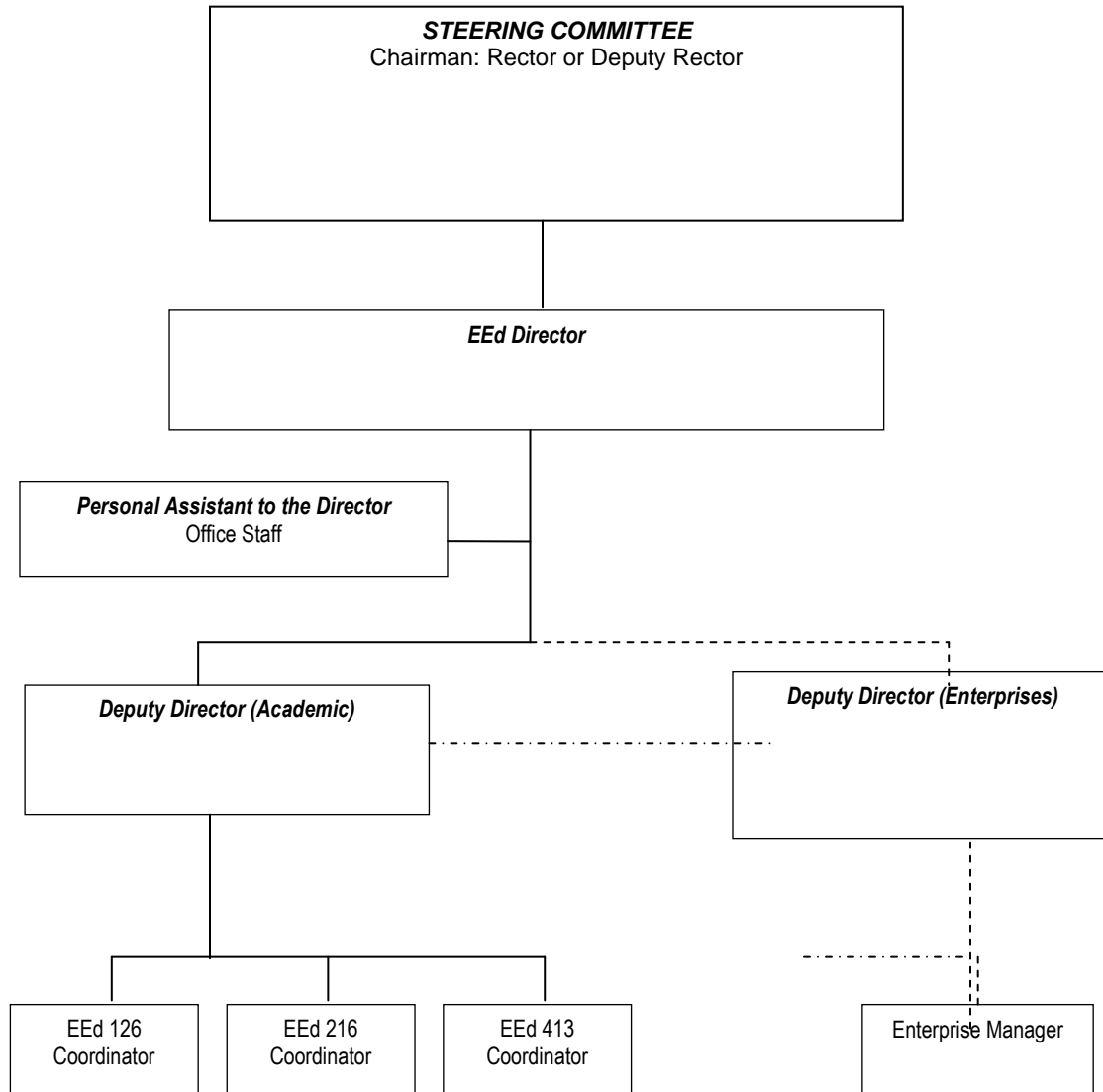
**Networking:** Incubator clients share their experiences in dealing with business problems. These relationships provide new entrepreneurs the opportunity of benefiting from the experienced business owners. It is helpful to provide a forum for a mix of clients, such as:

- (1) start-ups that show signs of success,
- (2) successful fast-growing firms near graduation from the incubator,
- (3) established businesses that may provide business services to other clients in the incubator and have no intention of graduating, and



(4) businesses that are candidates for the incubator, but are developing and the outlook for them is uncertain. Indeed one of the most useful services an incubator can provide is through its selection process, which can counsel prospective entrepreneurs that they should not proceed until they have a better business concept.

# OPERATIONAL GUIDE FOR EEd PROJECT



## FUNCTIONS AND MEMBERSHIP OF COMMITTEES AND OFFICIALS

### Entrepreneurship Education Steering Committee (Apex Committee)

#### Functions

- Responsible for overall policy decisions with reference to the project;
- Consider quarterly progress report on the implementation from various enterprises and course coordinators;
- Create sub-committee(s) to look into any assigned matters;

- d) Approve the disbursement of funds based on the recommendations of the relevant committees;
- e) Direct on any other matters that would necessarily improve the implementation of the project.

### **Membership**

- Rector or Deputy Rector - Chairman
- EEd Director - Vice Chairman
- Deputy Director (Academic)
- Deputy Director (Enterprises)/General Manager
- Representative of Bursary Staff
- Representative of Administrative Staff
- Representative of Academic Staff
- Student Representative
- Student Representative
- PA to the Director (Secretary) - In Attendance

Secretariat: Office of the EEd Director

### **Office of the EEd Director**

#### **Functions**

- a) Responsible for project execution in line with the project specifications;
- b) Responsible for procurement, delivery and commissioning of equipment for all project enterprises;
- c) Ensure that training of various personnel is carried out effectively and on schedule;
- d) Ensure quarterly reports are submitted to the Project Steering Committee;
- e) Ensure in-house continuous training of all staff in Entrepreneurship and certification to participate in course delivery to students;
- f) To carry out any other duties as may be assigned by the Steering Committee.

### **Office of the Deputy Director (Academics)**

#### **Functions**

- a) Responsible for the supervision of all EEd courses;

- b) Make recommendations on the composition of the teaching team for each course;
- c) Organize entrepreneurial extra-curricula activities and out of class learning visits for students;
- d) Design and organize the train-the trainer workshops for all staff every semester;
- e) Submit reports of its activities to the Project Steering Committee through the EEd Director; and
- f) Carry out all other duties as may be assigned by the Director.

### **Office of the Deputy Director (Enterprises)**

#### **Functions**

1. Responsible for the supervision of all EEd practical experience in the institutional enterprises;
2. Responsible for the day-to-day running/operation of all enterprises in the capacity of a General Manager;
3. Make recommendations on the feasibility and viability of any new enterprise to the Steering Committee through the EEd Director
4. Submit quarterly reports of the activities of each enterprise to the Project Steering Committee through the EEd Director
5. Design and organize the on-the-job training workshops for all staff every semester; and
6. Carries out all other duties that may be assigned by the Director

### **Office of the Course Coordinator**

#### **Functions**

1. Responsible for the coordination of all activities of an EEd course;
2. In consultation with the Deputy Director (Academic) arrange the composition of the training team for the EEd course;
3. In consultation with the Deputy Director (Enterprises) arrange the experiential enterprise training for the students of EEd course
4. Collate result of students in the EEd course;
5. Submit reports on the EEd course to the Academic Office through the EEd Director;
6. Arrange the logistics of entrepreneurial extra-curricula activities and out of class learning visits for students in an EEd course; and

7. Carry out all other duties as may be assigned by the EEd Director

## **Office of the Enterprise Manager**

### **Functions**

1. Responsible for the day-to-day running/operation of an enterprise in the capacity of a Manager
2. Responsible for the supervision of all EEd practical experience in the assigned institutional enterprise;
3. Responsible for the welfare and training of all staff;
4. Submit quarterly reports of the activities of the enterprise to the EEd Director through the General Manager;
5. Organize an Annual General meeting for the purpose of presenting the audited financial report of the enterprise to the institution's community;
6. Design and organize the on-the-job training workshops for all staff every semester; and
7. Carry out all other duties as may be assigned by the EEd Director

## GENERAL TEACHING STRATEGIES

Because this curriculum is designed to teach skills, trainers should use basic principles of behavior training to teach the skills. First, the trainer provides **instruction**. During instruction, the trainer provides information, tells how to do something, and provides examples.

Next, the trainer should **model** the skill. This may be done in a role-play. A role-play is a dramatization in which a person or persons practice the behaviors under conditions that are as close to real world situations as possible. This may require two people to sit and talk while one person practices listening skills; it may involve a person practicing calling a bus station to get information about a bus schedule; or, a role-play can involve a person practicing deep breathing techniques while another person pretends to be mad at them. Lessons that use role-play as a training technique will provide guidance for the specific role-play to be accomplished.

Third, the student has the opportunity to **rehearse** the skill as the trainer modeled it. The rehearsal is probably the most difficult step in the teaching process. However, this is a method that helps develop a person's confidence in dealing with a variety of social situations. Many people are uncomfortable speaking out in front of others. It is important that trainers are enthusiastic and try to make the role-plays fun.

Finally, the trainer provides **feedback**. The feedback should be positive and reflect both the good parts about the rehearsal and the things on which the person needs to improve. If the student needs improvement, the trainer may need to provide more instruction, model the skill again, and/or have the person rehearse the skill again. Depending on the student, the trainer may need to break the skill into smaller steps or have the student rehearse the skill several times. There is no set amount of instruction and rehearsal that is needed for everybody. The only criterion is that the person can complete the skill and apply it following the training. If it takes some students two attempts at it, that is fine. It is also fine if it takes a student several times to master a skill.

In addition to teaching skills, trainers will be presenting information. Most lessons involve the discussion of a topic. When a part of the instructional format indicates that the trainer should **discuss**, he should give the students every opportunity to express their knowledge of the subject. This keeps the students more involved and aids in the learning process. After it is apparent that the students cannot provide any more information, then the trainer can provide the rest of the information.

When students provide incorrect information, thank them for their effort to understand and go on to explain the correct information.

Finally, motivation is an important part of the learning process. If a student is not motivated to learn or use the skill, the best teaching available is useless. A couple of ideas have already been presented such as involving the students as much as possible in the training, making the exercises fun, and providing feedback in a positive way. Additionally, trainers will need to break the information down into steps which the student can accomplish. Following the success in one step, the trainer should reinforce with praise and add the next step. This concept is called **shaping**. Shaping involves reinforcement of part of the final skill even though the whole skill has not been completed. The taste of success, no matter how small, increases the likelihood that the student will continue to make attempts to learn. Every person is motivated by different things. Some people enjoy praises, some people enjoy certificates or more tangible things, and some people will only work for money. Each individual program will need to decide what it can offer for reinforcement for participation in the training.





### EEd Curriculum for Polytechnics

<b>Course Title: INTRO. TO ENTREPRENEURSHIP</b>	<b>Code: EEd 126</b>	<b>Credit Hour: 3 hours</b>
	<b>Pre-requisite</b>	<b>Theoretical: 1 hours/week - %</b>
<b>Semester: second</b>		<b>Practical : 2 hours/week - %</b>

#### **Course main Aim/Goal**

**This course is designed to create an entrepreneurial mindset and awareness to the student.**

#### **General Objectives:**

**On completion of the course, the student should:**

- 1. Understand the meaning and scope of Enterprise and Entrepreneurship**
- 2. Understand the history of Entrepreneurship in Nigeria**
- 3. Understand the types, characteristics and rationale of Entrepreneurship**
- 4. Understand the role of Entrepreneurship in economic development**
- 5. Understand Entrepreneurial characteristics and attitude**
- 6. Understand the key competencies and determining factors for success in Entrepreneurship**
- 7. Know the motivational pattern of Entrepreneurs**

Theoretical Content				Practical Content		
General Objective 1: Understand the meaning and scope of Enterprise and Entrepreneurship						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
1-2	1.1 Define an Enterprise in its narrower and wider contexts. 1.2 Explain different forms of Enterprises 1.3 Classify the different forms of enterprises into small, medium and large enterprises. 1.4 Explain the terms: Entrepreneur Entrepreneurship Wage Employment Self Employment 1.5 Explain clearly the business terrain in Nigeria	I. Explain the terms: Enterprise Entrepreneur Entrepreneurship II. List the different types of enterprises and group them into small, medium and large enterprises. III. Compare and Contrast wage employment and self-employment. IV. Explain clearly the business Terrain in Nigeria	Text Books	Identify features of the types of enterprises identified.  Identify the facilities and opportunities available for self employment.  Identify successful entrepreneurs in Nigeria.  Evaluate the role of entrepreneurship in wealth creation.	Guide students to research into different forms of enterprises.  Guide students to research and identify criteria for successful entrepreneurship.  Establish competitive groups.  Students to make formal presentations of their findings.  Students to undertake enquiry learning on selected entrepreneur and enterprise	Successful Entrepreneur to speak on the role and importance of Entrepreneurship  Use of internet and relevant video clips

Theoretical Content				Practical Content		
General Objective 2: Understand the History and Government Policy measures at promoting Entrepreneurship in Nigeria						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
3-4	<p>2.1 Trace the evolution of entrepreneurship development</p> <p>2.2 Compare Entrepreneurship in Nigeria with Japan, India, China, Malaysia, South Korea etc.</p> <p>2.3 Explain Nigeria's values in relation to Entrepreneurship.</p> <p>2.4 Describe the role of Entrepreneurship in the development of enterprises.</p>	<p>I. Explain the historical development and role of entrepreneurship in the development of enterprises in Nigeria.</p> <p>II. Compare Entrepreneurship in Nigeria with other countries of the world. Japan, India, China, Malaysia, South Korea.</p> <p>III. Show students video film on Entrepreneurship development in any of the</p>	<p>Text Books</p> <p>Journals</p> <p>Publications</p> <p>Video Film</p> <p>TV &amp; VCR</p>	<p>Obtain the required information from the net.</p>	<p>Guide students to search the web for the historical evolution of entrepreneurship in other parts of the world</p> <p>Research and list various Government Measures on SME's and Industrial Development from 1960 to date.</p>	<p>Internet</p>

		<p>countries mentioned above.</p> <p>IV. Explain Nigeria's values and Entrepreneurship.</p>				
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Theoretical Content	Practical Content
<b>General Objective 3: Understand the types, characteristics and rationale of Entrepreneurship</b>	

Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
5-6	<p>3.1 Explain types of Entrepreneurs and their characteristics</p> <p>3.2 Compare and contrast Technological and Social Entrepreneurship.</p> <p>3.3 Identify the different types of Entrepreneurs: self employed, Opportunistic, Inventors, Pattern multipliers etc.</p> <p>3.4 Identify the role of Entrepreneurship in business, society and in self employment.</p>	<p>I. Explain types of Entrepreneurs.</p> <p>II. Explain types of Entrepreneurship</p> <p>III. Explain features of Entrepreneurship in business.</p> <p>IV. Explain the rewards and efforts of Entrepreneurship in business.</p> <p>V. Describe the different types of Entrepreneurs.</p> <p>VI. Describe the role of entrepreneurship</p>	<p>Text Books</p> <p>Journals</p> <p>Publications</p> <p>Video Film</p> <p>TV &amp; VCR</p>	<p>Analyze life situations people may find themselves in.</p> <p>Enumerate the benefits to be derived from the above situation.</p>	<p>Guide students to identify opportunities from the environment.</p>	<p>Internet</p> <p>Textbooks</p> <p>Journals</p>

		<p>ip in business, society employment generation and wealth creation.</p> <p>VII. Explain the benefits of self employment.</p>				
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Theoretical Content				Practical Content		
General Objective 4: Understand the role of Entrepreneurship in economic development.						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	4.1 Identify resources and constraints of Entrepreneurship	I. Explain resources and constraints of	Text Books Journals	Classify the resources into economic,	Show transparency of the resources needed by an entrepreneur.	Computer or Overhead

7-8	4.2 Explain how Entrepreneurship leads to import substitution and utilization of local resources.	an Entrepreneur.	Publications	human, knowledge and time.	Guide students to visit selected enterprise/community projects.	Projector SME's
	4.3 Explain how Entrepreneurship leads to socio-economic development	II. Relate import substitution to utilization of local resources.	Video Film TV & VCR	Distinguish between economic development and economic growth		
	4.4.Explain the role of an entrepreneur in grassroot / local economic development	III. Explain equitable distribution of industries and the role of entrepreneurship.			Guide students on the use of local raw materials for value addition.	
		IV. Explain how entrepreneurship leads to job creation.				
<b>Theoretical Content</b>				<b>Practical Content</b>		
<b>General Objective 5: Understand Entrepreneurial Characteristics and Attitudes</b>						
<b>Week</b>	<b>Specific Learning Outcomes</b>	<b>Teacher's Activities</b>	<b>Resources</b>	<b>Specific Learning Outcomes</b>	<b>Teacher's Activities</b>	<b>Resources</b>
	5.1 Explain the philosophy, values, scope, need and characteristic of Entrepreneurship.	I. Using slide or PowerPoint explain personal characteristics and attitude of	Text books Journals Computer Projector	Evaluate the opportunities identifying corresponding self employment opportunities.	Guide students to identify as many job/ employment opportunities as possible.	Computer Projector Guest speakers (Female/Male) Internet

<p><b>9-11</b></p>	<p>5.2 Explain the profiles of local Entrepreneurs.</p> <p>5.3 Demonstrate high sense of innovation, creativity and independence.</p> <p>5.4 Explain the process of acquiring high sense of information seeking and ability in operating an enterprise.</p> <p>5.5 Identify various risks and remedies involved in operating an enterprise.</p> <p>5.6 Evaluate pilot project considering resource, time, personnel, equipment, money, materials etc.</p>	<p>an Entrepreneur</p> <p>II. List Entrepreneurial traits citing relevant cases.</p> <p>III. Explain the aspiration, determination and efficiency of an Entrepreneur.</p> <p>IV. Explain how to demonstrate high sense of innovation, creativity and independence.</p> <p>V. Describe how to evaluate a private project.</p> <p>VI. Describe how to mobilize resources for establishing</p>		<p>Evaluate a project considering its resources: management of time, personnel, equipment and money.</p> <p>Explain constraints and problem solving techniques.</p>	<p>Guide students to visit a successful enterprise, and evaluate its resources to identify its contribution to economy, its internal and external constraints and available problem solving techniques.</p> <p>Group students to survey and interview Entrepreneurs.</p> <p>Evaluate a sample project with the students, then give them assignment to assess one.</p>	<p>search.</p>
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	<p>5.7 Demonstrate leadership and leadership skills by mobilizing resources for establishing an enterprise.</p> <p>5.8 Demonstrate high level problem solving techniques in overcoming internal and external constraints.</p>	<p>an enterprise.</p> <p>VII. Describe how to solve problems involving internal and external constraints.</p>				
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Theoretical Content				Practical Content		
General Objective 6: Understand the key competencies and determining factors for success in Entrepreneurship						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	6.1 Identify the key competencies required in setting up a successful small	I. Explain major competencies required for successful	Text Books Journals	Describe: Data collection about self, Who am I (personal	Guide student to demonstrate knowledge of themselves, goals,	Computer and accessories, internet and

<p style="text-align: center;"><b>12-13</b></p>	<p>business; Knowledge, Skill and Traits.</p> <p>6.2 Identify key success factors in setting up a small business; Resources, Ability, Motivation and Determination, Idea and Market etc.</p> <p>6.3 Define individual life goal and link it to Entrepreneurship.</p> <p>6.4 Identify the strength and weaknesses in 6.3 above.</p> <p>6.5 Explain business games.</p> <p>6.6 Explain the behavioral pattern observed in 6.5 above on: Moderate risk taking, Goal setting, Learning from feed back,</p>	<p>Entrepreneurship</p> <p>II. Explain key success factors in setting up small business.</p> <p>III. Explain individual life goal of an Entrepreneur.</p> <p>IV. Explain relevant business games and their behavioral patterns.</p>	<p>Publications</p> <p>Video Film</p> <p>TV &amp; VCR</p>	<p>efficacy) Rating of concept, Self knowledge.</p> <p>Play a relevant business game and observe the behavioral pattern in relation to moderate risk taking, goal setting etc.</p> <p>Identify core skills, competencies, and success factors required for entrepreneurship.</p>	<p>Entrepreneurship strength and weakness.</p> <p>Give practical assignment to student on personal efficacy, goal and link to Entrepreneurship strength and weakness.</p> <p>Demonstrate how to play business game.</p> <p>Visit a small business enterprise.</p>	<p>visitations. Blocks Rings Papers</p>
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	Taking personal responsibility, Confidence and self reliance.					
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Theoretical Content				Practical Content		
General Objective 7: Know the motivational pattern of Entrepreneurs						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	7.1 Define motivation.  7.2 List the objectives of motivation.	I Explain motivation, objectives, merit and demerit.	Text Books  Journals  Publications	Analyze motive strength from TAT score using a given case.	Illustrate how to carryout analysis on motive strength from TAT scores using a related case studies.	Computer and internet facilities.

<p style="text-align: center;"><b>14-15</b></p>	<p>7.3 Identify barriers to motivation and achievement.</p> <p>7.4 Explain Thematic Appreciation Test (TAT) scores.</p> <p>Explain how to analyze motive strength from TAT score.</p> <p>Explain the spirit of Achievement Motivation Test (AMT)</p>	<p>II Explain TAT scores.</p> <p>III Explain how to carryout analysis on motive strength from TAT scores.</p> <p>IV. Explain spirit of AMT</p>				
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### EEd Curriculum for Polytechnics

<p><b>Course: PRACTICE OF ENTREPRENEURSHIP</b></p>	<p><b>Code: EEd 216</b></p>	<p><b>Credit Hour: 3 hours</b></p>
	<p><b>Pre-requisite: Intro to Entrepreneurship</b></p>	<p><b>Theoretical: 1 hours/week - %</b></p>
<p><b>Semester: Third</b></p>		<p><b>Practical : 2 hours/week - %</b></p>

<p><b>Course main Aim/Goal</b>  <b>This course is designed to equip the student with necessary entrepreneurial skills for self-employment.</b></p>
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**General Objectives:**

**On completion of the course, the student should:**

- 1. Know techniques for generating business ideas and the process of identifying and assessing business opportunities**
- 2. Know how to evaluate a business idea for developing an enterprise**
- 3. Know methods of product/service selection**
- 4. Understand the process and procedure for starting an Enterprise**
- 5. Know the operational techniques in managing an Enterprise**
- 6. Understand the various existing industries and support agencies in Nigeria**
- 7. Appreciate the role of commercial and development banks in small and medium scale industries development**
- 8. Understand the role of personal savings and portfolio investment in National Economic Development**

<b>Theoretical Content</b>				<b>Practical Content</b>		
<b>General Objective 1: Know techniques for generating business ideas and the process of identifying and assessing business opportunities</b>						
<b>Week</b>	<b>Specific Learning Outcomes</b>	<b>Teacher’s Activities</b>	<b>Resources</b>	<b>Specific Learning Outcomes</b>	<b>Teacher’s Activities</b>	<b>Resources</b>
	1.1 Define business opportunity.	I. Explain business opportunities and process of	Text Books, journals.	Identify business opportunities using SWOT	Guide students to identify business opportunities using	Computer text books,

<p style="text-align: center;"><b>1-2</b></p>	<p>1.2 State the process of Exploring opportunities.</p> <p>1.3 Identify business opportunities(SWOT Analysis)</p> <p>1.4 State the process of conducting a market survey in other to establish demand/supply gap.</p> <p>1.5 State the process of business idea generation.</p>	<p>exploring them.</p> <p>II. Explain the process of product/service selection.</p> <p>III. Explain SWOT Analysis and how to identify business opportunities.</p> <p>IV. Explain the process of conducting market survey and selecting a viable business venture.</p> <p>V. Explain the process of business idea generation.</p>		<p>Analysis.</p> <p>Conduct market survey and select the most viable business venture.</p> <p>Set up a small business enterprise</p>	<p>SWOT Analysis</p> <p>Guide students to conduct market survey to enable them select the most viable business venture.</p> <p>Demonstrate using appropriate application package, product selection, product tracking, order tracking etc.</p> <p>Set up student groups with the task of setting up a small business enterprise.</p> <p>Invite a successful entrepreneur to give a talk.</p> <p>Make the student/group generate his/their viable business idea which would further be subjected to feasible business</p>	<p>Use of internet and relevant video clips.</p> <p>Guest speakers from successful businesses.</p>
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Theoretical Content				Practical Content		
General Objective 2: Know how to evaluate a business idea for developing an enterprise						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
	2.1 Define the concept of business plan.	I. Explain a business idea. II. Explain the concept of	Textbooks. Journey Projector (mm)	Prepare a preliminary project proposal.	Guide students in preparing a preliminary project proposal.	Computer complete with accessories

<p style="text-align: center;"><b>3</b></p>	<p>2.2 Explain the process of preparing preliminary project proposal.</p> <p>2.3 Explain the process of preparing a detailed business plan.</p> <p>2.4 Conduct a model business plan on a selected venture.</p>	<p>business plan and project proposal.</p> <p>III. Relate business idea to business plan and project proposal.</p> <p>IV. Describe the steps in preparing a model business plan.</p>		<p>Set-up students' groups with an initial start up capital of N10,000,00 and the task of setting up a small business enterprise.</p> <p>Conduct a modest business plan on a selected venture. Present the plan to a panel of successful entrepreneur for assessment.</p> <p>Explore Internet for company profile, product catalog, product information, URL management.</p> <p>Conduct a model business plan on a selected venture.</p>	<p>Using the on going business project guide students to complete a business plan and present it to a panel of successful entrepreneurs, the plan should consider sale forecast, time sheet analysis, employee tracking, loan amortization etc.</p> <p>Explore Internet for company profile, product catalog, product information, URL management.</p> <p>The written business plan should be assess as part of continuous assessment</p>	<p>and D base, Internet connection. Textbooks.</p>
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<b>Theoretical Content</b>				<b>Practical Content</b>		
<b>General Objective 3: Know methods of product/service selection</b>						
<b>Week</b>	<b>Specific Learning Outcomes</b>	<b>Teacher's Activities</b>	<b>Resources</b>	<b>Specific Learning Outcomes</b>	<b>Teacher's Activities</b>	<b>Resources</b>
	3.1 Define product /service.	I. Explain product	Text Books	Analyze a given case in product	Guides students to analyze a case in	

<p style="text-align: center;"><b>4-5</b></p>	<p>3.2 Explain the nature and characteristics of product/service.</p> <p>3.3 Explain product selection criteria.</p> <p>3.4 Identify key factors associated with product selection.</p> <ul style="list-style-type: none"> <li>- Infrastructure</li> <li>- Technology</li> <li>- Availability of raw material.</li> <li>- Government Policy/Regulation</li> <li>-Legal aspects of business.</li> </ul> <p>3.5 Explain venture idea generation.</p> <p>3.6 Explain the steps involved in preliminary screening.</p> <p>3.9 Explain the different steps in preparing pre-feasibility study.</p> <p>3.10 Evaluate adequacy</p>	<p>selection, criteria and factors associated with selection.</p> <p>II. Explain venture idea generation.</p> <p>III. Explain steps involved in preliminary screening.</p> <p>IV. Explain steps in preparing pre-feasibility study.</p> <p>V. Explain the adequacy of infrastructural facilities, relevant technology and adequacy of raw materials for the selected product.</p>	<p>Journals</p> <p>Publications.</p> <p>Projector (mm)</p>	<p>selection.</p> <p>Select a product</p> <p>Prepare a feasibility report on a modern business and evaluate the viability, methodology and CBA. (Cost Benefit Analysis)</p> <p>Generate venture idea on selected exportable product obtained from the web.</p> <p>Write a report on their visit.</p>	<p>product selection.</p> <p>Invite an Entrepreneur to speak on venture idea generation and product selection</p> <p>Guide students to prepare feasibility studies on a model institution based business and evaluate the viability, methodology and (Cost Benefit Analysis) CBA.</p> <p>Guide students to use web based information to generate venture idea on an exportable product.</p> <p>Organize visit to a small business outfit to understudy infrastructural facilities, available technology, sources and adequacy of raw</p>	
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	<p>of infrastructural facilities for product selection.</p> <p>3.10 Identify the relevant technology available for the selected product.</p> <p>3.11 Evaluate sources and adequacy of raw materials for the selected product.</p> <p>3.12 Explain effects of government policy and regulations on the selected product.</p> <p>3.13 Identify legal aspects of business in product selection.</p>	<p>VI. Explain effects of government policy and regulation as well as legal aspects of business on the selected product</p>			<p>materials, effect of government policy and regulation and legal aspects of the business.</p>	
<b>Theoretical Content</b>				<b>Practical Content</b>		
<b>General Objective 4: Understand the process and procedure for starting an Enterprise</b>						
<b>Week</b>	<b>Specific Learning Outcomes</b>	<b>Teacher's Activities</b>	<b>Resources</b>	<b>Specific Learning Outcomes</b>	<b>Teacher's Activities</b>	<b>Resources</b>

<p style="text-align: center;"><b>6-7</b></p>	<p>4.1 Out line the main features of the Companies and Allied Matters Act (CAMA) 1990 and the subsequent amendments.</p> <p>4.2 Explain the functions of the Corporate Affairs Commission (CAC) under the Companies and Allied Matters Act 1990.</p> <p>4.3 Explain the legal structure of business.</p> <p>4.4 State factors to consider in naming a business.</p> <p>4.5 Explain the procedure and requirements for registration of a business name.</p> <p>4.6 Explain the procedure and</p>	<p>I. Explain the main features of the CAMA with special reference to provisions relating to registration and incorporation business.</p> <p>II. Explain the functions of CAC.</p> <p>III. Explain the different legal forms of business.</p> <p>IV. Explain reasons for and factors in naming a business.</p> <p>V. Explain Memorandum</p>	<p>Textbooks CAMA Articles and Memo of Association Certificate of Incorporation.</p>	<p>Prepare Memorandum and articles of Association for a hypothetical company.</p> <p>Identify documents required for incorporation.</p>	<p>Guide students to prepare Memorandum and Articles of Association of a hypothetical company.</p> <p>Show students necessary Incorporation documents.</p> <p>Visit CAC office nearest to you to familiarize with its operation.</p>	<p>Text books CAMA Internet (CAC Website)</p>
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	<p>requirements for incorporating a business.</p> <p>4.7 Explain the reasons for the existence of registered business names and companies.</p> <p>4.8 Identify various agencies responsible for issuance of licenses and permits.</p>	<p>and articles of association and the procedure for incorporation of companies in Nigeria.</p> <p>VI. Explain licenses and permits and their issuing Agencies.</p>		<p>Register a business name.</p>	<p>Guide students to register a hypothetical business name with the nearest CAC</p>	
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Theoretical Content				Practical Content		
General Objective 5: Know the various operational techniques in managing an Enterprise						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
8-9	5.1 Define management and a manager 5.2 Explain the functions of management and a manager 5.3 Explain management structure for an enterprise. 5.4 Explain the communication process in the management of an enterprise. 5.5 Explain the techniques and skills of: <ol style="list-style-type: none"> <li>i. Planning</li> <li>ii. Organizing</li> <li>iii. Staffing</li> <li>iv. Leading</li> <li>v. Controlling</li> </ol>	I. Explain the functions, techniques and skills of management. II. Draw a management structure to suit the viable project selected by students III. Explain the techniques of the functional areas of management. IV. Explain principles of record	Text Books Specimen of financial records. Cardboard Marker. Organogram	Draw appropriate organogram for a small scale enterprise. Identify communication process in the management of an enterprise. Explain the function areas of business management, planning, organizing, etc.	Guide student to draw an organ gram to suit the selected business venture. Demonstrate the techniques and skills of communication process in the management of the selected business venture, using computer networking of not less than 3 computers. Demonstrate, using appropriate application packages, techniques and skills of: Business planning Business positioning	Text books sample Record books Projector (MM) organogram

	<p>5.6 Explain the basic techniques of marketing, production and financial management in an enterprise.</p> <p>5.7 Explain the principles of record keeping, auditing and taxation.</p>	<p>keeping, auditing and taxation.</p>			<p>Business scheduling Staffing and staff tracking, etc explaining their importance to sustainable business venture.</p>	
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Theoretical Content				Practical Content		
General Objective 6: Know the various existing industries and support agencies in Nigeria						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
10-11	<p>6.1 Explain various industry/support agencies.</p> <p>6.2 Explain the types, and sources of materials used in both manufacturing and service Industries.</p> <p>6.3 Explain the types and sources of plants and machinery used in small scale Industries.</p> <p>6.4 Explain the various information and assistance for vital areas like finance, registration, project selection, training, marketing, research, quality control, raw materials, patent</p>	<p>I. Explain Industry, types and support agencies.</p> <p>II. Explain the nature, types and sources of materials, machineries and information in enterprises.</p>	Textbooks, journals, CD's/Film VCR	<p>Identify types and sources of plants and machinery used in small scale industries, nature and type of material inputs and information about market and financial assistance.</p> <p>Prepare a report and share experience.</p>	<p>Guide students to visit websites to identify types and sources of machinery and plants, material inputs for small scale industries, information and assistance for finance, market etc.</p> <p>Form groups and assign them out of class.</p> <p>Visit/experience in selected enterprise.</p> <p>Groups to share experiences on the visit.</p>	Computer and accessories with Internet connection. Textbooks and journals.



	information etc. 6.5 Explain environmental factors associated with Industrial and economic development in Nigeria.					
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Theoretical Content				Practical Content		
General Objective 7: Appreciate the role of commercial and development banks in small and medium scale industries development						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
12-13	<p>7.1 Identify financial institutions involved in entrepreneurial development.</p> <p>7.2 Explain the role of Banks and financial institutions in the creation and development of enterprises.</p> <p>7.3 Explain government policy on financing small and medium enterprises.</p> <p>7.4 Explain the role of microfinance (Formal and Informal) in financing enterprise.</p> <p>7.5 Explain the role of capital markets in Financing enterprise.</p>	<p>I. Explain the role of financial institutions in entrepreneurial development.</p> <p>II. Explain the role of commercial and development Banks in the promotion and development of SME.</p> <p>III. Examine government policies on financing SME.</p> <p>IV. List support agencies for SME's Nigeria- NEPC, IDCs, BOI, NACR DB etc.</p> <p>V. Explain government policy on financing SMEs.</p>	Textbooks, journals and other publications.	Identify sources of Finance to SME's and how to access their funds	<p>Guide students to identify sources of finance for SME's.</p> <p>Invite a Finance Expert to give a talk.</p> <p>Guide students to develop healthy banking culture:</p> <ul style="list-style-type: none"> <li>• Good customer relations</li> <li>• Regular lodgments</li> <li>• Bank reconciliation</li> </ul>	<p>Projector (16 mm)</p> <p>Computer</p> <p>Internet.</p>

<b>General Objective 8: Understand the role of personal savings and portfolio investment in National Economic Development</b>						
<b>Week</b>	<b>Specific Learning Outcomes</b>	<b>Teacher’s Activities</b>	<b>Resources</b>	<b>Specific Learning Outcomes</b>	<b>Teacher’s Activities</b>	<b>Resources</b>
<b>14-15</b>	8.1 Define the following; Income, expenditure and savings 8.2 Explain the role of savings in starting and sustaining businesses 8.3 List the benefits of interest. 8.4. Explain personal Financial Planning and management. 8.5 Explain shopping habits 8.6 Explain portfolio investment-shares, bonds, debentures.	I. Explain savings II. Explain how savings are channeled into productive ventures. III. Explain the benefits of interest. IV. Explain the role of budgeting in personal economics V. Describe shopping habits VI. Analyze portfolio investment. VII. Explain thrift societies and how they operate.	Textbooks, journals and other publications	Calculate interest rates. Develop personal budget for one month. Create a spreadsheet for a budget Learn to save and invest in portfolio.	Show various methods of computing interest Guide students to develop a personal budget for one month Guide students to create a spreadsheet for a budget Invite a stock broker to give a talk.	Textbooks, journals and other publications, computer.
<b>ASSESSMENT CRITERIA</b>						
EXAMINATION	60	CONTINUOUS ASSESSMENT	40	Other (Examination/ project/ portfolio) %		

**EEd Curriculum for Polytechnics (HND)**

<b>Course: ENTREPRENEURSHIP DEVELOPMENT</b>	<b>Code: EEd 413</b>	<b>Credit Hour: 4</b>
	<b>Pre-requisite: EEd 126 &amp; EEd 216</b>	<b>Theoretical: 2 hours/week - %</b>
<b>Semester: Third</b>		<b>Practical : 2 hours/week - %</b>

**Course main Aim/Goal**

**This course is directed towards developing in the student skills, competencies, understandings and attributes that will equip Students to be innovative, and to identify, create, initiate, and successfully manage personal, community, business and work opportunities, including working for themselves.**

**General Objectives:**

**On completion of the course, the student should:**

- 1. Understand the history and government efforts in promoting entrepreneurship development in Nigeria**
- 2. Understand the role of personal savings and portfolio investment in National Economic Development**
- 3. Understand various life skills needed by an entrepreneur**
- 4. Understand the various sources of information for entrepreneurship development**
- 5. Appreciate the roles of commercial and development banks in small scale industrial development.**
- 6. Know the functions of various support agencies in small and medium scale industrial development.**
- 7. Understand the activities of different industrial associations in relation to entrepreneurship.**
- 8. Know the functional areas of business**
- 9. Understand the need for business planning.**
- 10. Understand the strategies for consolidation and expansion of a business enterprise**
- 11. Understand the need for management and business succession plan**

Theoretical Content				Practical Content		
General Objective 1: Understand the history and government efforts in promoting entrepreneurship development in Nigeria						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
1-2	<p>1.1 Define an Enterprise and identify different forms of Enterprises</p> <p>1.2 Classify the different forms of enterprises into: private vs. public Profit vs. non-profit Formal vs. informal Individual vs. community Local vs. foreign Business vs. social Small vs. large Manufacturing vs. service Consumer vs. industrial</p> <p>1.3 Know Narrate the history of</p>	<p>I. Introduce the terms: Enterprise Entrepreneurship</p> <p>II. Explain the historical development and role of entrepreneurship in enterprise creation in Nigeria.</p> <p>III. Compare and Contrast, using a relevant film, entrepreneurship in Nigeria with other Countries of the world.</p> <p>IV. List support agencies for</p>	Text Books	<p>Identify features of the types of enterprises identified.</p> <p>Identify entrepreneurial traits, characteristics and qualities.</p> <p>Identify successful entrepreneurs in Nigeria.</p> <p>Write a brief comparison of entrepreneurship in Nigeria with either Japan or Korea</p>	<p>Guide students to research into different forms of enterprises.</p> <p>Invite a successful entrepreneur to give a talk on traits for successful entrepreneurship.</p> <p>Guide students to search the web on comparative study of entrepreneurship.</p>	<p>Use of internet and relevant video clips</p> <p>Guest speakers from successful businesses.</p>

	<p>entrepreneurship development in Nigeria.</p> <p>1.4 Assess the success and impact of entrepreneurship in Nigeria in comparison with other Countries of the world: Japan, India, China, Malaysia, South Korea, etc.</p>	<p>SME's in Nigeria-NEPC, IDCs, BOI, NACRDB etc</p> <p>V. Explain government policy on financing SME's</p>				
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<b>General Objective 2: Understand the role of personal savings and portfolio investment in National Economic Development</b>						
<b>Week</b>	<b>Specific Learning Outcomes</b>	<b>Teacher's Activities</b>	<b>Resources</b>	<b>Specific Learning Outcomes</b>	<b>Teacher's Activities</b>	<b>Resources</b>
<b>3-4</b>	<p>2.1 Define the following; Income, expenditure and savings.</p> <p>2.2 Explain the role of savings in starting and sustaining businesses.</p> <p>2.3 List the benefits of interest.</p> <p>2.4 Explain personal financial planning and management</p> <p>2.5 Explain shopping habits.</p>	<p>I. Explain savings</p> <p>II. Explain how savings are channeled into productive ventures</p> <p>III. Explain the benefits of interest.</p> <p>IV. Explain the role of budgeting in personal economics</p> <p>V. Describe shopping habits</p> <p>VI. Analyze portfolio investment.</p> <p>VII. Explain thrift societies and how they operate</p>	Textbooks, journals and other publications.	<p>Calculate interest rates.</p> <p>Develop personal budget for one month.</p> <p>Create a spreadsheet for a budget</p> <p>Interpret financial reports</p> <p>Describe other investments such as in real estate or stock trading</p>	<p>Show various methods of computing interest</p> <p>Guide students to develop a personal budget for one month</p> <p>Guide students to create a spreadsheet for a budget</p> <p>Guide students on how to read and interpret financial reports annual reports and accounts of quoted companies/institutions</p> <p>Expose students to real estates and commodity trading as other forms of investment visit</p>	Textbooks, journals and other publications, computer.

	2.6 Explain how taxes are paid on income that people earn and how income tax is calculated.	VIII. Explain Tax, and how Personal Income Tax is calculated.			stock/commodity exchange.	
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<b>General Objective 3:. Understand the life skills needed by an entrepreneur.</b>						
<b>Week</b>	<b>Specific Learning Outcomes</b>	<b>Teacher’s Activities</b>	<b>Resources</b>	<b>Specific Learning Outcomes</b>	<b>Teacher’s Activities</b>	<b>Resources</b>
<b>5</b>	3.1 Identify the characteristics of an entrepreneur. 3.2 Define Communication. 3.3 Explain the role of Communication in an enterprise. 3.4 Define teamwork and team spirit. 3.5 Identify the characteristics of teams. 3.6 List benefits of teamwork in an enterprise. 3.7 Define leadership. 3.8 List the qualities and characteristics of good leaders. 3.9 Describe a target.	I. Explain the characteristics of an entrepreneur. II. Explain communication, its types, process and role in an enterprise. III. Explain teamwork, team spirit, characteristics of teams, and benefits of team work. IV. Explain decision making, types and decision making, types and decision making process. V. Explain leadership, types of leaders, leadership styles and qualities of good leadership.		Analyse a diagram of communication process. Demonstrate skills for teamwork Demonstrate leadership skills. Prepare a daily routine of personal activities. Set achievable targets for self.	Draw a diagram of the communication process. Use the diagram to demonstrate chain of communication Organise students into group. Assign each team a responsibility that will enable them demonstrate team work/spirit. Let them select their leaders. Invite a seasoned Administrator/ Manager to talk to students on leadership. Guide students to	

	<p>3.10 Explain how targets are set.</p> <p>3.11 Explain how a target is achieved.</p> <p>3.12 Explain discipline and self – discipline.</p> <p>3.13 State the benefits of Personal discipline in the success of an enterprise.</p>	<p>VI. Explain targets, how they are set and indications of achievement.</p> <p>VII. Explain the sources and benefits of discipline.</p>			<p>prepare a “to-do” list student should set achievable targets. Explain indicators of target achievement.</p>	
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Theoretical Content				Practical Content		
General Objective 4: Understand the various sources of information for entrepreneurship development						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
6	<p>4.1 Identify nature and type of information required by entrepreneurs.</p> <p>4.2 Identify the sources of the information required in 4.1 above.</p>	<p>I. Explain nature of information required by entrepreneurs:</p> <ul style="list-style-type: none"> <li>. marketing</li> <li>. technical</li> <li>. ICT</li> <li>. financial</li> <li>. legal</li> </ul> <p>II. Explain sources of the information above:</p> <ul style="list-style-type: none"> <li>. catalogues</li> <li>. business associations</li> <li>. government publications</li> <li>. banks</li> <li>. mass media</li> <li>. libraries</li> <li>. consultants</li> <li>. assisting agencies</li> <li>. trade exhibitions/fairs</li> <li>. Internet/websites.</li> </ul>	<p>Text Books</p> <p>Journals</p> <p>Publications</p> <p>Video Film</p> <p>TV &amp; VCR</p>	<p>Obtain the required information from the net.</p> <p>Classify the information into:</p> <ul style="list-style-type: none"> <li>. marketing</li> <li>. technical</li> <li>. ICT</li> <li>. financial</li> <li>. legal</li> </ul> <p>Develop a resource file containing samples and addresses for each category of information sources</p> <p>Write a report on the visit</p>	<p>Guide students to conduct a web search on information required by entrepreneurs.</p> <p>Ask students to develop a similar file using appropriate software.</p> <p>Take students to seminars workshops trade fairs, Trade exhibitions as sources of entrepreneurship information</p>	<p>Internet</p> <p>Computer</p> <p>Workshops</p>

	<p>4.3 Identify organizations and agencies involved in the promotion and development of entrepreneurship.</p> <p>4.4 Explain the role of banks and financial institutions in enterprise promotion and development.</p> <p>4.5 Describe the contributions of government agencies in sourcing information.</p> <p>4.6 Describe methods of obtaining assistance from the above organizations.</p>	<p>III. Explain the role of the various organizations and agencies involved in the promotion and development of entrepreneurship.</p> <p>IV. Explain methods of obtaining assistance:</p> <ul style="list-style-type: none"> <li>. personal contacts</li> <li>. observation</li> <li>. interviews</li> <li>. direct mail</li> <li>. reading</li> <li>. Web/internet research.</li> </ul>		<p>Identify clients responsible for providing assistance under each method.</p>	<p>Guide students to identify clients responsible for providing assistance under each method:</p> <ul style="list-style-type: none"> <li>. personal contacts: <ul style="list-style-type: none"> <li>- entrepreneurs</li> <li>- professionals</li> <li>- customers</li> </ul> </li> <li>. observation: <ul style="list-style-type: none"> <li>-trade exhibition</li> </ul> </li> <li>. interviews: <ul style="list-style-type: none"> <li>- customers</li> </ul> </li> </ul>	
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					<ul style="list-style-type: none"> <li>- suppliers</li> <li>- competitors</li> <li>- distributors</li> <li>- ex-employees</li> <li>- agents</li> <li>- experts and practitioners</li> </ul> <p>. reading:</p> <ul style="list-style-type: none"> <li>- reports and statistics</li> <li>- media</li> <li>-literature etc.</li> </ul> <p>. web and internet</p> <ul style="list-style-type: none"> <li>- competitors</li> <li>- markets</li> <li>- industry information</li> <li>- govt. departments.</li> </ul>	
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Theoretical Content	Practical Content
<b>General Objective 5: Appreciate the roles of commercial and development banks in small scale industrial development.</b>	

<b>Week</b>	<b>Specific Learning Outcomes</b>	<b>Teacher's Activities</b>	<b>Resources</b>	<b>Specific Learning Outcomes</b>	<b>Teacher's Activities</b>	<b>Resources</b>
<b>7</b>	<p>5.1 Identify financial institutions involved in entrepreneurship development.</p> <p>5.2 Describe the assistance provided by commercial banks.</p> <p>5.3 Explain the role of development banks in the promotion and development of small and medium enterprises (SMEs)</p> <p>5.4 Assess government policy on financing SMEs</p> <p>5.5 Explain the process of opening and operating a healthy Bank Account</p>	<p>I. Explain financial institutions involved in entrepreneurship development.</p> <p>II. Explain the roles of commercial and development banks in the promotion and development of SMEs</p> <p>III. Analyze government policy on financing SMEs</p>	<p>Text Books</p> <p>Journals</p> <p>Publications</p> <p>Video Film</p> <p>TV &amp; VCR</p>	<p>Guide students on how to maintain good banking relationship</p>	<p>Invite a bank official to give a talk on role of financial institutions in entrepreneurship.</p>	<p>Internet</p> <p>Textbooks</p> <p>Journals</p> <p>Resource person</p>

Theoretical Content				Practical Content		
General Objective 6: Know the functions of various support agencies in small and medium scale industrial development.						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
8-9	<p>6.1 Identify various support agencies involved in the promotion and development of entrepreneurship in Nigeria.</p> <p>6.2 Explain the following and their roles in the promotion and development of entrepreneurship:</p> <ul style="list-style-type: none"> <li>. NEPC</li> <li>. NIPC</li> <li>. NERFUND</li> <li>. NDE</li> <li>. RMRDC</li> <li>. SMEDAN</li> <li>. IDC</li> <li>. TBICs</li> <li>. Federal and State Ministries of Commerce/ Industry</li> </ul>	<p>I. Explain the role and functions of the various support agencies involved in the promotion and development of entrepreneurship</p> <p>II. Explain the roles of research and academic institutions of higher learning in the development of entrepreneurship</p>	<p>Text Books</p> <p>Journals</p> <p>Publications</p>	<p>Distinguish among the functions of each agency.</p>	<p>Show transparency of the various support agencies involved in entrepreneurship development and promotion</p> <p>Invite officers of identified agencies to explain their operations.</p>	<p>Computer or Overhead Projector</p> <p>Resource Persons</p>

	6.3 Explain the assistance rendered by research and academic institutions in entrepreneurship development.					
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Theoretical Content				Practical Content		
General Objective 7: Understand the activities of different industrial associations in relation to entrepreneurship.						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
10-11	<p>7.1 Explain the meanings of the following acronyms:</p> <ul style="list-style-type: none"> <li>. NASSI</li> <li>. NASME</li> <li>. NACCIMA</li> <li>. MAN</li> <li>. NECA</li> <li>. SMEDAN</li> </ul> <p>7.2 Describe the roles and functions of each of the above in the development and promotion of entrepreneurship</p>	<p>I. Explain the role of the National Association of Small Scale Industrialists (NASSI) in entrepreneurship.</p> <p>II. Describe the role and functions of the National Association of Small and Medium Enterprises (NASME) in entrepreneurship.</p> <p>III. Describe City, State and Bilateral Chambers of Commerce and Industry and their roles in entrepreneurship development.</p>	<p>Text books Journals Computer Projector</p>	<p>Carry out an excursion to a trade fair and prepare a report on the visit.</p>	<p>Organize an excursion to recognized trade fair closest to you</p>	<p>Computer Projector Guest speaker Internet search.</p>

		<p>IV. Explain the functions and role the National Association of Chambers of Commerce, Industry, Mines and Agriculture (NACCIMA) in entrepreneurship development.</p> <p>V. Explain the roles and functions of the Manufacturers Association of Nigeria (MAN) in entrepreneurship development.</p> <p>VI. Describe Nigerian Employer's Consultative Association (NECA) and its role in entrepreneurship.</p>				
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Theoretical Content				Practical Content		
General Objective 8: Know the functional areas of business						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
12	<p>8.1. Explain basic management concepts and functions.</p> <p>8.2 Explain the basic functions of human capital management in a small enterprise.</p> <p>8.3 Explain the cycle of business growth and need for adequate manpower development at each stage.</p> <p>8.4. Explain labour relations.</p>	<p>I. Explain basic management concepts and Functions.</p> <p>II. Explain the basic functions of human capital management in a small and growing enterprise:</p> <ul style="list-style-type: none"> <li>. Defining human resources objectives</li> <li>. Designing dynamic organization structures to support the business growth strategy</li> <li>. Planning for HR needs in line with growth</li> <li>. Recruitment and</li> </ul>	<p>Text Books</p> <p>Journals</p> <p>Publications</p> <p>Video Film</p> <p>TV &amp; VCR</p>	<p>Explain how to carryout manpower, procurement and maintenance planning.</p> <p>Demonstrate how to draw up task/job description and assign to staff.</p>	<p>Guide student to draw up an organogram.</p> <p>Guide student to draw up manpower and resource need for a 3-year circle.</p>	<p>Computer and accessories, internet and visitations.</p>

	<p>8.5 Describe the finance function in a small enterprise.</p>	<p>selection procedures for productive staff          . Training and development of productive staff          . Enhancing performance through motivation and participation          . Communication with staff to enable growth          . Establishing effective work relationships required for growth          . Maintaining employee records and administration          . HR growth plan.</p> <p>III. Explain the finance function in a small and growing enterprise:          . Identify sources of business finance and financial needs for a small business.          . Defining the finance growth</p>				
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	<p>8.6 List the books of account necessary for operation of small enterprise.</p> <p>8.7 Explain financial regulations and taxes affecting small enterprise operation.</p> <p>8.8 Explain the significance of insurance coverage for a small enterprise</p> <p>8.9 Explain the</p>	<p>objectives</p> <ul style="list-style-type: none"> <li>. Analyzing and interpreting financial statements for growth</li> <li>. Financial planning and control for growth</li> <li>. Capital investment appraisal techniques</li> <li>. Management of working capital</li> <li>. How to safeguard business resources</li> </ul> <p>IV. Explain financial record keeping and books of account necessary in a small enterprise.</p> <p>V. Explain how to prepare simple formats of prime books of account.</p> <p>VI. Explain financial regulations and taxes affecting operations of small enterprises.</p>				
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	<p>importance of marketing mix to the growth and expansion of a small enterprise.</p> <p>8.10 Explain the production function in a small enterprise:</p> <ul style="list-style-type: none"> <li>. product planning and control</li> <li>. production forms and techniques</li> <li>. factory and facilities layout</li> <li>. Operational bottlenecks in the areas of order intake, procurement, storage and inventory control, distribution, safety and health etc.</li> </ul> <p>8.11 Explain the importance of quality control and production standards.</p> <p>8.12 Explain the need for maintenance management with special reference to:</p> <ul style="list-style-type: none"> <li>. routine maintenance</li> <li>. scheduled maintenance</li> </ul>	<p>VII. Explain significance of insurance coverage for small enterprises.</p> <p>VIII. Explain the marketing function in a small and growing enterprise.</p> <p>IX. Explain the production function in a small enterprise:</p> <ul style="list-style-type: none"> <li>. product planning and control</li> <li>. production forms and techniques</li> <li>. factory and facilities layout</li> <li>. Operational bottlenecks in the areas of order intake, procurement, storage and inventory control, distribution, safety and health etc.</li> </ul> <p>X. Explain the importance of quality control and</p>				
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	<p>. preventive maintenance . spare parts management</p> <p>8.13 Explain staff training and retraining needs of an enterprise.</p>	<p>production standards.</p> <p>XI. Explain the need for maintenance management with special reference to:</p> <ul style="list-style-type: none"> <li>. routine maintenance</li> <li>. scheduled maintenance</li> <li>. preventive maintenance</li> <li>. spare parts management</li> </ul> <p>XII. Explain the need for regular capacity building for staff.</p>				
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Theoretical Content				Practical Content		
General Objective 9: Understand the need for business planning.						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
13	<p>9.1 Identify a viable business opportunity based on:</p> <ul style="list-style-type: none"> <li>. demand</li> <li>. availability of resources</li> <li>. import substitution</li> <li>. export oriented products.</li> </ul> <p>9.2 Explain the different steps in preparing a preliminary project report</p> <p>9.3 Explain how to formulate a project report.</p> <p>9.4 Explain how to analyze a project report</p>	<p>I. Explain how to identify viable business opportunities based on :</p> <ul style="list-style-type: none"> <li>. demand</li> <li>. availability of resources</li> <li>. import substitution</li> <li>. export oriented products.</li> </ul> <p>II. Explain the different steps in preparing a preliminary project report.</p> <p>III. Explain how to prepare and analyze a preliminary project report.</p>	<p>Text Books</p> <p>Journals</p> <p>Publications</p>	<p>Analyze a sample project report with emphasis on technical, operational, economic viability, methodology, cost-benefit (CBA) analysis on equipment development cost, running cost etc</p>	<p>Guide students to analyze a sample project report</p> <p>Guide students to prepare a preliminary project report.</p> <p>Guide students to complete the business plan of their earlier chosen project.</p>	<p>Computer and internet facilities.</p>



Theoretical Content				Practical Content		
General Objective 10: Understand the strategies for consolidation and expansion of a business enterprise						
Week	Specific Learning Outcomes	Teacher's Activities	Resources	Specific Learning Outcomes	Teacher's Activities	Resources
14	<p>10.1 Explain the justification for business diversification and expansion.</p> <p>10.2 Explain the process of growth, diversification and expansion in an enterprise.</p> <p>10.3 Evaluate the strategies for consolidation and expansion of business ventures.</p> <p>10.4 Explain the characteristics of franchise, license and patent systems of</p>	<p>I. Explain the concept of strategy and types of strategy.</p> <p>II. Explain business growth, expansion and diversification.</p> <p>III. Describe strategies for consolidation and expansion of business.</p> <p>IV. Describe the various types of enterprises and their mode of operation.</p> <p>V. Explain the characteristics of franchise, licensing and</p>	Text Books	<p>Working in pairs the students should analyze a particular business organization and suggest possible solutions relating to growth and the influence of multinational organizations.</p> <p>Students to make class presentation</p> <p>Identify examples of franchise and license operations in Nigeria.</p>	<p>Use a case study history of the development of a Nigerian business to show the stages of growth, diversification and development. Focus on a chosen industry and the need to diversify.</p> <p>Organise/project presentation sessions and guide students to analyse the project.</p> <p>Guide students to search the web on the operations of franchises, licenses</p>	<p>Use of internet and relevant video clips</p> <p>TV, Video/CD</p>

	<p>enterprise.</p> <p>10.5 Explain how multinational companies operate.</p> <p>10.6 Explain how to do business across Nigerian borders.</p>	<p>patents.</p> <p>VI. Relate franchising, licensing and patents to the operations of multinational corporations.</p> <p>VII. Explain:</p> <ul style="list-style-type: none"> <li>- International trade policies and laws</li> <li>- Foreign cultures</li> <li>- International trade finance.</li> </ul>		<p>Identify national and international bodies responsible for patents.</p>	<p>and patents.</p> <p>Invite Officials of NEXIM, NEPC, NEPZA to address the students on their operations.</p> <p>Guide students to analyse franchise and licensing opportunities..</p>	
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Theoretical Content	Practical Content
<b>General Objective 11: Understand the need for management and business succession plan</b>	

<b>Week</b>	<b>Specific Learning Outcomes</b>	<b>Teacher's Activities</b>	<b>Resources</b>	<b>Specific Learning Outcomes</b>	<b>Teacher's Activities</b>	<b>Resources</b>
<b>15</b>	<p>11.1 Explain management succession plan and reasons for corporate formations.</p> <p>11.2 Explain the value of continuity and perpetuity in enterprise.</p> <p>11.3 Explain Exit planning.</p>	<p>I. Describe the concept of management succession plan.</p> <p>II. Explain the benefits of employee participation in corporate ownership.</p>		<p>Prepare a hypothetical succession plan for a business</p> <p>Describe steps needed to elect Board of Directors for a company</p>	<p>Guide students to prepare a succession plan.</p> <p>Guide students to negotiate an exit plan.</p> <p>Guide students to elect Board of Directors and role play a boardroom session.</p>	

<b>ASSESSMENT CRITERIA</b>		
EXAMINATION 60	CONTINUOUS ASSESSMENT 40	Other (Examination/ project/ portfolio) %