

# MINISTRY OF EDUCATION



REPUBLIC OF GHANA

## TEACHING SYLLABUS FOR BUSINESS MANAGEMENT (SENIOR HIGH SCHOOL 1-3)

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# TEACHING SYLLABUS FOR BUSINESS MANAGEMENT

## RATIONALE FOR TEACHING BUSINESS MANAGEMENT

A Business enterprise is an organization for managing resources to satisfy human needs and wants. A healthy economy and an improved standard of living depend on efficient and purposeful management of resources for the production of goods and services. Without an efficient management system, no organization can achieve any meaningful growth to be able to contribute financially and socially to its owner(s), staff and to the nation in general. One of the major goals of Ghana's economic development is to improve the nation's management capability towards the enhancement of the standard of living of its people.

The course in business management will help to develop a business management culture, which is vital for promoting economic development. It is also intended to acquaint students with knowledge of principles and procedures in business and skills that are necessary for a successful business career. The course will further lead to the acquisition of attitudes that are necessary for success in modern business practice.

## GENERAL AIMS

This syllabus is designed to help students to:

1. recognize the main functional areas of business management.
2. acquire basic principles and techniques for managing a profitable business enterprise.
3. develop skills for solving business problems and minimizing business risks.
4. acquire the capability for developing sound financial basis for business.
5. develop appropriate attitudes and the necessary ethics for modern business.
6. develop the capability for generating ideas for the creation of new business.
7. develop interest in business as a career option.

## SCOPE OF CONTENT

The content of this course has been designed in such a way that it will offer enough knowledge and skills to students terminating their education at the end of senior high school to manage their own businesses efficiently. It also offers adequate foundation for those who will pursue further education in Business. The content of the syllabus is categorized under ten sections as follows:

1. Nature of management
2. Functions of Management
3. Management Information Technology
4. Legal Environment of Business
5. Finance and Financial Institutions
6. Role of Government in the Economy
7. International Trade and Problems of Developing Economies
8. Globalization and Economic Integration
9. Entrepreneurship and Small Business Management
10. Functional Areas of Management.

## PRE-REQUISITE SKILLS AND ALLIED SUBJECTS

The study of Business Management requires sound knowledge in English Language and Mathematics. Students offering Business Management should have credit in English Language, Mathematics, and Integrated Science at the JHS level. Students offering this course are to take Financial Accounting and Cost Accounting or Typewriting and Clerical Office Duties and one or two of the elective subjects under the Business programme.

## ORGANIZATION OF THE SYLLABUS

The Sections of the syllabus are sub-divided into Units. The Sections and Units for the three years' course are as follows:

### ORGANIZATION AND STRUCTURE OF THE SYLLABUS

SENIOR HIGH SCHOOL 1	SENIOR HIGH SCHOOL 2	SENIOR HIGH SCHOOL 3
<p><b><u>TERM ONE</u></b></p> <p><b>SECTION 1: NATURE OF MANAGEMENT</b></p> <p>Unit 1: The World of Business and Forms of Business Organizations            Unit 2: Meaning and Process of Management            Unit 3: Business and Society</p> <p><b>SECTION 2: FUNCTIONS OF MANAGEMENT I</b></p> <p>Unit 1: Planning</p>	<p><b><u>TERM ONE</u></b></p> <p><b>SECTION 1: LEGAL ENVIRONMENT OF BUSINESS</b></p> <p>Unit 1: Legal Framework of Business            Unit 2: Law of Contract            Unit 3: Principles of Agency            Unit 4: Negotiable Instruments</p>	<p><b><u>TERM ONE</u></b></p> <p><b>SECTION 1: GLOBALIZATION AND ECONOMIC INTEGRATION</b></p> <p>Unit 1: Globalization            Unit 2: Economic Integration</p> <p><b>SECTION 2: FUNCTIONAL AREAS OF MANAGEMENT I</b></p> <p>Unit 1: Elements of Human Resource Management            Unit 2: Labour and Industrial Relations            Unit 3: Fundamentals of Production/Operating Management</p>
<p><b><u>TERM TWO</u></b></p> <p><b>SECTION 1: FUNCTIONS OF MANAGEMENT II</b></p> <p>Unit 1: Decision-making            Unit 2: Organizing            Unit 3: Delegation            Unit 4: Directing</p>	<p><b><u>TERM TWO</u></b></p> <p><b>SECTION 1: FINANCE AND FINANCIAL INSTITUTIONS</b></p> <p>Unit 1: Business Finance and Financial Institutions            Unit 2: Money and            Unit 3: Risk Management and Insurance            Unit 4: Stock Exchange</p>	<p><b><u>TERM TWO</u></b></p> <p><b>SECTION 1: FUNCTIONAL AREAS OF MANAGEMENT II</b></p> <p>Unit 1: Principles of Marketing Management            Unit 2: E-Commerce</p> <p><b>SECTION 2: ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT</b></p> <p>Unit 1: Entrepreneurship            Unit 2: Small Business Development and Management</p>

SENIOR HIGH SCHOOL 1	SENIOR HIGH SCHOOL 2	SENIOR HIGH SCHOOL 3
<p><b><u>TERM THREE</u></b></p> <p><b>SECTION 1: FUNCTIONS OF MANAGEMENT III</b>  Unit 1: Communication  Unit 2: Monitoring and Controlling, Evaluation and Feedback</p> <p><b>SECTION 2: MANAGEMENT AND INFORMATION COMMUNICATION TECHNOLOGIES (ICT)</b>  Unit 1: Integrating ICT into Business  Unit 2: ICT Applications in Business  Unit 3: Sources of Information and Search Skills</p>	<p><b><u>TERM THREE</u></b></p> <p><b>SECTION 1: ROLE OF GOVERNMENT IN ECONOMY</b>  Unit 1: Government Revenue  Unit 2: Government Expenditure</p> <p><b>SECTION 2: INTERNATIONAL Business AND CHALLENGES OF DEVELOPING ECONOMIES</b>  Unit 1: International Business and Multinational Corporations  Unit 2: International Trade  Unit 3: Managing Developing Economies</p>	<p><b><u>TERM THREE</u></b></p>

### TIME ALLOCATION

Business Management is allocated 6 periods of 40 minutes each per week. The number of periods may have to be supplemented with extra time in order to adequately cover the scope of the subject.

### SUGGESTIONS FOR TEACHING THE SYLLABUS

To promote effective teaching it is advised that schools adopt the team teaching approach. In addition, the teacher must read this part of the syllabus very carefully to understand fully the way and manner the syllabus is expected to be used.

**General Objectives:** General Objectives have been listed at the beginning of each Section. The general objectives specify the skills and behaviours students should acquire as a result of learning the units of a section. Read the general objectives very carefully before you start teaching the section. After teaching all the units of a section, go back and read the general objectives again to be sure you have covered the objectives adequately in the course of your teaching.

**Sections and Units:** The syllabus has been planned on the basis of Sections and Units. Each year's work is divided into sections. A section consists of a fairly homogeneous body of knowledge within the subject. Within each section are units. A unit consists of a more related and homogeneous body of knowledge and skills.

The syllabus is structured in five columns: Units, Specific Objectives, Content, Teaching and Learning Activities and Evaluation. A description of the contents of each column is as follows:

**Column 1 – Units:** The units in Column 1 are divisions of the major topics of the section. You are expected to follow the unit topics according to the linear order in which they have been presented. However, if you find at some point that teaching and learning in your class will be more effective if you moved to another specific objective in the unit or to another unit completely before coming back to the next specific objective or unit in the appropriate sequence, you are encouraged to do so.

**Column 2 – Specific Objectives:** Column 2 shows the Specific Objectives for each unit. The specific objectives begin with numbers such as 1.3.5 or 2.2.1. These numbers are referred to as “Syllabus Reference Numbers”. The first digit in the syllabus reference number refers to the section; the second digit refers to the unit, while the third digit refers to the rank order of the specific objective. For instance, 1.3.5 means Section 1, Unit 3 (of Section 1) and Specific Objective 5. In other words, 1.3.5 refers to Specific Objective 5 of Unit 3 of Section 1.

Similarly, the syllabus reference number 2.1.1 means Specific Objective 1 of Unit 1 of Section 2. Using syllabus reference numbers provides an easy way for communication among educators. It further provides an easy way of selecting objectives for test construction. For instance, Unit 1 of Section 2 has eight specific objectives: 2.1.1 – 2.1.8. A teacher may want to base his/her test items/questions on objectives 2.1.3 and 2.1.4 and not use the other six objectives. In this way, the teacher would sample the objectives within units and within sections to be able to develop a test that accurately reflects the importance of the various skills taught in class.

You will note also that specific objectives have been stated in terms of the student i.e., *what the student will be able to do after instruction and learning in the unit*. Each specific objective hence starts with the following, “The student will be able to...” This in effect, means that you have to address the learning problems of each individual student. It means individualizing your instruction as much as possible so that the majority of students will be able to master the objectives of each unit of the syllabus.

**Column 3 – Content:** The “content” in the third column of the syllabus presents a selected body of information that you will need to use in teaching the particular unit. In some cases, the content presented is quite exhaustive. In other cases, you could add more information to the content presented.

**Column 4 – Teaching and Learning Activities (T/LA):** T/LA activities that will ensure maximum student participation in the lessons are presented in column 4. Avoid rote learning and drill-oriented methods and rather emphasize participatory teaching and learning. Also emphasize the cognitive, affective and psychomotor domains of knowledge in your instructional system wherever appropriate. You are encouraged to re-order the suggested teaching and learning activities and also add to them where necessary in order to achieve optimum student learning. As we have implied already, the major purpose of teaching and learning is to make students able to apply their knowledge in dealing with issues both in and out of school.

A suggestion that will help your students acquire the habit of analytical thinking and the capacity for applying their knowledge to problems is to begin each lesson with a practical problem. Select a practical problem for each lesson. The selection must be made such that students can use knowledge gained in the previous lesson and other types of information not specifically taught in class. At the beginning of a lesson, state the problem, or write the problem on the board. Let students analyze the problem, suggest solutions, etc., criticize solutions offered, justify solutions and evaluate the worth of possible solutions. There may be a number of units where you need to re-order specific objectives to achieve required learning effects.

**Column 5 – Evaluation:** Suggestions and exercises for evaluating the lessons of each unit are indicated in Column 5. Evaluation exercises can be in the form of oral questions, quizzes, class assignments, essays, structured questions, project work, etc. Try to ask questions and set tasks and assignments that will challenge your students to apply their knowledge to issues and problems and engage them in developing solutions and positive attitudes towards the subject. The suggested evaluation tasks are not exhaustive. You are encouraged to develop other creative evaluation tasks to ensure that students have mastered the instruction and behaviour implied in the specific objectives of each unit.

Lastly, bear in mind that the syllabus cannot be taken as a substitute for lesson plans. It is, therefore, necessary that you develop a scheme of work and lesson plans for teaching the units of this syllabus.

## PROFILE DIMENSIONS

A central aspect of this syllabus is the concept of profile dimensions that should be the basis for instruction and assessment. A 'dimension' is a psychological unit for describing a particular learning behaviour. More than one dimension constitutes a profile of dimensions. A specific objective such as follows: "The student will be able to describe..." etc., contains an action verb "describe" that indicates what the student will be able to do after teaching has taken place. Being able to "describe" something after the instruction has been completed means that the student has acquired "knowledge". Being able to explain, summarize, give examples, etc. means that the student has understood the lesson taught. Similarly, being able to develop, plan, construct, etc. means that the student has learnt to create, innovate or synthesize knowledge. You will note that each of the specific objectives in this syllabus contains an "action verb" that describes the behaviour the student will be able to demonstrate after the instruction. "Knowledge", "Application", etc., are dimensions that should be the prime focus of teaching and learning in schools. Instruction in most cases has tended to stress knowledge acquisition to the detriment of other higher level behaviours such as application, analysis, etc. Each action verb indicates the underlying profile dimension of each particular specific objective. Read each objective carefully to know the profile dimension toward which you have to teach.

## DEFINITION OF PROFILE DIMENSIONS

Profile dimensions, as already stated, describe the underlying behaviours for teaching, learning and assessment. In Business Management, the two profile dimensions that have been specified for teaching, learning and testing are:

Knowledge and Understanding	45%
Application of Knowledge	55%

Each of the dimensions has been given a percentage weight that should be reflected in teaching, learning and testing. The weights, indicated on the right of the dimensions, show the relative emphasis that the teacher should give in the teaching, learning and testing processes. The focus of this syllabus is to get students not only to acquire knowledge but also to understand what they have learnt and apply them practically.

The explanation and key words involved in each of the dimensions are as follows:

### Knowledge and Understanding (KU)

Knowledge	The ability to: remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts. Knowledge is therefore the ability to remember or recall material already learned and constitutes the lowest level of learning.
Understanding	The ability to: explain, summarize, translate, rewrite, paraphrase, give examples, generalize, estimate or predict consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some material that may be verbal, pictorial, or symbolic.

### Application of Knowledge (AK)

The ability to use knowledge or apply knowledge, as implied in this syllabus, has a number of learning/behaviour levels. These levels include application, analysis, innovation or creativity, and evaluation. These may be considered and taught separately, paying attention to reflect each of them equally in your teaching. The dimension "Application of Knowledge" is a summary dimension for all four learning levels. Details of each of the four sub-levels are as follows:

Application	The ability to: apply rules, methods, principles, theories, etc. to concrete situations that are new and unfamiliar. It also involves the ability to produce, solve, operate, demonstrate, discover, etc.
Analysis	The ability to: break down a piece of material into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points, etc., recognize unstated assumptions and logical fallacies, recognize inferences from facts, etc. Analytical ability underlies discriminating thinking.
Innovation/Creativity	The ability to: Put parts together to form a new whole, a novel, coherent whole or make an original product. It involves the ability to synthesize, combine, compile, compose, devise, construct, plan, produce, invent, devise, make, program, film, animate, mix, re-mix, publish, video cast, podcast, direct, broadcast, suggest (an idea, possible ways), revise, design, organize, create, and generate new ideas and solutions. The ability to create or innovate is the highest form of learning. The world becomes more comfortable because some people, based on their learning, generate new ideas, design and create new things.
Evaluating	The ability to: Appraise, compare features of different things and make comments or judgement, contrast, critique, justify, hypothesize, experiment, test, detect, monitor, review, post, moderate, collaborate, network, refractor, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some material based on some criteria and standards. We generally compare, appraise and select throughout the day. Every decision we make involves evaluation. Evaluation is a high level ability just as application, analysis and innovation or creativity since it goes beyond simple knowledge acquisition and understanding.

The action verbs provided under the various profile dimensions and in the specific objectives of the syllabus should help you to structure your teaching such as to achieve the effects needed. Select from the action verbs provided for your teaching, in evaluating learning before, during and after the instruction. Use the action verbs also in writing your test questions.

## FORM OF ASSESSMENT

It must be emphasized again that it is important that both instruction and assessment be based on the profile dimensions of the subject. In developing assessment procedures, select specific objectives in such a way that you will be able to assess a representative sample of the syllabus objectives. Each specific objective in the syllabus is considered a criterion to be achieved by the student. When you develop a test that consists of items or questions that are based on a representative sample of the specific objectives taught, the test is referred to as a “Criterion-Referenced Test”. In many cases, a teacher cannot test all the objectives taught in a term, in a year, etc. The assessment procedure you use i.e. class tests, home work, projects, etc. must be developed in such a way that it will consist of a sample of the important objectives taught over a period.

The West African Examinations Council (WAEC) generally set two papers 1 and 2 at the WASSCE. Paper 1 is an objective test and Paper 2, a compulsory case study and structured questions. Emulate this by developing an objective test paper (Paper 1) that consists of fifty items. Paper 2 is a 2 hour paper. It consists of a compulsory case study (scenario-type) question and seven other essay questions out of which candidates will be expected to answer any three. The case study question will carry 25 marks while other questions carry equal marks of 15 each.

The last row shows the weight of the marks allocated to each of the three test components. The two papers and the School Based Assessment (SBA) are weighted differently. Paper 1, the objective test paper is weighted 30%. Paper 2 is a more intellectually demanding paper and is therefore weighted 70%. The percentages in the last row show the contribution of each test paper to the total marks in the examination.

### Distribution of Examination Paper Weights And Marks

Dimensions	Paper 1	Paper 2	School Based Assessment	Total marks	% Weight of Dimension
Knowledge and Understanding	35	-	100	135	45
Application of Knowledge	15	70	-	85	55
Total marks	50	70	100	220	-
<b>% Contribution of Paper</b>	<b>30</b>	<b>70</b>	<b>30</b>	-	<b>100</b>

The numbers in the cells indicate the marks to be allocated to the items/questions that test each of the dimensions within the respective papers.

The fifth column shows the total marks allocated to each of the dimensions. The numbers in this column are additions of the numbers in the cells and they agree with the profile dimension weights indicated in the last column. Of the total marks of 220, the 135 marks for Knowledge and Understanding is equivalent to 45%. The 85 marks for “Application” is equivalent to 55% of the total marks.

Because of the large weight on Knowledge and Understanding, SBA should be used to test this dimension. A further advice would be to undertake the practical skills component under continuous assessment. In this case, the assessment structure will consist of two test papers and Continuous Assessment.

**Item Bank:** Obviously the structure of assessment recommended in this syllabus will need a lot of work on the part of the teacher. In preparation for setting examination papers, try to develop an item bank. The term “item bank” is a general term for a pool of objective items, a pool of essay questions or a pool of practical test questions. As you teach the subject, begin to write objective test items, essay questions, structured essay questions and practical test questions to fit selected specific objectives which you consider important to be tested. If you proceed diligently, you will realize you have written more than 100 objective test items, and more than 30 essay questions in a space of one year. Randomly select from the item bank to compose the test papers. Select with replacement. This means, as items/questions are selected for testing, new ones have to be written to replace those items/questions already used in examinations. Items and questions that have been used in examinations may also be modified and stored in the item bank.

An important issue in the preparation for a major examination such as the WASSCE is the issue of test-wiseness. To be test-wise means that the student knows the mechanics for taking a test. These mechanics include writing candidate’s index number and other particulars accurately and quickly on the answer paper; reading all questions before selecting the best questions to answer; apportioning equal time to each question or spending more time on questions that carry more marks; making notes on each question attempted before writing the answer; leaving extra time to read over one’s work; finally checking to see that the personal particulars supplied on the answer sheet are accurate. Some good students sometimes fail to do well in major examinations because of weakness in the mechanics of test taking; because they are not test wise. Take your final year students through these necessary mechanics so that their performance in major examinations may not be flawed by the slightest weakness in test taking.

## **GUIDELINES FOR SCHOOL-BASED ASSESSMENT (SBA)**

A new School Based Assessment system (SBA) will be introduced into the school system in 2011. The new SBA system is designed to provide schools with an internal assessment system that will help schools to achieve the following purposes:

- Standardize the practice of internal school-based assessment in all Senior High Schools in the country
- Provide reduced assessment tasks for subjects studied at SHS
- Provide teachers with guidelines for constructing assessment items/questions and other assessment tasks
- Introduce standards of achievement in each subject and in each SHS class
- Provide guidance in marking and grading of test items/questions and other assessment tasks
- Introduce a system of moderation that will ensure accuracy and reliability of teachers' marks
- Provide teachers with advice on how to conduct remedial instruction on difficult areas of the syllabus to improve class performance.

The arrangement for SBA may be grouped in categories as follows: Project, Mid-Term test, Group Exercise and End of Term Examination.

Project: This will consist of a selected topic to be carried out by groups of students for a year. Segments of the project will be carried out each term toward the final project completion at the end of the year, The project may consist of

- i) Investigative study
- ii) Practical work
- iii) Case Study

Mid-Term Test: The mid-term test following a prescribed format will form part of the SBA

Group Exercise: This will consist of written assignments or practical work on a topic(s) considered important or complicated in the term's syllabus

End-of-Term Examination: The end-of-term test is a summative assessment system and should consist of the knowledge and skills students have acquired in the term. The end-of-term test for Term 3 for example, should be composed of items/questions based on the specific objectives studied over the three terms, using a different weighting system such as to reflect the importance of the work done in each term in appropriate proportions. For example, a teacher may build an End-of-Term 3 test in such a way that it would consist of the 20% of the objectives studied in Term 1, 20% of objectives studied in Term 2 and 60% of the objectives studied in Term 3.

## GRADING PROCEDURE

To improve assessment and grading and also introduce uniformity in schools, it is recommended that schools adopt the following WASSCE grade structure for assigning grades on students' test results. The WASSCE structure is as follows:

Grade A1:	80 - 100%	-	Excellent
Grade B2:	70 - 79%	-	Very Good
Grade B3:	60 - 69%	-	Good
Grade C4:	55 - 59%	-	Credit
Grade C5:	50 - 54%	-	Credit
Grade C6:	45 - 49%	-	Credit
Grade D7:	40 - 44%	-	Pass
Grade D8:	35 - 39%	-	Pass
Grade F9:	34% and below	-	Fail

In assigning grades to students' test results, you are encouraged to apply the above grade boundaries and the descriptors which indicate the meaning of each grade. The grade boundaries i.e., 60-69%, 50-54% etc., are the grade cut-off scores. For instance, the grade cut-off score for B2 grade is 70-79% in the example. When you adopt a fixed cut-off score grading system as in this example, you are using the criterion-referenced grading system. By this system a student must make a specified score to be awarded the requisite grade. This system of grading challenges students to study harder to earn better grades. It is hence a very useful system for grading achievement tests.

Always remember to develop and use a marking scheme for marking your class examination scripts. A marking scheme consists of the points for the best answer you expect for each question, and the marks allocated for each point raised by the student as well as the total marks for the question. For instance, if a question carries 20 marks and you expect 6 points in the best answer, you could allocate 3 marks or part of it (depending upon the quality of the points raised by the student) to each point, hence totaling 18 marks, and then give the remaining 2 marks or part of it for organization of answer. For objective test papers you may develop an answer key to speed up the marking.

# SENIOR HIGH SCHOOL - YEAR 1 - TERM 1

## SECTION 1

### NATURE OF MANAGEMENT

General objectives: The student will:

1. appreciate the world of business
2. be aware of the forms of business organizations being operated in Ghana.
3. appreciate the need to study management.
4. recognize the social, ethical and legal responsibilities of business.
5. recognize the need for business to respond to their social, ethical and legal responsibilities.
6. acquire skills in using principles learnt to solve problems through case study.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>FORMS OF BUSINESS ORGANIZATION</b>	The student will be able to:  1.1.1 explain the world of business  1.1.2 explain the concept of business organization.  1.1.3 identify the major forms of business organization and their characteristics.	<u>Evolution of man's efforts to supply his/her needs since creation</u> Man has since time immemorial employed several ways in which to supply his needs and wants.  <u>Concept of business organization</u> Entity involved in the transformation of resources into products and services in order to meet the needs of people.  <u>Major forms of business organizations</u> - Sole proprietorship, - Partnership, - Limited liability company, - Public corporation, - Co-operatives	Assist students to:  trace the evolution of business  <b>Note:</b> Use graphical presentation in doing this.  discuss the concept of business organization.  <b>Note:</b> Stress on the importance of management  identify and discuss the characteristics of each form of business organization.	Organize a symposium on the topic.  What forms of business organization are more sustainable over time?

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1(CONT'D)</b>  <b>FORMS OF BUSINESS ORGANIZATION</b>	<p>The student will be able to;</p> <p>1.1.4 describe the procedures for the formation of the various business organizations.</p> <p>1.1.5 Outline the advantages and disadvantages of the various forms of business organization.</p> <p>1.1.6 describe the methods for distribution of profits and absorption of losses in various forms of business organization.</p> <p>1.1.7 outline the causes of business failure.</p>	<p><u>Procedures for the formation of various business organizations.</u></p> <ul style="list-style-type: none"> <li>- Registration of Business Names Act 151, 1962)</li> <li>- Incorporated Partnership law (Act 152, 1962)</li> <li>- Company Code (Act 179, 1963)</li> </ul> <p>Advantages and disadvantages of various business organizations e.g., Sole proprietorship, partnership, limited liability company, public corporation and co-operatives.</p> <p><u>Methods for distribution of profits or losses in business organizations</u></p> <ul style="list-style-type: none"> <li>- Sole proprietor – owner takes all profits and bears all losses</li> <li>- Partnership – partners share profits and losses in agreed ratios.</li> <li>- Companies – profits are shared according to number of shares held by individual shareholders.</li> </ul> <p><u>Causes of business failure</u></p> <ul style="list-style-type: none"> <li>- Managerial incompetence</li> <li>- Insufficient capital</li> <li>- Weak control system</li> <li>- Risks, etc.</li> </ul>	<p>Assist students to:</p> <p>role play the procedures for the formation of various business organizations. Emphasize the documents used for registration.</p> <p>brainstorm to bring out advantages and disadvantages of the various forms of business organizations.</p> <p>discuss methods for sharing profits and losses in various business organizations</p> <p>discuss the reasons why some businesses fail. e.g. managerial incompetence – lack of competent managers for the business enterprise</p>	<p>Write the advantages and disadvantages of partnership.</p> <p>State the advantages and disadvantages of sole proprietorship. Why is it common in Ghana?</p> <p>Write an essay on causes of business failure.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2</b>  <b>MEANING AND PROCESS OF MANAGEMENT</b>	<p>The student will be able to:</p> <p>1.2.1 explain management</p> <p>1.2.2 explain the basic functions of management.</p> <p>1.2.3 identify the different levels of management.</p> <p>1.2.4 identify types of managers by their functions in organizations.</p> <p>1.2.5 identify careers in business management.</p>	<p><u>Meaning of management</u> Involves coordinating and overseeing the work activities of others to achieve organizational goals and objectives through the use of appropriate strategies and tasks</p> <p><u>The four basic functions of management</u></p> <ul style="list-style-type: none"> <li>- planning</li> <li>- organizing</li> <li>- directing</li> <li>- controlling, monitoring, evaluation and feedback</li> </ul> <p><u>Levels of management</u></p> <ul style="list-style-type: none"> <li>- Top management/ Corporate level</li> <li>- Middle management/Functional level</li> <li>- Lower management/operational level</li> </ul> <p><u>Types of Managers</u></p> <ul style="list-style-type: none"> <li>- Administration</li> <li>- Finance</li> <li>- Marketing</li> <li>- Human Resource</li> <li>- Procurement</li> <li>- Production/Operations</li> <li>- etc</li> </ul> <p><u>Careers in management</u> e.g. Human Resource Manager, Finance Manager, Accounts Manager, Marketing Manager, Transport Manager, etc.</p>	<p>Assist students to:</p> <p>brainstorm the meaning of management.</p> <p><b>Note:</b> stress that management aims at accomplishing goals efficiently and effectively.</p> <p>discuss why it is necessary to plan, organize, direct and control, monitor, evaluate and the need for feedback on the activities of organizations.</p> <p>discuss the different levels of management designed in helping to meet corporate objectives.</p> <p>describe the functions of each of the managers listed under content.</p> <p>discuss careers in management.</p>	<p>Students in groups discuss how they would set goals and use the process of planning, organizing, directing, monitoring and controlling in their school activities and write report for class forum.</p> <p>What is the relationship between the board of directors and the various levels of management of a company?</p> <p>Students interview some managers in their locality and present a report to be discussed in class</p>



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3</b>  <b>BUSINESS AND SOCIETY</b>	<p>The student will be able to:</p> <p>1.3.1 explain business environment.</p> <p>1.3.2 identify forces in the internal and external business environment.</p> <p>1.3.3 differentiate among ethical, legal and social responsibilities of business.</p> <p>1.3.4 identify business stakeholders.</p>	<p><u>Meaning of business environment</u> The forces, both internal and external, to the business that affect and influence its activities</p> <p><u>Internal forces</u>: - e.g. physical facilities, financial and human resources, management style <u>External forces</u>- e.g. technology, economic, social, political and legal</p> <p>Ethical, legal and social responsibilities of business</p> <p><u>Primary stakeholders</u> Owners, employees, management</p> <p><u>Secondary stakeholders</u> Customers, suppliers, community, media, etc.</p>	<p>Assist students to:</p> <p>discuss with students the meaning and importance of business environment. E.g. business organizations obtain resources from, and are dependent on the environment in which they operate.</p> <p>discuss with learners the forces in the internal and external business environment using relevant examples.</p> <p>guide students to differentiate between ethical, legal and social responsibilities of business.</p> <p>using reports from the media, guide students to discuss the ethical, legal and social responsibilities of business towards their employees and the communities within which they are located.</p>	<p>Students in groups to interview business owners in their community about the following:</p> <p>i) qualities they expect from their workers ii) the factors that influence their businesses both internally and externally and submit their reports.</p> <p>What are the implications of noncompliance with the legal requirements of the country?</p> <p>Outline the responsibilities of a business towards its employees, the community and the government using examples from Ghanaian business community.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3 (CONT'D)</b>  <b>BUSINESS AND SOCIETY</b>	<p>The student will be able to:</p> <p>1.3.5 analyze the ethical, legal and social responsibilities businesses have towards their stakeholders</p> <p>1.3.6 cite evidences of how businesses have collectively or individually responded to the call for social responsibility.</p>	<p>Business responsibilities towards stakeholders e.g. community – controlling environmental degradation</p> <p>Government – payment of taxes.</p> <p>Ethical – manufacture of food items using wholesome ingredients instead of rotten or toxic ones.</p>	<p>Students to investigate businesses and industries that pose threats to the environment in terms of pollution or degradation.</p> <p><b>Note:</b> Highlight the activities of the Environmental Protection Agency (EPA)</p> <p>Students to identify and discuss cases where businesses have responded favourably or otherwise to social responsibilities and exhibited ethical consciousness.</p>	<p><b>PROJECT</b> Give reasons to show why certain types of businesses are more prone to environmental pollution and degradation.</p> <p>Students to submit report on social responsibilities of businesses in their locality.</p>

# SENIOR HIGH SCHOOL- YEAR 1

## SECTION 2

### FUNCTIONS OF MANAGEMENT I

General objectives: The student will:

1. appreciate the importance of planning as the first step in the management process.
2. be aware of steps in planning process
3. be aware of the different types of planning managers engage in.
4. appreciate the various tools used in planning
5. acquire skills in using principles learnt in solving problems through case study (scenario).

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>PLANNING</b>	<p>The student will be able to:</p> <p>2.1.1 explain the concept of planning.</p> <p>2.1.2 explain the importance of planning.</p> <p>2.1.3 explain the steps in the planning process.</p>	<p><u>Meaning of planning</u> Involves defining goals, establishing strategies for achieving those goals and developing plans to integrate and co-ordinate the activities.</p> <p><u>Importance of planning</u></p> <ul style="list-style-type: none"> <li>- gives direction</li> <li>- promotes coordination between various departments</li> <li>- ensures that business keeps abreast with technology</li> <li>- compels manager to look into the future</li> <li>- promotes stability</li> <li>- ensures cohesion</li> </ul> <p><u>Steps in the planning process</u></p> <ul style="list-style-type: none"> <li>- set goals</li> <li>- gather information</li> <li>- develop alternative plans</li> <li>- evaluate alternative plans</li> <li>- select the best plan</li> <li>- develop back-up plan</li> <li>- implement and monitor,</li> <li>- evaluate and give feedback .</li> </ul>	<p>Assist students to:</p> <p>discuss the meaning of planning.</p> <p>brainstorm to come out with the importance of planning.</p> <p>discuss points raised.</p> <p>discuss the steps in the planning process e.g. setting goals – determining the target that the organization wants to achieve.</p>	<p>From a list of problems identified by the teacher, in groups of five, write out your plan for solving this problem</p>



# SENIOR HIGH SCHOOL- YEAR 1

## TERM TWO

### SECTION 1

#### FUNCTIONS OF MANAGEMENT II

General objectives: The student will:

1. appreciate the importance of decision-making in business.
2. be aware of the importance and effects of organizing.
3. appreciate the importance of directing in management.
4. acquire skills in using principles learnt in solving problems through case study (scenario).

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT1</b>  <b>DECISION-MAKING</b>	The student will be able to: 1.1.1 explain decision-making.  1.1.2 analyze the steps in decision- making process.  1.1.3 explain why decision-making is necessary in business.	<u>Definition of decision-making</u> Making a choice from two or more alternative courses of action.  <u>Steps in the decision-making process</u> i) identify or define the problem ii) gather information on the problem iii) develop possible alternative solutions iv) make a choice/decision v) implement the selected solution vi) follow-up, control and make revisions as necessary  <u>Importance of decision-making</u> - allocate resources of a business - negotiate with labour on conditions of service - marketing decisions fixing prices - respond to changes in business environment.	Assist students to: brainstorm to bring out the meaning of decision-making.  discuss each element in the sequence of the decision-making process using an example.  make a decision on a school situation using the steps outlined.  discuss the alternative of having to buy a school bus or establish a computer laboratory.	Develop a case study (scenario) to test students' understanding of the steps in the decision-making process.  Students to role play a situation in class which would call for a decision to be made by the class.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1 (CONT'D)</b>  <b>DECISION-MAKING</b>	<p>The student will be able to:</p> <p>1.1.4 differentiate between programmed and non-programmed decisions.</p> <p>1.1.5 identify the levels of management and types of decisions each level makes.</p> <p>1.1.6 describe persons and groups involved in the decision-making process.</p> <p>1.1.7 apply the decision-making process in actual decision situations.</p>	<p><u>Differences</u>  Programmed decisions: - routine and repetitive.  Non-programmed decisions: - are one-off decisions.</p> <p><u>Decisions by levels of management</u>  i. Strategic decisions-made by top Management  ii. Tactical decisions-made by middle management  iii. Operational decisions-made by lower management</p> <p><u>Parties in decision-making process</u>  i. Board of Directors – for policy decisions  ii. Internal specialists and outside consultants - for technical decisions  iii. Committees made up of representatives from different divisions of the business – for decisions that affect the divisions concerned.</p> <p>Application of decision-making process to a selected business problem.</p>	<p>Assist students to:</p> <p>differentiate between programmed and non-programmed decisions.</p> <p>Discuss with students the levels of management and types of decisions they make.</p> <p>State and discuss reasons why a student should be dismissed from school for not complying with rules?</p> <p>Discuss how a committee is constituted.</p> <p>Select some business problems. Assign a problem to each group of students. Each group to select its chairperson and secretary and go through the decision-making process to arrive at a final problem solution.  Monitor and advise the groups.  Summarize discussion on ways for arriving at decisions.</p>	<p>Match levels of management with types of decisions listed.</p> <p>Students in groups, discuss how committees are formed and brainstorm for the advantages and disadvantages of decision-making by committees.  Present reports to class.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2</b>  <b>ORGANIZING</b>	<p>The student will be able to:</p> <p>1.2.1 explain organizing.</p> <p>1.2.2 Outline the importance of organizing.</p> <p>1.2.3 explain the activities involved in organizing</p> <p>1.2.4 outline the principles of organizing.</p> <p>1.2.5 define organizational structure.</p> <p>1.2.6 identify types of organizational structure</p>	<p><u>Meaning of organizing</u> It involves- putting structures in place, allocating resources in the desired order, assigning duties and responsibilities with the aim of accomplishing the organization's goals</p> <p><u>Importance of organizing</u> Determine: - what needs to be done - how it will be done - who is to do it and - when to do it.</p> <p><u>Activities of organizing</u> - determining work to be done - dividing the total work load - defining positions - assigning tasks - exacting accountability</p> <p><u>Principles of organizing</u> - authority - division of labour - responsibility - discipline - unity of command, - accountability, and - delegation</p> <p><u>Meaning of organization structure</u> The framework for identifying and organizing the duties and tasks to be performed within an organization and assigning personnel to such tasks</p> <p><u>Types of organizational structure</u> - Line - Line and staff - Staff - Functional - Matrix</p>	<p>Assist students to: discuss how material, human and financial resources are arranged for and allocated in organizations.</p> <p>discuss the importance of organizing in business. e.g. determining what needs to be done so that work can be properly allocated.</p> <p>discuss the activities involved in organizing, e.g. determining work to be done. This involves identifying the various tasks that have to be undertaken.</p> <p>discuss the principles of organizing. E.g. authority is the power to command resources and exact obedience.</p> <p>brainstorm to come out with an explanation of organizational structure.</p> <p>discuss reasons why an organization must have a structure.</p> <p>discuss the types of organizational structure listed.</p>	<p>Students present a report on how they organize their studies in class.</p> <p>Students discuss the difference between an organizational structure of a public organization and a private business set-up.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2 (CONT'D)</b>  <b>ORGANIZING</b>	<p>The student will be able to:</p> <p>1.2.7 define organizational chart (organogram).</p> <p>1.2.8 describe the types of organizational charts.</p> <p>1.2.9 analyze the advantages and disadvantages of organizational charts.</p> <p>1.2.10 identify and interpret formal and informal relationships existing among employees of an organization.</p> <p>1.2.11 state the effects of growth on the organizational structure and organizational efficiency.</p>	<p><u>Definition of Organizational chart (organogram)</u>  A pictorial representation of the structure of an organization, relationships among workers and divisions of work.</p> <p><u>Types of organizational charts</u>  <u>Most organizational charts are:</u></p> <ul style="list-style-type: none"> <li>- Hierarchical</li> <li>- Tall</li> <li>- Vertical</li> <li>- Horizontal</li> <li>- Matrix</li> <li>- Flat</li> </ul> <p>Advantages and disadvantages of organizational charts.</p> <p><u>Formal and informal relationships</u></p> <ul style="list-style-type: none"> <li>- Line,</li> <li>- Functional, and</li> <li>- Line-and-staff relationships</li> <li>- Grapevine.</li> </ul> <p>Effects of growth on an organization.</p>	<p>Assist students to:</p> <p>discuss the meaning of organizational chart.  Illustrate the drawing of an organizational chart using the titles in a typical organization.</p> <p>discuss the two major types of organizational charts.</p> <p>list and explain advantages and disadvantages of organizational charts.</p> <p>discuss the relationships in an organization and their advantages and disadvantages. Identify formal and informal relationships in an organization, and how formal relationships can be used effectively.</p> <p>discuss business growth beyond certain limits and its effect on organizational efficiency.</p>	<p>Students should draw the organizational chart of their school.</p> <p>What are some of the management problems that may arise if an organization grows too large?</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2 (CONT'D)</b>  <b>ORGANIZING</b>	<p>The student will be able to:</p> <p>1.2.12 explain the terms centralization and decentralization.</p> <p>1.2.13 analyze the advantages and disadvantages of centralized and decentralized systems.</p>	<p><u>Meaning of centralization</u></p> <p>- centralization: the act of combining into an integral whole the functions and authority of an organization under a single unit</p> <p>- decentralization :- is the distribution of administrative functions or powers of a central authority among several units.</p> <p>Advantages and disadvantages of centralization and decentralization.</p>	<p>discuss the meaning of the terms centralization and decentralization.</p> <p>brainstorm on what will happen if passports could only be obtained in Accra.</p> <p>Guide students to analyze the challenges and advantages of centralization and decentralization.</p>	<p>Students give five examples each of centralized and decentralized organizations and state the differences between them.</p> <p>Compare the advantages and disadvantages of a centralized and decentralized organization</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3</b>  <b>DELEGATION</b>	<p>The student will be able to:</p> <p>1.3.1 explain delegation.</p> <p>1.3.2 outline the principles of delegation.</p> <p>1.3.3 identify the benefits of delegation.</p> <p>1.3.4 explain why some managers do not delegate.</p> <p>1.3.5 explain why some subordinates do not accept delegated responsibilities.</p>	<p><u>Meaning of delegation</u> This is the act of giving formal authority and responsibility to subordinates to complete assignments.</p> <p><u>Principles of delegation</u></p> <ul style="list-style-type: none"> <li>- Assignment of responsibility</li> <li>- Granting of authority</li> <li>- Providing the needed resources</li> <li>- Establishment of accountability</li> </ul> <p><u>Benefits of delegation</u></p> <ul style="list-style-type: none"> <li>- managers get more time for other important matters</li> <li>- speeds up decision-making</li> <li>- saves time</li> <li>- improves self-confidence and willingness of subordinates</li> </ul> <p><u>Why some managers do not delegate</u></p> <ul style="list-style-type: none"> <li>- "I can do it better myself " fallacy</li> <li>- Lack of confidence in subordinates</li> <li>- Absence of control system</li> <li>- Fear of subordinates as competitors</li> <li>- Fear of appearing lazy</li> </ul> <p><u>Why some subordinates do not accept assignments/responsibilities</u></p> <ul style="list-style-type: none"> <li>- subordinates find it easier to ask the boss than to decide for themselves</li> <li>- fear of criticism for mistakes</li> <li>- lack of necessary information and resources to do a good job</li> <li>- lack of self-confidence</li> <li>- lack of incentives</li> </ul>	<p>Assist students to:</p> <p>brainstorm to explain the term delegation.</p> <p>discuss the reasons for granting authority when delegating tasks.</p> <p>role-play delegation by assigning the same task to two groups. One group will have tasks of its members spelt out while the second group is left on its own to sort out the tasks. The assignment is time bond.</p> <p>discuss the reasons why some managers do not delegate.</p> <p>brainstorm for the reasons why some subordinates do not accept delegated responsibilities</p>	<p>Develop a scenario to test the principles of delegation.</p> <p>Explain four benefits of delegation.</p> <p>Write an essay on why some managers are reluctant to delegate.</p> <p>Write an essay indicating whether they would accept delegated assignment or not and give reasons why.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3 (CONT'D)</b>  <b>DELEGATION</b>          <b>UNIT 4</b>  <b>DIRECTING</b>	<p>The student will be able to:</p> <p>1.3.6 suggest ways of making delegation effective</p> <p>1.4.1 explain directing.</p> <p>1.4.2 analyze the various elements in the directing process.</p> <p>1.4.3 explain motivation.</p>	<p><u>Factors making delegation effective</u></p> <ul style="list-style-type: none"> <li>- clarify assignment</li> <li>- specify range of discretion</li> <li>- allow employee to participate</li> <li>- announce delegation</li> <li>- establish feed-back channels</li> </ul> <p><u>Meaning of directing</u> Involves working with people, supervising and leading them to achieve organizational goals</p> <p><u>Elements of directing</u></p> <ul style="list-style-type: none"> <li>- motivation</li> <li>- leadership</li> <li>- communication</li> <li>- supervision</li> </ul> <p><u>Meaning of motivation</u> Is what compels a person to achieve something or the act by which a person's efforts are energized, directed and sustained toward attaining a goal.</p>	<p>Assist students to</p> <p>discuss, how to make delegation effective.</p> <p>discuss directing, using real life examples.</p> <p>describe elements in the process of directing</p> <p>brainstorm meaning of motivation.</p>	<p>Organize a debate on the topic 'Delegation is not necessary in the work place'. Get three speakers on each side.</p> <p>Students write a report on how they would direct their subordinates for class discussion.</p> <p>Develop a mini-case to elicit students' responses on the importance of motivation</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 4 (CONT'D)</b>  <b>DIRECTING</b>	<p>The student will be able to:</p> <p>1.4.4 identify the two basic factors of motivation.</p> <p>1.4.5 explain Maslow's 'Hierarchy of Needs'.</p>	<p><u>Basic factors of motivation</u> Internal (Intrinsic) factors are those that are within the individual.</p> <p>External (extrinsic) factors are those that are from outside the individual.</p> <p><u>Maslow's Hierarchy of Needs</u></p> <ul style="list-style-type: none"> <li>- physiological needs – A person's need for food, drink, sexual satisfaction, and other physical needs.</li> <li>- security/safety needs – a person's needs for security and protection from physical and emotional harm.</li> <li>-</li> <li>- social needs – A person's needs for affection, belongingness, acceptance, and friendship.</li> <li>-</li> <li>- esteem needs – A person's needs for internal factors such as self-respect, autonomy, and achievement, and external factors such as status, recognition, and attention.</li> <li>- self-actualization needs – A person's need to become what he/she is capable of becoming.</li> </ul>	<p>Assist students to:</p> <p>Analyze the basic factors of motivation.</p> <p><u>Note:</u> Stress that external factors like incentives, promotion, etc. constitute motivational techniques.</p> <p>Guide students to discuss Maslow's hierarchy of needs.</p>	<p>Students write a report on how they would direct their subordinates for class discussion.</p> <p>Develop a mini-case to elicit students' responses on the importance of motivation</p> <p>Students draw and label Maslow's hierarchy of needs, giving examples of each type of need and how they can use it in a business situation.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 4 (CONT'D)</b>  <b>DIRECTING</b>	<p>The student will be able to:</p> <p>1.4.6 describe the various leadership styles.</p> <p>1.4.7 outline the importance of good leadership in business.</p> <p>1.4.8. explain sources of power available to leaders.</p>	<p><u>Leadership styles</u></p> <ul style="list-style-type: none"> <li>- autocratic</li> <li>- democratic</li> <li>- laissez (faire)</li> </ul> <p><u>Importance of good leadership</u></p> <ul style="list-style-type: none"> <li>- improves human relations in an organization.</li> <li>- helps leaders to influence their members in goal attainment, etc</li> </ul> <p><u>Sources of power</u></p> <ul style="list-style-type: none"> <li>- legitimate,</li> <li>- coercive,</li> <li>- reward,</li> <li>- Referent and expert.</li> </ul>	<p>Assist student to:</p> <p>Let students know that effective leaders are skillful at helping the group(s) they lead to be successful as the group(s) goes through various stages of development.</p> <p>Students to role-play an office where the general manager is autocratic</p> <p>Students to differentiate the various sources of power available to leaders</p>	<p>Students should give reasons why democratic leadership has positive effect on business operation and profitability</p> <p>Students comment on aspects of the role-play.</p> <p>Students should discuss 'command' leadership and 'democratic' leadership and then suggest ways of improving leadership styles of Ghanaian businesses.</p>



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1 (CONT'D)</b>  <b>COMMUNICATION</b>	<p>The student will be able to:</p> <p>1.1.4 distinguish between formal and informal communication.</p> <p>1.1.5 identify and explain forms of communications.</p> <p>1.1.6 Identify methods of communication</p> <p>1.1.7 identify barriers to communication</p>	<p><u>Formal channels of communication:</u>  Vertical  - Upward  - Downward  Horizontal  Diagonal</p> <p><u>Informal channel of communication</u>  Grapevine</p> <p><u>Forms of communication</u>  - Verbal  - Written  - Non-verbal  - Electronic</p> <p><u>Methods/Media of communication</u>  - Print (newspapers, magazines, directories, handbills, posters, banners, billboards, flyers, etc.)  - Electronic (Radio, television, audio and video conference, etc.)</p> <p><u>Barriers to communication</u>  <u>Personal/Human/Psychological</u>  - interpersonal relationship  - sex  - age  - gender</p> <p><u>Emotional/Psychological</u>  preparedness  - Prejudices.  - Beliefs  - distracting behaviors</p>	<p>Assist students to:</p> <p>discuss formal channels of communication using organizational structure.</p> <p>discuss the role of informal communication in an organization using examples.</p> <p>Discuss the various forms of communication.</p> <p>Give a student a message to his/her hearing only. Let that student pass on the message to another student who in turn passes the message to another undertone till it reaches the last student. Let the last student say to the class the message given to him/her was. Compare that message with the original one.</p> <p>Assist students to identify and discuss barriers to communication.</p>	<p>Students to draw organization chart, showing the formal channels of communication</p> <p>Allow students to comment on the exercise just conducted in class and identify problems of communication.</p> <p>What are some of the problems that managers encounter when communicating with employees?</p>



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2</b>  <b>MONITORING AND CONTROLLING</b>	<p>The student will be able to</p> <p>1.2.1 explain monitoring and controlling.</p> <p>1.2.2 explain reasons for monitoring and controlling.</p> <p>1.2.3 explain the process of monitoring and controlling.</p> <p>1.2.4 explain the characteristics of an effective control system.</p> <p>1.2.5 identify control tools</p>	<p><u>Meaning of monitoring</u> Is about collecting information on an activity's desired results or outcomes in order to answer questions on whether the results are being met or not.</p> <p><u>Meaning of Controlling</u> Involves monitoring, comparing and correcting work performance.</p> <p><u>Reasons for monitoring controlling</u></p> <ul style="list-style-type: none"> <li>- Meet set standard</li> <li>- Avoid personal limitations</li> <li>- Avoid conflicting goals</li> <li>- Avoid differences over methods of performance</li> <li>- Cope with change</li> </ul> <p><u>Steps in the control process</u></p> <ul style="list-style-type: none"> <li>- Setting of standards</li> <li>- Measurement of actual performance standards set</li> <li>- Comparison of actual performance against standard</li> <li>- Taking corrective action if any.</li> </ul> <p><u>Characteristics of effective control system</u></p> <ul style="list-style-type: none"> <li>- Flexibility</li> <li>- Accuracy</li> <li>- Timeliness</li> <li>- Simple to understand</li> <li>- Measurable</li> <li>- Relevant/Reliable</li> </ul> <p><u>Tools for control</u></p> <ul style="list-style-type: none"> <li>- Quality control</li> <li>- Performance appraisal systems</li> <li>- Inventory control</li> <li>- Break-even charts</li> <li>- Budget</li> <li>- Financial ratios</li> </ul>	<p>Discuss the meaning of controlling.</p> <p>Discuss the reasons for instituting monitoring and control measures in an organization.</p> <p>Using examples assist students to discuss the process of controlling.</p> <p>Assist students use the SMART acronym to discuss the basic characteristics of an effective control system.</p> <p>Assist students analyze the various tools used in controlling activities in an organization.</p> <p>Assist students to apply the principles learnt in solving problems through case study.</p>	<p>State the effects of weak control system in an organization.</p> <p>What are some of the management problems that may arise if an organization fails to control its activities?</p>

# SENIOR HIGH SCHOOL- YEAR 1

## TERM THREE

### SECTION 2

#### MANAGEMENT INFORMATION TECHNOLOGIES

General objectives: The student will:

1. appreciate the need for information and communication technologies (ICT) for business improvement.
2. recognize the importance of ICT in business.
3. acquire practical skills in using computers, softwares and other electronic devices.
4. develop the skills acquired in solving basic problems through case study.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>INTEGRATING INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT )INTO BUSINESS</b>	:  2.1.1. explain the importance of ICT in today's business environment  2.1.2 identify the various components of ICT	Importance of ICT in business  What forms ICT Hardware: <ul style="list-style-type: none"> <li>- Computers (PCs, laptops, notebook, etc.)</li> <li>- Server</li> <li>- Printer</li> <li>- Fax machines</li> <li>- Photocopiers</li> <li>- Telephone, mobile phone, smart phones,</li> <li>- Satellite</li> <li>- Mobile devices</li> <li>- Digital camera, etc.</li> <li>-</li> </ul> Softwares: <ul style="list-style-type: none"> <li>- Programmes designed to perform specific tasks for users</li> <li>- Applications for undertaking specific business tasks</li> </ul>	Assist students to:  Discuss the importance of ICT to today's business  <b>Ref.</b> (page. 34 of Shelly, Gary B; Cashman, Thomas J.; Gunter, Glenda A. Gunter, Randolph E. Gunter (2007) Integrating Technology and Digital Media in the Classroom published Thomson Course Technology, Boston, USA)	Assist students label components of ICT (see ref. in TLA)

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1(CONT'D)</b>  <b>INTEGRATING INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT )INTO BUSINESS</b>	<p>The student will be able to:</p> <p>2.2.1 describe the functions of the computer and other information technologies.</p> <p>2.2.2 describe specific applications in business.</p> <p>2.2.3 describe the advantages and problems of ICTs in business.</p> <p>2.2.4 describe the use of electronic commerce (e-commerce) in doing business</p>	<p><u>Functions of the computer</u></p> <ul style="list-style-type: none"> <li>- Receiving</li> <li>- Storing</li> <li>- Processing</li> <li>- Retrieving of data/information</li> <li>- Transmit</li> <li>- Sharing of resources, etc.</li> </ul> <p><u>Some applications in business</u></p> <ul style="list-style-type: none"> <li>- Spreadsheets -accounting records</li> <li>- Word Processing</li> <li>- Graphics</li> <li>- Data bases</li> <li>- Sound</li> <li>- Video</li> <li>- Communication, etc.</li> </ul> <p><u>Advantages</u></p> <ul style="list-style-type: none"> <li>- Speed</li> <li>- Reduced cost</li> <li>- Efficient</li> <li>- Effective</li> <li>- High productivity</li> <li>- Quality output</li> <li>- Accuracy</li> <li>- Time saving,</li> <li>- etc.</li> </ul> <p><u>Challenges</u></p> <ul style="list-style-type: none"> <li>- Cost</li> <li>- Hardware problems</li> <li>- Security (cyber crime, “419”, virus, spam, etc.).</li> <li>- Unreliable electricity supply</li> <li>- Ergonomics</li> </ul> <p>Meaning of e-commerce -this is business activities conducted using electronic transmission over the Internet and the World Wide Web</p>	<p>Assist students to;</p> <p>discuss the various functions of the computer and mobile devices.</p> <p>discuss uses of the computer in the business environment.</p> <p><b>NOTE:</b> Arrange for students to practice on computers in the school, resource centre, or an office in the community.</p> <p>discuss the advantages of the computer.</p> <p>discuss some of the challenges of computers in business and the precautions to take in using computers in business.</p> <p>apply the principles learnt in solving problems through case study.</p> <p>discuss the importance of e-commerce</p>	<p>Assist students to explore how a small “conner shop” Can use ICT to make his/her business more successful.</p> <p>Students should present a report on the above.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3</b>  <b>INFORMATION SEARCH SKILLS</b>	<p>The student will be able to:</p> <p>2.3.1. define 'data' and 'information'.</p> <p>2.3.2 describe the importance of information.</p> <p>2.3.3 identify the different types of reference books and other sources of business information.</p> <p>2.3.4 select and use appropriate books and other sources for different types of information.</p>	<p><u>Meaning of data.</u> - a collection of unorganized facts that include words, numbers, images and sound.</p> <p><u>Meaning of information.</u> -This is data that is organized, has meaning, is useful, relevant, current and is credible.</p> <p>The need for, and uses of information</p> <p><u>Sources of business information</u> Dictionaries, Year Books, Encyclopaedia, Telephone Directories, Almanacs, Internet (Search Engines), Post Office Guides, etc.</p> <p>Selection of appropriate sources</p>	<p>Assist student to:</p> <p>discuss the meaning of information and distinguish between data and information.</p> <p>discuss the importance and uses of information.</p> <p>discuss contents and uses of sources listed under content.</p> <p>discuss types of information one can get from the various sources.</p> <p>Select a number of business topics and ask students to indicate which references to consult for information on the selected topics.</p>	<p>Collect examination marks of a class of about fifty students. Analyse in terms of gender and performance. Explain the issues that come out per your analysis.</p> <p>Assign students tasks which will demand the use of the sources listed under content to be submitted within a set period of time.</p> <p>Students to find more sources of information and the type of information they contain.</p> <p>Assist students to answer the following on where to obtain important documents like- passports, driving license, visa, health insurance, population census, voters ID, etc.</p>

# SENIOR HIGH SCHOOL- YEAR 2

## TERM ONE

### SECTION 1

#### LEGAL ENVIRONMENT OF BUSINESS

General objectives: The student will:

1. Understand the legal framework in which businesses operate
2. understand the principles of contract and agency and how these affect business.
3. appreciate the importance of negotiable instruments in business transactions.
4. develop the skills acquired in solving basic problems through case study.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1</b></p> <p><b>THE LEGAL FRAMEWORK OF BUSINESS</b></p> <p><b>UNIT 2</b></p> <p><b>LAW OF CONTRACT</b></p>	<p>The student will be able to:</p> <p>1.1.1 explain the legal framework within which businesses operate.</p> <p>1.2.1 explain contract and promise.</p>	<p><u>Meaning of Legal Framework</u> It is the set of guidelines, rules of conduct and regulations within which a business must operate and are enforceable in the courts,</p> <p><u>Meaning of Contract</u> A legally binding agreement between two or more parties. It could be written, verbal or implied</p> <p><u>Meaning of Promise</u> It is commitment by one party to another to carry out or refrain from carrying a specified act or acts. A promise can be binding or not.</p>	<p>Assist student to:</p> <p>List a few of the school rules and regulations</p> <p>discuss the meaning of contract.</p> <p><b>Note:</b> Invite a resource person, e.g. lawyer or an experienced businessman/woman, to talk to the class on some legal aspects of business.</p> <p>discuss differences between a contract and a promise.</p>	<p>Write the sanctions that go with each of the rules and regulations that were listed.</p> <p>Teacher to develop a mini-case to test students' understanding of the general principles of contract.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1 (CONT'D)</b>  <b>LAW OF CONTRACT</b>	<p>The student will be able to:</p> <p>1.2.2 distinguish between a contract and a promise.</p> <p>1.2.3 explain the elements and general principles of contract.</p> <p>1.2.4 classify contracts.</p> <p>1.2.5 explain ways by which a contract may be vitiated or weakened</p> <p>1.2.6 explain ways by which a contract may be discharged</p> <p>1.2.7 explain some terms relevant to contract</p>	<p><u>Differences between a contract and a promise</u>  A bare promise: is an agreement which is not enforceable.  <u>Contract</u>: is an agreement which is enforceable.</p> <p><u>Elements and general principles of contract</u></p> <ul style="list-style-type: none"> <li>- offer and acceptance,</li> <li>- intention to contract,</li> <li>- capacity,</li> <li>- formalities,</li> <li>- illegality, and</li> <li>- consideration</li> <li>- negotiation</li> </ul> <p><u>Classification of contract</u></p> <ul style="list-style-type: none"> <li>- Simple,</li> <li>- Specialty, and</li> <li>- Contract of records.</li> </ul> <p><u>Void and voidable contracts</u></p> <ul style="list-style-type: none"> <li>- Misrepresentation</li> <li>- Mistake</li> <li>- Duress</li> <li>- Undue influence,</li> <li>- etc.</li> </ul> <p><u>Ways of discharging a contract</u></p> <ul style="list-style-type: none"> <li>- Performance</li> <li>- Agreement</li> <li>- Frustration</li> <li>- Breach</li> <li>- Lapse of time</li> <li>- Act of God or nature</li> </ul> <p><u>Terms relevant to contract</u></p> <ul style="list-style-type: none"> <li>- Unenforceable</li> <li>- Unilateral</li> <li>- Bilateral agreement</li> <li>- Condition</li> <li>- Warranty</li> </ul>	<p>Assist students to:</p> <p>discuss each of the elements of a contract, pointing out their relevance and significance to business contracts.</p> <p>discuss how contracts are classified.</p> <p>discuss how an apparently valid contract may be vitiated or weakened.</p> <p>discuss the ways by which a contract may be discharged.</p> <p>discuss the various legal terms listed in the content with students</p>	<p>Explain circumstances under which a contract could be void or voidable.</p> <p>Students investigate the remedies for breach of contract.</p> <p>Students answer questions on the various terms using simple cases.  Students give samples of agency relationships in their community.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2</b>  <b>PRINCIPLES OF AGENCY</b>	<p>The student will be able to:</p> <p>1.2.1 describe how an agency is formed and how it functions</p> <p>1.2.2 outline the duties of an agent and a principal</p> <p>1.2.3 describe the rights of a principal and an agent</p> <p>1.2.4 state how an agency may be terminated</p>	<p><u>Creation of Agency</u></p> <ul style="list-style-type: none"> <li>- Agreement</li> <li>- Necessity</li> <li>- Ratification</li> <li>- Appointment,</li> <li>- etc.</li> </ul> <p><u>Principal and agent relationship</u></p> <p>Duties of an agent</p> <p>Duties of a principal</p> <p><u>Rights of principal and agent</u></p> <ul style="list-style-type: none"> <li>- Indemnity</li> <li>- Remuneration</li> <li>- Lien</li> <li>- Dismissal etc.</li> </ul> <p><u>Termination of agency</u></p> <p>By agreement, renunciation, revocation, performance, etc.</p>	<p>Assist students to:</p> <p>discuss differences between a principal and an agent, and how agency is formed.</p> <p>discuss the duties expected of an agent to his principal and vice versa.</p> <p>discuss ways by which agents may be compensated for their services.</p> <p>discuss ways by which an agency may be terminated</p>	<p>Teacher develops a case study to test the rights and duties of an agent and a principal.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3</b>  <b>NEGOTIABLE INSTRUMENTS</b>	<p>The student will be able to:</p> <p>1.3.1 explain negotiable instrument.</p> <p>1.3.2 explain the characteristics of negotiable instruments.</p> <p>1.3.3 state and describe the types of negotiable instruments.</p> <p>1.3.4 describe the classification and types of cheques.</p> <p>1.3.5 state the advantages and disadvantages of cheques.</p> <p>1.3.6 describe ways by which cheque fraud may be prevented.</p>	<p><u>Meaning of negotiable instrument</u> A written document which represents money and gives any holder who has come by it honestly the right to enforce any payment due.</p> <p><u>Characteristics of a negotiable instrument</u></p> <ul style="list-style-type: none"> <li>- It must be freely transferable, like cash, by delivery.</li> <li>- It must be capable of being sealed upon by the person holding it for the time being.</li> </ul> <p><u>Types of negotiable instruments</u></p> <ul style="list-style-type: none"> <li>- Cheques</li> <li>- Bills of exchange</li> <li>- Promissory notes</li> </ul> <p><u>Classification of cheques</u></p> <ul style="list-style-type: none"> <li>- Open and</li> <li>- Crossed</li> </ul> <p><u>Types</u></p> <ul style="list-style-type: none"> <li>- Bearer</li> <li>- Order</li> <li>- Certified</li> <li>- Travelers</li> <li>- Stale etc.</li> </ul> <p>Advantages and disadvantages of cheques.</p> <p><u>Ways of avoiding cheque fraud</u></p> <ul style="list-style-type: none"> <li>- Pay by crossed cheques</li> <li>- Keep unused cheques under lock</li> <li>- Stop missing cheques</li> <li>- Keep track of all cheques issued</li> </ul>	<p>Assist students to:</p> <p>Through discussions, guide students to come out with the meaning of negotiable instruments.</p> <p>Show samples of cheque, and let them note its features.</p> <p>identify the types of negotiable instruments in business transactions.</p> <p>discuss classification and types of cheques and how they are used. Stress on consequence of issuing dud cheques. eg. payment of a fine.</p> <p>Students to discuss the advantages and disadvantages of cheques.</p> <p>Guide students to outline the importance of crossed cheques.</p>	<p>Teacher to collect samples of cheques and assist students to fill them.</p> <p>Obtain samples of cheques and fill in class.</p>



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 1 (CONT'D)</b></p> <p><b>FINANCIAL AND NON-NON-BANK FINANCIAL INSTITUTIONS</b></p>	<p>The student will be able to:</p>	<p><u>Types of non-bank financial institutions</u>  A government or private organization (e.g. building society, insurance company, investment trust, or mutual fund or unit trust) that serves as an intermediary between savers and borrowers. These institutions fund their lending activities either by selling securities (bonds, notes, stock/shares) or insurance policies to the public.</p>	<p>Assist students to;</p> <p>Explain the role of microfinance institutions in Ghana as “institutions dedicated to assisting small enterprises, the poor, and households who have no access to the more institutionalized financial system in mobilizing savings, and obtaining access to financial services”.</p>	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2</b>  <b>MONEY AND BANKING</b>	<p>The student will be able to:</p> <p>1.2.1 state the meaning and characteristics of money.</p> <p>1.2.2 explain the functions of money.</p> <p>1.2.3 explain inflation.</p> <p>1.2.4 identify the primary causes of inflation.</p> <p>1.2.5 describe types of banks.</p>	<p><u>Meaning of of money</u> Any commodity which is generally accepted as a means of payment and settlement of debts</p> <p><u>Characteristics of money</u></p> <ul style="list-style-type: none"> <li>- portability</li> <li>- divisibility</li> <li>- acceptability</li> <li>- durability</li> <li>- stability of value</li> <li>- recognisability</li> <li>- homogeneity</li> </ul> <p><u>Functions of money</u></p> <ul style="list-style-type: none"> <li>- Medium of exchange</li> <li>- Store of value</li> <li>- Unit of account</li> <li>- Standard of deferred payment</li> </ul> <p><u>Meaning of inflation</u> A consistent and persistent rise in general price levels.</p> <p><u>Primary causes of inflation</u></p> <ul style="list-style-type: none"> <li>- Deficit financing</li> <li>- Low productivity</li> <li>- High prices of imports</li> </ul> <p><u>Types of banks</u></p> <ul style="list-style-type: none"> <li>- Central bank</li> <li>- Universal banks (banks)</li> <li>- Rural banks</li> </ul>	<p>Assist students to:</p> <p>Brainstorm to come out with the definition of money.</p> <p>Through role play, assist students to identify the characteristics of money.</p> <p>Brainstorm to bring out the functions of money.</p> <p>Use changes in prices of some commodities over a period of time to assist students to define inflation</p> <p>Brainstorm on possible causes of inflation in Ghana. Differentiate between primary and secondary causes of inflation. e.g. Primary cause – low productivity Secondary causes – low level of technology, lack of finance, poor weather.</p> <p>Explain the various types of banks in Ghana. e.g. Commercial banks are limited liability companies that accept deposits from and grant loans to customers.</p>	<p>Before the lesson, students should enquire from parents and other adults, forms of monies used in the past for discussion in class.</p> <p>Write five uses of money in a modern economy.</p> <p>State four causes of inflation in Ghana.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2 (CONT'D)</b>  <b>MONEY AND BANKING</b>	<p>The student will be able to:</p> <p>1.2.8 describe the functions of various types of banks.</p> <p>1.2.9 describe the types of accounts operated in banks.</p> <p>1.2.10 identify various banking documents and their uses.</p> <p>1.2.11 state the main functions of the central bank</p> <p>1.2.12 explain how the Central Bank controls money in circulation</p>	<p><u>Functions of various types of banks</u> (see note under 1.1.2)</p> <p><u>Types of accounts</u> Savings, current, fixed deposit and call accounts</p> <p><u>Banking documents</u></p> <ul style="list-style-type: none"> <li>- Paying-in-slips</li> <li>- Withdrawal forms</li> <li>- Cheques, etc.</li> </ul> <p><u>Functions of the Central Bank</u></p> <ul style="list-style-type: none"> <li>- Issuing and redemption of currency</li> <li>- Banker to the government</li> <li>- Banker to the other banks</li> <li>- Lender of last resort</li> <li>- Control of money supply</li> </ul> <p><u>Tools of monetary control</u></p> <ul style="list-style-type: none"> <li>- Open market operation</li> <li>- Bank rate</li> <li>- Cash ratio</li> <li>- Moral suasion</li> </ul>	<p>Assist students to:</p> <p>brainstorm to come out with the functions of commercial banks and other types of banks, except Central Bank.</p> <p>describe the types of accounts operated by the banks and the information needed from clients before opening the account. Describe the processes followed to open the various accounts.</p> <p>Show copies of banking documents and guide students to discuss their uses.</p> <p>discuss the functions of the Central Bank.</p> <p>brainstorm to bring out the means by which the Central Bank is able to control money in circulation. Guide students to discuss the monetary control tools of the central bank.</p>	<p>Visit a local bank and write essay on the services provided by the bank to its customers.</p> <p>Write four functions of the Central Bank.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3</b>  <b>RISK MANAGEMENT AND INSURANCE</b>	<p>The student will be able to:</p> <p>1.3.1 define risk management.</p> <p>1.3.2 identify and explain business risks</p> <p>1.3.3 identify the tasks involved in risk management.</p> <p>1.3.4. explain insurance.</p>	<p><u>Meaning of risk management</u> Involves action taken by management of a business to avoid or minimize losses arising out of unforeseen events.</p> <p><u>Types of Business Risks</u></p> <ul style="list-style-type: none"> <li>- political risks</li> <li>- act of God/nature (force majeure)</li> <li>- technology</li> <li>- environment</li> <li>- personnel, etc.</li> </ul> <p><u>Meaning of business risk</u> This is the possibility that a firm's performance will be lower than expected because of its exposure to specific conditions.</p> <p><u>Tasks in risk management</u></p> <ul style="list-style-type: none"> <li>- Risk policy</li> <li>- Identify exposure to risk</li> <li>- Risk assessment</li> <li>- Risk review</li> <li>- Risk Planning</li> <li>- Risk monitoring and control</li> <li>- Reflections and communication (lessons learned and process improvement)</li> </ul> <p><u>Meaning of insurance</u> an arrangement by which a company gives customers financial protection against loss or harm such as natural disasters, theft or illness in return for payment of premium It entails pooling of risks</p>	<p>Assist students to;</p> <p>Define risk management</p> <p>Identify various types of business risks.</p> <p>Discuss the tasks involved in risk management.</p> <p>Through role play guide students to define insurance.</p>	<p>State and explain five types of business risks.</p> <p>Identify a business in your locality and give an assessment of its risks.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3 (CONT'D)</b>  <b>RISK MANAGEMENT AND INSURANCE</b>	<p>The student will be able to:</p> <p>1.3.5 outline the principles of insurance.</p> <p>1.3.6 give reasons why insurance is important to business.</p> <p>1.3.7 differentiate between the various types of insurance.</p> <p>1.3.8 describe types of insurance policies that are necessary for a business firm.</p>	<p><u>Principles of insurance</u></p> <ul style="list-style-type: none"> <li>- Insurable interest</li> <li>- Proximately cause</li> <li>- Utmost good faith</li> <li>- Indemnity</li> <li>- Contribution and subrogation</li> </ul> <p><u>Importance of insurance</u></p> <ul style="list-style-type: none"> <li>- Compensates business for losses</li> <li>- Protects organizational assets</li> <li>- Enables entrepreneurs to invest in risky ventures,</li> <li>- etc.</li> </ul> <p><u>Types of Insurance</u> Life, Fire, Accident, Marine and Aviation</p> <p><u>Insurance policies</u></p> <ul style="list-style-type: none"> <li>- Property, Motor Vehicle</li> <li>- Consequential Loss</li> <li>- Burglary</li> <li>- Fidelity Guarantee</li> <li>- Employers' Liability</li> <li>- Goods-in-transit</li> <li>- etc.</li> </ul>	<p>Assist students to:</p> <p>Use case study to guide students to identify the principles of insurance and show their relevance in business</p> <p><b>Note:</b> Students to visit an insurance company or invite a resource person from an insurance company to throw more light on the operations of insurance companies.</p> <p>Guide students to discuss the importance of insurance in business.</p> <p>Assist students to:</p> <p>show how the various types of insurance differ from each other.</p> <p>discuss the types of insurance policies a business firm should take to protect its interests.</p> <p>Note: discuss types of insurance a businessman/woman can take for him/herself. e.g. life assurance, health insurance, personal accident insurance and disability insurance</p>	<p>Give five reasons why every business should underwrite insurance</p> <p>Students to state with reasons, the types of insurance policies a business should underwrite.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 4</b>  <b>STOCK EXCHANGE</b>	<p>The student will be able to:</p> <p>1.4.1 explain stock exchange.</p> <p>1.4.2 explain the functions of the stock exchange.</p> <p>1.4.3 describe the types of securities traded on the stock exchange.</p> <p>1.4.3 describe the procedure of transactions on the stock exchange</p>	<p><u>Meaning of stock exchange</u> Is a capital market where secondary securities are bought and sold.</p> <p><u>Functions of the stock exchange</u></p> <ul style="list-style-type: none"> <li>- Provides market for raising long-term capital</li> <li>- Provides quotation for share prices</li> <li>- Protects the interest of investors</li> <li>- Regulates the activities of listed companies and brokerage firms.</li> </ul> <p><u>Types of securities</u></p> <ul style="list-style-type: none"> <li>- Shares</li> <li>- Bonds</li> <li>- Stocks</li> </ul> <p>Trading procedures on the stock exchange floor.</p>	<p>Assist students to:</p> <p>Discuss the meaning of stock exchange</p> <p>Invite a resource person to brief on the history and operations of stock exchange in Ghana.</p> <p>Discuss the functions of the stock exchange.</p> <p>Organize a field trip for students to the stock exchange to witness a live session.</p> <p>identify and explain types of securities traded on the stock exchange market.</p> <p>Guide students to discuss trading activities on the stock exchange and the specialists involved.</p>	<p>Students to present report on the field trip in class.</p> <p>Students analyze the importance of the stock exchange in industrial expansion.</p>

# SENIOR HIGH SCHOOL- YEAR 2

## TERM THREE

### SECTION 1

#### ROLE OF GOVERNMENT IN THE ECONOMY

General objectives: The student will:

1. Appreciate the role of government in the economy
2. recognize the sources of government revenue.
3. appreciate the need for the payment of taxes.
4. be aware of how government spends revenue generated.
5. develop skills in using the principles learnt in solving basic problems through case study (scenario).

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>GOVERNMENT REVENUE</b>	<p>The student will be able to:</p> <p>1.1.1 explain the role of government in an economy</p> <p>1.1.2 describe the sources of government revenue.</p> <p>1.1.3 describe types of government revenue.</p>	<p><u>Role of government</u>            Provision of;            - health facilities            - education            - finance and economic planning            - defense (law and order)            - social welfare services,            - foreign relations and diplomacy</p> <p><u>Sources of revenue</u>            Taxes (direct and indirect), borrowing, royalties, levies, donations, aids ,grants, debt cancellation, etc.</p> <p><u>Types of government revenue</u>            Capital and recurrent , Receipts (definitions and examples)</p>	<p>Assist students to:</p> <p>discuss the responsibilities of government in a modern society.</p> <p>identify and discuss sources of government revenue.</p> <p>discuss types of government revenue.</p>	<p>Look for news reports on recent government initiatives to support private sector businesses for class discussion (newspapers, journals, radio, TV, internet, etc.)            Students groups present reports for class discussion.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1 (CONT'D)</b>  <b>GOVERNMENT REVENUE</b>	<p>The student will be able to:</p> <p>1.1.4 describe types of government taxes.</p> <p>1.1.5 explain purpose of taxation.</p> <p>1.1.6 identify the challenges of tax collection.</p> <p>1.1.7 describe types of government expenditure.</p> <p>1.1.8 explain how government spends revenue.</p>	<p><u>Direct and Indirect taxes</u> (Including VAT) e.g. income, property, NHIS levies, customs duties, excise duties, corporate tax, etc.</p> <p><u>Purpose of taxation</u></p> <ul style="list-style-type: none"> <li>- to raise revenue for government</li> <li>- to redistribute national income</li> <li>- etc.</li> </ul> <p><u>Challenges of tax collection</u></p> <ul style="list-style-type: none"> <li>- tax evasion</li> <li>- tax avoidance</li> <li>- identification of tax payers</li> <li>- lack of records</li> </ul> <p><u>Types of government expenditure</u></p> <ul style="list-style-type: none"> <li>- Capital e.g. roads</li> <li>- Recurrent expenditure .e.g. wages and salaries</li> </ul> <p><u>Items of government expenditure</u></p> <ul style="list-style-type: none"> <li>- defense</li> <li>- administration</li> <li>- social services</li> <li>- economic infrastructure</li> <li>- external relations and diplomacy,</li> <li>- etc.</li> </ul>	<p>Assist students to:</p> <p>discuss direct and indirect taxes.</p> <p>Organize a visit to the District Assembly or a local Internal Revenue Office, to find out more about sources of government revenue and expenditure.</p> <p>using newspaper reports, guide students to state the purposes of taxation.</p> <p>Identify and discuss the challenges in tax collection.</p> <p>Identify and discuss types of government expenditure.</p> <p>Using recent statistics, guide students to identify how government expenditure is classified.</p>	<p>Students write an essay on the importance of taxes and national development.</p>



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1(CONT'D)</b>  <b>INTERNATIONAL BUSINESS AND MULTINATIONAL CORPORATIONS</b>	2.1.3 describe the role of multinational corporations	<u>Role of multinational corporations</u> - Create jobs - Contribute tax revenue - Provide training and education for staff - Develop the capacity of a country's labour force through training and education - Bring in economy of scale		List and analyze the operations of five multinationals in Ghana
	2.2.1 explain trade	<u>Meaning of trade</u> Exchange of goods and services between buyers and sellers,	discuss meaning of trade	
	2.2.2 differentiate between domestic and international trade	<u>Meaning of domestic trade</u> Exchange of goods and services within a country.  <u>Meaning of international trade</u> Exchange of goods and services across borders	differentiate between domestic and international trade	Write short essay on the importance of international trade.
	2.2.3 Describe documents used in trading	<u>Documents used in trading</u> - Letter of enquiry - Quotation - Order - Invoice - Debit note - Receipt - Debit and credit notes  <u>Documents used in international trading</u> - Bill of lading - Consular invoice - Certificate of origin - Certificate of insurance - Shipping note - Etc.	discuss the types of documents used in both domestic and international trade. (Obtain some of these documents and show them in class.)  <b>Note:</b> stress that the documents used in domestic trade are also used in international trade.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2</b>  <b>INTERNATIONAL TRADE</b>	<p>The student will be able to:</p> <p>2.2.1 explain importance of international business</p> <p>2.2.2 outline the bases of international trade</p> <p>2.2.3 interpret terms used in trading</p> <p>2.2.4 differentiate between balance of trade and balance of payment.</p> <p>2.2.5 analyze the various restrictions in international trade and the reasons for each restriction.</p> <p>2.2.6 describe the measures a country may take to correct an adverse balance of payment</p>	<p><u>Importance of international trade</u></p> <ul style="list-style-type: none"> <li>- Differences in resource endowment</li> <li>- Economies of scale</li> <li>- Access to goods and services not produced in the home country</li> <li>- International relationships</li> </ul> <p><u>Bases of international trade</u></p> <ul style="list-style-type: none"> <li>- Absolute cost advantage</li> <li>- Comparative cost advantage</li> <li>- Competitive advantage</li> </ul> <p><u>Terms of trade</u></p> <ul style="list-style-type: none"> <li>- CIF; FOB; Ex-Works; Franco</li> <li>- Loco</li> <li>- Etc.</li> </ul> <p><u>Balance of trade</u> This is the record of a country's exports and imports of merchandise or visible or tangible items like cocoa, timber, cars, etc.</p> <p><u>Balance of payment</u> It is an accounting record showing the sum total of a country's visible and invisible exports to that of her total visible and invisible imports</p> <p><u>Restrictions in international trade</u> e.g.</p> <ul style="list-style-type: none"> <li>- tariffs</li> <li>- quotas</li> <li>- embargoes</li> <li>- etc.</li> </ul> <p><u>Measures to correct balance of payment</u></p> <ul style="list-style-type: none"> <li>- Import restrictions (quota, tariffs, embargo, etc.)</li> <li>- Mass production</li> <li>- Export promotion</li> <li>- Self reliance, etc.</li> </ul>	<p>Assist students to: brainstorm to come out with reasons in support of international trade</p> <p>explain absolute cost advantage, comparative cost advantage and competitive advantage using various examples</p> <p>discuss the meaning of the terms under content</p> <p>discuss the difference between balance of trade and balance of payment</p> <p>discuss restrictions in international trade and give reasons for each restriction.</p> <p>Discuss measures of correcting adverse balance of payment</p>	<p>Organize a debate on why there should be no restrictions to international trade</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 3</b></p> <p><b>MANAGING DEVELOPING ECONOMIES</b></p>	<p>The student will be able to:</p> <p>2.3.1 describe the characteristics of a developing economy in relation to international trade.</p> <p>2.3.2 analyze the effects of the characteristics of a developing economy on that of Ghana</p> <p>2.3.3 explain the role of some institutions in international trade and development.</p>	<p><u>Characteristics of a developing country</u></p> <ul style="list-style-type: none"> <li>- low per capita income</li> <li>- economy based essentially on natural resources</li> <li>- low reserves</li> <li>- import dependency</li> <li>- rapid increase in population growth</li> <li>- high unemployment rate</li> <li>- absence of essential skilled labour</li> <li>- high incidence of poverty, HIV/AIDS, Malaria,</li> <li>- etc.</li> </ul> <p><u>Effects of the characteristics of a developing economy on Ghana e.g.</u></p> <ul style="list-style-type: none"> <li>- underdevelopment</li> <li>- unplanned urbanization</li> <li>- high incidence of diseases,</li> <li>- etc.</li> </ul> <p><u>Role of Institutions</u></p> <ul style="list-style-type: none"> <li>- Assist developing economies with loans and grants</li> <li>- Provide technical advice to governments</li> <li>- Assist countries with their development agenda</li> </ul> <p>E.G. West Africa Monetary Zone, World trade Organization, AGOA, EU</p>	<p>Assist students to:</p> <p>identify and discuss the characteristics of a developing economy</p> <p>discuss how the characteristics of a developing economy apply in the case of Ghana.</p> <p>discuss the role of IMF, World Bank, IFC, and UNCTAD in international trade and development.</p> <ul style="list-style-type: none"> <li>- International Monetary Fund (IMF)</li> <li>- International Bank for Reconciliation and Development/World Bank</li> <li>- United Nations Conference on Trade and Development (UNCTAD)</li> <li>- International Finance Corporation (IFC)</li> </ul>	<p>Review newspapers and write a report on the role of the World Trade Organization (WTO) and the International Finance Corporation (IFC) in international trade.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3 (CONT'D)</b>  <b>MANAGING DEVELOPING ECONOMIES</b>	<p>The student will be able to:</p> <p>2.3.4 suggest ways by which Ghana can improve its economy</p>	<p><u>Suggestions</u></p> <ul style="list-style-type: none"> <li>- Reducing dependence on import.</li> <li>- Enhancing women's participation in economic development by their empowerment.</li> <li>- Good governance</li> <li>- Privatization</li> <li>- Self reliance</li> <li>- Intensifying agricultural production,</li> <li>- etc.</li> </ul>	<p>Assist students to:</p> <p>Discuss ways of improving upon the economy of Ghana.</p>	<p><b>Essay</b></p> <p>Suggest 5 critical areas to consider (with reasons) in any plan to improve Ghana's participation in international trade.</p>

# SENIOR HIGH SCHOOL- YEAR 3

## TERM ONE

### SECTION 1

#### GLOBALIZATION AND ECONOMIC INTEGRATION

General objectives: The student will:

1. appreciate the effects of globalization on business operations.
2. recognize the importance of economic integration.
3. understand the roles of various economic groupings.
4. develop skills in using the principles learnt in solving basic problems through case study.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>GLOBALIZATION</b>	The student will be able to:  1.1.1 explain globalization.   1.1.2 explain the causes of globalization.	<u>Meaning of globalization</u> Involves the growing interdependence among countries as reflected by increasing cross-border flow of goods, services, capital and know-how.  <u>Causes of globalization</u> <ul style="list-style-type: none"> <li>- Trade liberalization</li> <li>- Rapid technological advancement in transport and ICT</li> <li>- Increasing importance of multi-nationals (e.g. mobile phone service providers)</li> <li>- New markets</li> <li>- Cheap raw materials</li> <li>- Cheap labour, etc.</li> <li>- Decrease in environmental</li> <li>- Breaking down of artificial barriers (as a result of technological advances in transport and ICT)</li> <li>- The need for new markets</li> <li>- Cheap raw materials</li> </ul>	Assist students to discuss the causes of globalization.   Using newspaper reports and the internet, guide students to discuss the causes of globalization.	Students write an essay on globalization.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1 (CONT'D)</b>  <b>GLOBALIZATION</b>	<p>The student will be able to;</p> <p>1.1.3 outline the advantages and disadvantages of globalization.</p>	<p><u>Advantages of globalization</u></p> <ul style="list-style-type: none"> <li>- Lowering of trade barriers</li> <li>- Lowering of investment barriers</li> <li>- Greater efficiency</li> <li>- Lower prices of goods and services</li> </ul> <p><u>Disadvantages of globalization</u></p> <ul style="list-style-type: none"> <li>- Falling trade barriers often destroy jobs.</li> <li>- Requires huge capital</li> <li>- Increase in competition</li> <li>- High unemployment</li> <li>- Adverse cultural integration, Brain drain to richer and more prosperous nations</li> <li>- Collapse of local industries, etc.</li> </ul>	<p>Assist students to;</p> <p>Guide students to discuss the advantages and disadvantages of globalization.</p>	<p>Students visit the Internet café and search for information on the advantages and disadvantages of globalization for discussion in class.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2</b>  <b>ECONOMIC INTEGRATION</b>	<p>The student will be able to:</p> <p>1.2.1 explain economic integration.</p> <p>1.2.2 describe the operations of the Economic Unions.</p>	<p><u>Explanation of economic integration</u>  The coming together of countries with common developmental agenda, especially to promote trade by ensuring the free movement of goods, persons and services.</p> <p><u>Roles of Economic Unions</u> e.g.:  [Economic Community of West African States (ECOWAS); African Union, (AU)  - European Union, (EU)  - African European Pacific Countries(AEPC)]  - Association of South and Eastern Asian Nations (ASEAN)  - etc.</p> <p><u>The roles of the unions are to:</u>  - Assist developing economies with loans and grants  - Provide technical advice to governments  - Assist countries with their development agenda</p>	<p>Assist students to:</p> <p>discuss the meaning of economic integration.</p> <p>Invite resource persons to talk to students on economic integration and the roles of Economic Communities and Common Markets.</p>	<p>Students write an essay on the role of ECOWAS.</p>

# SENIOR HIGH SCHOOL- YEAR 3

## TERM ONE

### SECTION 2

#### FUNCTIONAL AREAS OF MANAGEMENT I

General objectives: The student will:

1. acquire knowledge of the principles of human resource management, labour and industrial relations.
2. be aware of production and operations management systems.
3. develop skill in using principles learnt for solving basic problems through case study.(scenario).

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>ELEMENTS OF HUMAN RESOURCE MANAGEMENT</b>	The student will be able to:  1.1.1 explain human resource management.          1.1.2 describe the functions of human resource management.	<u>Meaning of human resource management</u> All the activities in which managers engage to attract and retain employees and to ensure that they perform at a high level and contribute to the accomplishment of organizational goals.  <u>Functions of human resource management</u> - human resource planning - recruitment and selection - orientation and placement - training and development - performance management - compensation and benefit - career development	Assist students to:  discuss the meaning of human resource and human resource management.          discuss the functions of the human resource department headed by the human resource manager  <u>Note:</u> Invite a resource person to talk to students on the functions of human resource management	Interview a human resource manager on his/her roles and present a report in class.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1 (CONT'D)</b>  <b>ELEMENTS OF HUMAN RESOURCE MANAGEMENT</b>	<p>The student will be able to:</p> <p>1.1.3 describe the steps involved in recruitment of staff.</p> <p>1.1.4 identify sources of recruitment.</p> <p>1.1.5 describe types of training.</p> <p>1.1.6 describe the activities involved in job analysis.</p> <p>1.1.7 outline the importance of performance appraisal.</p>	<p><u>Steps in the recruitment process</u></p> <ul style="list-style-type: none"> <li>- Identify manpower needs or vacant positions</li> <li>- Advertise the vacancies</li> <li>- Screen applications</li> <li>- Prepare short-list</li> <li>- Interview candidates</li> <li>- Check references</li> <li>- Select candidates from results of interview, references</li> <li>- Medical examination</li> <li>- Appointment</li> <li>- Placement</li> </ul> <p><u>Sources of recruitment</u></p> <ul style="list-style-type: none"> <li>- Employee referral</li> <li>- Employment agencies/centres</li> <li>- Colleges/universities</li> <li>- Company websites</li> <li>- Internet</li> <li>- Newspaper/TV adverts</li> </ul> <p><u>Types of training</u></p> <ul style="list-style-type: none"> <li>- On-the-job (in-service)</li> <li>- Coaching</li> <li>- Mentorship</li> <li>- Induction</li> <li>- Apprenticeship</li> <li>- Off-the-job</li> <li>- Sponsored courses</li> <li>- Management development</li> </ul> <p><u>Job analysis</u></p> <ul style="list-style-type: none"> <li>- Job description</li> <li>- Job specification</li> </ul> <p><u>Importance of performance appraisal</u></p> <ul style="list-style-type: none"> <li>- Helps to identify strengths and weaknesses of employees</li> <li>- Used to identify training needs</li> <li>- Helps to plan for management succession</li> <li>- Serves as basis for promotion.</li> </ul>	<p>Assist students to:</p> <p>discuss the sequence of steps to follow in recruiting new staff. Explain each of the steps listed in the content.</p> <p>Using various sources including newspapers, guide students to identify various sources of recruitment.</p> <p>discuss the various types of training used in business.</p> <p>Assist students to go through the actions involved in the preparation of job analysis.</p> <p><b>Note:</b> Stress on personal qualities of would-be employees for efficient performance.</p> <p>Students to brainstorm on the importance of performance appraisal at the work place.</p>	<p>Students distinguish between internal sources and external sources of recruitment.</p> <p>Students in groups to review newspaper adverts on vacant positions in organizations to identify job descriptions and job specifications.</p> <p>Organize a debate in class on the topic” Should workers be appraised at the work place?”</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 2</b></p> <p><b>LABOUR AND INDUSTRIAL RELATIONS</b></p>	<p>The student will be able to:</p> <p>1.2.1 explain labour and industrial relations</p> <p>1.2.2 explain trade unions , employers association and describe their functions</p>	<p><u>Meaning of labour relations</u> Consists of the steps that managers take to develop and maintain good working relationships with the labour unions that may represent their employees' interests.</p> <p><u>Meaning of Industrial Relations</u> The relationship between workers and managers or management of a company or industry.</p> <p><u>Meaning of trade unions</u> <u>Trade Unions:</u> Associations of workers which aim at safeguarding the general interests of their members.</p> <p><u>Functions of trade unions</u></p> <ul style="list-style-type: none"> <li>- Negotiate for Improved rates of pay</li> <li>- Negotiate for good conditions of service</li> <li>- Settling industrial disputes</li> </ul> <p><u>Meaning and Functions of Employers Associations</u> An association of at least two employers which have in between them at least 15employers each. They aim at safeguarding their interests and collectively negotiate with trade unions.</p> <ul style="list-style-type: none"> <li>- Protect the interest of industry</li> <li>- Advice government on labour issues</li> <li>- Assist universities and training institutions in identifying new areas for manpower development</li> </ul>	<p>Assist students to:</p> <p>define labour relations - that they are organizations that represent workers and seek to protect their interests through collective bargaining.</p> <p>invite a resource person, preferably, the leader of the local labour union to talk to students about the functions of trade unions.</p> <p><b>Note:</b> Check on the website of Ghana Trades Union Congress (<b>TUC</b>) and the <b>Ghana Employers Association</b> for their functions.</p> <p>discuss the functions of TUC and the Ghana Employers Association.</p>	<p>“Trade Unions are a waste of national resources”. Do you agree or disagree with this statement? Give reasons for your answer. Students to submit their work in class for discussion.</p> <p>Students review causes of strike actions by employees and submit a report for class discussion.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2 (CONT'D)</b>  <b>LABOUR AND INDUSTRIAL RELATIONS</b>	<p>The student will be able to:</p> <p>1.2.3 explain collective bargaining and its importance.</p> <p>1.2.4 describe the rights of both management and trade unions in industrial conflicts.</p> <p>1.2.5 explain the role that government plays in labour relations</p> <p>1.2.6 describe factors needed to maintain an efficient labour force in business.</p>	<p><u>Collective bargaining agreement roles</u></p> <ul style="list-style-type: none"> <li>- Wages and salary determination</li> <li>- Hours of work</li> <li>- Job rights and security, etc.</li> </ul> <p><u>Rights in Industrial conflicts</u> Rights of trade unions e.g. strike, boycotts, picketing, employment of new labour, lock-out, contract production, and using the services of employees not on strike, etc</p> <p><u>Role of government in labour disputes</u> e.g. laws, tripartite committees, labour commission,</p> <p>Factors affecting efficiency of labour</p> <ul style="list-style-type: none"> <li>- Training,</li> <li>- Use of modern technology,</li> <li>- Good working conditions</li> </ul>	<p>Assist students to:</p> <p>discuss the importance and meaning of collective bargaining in an organization.</p> <p>Read the relevant Act 651 (Labour Law, 2003) and discuss the rights of both trade unions and management in dealing with industrial conflicts/labour disputes.</p> <p>Students to brainstorm to come out with factors that contribute to efficiency of labour.</p>	<p>Students review news paper reports/media reports on violation of rights of employees and prepare a report for class discussion</p> <p>Students in groups, to analyze the effect of the absence of one of the factors of production on business operation.</p>
<b>UNIT 3</b>  <b>FUNDAMENTALS OF PRODUCTION/ OPERATIONS MANAGEMENT</b>	<p>1.3.1 explain production and operations</p> <p>1.3.2 explain production/operations management</p>	<p><u>Meaning of production/operations</u> Transformation of raw materials, activities and other inputs into goods and services.</p> <p><u>Meaning of production/operations management</u> Organization and control of the production process</p>	<p>discuss the meaning of production and operations.</p> <p>discuss the meaning of production/operation management.</p>	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3 (CONT'D)</b>  <b>FUNDAMENTALS OF PRODUCTION/ OPERATIONS MANAGEMENT</b>	<p>The student will be able to:</p> <p>1.3.3 explain the importance of Production/operations management</p> <p>1.3.4 identify the main forms of production</p> <p>1.3.5 mention the five factors of production</p> <p>1.3.6 explain the meaning and role of the five business resources</p>	<p><u>Importance of production/operations management</u></p> <ul style="list-style-type: none"> <li>- Save cost</li> <li>- Avoid plant shutdowns</li> <li>- Ensure regular supplies to customers</li> <li>- Ensure replacement of worn-out parts, etc.</li> </ul> <p><u>Forms of production/operations</u></p> <ul style="list-style-type: none"> <li>- extractive</li> <li>- constructive</li> <li>- manufacturing</li> <li>- commercial</li> <li>- services</li> </ul> <p style="margin-left: 150px;">} industry</p> <p><u>Factors of production:</u> Capital, land, labour, entrepreneur and knowledge</p> <p><u>Capital</u> – money, machinery and other assets.</p> <p><u>Natural Resources</u> – land, water, minerals and other raw materials.</p> <p><u>Labour</u> - skilled and unskilled human power/labour</p> <p><u>Entrepreneurship</u> – the person who organizes capital, land and labour for business production</p> <p><u>Knowledge</u> – organized body of information that forms the basis of insights or judgment.</p>	<p>Assist students to:</p> <p>brainstorm to come out with the importance of production/operations management.</p> <p>discuss the various forms of production and show how these are grouped into primary, secondary and tertiary occupations.</p> <p>(Ref. Appendix 2: diagram of forms of production)</p> <p>discuss the meaning and analyze the role and importance of factors of production.</p> <p>identify and discuss the five major resources for business.</p> <p>explain organizations' need to share and manage knowledge as a valuable resource in order to survive.</p>	<p>State and explain the factors of production.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3 (CONT'D)</b>  <b>FUNDAMENTALS OF PRODUCTION/ OPERATIONS MANAGEMENT</b>	<p>The student will be able to:</p> <p>1.3.7 explain specialization and exchange.</p> <p>1.3.8 identify the advantages and the disadvantages of specialization.</p> <p>1.3.9 explain the types of production processes.</p> <p>1.3.10 describe the steps in production planning and control.</p> <p>1.3.11 analyze the importance of production control.</p>	<p><u>Specialization and exchange.</u> Specialization is the method of doing work for a singular, narrow, or limited scope of products, services, markets, or objectives</p> <p>Advantages and disadvantages of specialization.</p> <p><u>Types of production</u></p> <ul style="list-style-type: none"> <li>- Job,</li> <li>- Batch,</li> <li>- Flow.</li> </ul> <p><u>Steps in production planning and control</u></p> <ul style="list-style-type: none"> <li>- Loading</li> <li>- Routing</li> <li>- Scheduling</li> <li>- Dispatching</li> </ul> <p>i) Inventory control – purpose ii) Quality Control</p> <ul style="list-style-type: none"> <li>- Purpose</li> <li>- Steps</li> </ul>	<p>Assist students to:</p> <p>discuss the relationship between specialization and exchange in the production of goods and services</p> <p>advantages and disadvantages of specialization.</p> <p>discuss the various types of production processes.</p> <p>discuss details of production planning tools.</p> <p>discuss the importance of quality and inventory controls.</p>	<p>Students to find out the role played by</p> <p>a) Ghana Standards Board b) Food and Drugs Board c) Internal Quality Control</p>

# SENIOR HIGH SCHOOL- YEAR 3

## TERM TWO

### SECTION 1

#### FUNCTIONAL AREAS OF MANAGEMENT II

General objectives: The student will:

1. appreciate the importance of marketing in business.
2. recognize the various sources of funding for a business.
3. develop skills in using principles learnt in solving problems through case study.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1</b>  <b>PRINCIPLES OF MARKETING</b>	The student will be able to:  1.1.1 explain marketing.	<u>Meaning of marketing</u> Process of planning and executing the conception, pricing, promotion and distribution of ideas, goods and services to create exchanges that satisfy individual and organizational objectives.	Assist students to:  explain the meaning of marketing.	“Marketing is not relevant in the business world”. Discuss in class.
	1.1.2 identify some marketing activities.	<u>Marketing activities</u> - Research (identify consumer needs) - new product development) - publicity - Selling - Transporting - Storing - Financing, etc.	Use a case study (scenario) to guide students to know the activities involved in marketing.	Students state the steps they would take to market a new product or make it available to the general public to satisfy their needs. Discuss these steps in class.
	1.1.3 explain market segmentation.	<u>Meaning of market segmentation</u> The process of sub-dividing a heterogeneous market into distinct subsets of homogenous customers that behave in the same way or have similar needs.	Discuss factors of market segmentation.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1 (CONT'D)</b>  <b>PRINCIPLES OF MARKETING</b>	<p>The student will be able to:</p> <p>1.1.4 explain market segmentation.</p> <p>1.1.5 explain the marketing mix.</p> <p>1.1.6 explain the steps in new product development.</p> <p>1.1.7 describe the stages in product life cycle.</p> <p>1.1.8 explain the functions of packaging.</p>	<p><u>Bases of market segmentation</u></p> <ul style="list-style-type: none"> <li>- Demographic</li> <li>- Geographic</li> <li>- Psychographic,</li> <li>- Media graphics, etc.</li> </ul> <p><u>Marketing mix</u> Product, price, promotion and place And how they are blended in the firm's marketing strategy to achieve optimum results.</p> <p><u>Steps in new product development</u></p> <ul style="list-style-type: none"> <li>- Idea generation</li> <li>- Concept testing</li> <li>- Business analysis</li> <li>- Product screening</li> <li>- Product development</li> <li>- Test marketing (prototyping)</li> <li>- Commercialization</li> </ul> <p><u>Stages in product life cycle</u></p> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Growth</li> <li>- Maturity</li> <li>- Decline</li> <li>- Extinction</li> </ul> <p><u>Functions of packaging</u></p> <ul style="list-style-type: none"> <li>- Protection</li> <li>- Re-usage</li> <li>- Communication</li> <li>- New product planning</li> <li>- Product differentiation, etc.</li> </ul>	<p>Assist students to:</p> <p>explain the bases of market segmentation.</p> <p>discuss details of the components of the marketing mix (the 4Ps) <b>Note:</b> Exhaustive treatment of the 4ps is required.</p> <p>explain the steps in new product development.</p> <p>draw the product life cycle and explain each stage.</p> <p><b>Note:</b> Explain strategies used when a product/service reaches the decline stage discuss the functions of packaging.</p>	<p>Use case study to test students' understanding of the steps in new product development.</p> <p>Students in groups, identify some brands of washing soap and discuss the functions of packaging and submit a report to the class</p>

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<b>UNIT 1 (CONT'D)</b>  <b>PRINCIPLES OF MARKETING</b>	<p>The student will be able to:</p> <p>1.1.9 explain the use of branding in business</p> <p>1.1.10 explain price.</p> <p>1.1.11 explain factors affecting pricing decisions.</p> <p>1.1.12 explain pricing objectives.</p> <p>1.1.13 explain promotion and its importance.</p>	<p><u>Uses of branding</u></p> <ul style="list-style-type: none"> <li>- Product identification and differentiation</li> <li>- Building customer loyalty</li> <li>- Fixing prices (price differentiation)</li> <li>- New product planning</li> <li>- etc.</li> </ul> <p><u>Meaning of Price</u> The value of a good or service</p> <p><u>Factors affecting pricing decisions</u></p> <ul style="list-style-type: none"> <li>- Customer demand</li> <li>- Ability to pay</li> <li>- Cost</li> <li>- Government policy</li> <li>- Competition, etc</li> </ul> <p><u>Pricing objectives</u></p> <ul style="list-style-type: none"> <li>- Sales-based</li> <li>- Profit-based</li> <li>- Status-quo-based</li> </ul> <p><u>Meaning of promotion</u> Any communication used to inform, persuade and or remind people about an organization's products or services.</p> <p><u>Meaning and Importance of promotion</u></p> <ul style="list-style-type: none"> <li>- Establishes an image for a business/product/service</li> <li>- Creates awareness for a new product</li> <li>- Direct people to point of purchase</li> <li>- Answers consumer queries, etc.</li> </ul>	<p>Assist students to:</p> <p>brainstorm and come out with the uses and importance of branding.</p> <p>brainstorm to bring out the meaning of price.</p> <p>discuss the factors that influence pricing decisions</p> <p>discuss the pricing objectives in business.</p> <p>write up an advert for a chosen product.</p> <p>brainstorm and come out with the importance of promotion in business .</p>	<p>Interview local manufacturers and retailers about how they determine prices for their goods and services. Students write reports for class discussion.</p> <p>Interview two telephone service providers on their pricing objectives and present findings in class.</p> <p>Discuss the advert in class</p>

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<b>UNIT 1 (CONT'D)</b>  <b>PRINCIPLES OF MARKETING</b>	<p>The student will be able to:</p> <p>1.1.14 explain types of promotion.</p> <p>1.1.15 explain channels of distribution</p> <p>1.1.16 explain factors electing a channel of distribution</p> <p>1.1.16 explain the functions of wholesalers and retailers.</p>	<p><u>Types of promotion</u></p> <ul style="list-style-type: none"> <li>- Advertising</li> <li>- Public relations</li> <li>- Personal selling</li> <li>- Sales promotion</li> </ul> <p><u>Channels of distribution</u> e.g.  manufacturer → wholesaler → retailer → consumer</p> <p><u>Factors affecting choice of channel</u></p> <ul style="list-style-type: none"> <li>- Perishability of product</li> <li>- Number of users</li> <li>- Distance between producer and consumer , etc.</li> </ul> <p><u>Functions of wholesalers and retailers</u></p> <ul style="list-style-type: none"> <li>- Takes title to the products they sell</li> <li>- Break bulk</li> <li>- Provide access to products</li> <li>- Provide storage for goods</li> <li>- Provide credit terms</li> <li>- Etc.</li> </ul>	<p>Assist students to:</p> <p>suggest various ways of selling and sales promotion, discuss advantages and disadvantages of each method of sales promotion.</p> <p>explain the various channels of distribution</p> <p>outline factors that a producer must consider in deciding which channel(s) to select for distributing his or her product(s)</p> <p>list the functions of wholesalers and retailers in the distribution of goods and services.</p>	<p>Write an essay on advantages and disadvantages of advertising.</p> <p>Students in groups visit a local store to interview a wholesaler or retailer on his/her functions and make a presentation in class for discussion</p> <p>Visit the Internet and conduct some online shopping . Write a report and present it in class</p>
<b>UNIT 2</b>  <b>ELECTRONIC COMMERCE (e-COMMERCE)</b>	<p>1.2.1 explain e-Commerce and its importance to business</p>	<p><u>Meaning of Electronic Commerce (e-Commerce)</u></p> <p>Involves business activities conducted using electronic transmission over the Internet and the World Wide Web</p> <p>Importance of e-Commerce</p> <ul style="list-style-type: none"> <li>- Wider choices</li> <li>- Identify needs of clients/customers/suppliers</li> <li>- Faster speed of transactions</li> <li>- Instant access to information on product/service</li> </ul>	<p>discuss e-Commerce and its importance to business</p>	

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<b>UNIT 3</b>  <b>BUSINESS FINANCE</b>	<p>The student will be able to:</p> <p>1.2.1 explain business finance</p> <p>1.2.2 describe various sources of business finance.</p> <p>1.2.3 describe government lending programmes.</p> <p>1.2.3 describe venture capital funding</p>	<p><u>Meaning of business finance</u> business activity concerned with the acquisition and utilization funds in meeting financial and overall business objectives.</p> <p><u>Short-term sources of finance</u></p> <ul style="list-style-type: none"> <li>- Contributions</li> <li>- Personal savings</li> <li>- Remittances</li> <li>- Advances from relations and friends</li> <li>- Bank loans and overdrafts</li> <li>- Trade credits</li> <li>- Operating lease</li> <li>- Hire purchase</li> <li>- Micro finance institutions</li> <li>- NGO financing</li> </ul> <p><u>Long-term sources of finance</u></p> <ul style="list-style-type: none"> <li>- Debentures</li> <li>- Shares</li> <li>- Leases</li> <li>- Hire purchase</li> <li>- Bank loan</li> <li>- Mortgage and</li> <li>- Retained earnings</li> </ul> <p><u>Government lending programmes</u> Special government loans e.g. BUSAC Fund, NBSSI Credit Scheme, Micro Finance and Small Loans Centre (MASLOC)</p> <p><u>Venture capital funding</u> Equity financing provided by venture capital firms to small businesses. E.g. Ghana Venture Capital Fund, etc.</p>	<p>Assist students to:</p> <p>describe the sources and methods of raising short-term capital and long-term capital.</p> <p>analyze the effects of borrowing short-term capital for long-term projects.</p> <p><b>Note:</b> Teacher should emphasize the sources of finance available to small business.</p> <p>discuss available Ghana government programmes for lending to businesses, showing the responsible ministries for the programme.</p> <p>Invite a resource person, e.g. from the BUSAC, to make presentation on government support or credit schemes</p> <p>Invite resource persons to make a presentation on venture capital funding.</p>	<p>Students write an essay to show how they would get financial assistance if they want to setup their own business after school.</p> <p>This should be submitted for discussion.</p> <p>Students write an essay on importance of venture capital fund.</p>



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 1 (CONT'D)</b>  <b>ENTREPRENEURSHIP</b>	<p>The student will be able to:</p> <p>2.1.3 identify the roles of entrepreneurs.</p> <p>2.1.4 explain reasons for business successes and failures.</p> <p>2.1.5 describe how entrepreneurs convert problems into opportunities.</p> <p>2.1.6 identify ways of entering into business.</p> <p>2.1.7 prepare a business plan.</p>	<p><u>Roles of entrepreneurs in society</u></p> <ul style="list-style-type: none"> <li>- Invent and produce new things</li> <li>- Combine ideas and other resources to produce</li> <li>- Take risks and initiatives</li> <li>- Source of economic skill development,</li> <li>- Expand the economy</li> <li>- etc.</li> </ul> <p>Reasons for business successes and failures <b>(Ref. Year One,1.1.7)</b></p> <p><u>Converting problems into opportunities</u></p> <ul style="list-style-type: none"> <li>- Opportunity seeking</li> <li>- Goal setting</li> <li>- Creativity</li> <li>- Innovativeness, and</li> <li>- Risk taking</li> </ul> <p><u>Ways of entering business</u></p> <ul style="list-style-type: none"> <li>- Setting up a new business</li> <li>- Buying an existing business</li> <li>- Setting up as an agency of a big company</li> <li>- Acquire a franchise</li> </ul> <p><u>Contents of business plan</u></p> <ul style="list-style-type: none"> <li>- Name and address of business</li> <li>- Analysis of industry</li> <li>- Description of business</li> <li>- Production activities</li> <li>- Marketing activities</li> <li>- Financial plan</li> </ul>	<p>Assist students to:</p> <p>Put students in groups to brainstorm on the roles of the entrepreneur in the society.</p> <p>identify businesses that have been successful and others that have failed. Give reasons for each.</p> <p>discuss the steps in converting problems into opportunities.</p> <p>discuss the listed ways of entering business.</p> <p><b>Note:</b> An example of setting up as an agency of a big company is the case of licensed cocoa buying agents.</p> <p>discuss the steps in the development of a business plan.</p> <p><b>Note:</b> Stress that a business plan is a document that indicates what one intends doing, when and how they intend doing it.</p>	<p>Entrepreneurs are not needed in our business world". Discuss this in class.</p> <p>Identify a problem/need in your area and describe what you would do to satisfy that need.</p> <p>Visit a number of entrepreneurs in your locality and find out why and how they entered into their businesses. Discuss findings in class.</p> <p>Students prepare their own business plans for class discussion.</p> <p>Why are small businesses very common in Ghana?</p>

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<b>UNIT 1 (CONT'D)</b> <b>ENTREPRENEURSHIP</b>	<p>The student will be able to:</p> <p>2.1.8 explain record keeping.</p> <p>2.1.9. outline the importance of record keeping.</p> <p>2.1.10 identify types of records needed by entrepreneurs and business people</p> <p>2.1.11 explain' time management'</p> <p>2.1.12 outline the importance of time management.</p> <p>2.1.13 apply the techniques of time management</p>	<p><u>Meaning of Record Keeping</u>  Writing of the account of equipment/tools and business transactions to serve as evidence and for future direction.</p> <p><u>Importance of record keeping</u></p> <ul style="list-style-type: none"> <li>- Shows how much has been received and spent</li> <li>- Removes guesswork</li> <li>- Shows if business is doing well or not</li> <li>- Helps entrepreneur monitor cash flows</li> </ul> <p><u>Types of Records</u></p> <ul style="list-style-type: none"> <li>- Inventory</li> <li>- Stock requisition</li> <li>- Transactions (invoices, receipts)</li> <li>- Tax (income, profit, property, VAT, etc.)</li> <li>- Accounting (profit and loss, balance sheet, etc.)</li> <li>- Cash/Credit sales (credit notes, debit notes, etc.)</li> </ul> <p><u>Meaning of time management</u>  The act of using time, which is a scarce resource, judiciously to achieve the maximum within the shortest time available.</p> <p><u>Importance of time management</u></p> <ul style="list-style-type: none"> <li>- Reduces stress</li> <li>- Helps to achieve targets</li> <li>- Helps to meet deadlines</li> <li>- Increases customer satisfaction.</li> </ul> <p><u>Techniques of time management</u></p> <ul style="list-style-type: none"> <li>- Use time planners</li> <li>- Use time logs</li> <li>- Use diaries</li> <li>- Delegate duties</li> <li>- Set objectives</li> <li>- Establish deadlines, etc.</li> </ul>	<p>Assist students to:</p> <p>discuss the meaning of record keeping</p> <p>discuss the importance of record s keeping to the entrepreneur.</p> <p>discuss the types of records and their uses.</p> <p>discuss the meaning of time management</p> <p>discuss the importance of time management .</p> <p>discuss the techniques listed under content.</p> <p>Role play items 4 – 6 in class.</p>	<p>Students collect samples of the records listed from businesses in the locality for exercises in class</p> <p>Students to keep copies of the items 2.1.13 listed under content</p>

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<p><b>UNIT 2</b></p> <p><b>SMALL BUSINESS</b></p>	<p>The student will be able to:</p> <p>2.2.1 explain small business.</p> <p>2.2.2 categorize small businesses and describe how they are formed.</p> <p>2.2.3 describe the importance of small businesses in Ghana.</p>	<p><u>Meaning of small business</u>  Organization that is independently owned, financed and operated.  <b>(Ref. NBSSI definition)</b> a small business is an establishment that employs between 1 and 29 people.</p> <p><u>Categories of small businesses</u></p> <ol style="list-style-type: none"> <li>1. Micro enterprise: any business that employs 1 to 5 people and has assets up to \$10,000.00, excluding land and building.</li> <li>2. Small enterprise is business that employs 6 to 29 people and have assets up to \$100,000.00 excluding land and buildings.</li> <li>3. Medium Enterprise: is business that employs between 30 and 99 people.</li> <li>4. Large scale is any business that employs 100 people and above.</li> </ol> <p><u>Types and formation process of small business</u>  Registration procedures;  tax system, etc.</p> <p><u>Importance of small business</u></p> <ul style="list-style-type: none"> <li>- Source of income for the state</li> <li>- Centres for skills training</li> <li>- Creates jobs in the informal sector</li> <li>- Incubators for large-scale business development</li> </ul>	<p>Assist students to:</p> <p>discuss the meaning of small business.  Note: stress that small business has fewer than 100 employees.</p> <p>give examples of small businesses and describe how they are formed.</p> <p>discuss the importance of small businesses in the economy of Ghana.</p>	<p>Students go out to interview small business owners using prepared schedule.</p> <p>Students differentiate between entrepreneurial ventures and small businesses.</p>

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<b>UNIT 2 (CONT'D)</b>  <b>SMALL BUSINESS</b>	<p>The student will be able to:</p> <p>2.2.4 identify and describe some of the personality factors needed for business success.</p> <p>2.2.5 describe ways for sustaining an established business.</p> <p>2.2.6 describe challenges of small businesses in Ghana.</p> <p>2.2.7 explain the role of government in promoting small business.</p>	<p><u>Personality factors in business</u> Hard work, persistence, motivation, team-work, monitoring and evaluation, direction, creativity and innovating, etc.</p> <p><u>Ways to sustain a successful business</u></p> <ul style="list-style-type: none"> <li>- Keeping of proper accounts</li> <li>- Evaluating performance</li> <li>- Constant stock-taking</li> <li>- Seeking further advice for development</li> <li>- Adopting current business strategies/practices</li> <li>- Creativity and innovation, etc.</li> </ul> <p><u>Challenges of small business</u></p> <ul style="list-style-type: none"> <li>- Improper book keeping</li> <li>- Lack of managerial skills,</li> <li>- Lack of financing,</li> <li>- etc.</li> </ul> <p><u>State's effort in promoting business</u> Role of National Board for Small-Scale Industries (NBSSI).</p>	<p>role-play to bring out some of the personality factors needed for business success.</p> <p>discuss ways for sustaining the growth of an established business.</p> <p>identify and explain challenges of small business through the use of case study.</p> <p>Discuss efforts made by the state to promote businesses in Ghana.</p> <p><b>Note:</b> Research online or invite resource persons to talk on the role of NBSSI and EMPRETEC in promoting small businesses in Ghana.</p>	<p>Students write essay on how to sustain an established business.</p> <p>Develop an interview schedule on small business management. Conduct interviews to find out problems of small businesses in the locality and submit report to class for discussion.</p>