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Module-3

ENTREPRENEURSHIP

Trainer Guide

National Vocational Certificate Level 3

Version 1 - March 2020



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Introduction

Competence-based training helps to bridge the gap between what is taught in training and what tasks will be performed on the job. Training trainees to perform actual job functions helps to ensure that future front-line workers have the skills, knowledge and abilities required to perform their jobs properly, safely and effectively. In addition to competence-based training, assessment based on the performance of actual work competencies helps to ensure that:

- trainees are performing their work tasks as safely as possible
- performance gaps are recognized prior to serious incidents
- training can be implemented to improve competence.

There are significant benefits to competence-based training:

1. Cost effectiveness

Since training activities and assessments in a competence-based approach are goal-oriented, trainers focus on clearly defined areas of skills, knowledge and understanding that their own industry has defined in the competence standards. At the same time, trainees are more motivated to learn when they realize the benefits of improved performance.

2. Efficiency

The transfer gap between the training environment and working on the job is reduced substantially in a competence-based approach. This is because training and assessment are relevant to what needs to be done on the job. As a result, it takes less time for trainees to become competent in the required areas. This, in turn, contributes to improved efficiency where training and assessment are concerned.

3. Increased productivity

When trainees become competent in the competence standards that their own industry has defined, when they know what the performance expectations are and receive recognition for their abilities through successful assessments, they are likely to be more motivated and experience higher job satisfaction. The result is improved productivity for organizations. The communication and constructive feedback between future employers and employees will improve as a result of a competence-based approach, which can also increase productivity.

4. Reduced risk

Using a competence-based approach to training, development, and assessment, employers are able to create project teams of people with complementary skills. A trainee's record of the skills, knowledge and understanding relating to the competence standards they have achieved can be used by a future employer to identify and provide further relevant training and assessment for new skills areas. Competence standards can shape employee development and promotional paths within an organization and give employees the opportunity to learn more competencies beyond their roles. It can also provide organizations with greater ability to scale and flex as needed, thereby reducing the risk they face.

5. Increased customer satisfaction

Employees who have been trained and assessed using a competence-based approach are, by the definition of the relevant competence standards, able to perform the required tasks associated with a job. The knock-on effect is that, in service-related industries, they are able to provide high service levels, thereby increasing customer satisfaction. In production or manufacturing industries, they are able to work closely to industry standards in a more effective and efficient way.

Lesson plans

This manual provides a series of lesson plans that will guide delivery of each module for the *Entrepreneurship* qualification. It is important for trainers to be flexible and be ready to adapt lesson plans to suit the context of the subject and the needs of their trainees.

Good teachers acknowledge that CBT means each and every trainee in the class learns at a different speed. The good teacher is prepared to throw aside the day's lesson plan and do something different (and unplanned) for the class even if it means 'writing' a lesson plan for each trainee to match their learning pace for that day or week.

Learning by doing is different from learning theory and then applying it. To learn to do something, trainees need someone looking over their shoulder saying 'it's not quite like that, it's like this', 'you do it like this because ...', or even 'tell me why you chose to do it like this?'

In this way, trainees learn that theoretical knowledge is meaningless if it is not seen in the context of what they are doing. In other words, if a trainee doesn't know why they do something, they will not do it competently (skills underpinned by knowledge = competent performer).

This is how a *Entrepreneurship* acquires a practical grasp of the standards expected. It's not by learning it in theory, but because those standards are acquired through correction by people who show what the standards are, and correct the trainee where they do not meet those standards, and where they repeat it correction until they have internalised those standards.

Demonstration of skill

Demonstration or modeling a skill is a powerful tool, which is used, in vocational training. The instructions for trainers for demonstration are as under:

- a) Read the procedure mentioned in the Trainer Guide for the relevant Learning Unit before demonstration.
- b) Arrange all tools, equipment and consumable material, which are required for demonstration of a skill.
- c) Practice the skill before demonstration to trainees, if possible.
- d) Introduce the skill to trainees clearly at the commencement of demonstration.
- e) Explain how the skill relates to the skill(s) already acquired and describe the expected results or show the objects to trainees.
- f) Carry out demonstration in a way that can be seen by all trainees.
- g) Use the same tools and materials that the learner will be using.
- h) Go through EACH of the steps involved in performing the skill.
- i) Go SLOWLY - describe each step as it is completed.
- j) Encourage the learners to move around and watch what you are doing from a number of different angles.

- k) Identify critical or complex steps, or steps that involve safety precautions to be followed.
- l) Explain theoretical knowledge where applicable and ask questions to trainees to test their understanding.
- m) Try to involve the learners: Ask them questions about why they think the process may work that way.
- n) Repeat critical steps in demonstration, if required.
- o) Summarize the demonstration by asking questions to trainees.

Involvement in the process (actively seeing) is important at this stage. When you work on getting involved, getting people to participate, you make them a part of what is happening. Questions for clarification or explanation are important throughout the demonstration. It is up to the learners to ask questions about things they do not understand, but it is also important for trainers to seek out and elicit questions from learners. A trainer may need to do repeated demonstrations of difficult or complex skills.

Overview of the program

Course: National Vocational Qualification in Entrepreneurship – Level 3	Total Course Duration: 300 hrs
Course Overview:	
The purpose of this training is to develop a range of skills and techniques, personal skills and attributes essential for successful performance in Entrepreneurship sector in accordance with industry requirements. Graduates of this program may find employment in local and international industries	

Module	Learning Unit	Duration
Module 1: Apply computer skills at workplace Aim: The aim of this module is to to apply computer skills at workplace. This section is crafted to develop knowledge and skills required to apply computer skills at workplace.	LU1: Use internet for browsing business information LU2: Prepare In-page documents as per required information LU3: Prepare word documents on relevant business information LU4: Prepare spreadsheets on relevant business information LU5: Prepare presentations on relevant business information LU6: Communicate business information via email	200
Module 2: Communicate effectively at workplace Aim: The aim of this module is to to communicate effectively at workplace. This section is crafted to develop knowledge and skills required to effectively communicate within and outside a workplace	LU1: Communicate within internal stakeholders LU2: Communicate with external stakeholders LU3: Collect feedback from stakeholders	50
Module 3: Identify Business Opportunities Aim: The aim of this module is to	LU1: Develop self against skills and attributes required for entrepreneurship LU2: Collect information on various funding sources	150

Module	Learning Unit	Duration
develop knowledge skills and understanding needed to identify business opportunities.	LU3: Finalize the business idea LU4: Present business idea to potential support providers	
Module 4: Identify key resources available for business Aim: The aim of this module is to identify key resources available for business. This section is crafted to develop knowledge and skills required for assessing financial, physical and human resources for a business venture.	LU1: Assess financial resources LU2: Assess physical resources LU3: Assess human resources	70
Module 5: Develop Elementary Business Plan Aim: The aim of this module is to develop an elementary business plan. This section is crafted to develop knowledge and skills required knowledge for describing product/service, assessing market situation, identifying business scope, and developing initial execution plans for a business venture.	LU1: Prepare description of product/ service LU2: Assess market situation LU3: Specify size and type of business LU4: Design business process of product/service LU4: Develop Cost & Price structure LU5: Identify business risks	170
Module 6: Set-up a micro business Aim: The aim of this module is to set up a micro business. This section is crafted to develop knowledge and skills required knowledge for registering and	LU1: Register business LU2: Select appropriate business location	50

Module	Learning Unit	Duration
setting up a location for business.		
<p>Module 7: Practice Business Ethics</p> <p>Aim: The aim of this module is to practice business ethics. This section is crafted to develop knowledge and skills required to develop ethical work culture, adopt eco-friendly and socially responsible practices.</p>	<p>LU1: Develop an ethical work culture</p> <p>LU2: Ensure safe work environment</p> <p>LU3: Adopt eco-friendly work practices</p> <p>LU4: Adopt socially responsible practices</p>	110

FORMAT FOR LESSON PLAN

Module I: Identify Business Opportunities

Learning Unit 1: Develop self against skills and attributes required for entrepreneurship

Methods	Key Notes	Media	Time
The materials and techniques used for identify business opportunities			

Introduction

This session will introduce the learners who intend to start a business, become self-employed or want to get prerequisite knowledge before starting a business.

Main Body

- P1.** Set personal objectives for pursuing entrepreneurship
 - The fundamentals of entrepreneurship including, causal and effectual entrepreneurship
 - The characteristics, skills and attributes possessed by entrepreneurs
 - Risks and rewards for an entrepreneur
- P2.** Document gaps in self for skills and attributes required for an entrepreneur
 - Identifying personal strengths and weaknesses
- P3.** Take appropriate actions to cover identified gaps
 - Techniques to conduct self-assessment for entrepreneurial skills
 - Identification of learning mediums

Conclusion

To conclude the session, review the techniques and materials used for identify business opportunities . Give learners the opportunity to ask questions.

Assessment

Question and answer, discussion groups with feedback, observation of practice skills development

Total time:

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Module 3: Identify Business Opportunities			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Develop self against skills and attributes required for entrepreneurship	<p>Conduct a session to discuss the fundamentals of entrepreneurship including, causal and effectual entrepreneurship. Encourage ALL trainees to participate in the discussion. Ensure that the discussion addresses the following points:</p> <ul style="list-style-type: none"> ○ Identify the concept of entrepreneur and entrepreneurship ○ Identify the difference between casual and effectual entrepreneurship ○ Identify entrepreneur traits ○ Risk Taking activity <p>Make different groups and ask learners to create a list of softs and technical skills to highlight their strengths and weaknesses. After this activity students of different groups will present flip charts presentation in front of class.</p> <p>Each trainee will have his/her self - assessment /gap analysis</p> <ul style="list-style-type: none"> ○ Technical and soft skills training program <p>Invite an entrepreneur, possibly a woman, or one with a disability, to discuss the characteristics of successful entrepreneurs with the learners.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to develop self against skills and attributes required for entrepreneurship</p>	<ul style="list-style-type: none"> • Classroom 	<ul style="list-style-type: none"> • Multimedia Presentation. • Handouts Illustrating: <ul style="list-style-type: none"> ○ Prepare Entrepreneurial guest lecture with the desired questions on skills and attributes. ○ Video to be finalize on Risk Taking on Entrepreneurs.
LU2:		<ul style="list-style-type: none"> • Class room 	<ul style="list-style-type: none"> • Multimedia Presentation.

Module 3: Identify Business Opportunities			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
Collect information on viable business ideas	<p>Lead a discussion on viable business ideas relating the new topic with the past discussion through brain storming process and ask questions for finding their knowledge on past topics taught. Encourage all the trainees to participate in brainstorming activity</p> <p>Assign tasks to get feedback from previous learning activity and their understanding.</p> <p>Invite guest speaker from industry to explain the interpretation of documents according to requirement</p> <ul style="list-style-type: none"> ○ Identification types of different survey methods(qualitative / quantitative) ○ Identification the elements of the DEMING CYLE(BRAIN STORMING relate your business to the Deming cycle) <p>Make different groups in class and ask the students to put the following learning elements in the Deming cycle frame work.</p> <ul style="list-style-type: none"> ○ Concept of the business value chain (PLAN) ○ Documentation techniques (DO) ○ Report writing (DO) ○ Customer need analysis including existing business, types of customers, location, needs recognition (DO) ○ Elementary cost evaluation (ACT) <p>Make groups and provide them report writing formats and ask them to develop their reports on the following areas:</p>		<ul style="list-style-type: none"> ● Handouts Illustrating: <ul style="list-style-type: none"> ○ Format of Deming Cycle Framework Model. ○ Formats of different types of Surveys. ○ Sample Report Writing on Description of Business.

Module 3: Identify Business Opportunities			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<ul style="list-style-type: none"> ○ Description of business ○ Basic survey methods ○ Deming cycle (Plan Do Check (study) Act) ○ Concept of the business value chain ○ Documentation techniques ○ Report writing ○ Customer need analysis including existing business, types of customers, location, needs recognition ○ Elementary cost evaluation ○ Techniques of evaluating business options in terms of cost, service, quality, sales, profit margin, overall expenses. ○ Techniques of evaluating business options in terms of cost, service, quality, sales, profit margin, overall expenses <p>Ask each group to present their report on MS Word and present using MS PowerPoint.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Collect information on viable business ideas</p>		
LU3: Collect information on various funding sources	<p>Lead a discussion through brain storming process and check their knowledge about various funding sources.</p> <p>Encourage all the trainees to participate in brainstorming activity and discussion</p> <ul style="list-style-type: none"> ○ What is important for business? ○ How is important finance for business? <p>Group discussion on the following</p>	<ul style="list-style-type: none"> • Classroom 	<ul style="list-style-type: none"> • Multimedia Presentation. • Handouts Illustrating: <ul style="list-style-type: none"> ○ Different types of funding sources i.e terms and conditions of Banks Loans, family friends, government institutions, micro financing, etc.

Module 3: Identify Business Opportunities			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<ul style="list-style-type: none"> ○ Funding sources(including family, friends, funding agencies, grants, government institutions, commercial banks, business incubation centres) ○ Terms and conditions of loan payment <p>Prepare Individual work sheet on the available funding resources which he or she has opted.</p> <ul style="list-style-type: none"> ○ Family and friend ○ Personal equity ○ Funding donor agencies /grants ○ Commercial banks ○ Govt. institutions ○ Business incubation centers ○ Micro finances <p>Make small groups and Ask them to prepare presentation on flip chart and present the presentation in front of the class for further input from the teacher.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Collect information on various funding sources.</p>		
LU4: Finalize the business idea	<p>Lead a discussion through brain storming process and check their knowledge about the finalization of business idea.</p> <p>Encourage all the trainees to participate in brainstorming activity and ask questions to get feedback of their understanding.</p> <ul style="list-style-type: none"> ○ What are the types of resources for starting up a business? ○ How to finalize the business idea? 	<ul style="list-style-type: none"> • Class room 	<ul style="list-style-type: none"> • Multimedia Presentation. • Handouts Illustrating: <ul style="list-style-type: none"> ○ Sample of comparative analysis of 4p's. ○ Worksheet on estimated cost of resources for the business idea

Module 3: Identify Business Opportunities			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>Make different small groups and lead discussion on the following areas:</p> <ul style="list-style-type: none"> ○ Types of resources (financial, human and physical resources) ○ Basic estimated cost of resources ○ Market segmentation (behavioral, demography, geography, psychographic etc.) ○ Comparative analysis of 4p's ○ Important key technologies of business ideas <p>Ask Groups to prepare presentation using flip charts and present in class. Conduct Q/A session for further input.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Finalize the business idea.</p> <p>Then present multimedia presentation for review of all discussed topics.</p>		
LU5: Present business idea to potential support providers	<p>Lead a discussion through brain storming process and check their knowledge about business idea to potential support providers</p> <p>Encourage all the trainees to participate in brainstorming activity and discussion and ask questions to get feedback of their understanding.</p> <ul style="list-style-type: none"> ○ Identify the support providers? <p>Make small groups and start discussion on the following support providers:</p> <ul style="list-style-type: none"> ○ Career counselors, mentors, existing 	Class room	<ul style="list-style-type: none"> ● Multimedia Presentation. ● Handouts Illustrating: <ul style="list-style-type: none"> ○ Sample business idea pitch for the practice of developing business idea for the learners in front of the potential support providers.

Module 3: Identify Business Opportunities			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>entrepreneurs, chambers of commerce, public organizations, startup investment companies.</p> <p>Prepare an individual statement of business idea pitch and ask the trainees to present in front of the class</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Present business idea to potential support providers</p> <p>Then present multimedia presentation for review of all discussed topics.</p>		

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Module 4: Identify key resources available for business			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Assess financial resources	<p>Lead a discussion through brain storming process and check their knowledge about Assess financial resources.</p> <p>Encourage all the trainees to participate in brainstorming activity and ask questions to get feedback of their understanding.</p> <ul style="list-style-type: none"> ○ What are the financial resources that are required for small and medium enterprises? <p>Make small groups and facilitate a conversation on following areas:</p> <ul style="list-style-type: none"> ○ Types of financial resources ○ Exploring financial resources ○ Accessing financial resourcing <p>Make small groups and practically perform gap analysis for business assessment and help to prepare documentation regarding gap analysis for further financial decision.</p> <p>Ask learners to prepare group presentation to display GAP ANALYSIS in front of the class.</p> <p>Facilitate enhancement of interpersonal skills through presentation</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Assess financial resources.</p> <p>Then present multimedia presentation for review of all discussed topics.</p>	<ul style="list-style-type: none"> • Classroom 	<ul style="list-style-type: none"> • Multimedia Presentation. • Handouts Illustrating: <ul style="list-style-type: none"> ○ Format on GAP Analysis ○ Sample on the following: <ul style="list-style-type: none"> Types of financial resources Exploring financial resources Accessing financial resourcing

Module 4: Identify key resources available for business			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU2: Assess physical resources	<p>Lead a discussion through brain storming process and check their knowledge about Assess physical resources.</p> <p>Encourage all the trainees to participate in brainstorming activity and ask questions to get feedback of their understanding.</p> <ul style="list-style-type: none"> ○ What are the types of physical resources? <p>Make pair and ask to develop a basic budgeting model. (trainer must provide basic budgeting model to learners)'</p> <p>Ask the learners to display and present the budgeting sheets in front of the class.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Assess physical resources</p> <p>Then present multimedia presentation for review of all discussed topics.</p>	<ul style="list-style-type: none"> • Class room 	<ul style="list-style-type: none"> • Multimedia Presentation. • Handouts Illustrating: <ul style="list-style-type: none"> ○ Format on basic budging model (Cash Flow Statement depicting Assess physical resources.
LU3: Assess human resources	<p>Conduct a brain storming session to check learners' knowledge to Assess human resources.</p> <p>Encourage all the trainees to participate in brainstorming activity and ask to present:</p> <ul style="list-style-type: none"> ○ Types of human resources as per business scope ○ Basics of human resource management as per business requirement ○ Creation of job descriptions as per the required 	<ul style="list-style-type: none"> • Class room 	<ul style="list-style-type: none"> • Multimedia Presentation. • Handouts Illustrating: <ul style="list-style-type: none"> ○ Format of job descriptions as per the required skills.

Module 4: Identify key resources available for business			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>skills</p> <p>Make small groups and give learners HR designations to prepare job description as per the required skills.</p> <ul style="list-style-type: none"> ○ Manager ○ Supervisor ○ Office boy <p>Ask the learners to prepare presentation of JD'S on flip charts and present in front of class.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to Assess human resources</p> <p>Then present multimedia presentation for review of all discussed topics.</p>		

Module 5: Develop Elementary Business Plan			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Prepare description of product/ service	<p>Lead a discussion through brain storming process and check their knowledge about description of product/ service.</p> <p>Encourage all the trainees to participate in brainstorming activity through presentation and ask questions to get feedback of their understanding.</p> <ul style="list-style-type: none"> ○ Identification of different types of products/ services ○ How to prepare outline and parameters of 	<ul style="list-style-type: none"> • Classroom 	<ul style="list-style-type: none"> • Multimedia Presentation. • Handouts Illustrating: <ul style="list-style-type: none"> ○ Sample documents of product / services with.

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Module 5: Develop Elementary Business Plan			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>product/services?</p> <ul style="list-style-type: none"> ○ What is product/service portfolio and how it can be delivered against his/her business idea? ○ What are the salient features of unique selling point? ○ How to use USP efficiently? ○ State the benefits <p>Make small groups and ask the learners to enlist product/service USP, benefits including the areas where they can be innovative on the flip charts</p> <p>Ask the learners to present their presentation in front of class.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to interpretation and prepare the description of product/ service.</p> <p>Then present multimedia presentation for review of all discussed topics.</p>		
LU2: Assess market situation	<p>Lead a discussion through brain storming process and check their knowledge about Assessing market situation.</p> <p>Encourage all the trainees to participate in brainstorming activity and discussion.</p> <p>Prepare a presentation on inventory reports and their preparation requirements and ask questions to get feedback of learner's understanding.</p>	<ul style="list-style-type: none"> • Class room 	<ul style="list-style-type: none"> • Multimedia Presentation. • Handouts Illustrating: <ul style="list-style-type: none"> ○ Hand out of market segmentation and role of 4ps.

Module 5: Develop Elementary Business Plan			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<ul style="list-style-type: none"> ○ How market segmentation can be used to asses target market? ○ What is the role of 4P's(explain different strategies of 4P's) <p>Make small groups and ask the learners to perform competitor analysis and compare the results with other groups.</p> <p>Trainer should explain opportunity cost and break even analysis via graphical presentation.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to interpretation about Assess market situation. Then present multimedia presentation for review of all discussed topics.</p>		
LU3: Specify size and type of business	<p>Lead a discussion through brain storming process and check their knowledge about Specify size and type of business. Encourage all the trainees to participate in brainstorming activity and discussion.</p> <p>Prepare a presentation on inventory reports and their preparation requirements and ask questions to get feedback of their understanding.</p> <ul style="list-style-type: none"> ○ What are the types of business according to size? ○ One size is known, specify the type of business? <p>Make different groups and ask them to enlist the basic</p>	<ul style="list-style-type: none"> • Class room 	<ul style="list-style-type: none"> • Multimedia Presentation. • Handouts Illustrating: <ul style="list-style-type: none"> ○ Sample of financial estimations of the business.

Module 5: Develop Elementary Business Plan			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>infrastructure that s needed for the business and prepare its financial estimation.</p> <p>Ask each group to prepare their presentations on flip chart and preset in front of the class.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to interpretation and preparation to specify the size and type of business.</p>		
LU4: Design business process of product/service	<p>Lead a discussion through brain storming process and check their knowledge about designing the business process of product/service</p> <p>Encourage all the trainees to participate in brainstorming activity and discuss presentation then ask questions to get feedback of their understanding.</p> <ul style="list-style-type: none"> ○ What are the basic functions of management? ○ Describe functions of management mentioned as follow: ○ (Planning, organizing, leading, staffing, controlling). <p>Conduct a group activity and ask each group to prepare assignment on fundamentals of Inventory Management on key elements i.e. operational and support process and sources of procurement.</p> <p>Ask the learners to display the flipcharts to share their write up about Inventory management.</p> <p>Make small groups and assign the task of group discussion on following key elements:</p> <ul style="list-style-type: none"> ○ Types of selling and selling mediums 	<ul style="list-style-type: none"> • Class room 	<ul style="list-style-type: none"> • Multimedia Presentation. • Handouts Illustrating: <ul style="list-style-type: none"> ○ Sample of hierarchal function of management. ○ Sample of inventory management of a business. ○ Sample on a design business process of product/service.

Module 5: Develop Elementary Business Plan			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>(Transactional, Feature, Value, and Consultative selling)(stock exchange, Google, social media, local market, e-commerce etc.)</p> <p>Actively lead the discussion and answer the queries of the learners.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to interpretation and preparation of Designing business process of product/service.</p> <p>Then present multimedia presentation for review of all discussed topics.</p>		
LU5: Develop Cost & Price structure	<p>Lead a discussion through brain storming process and check their knowledge about designing the business process of product/service.</p> <p>Encourage all the trainees to participate in brainstorming activity and discuss presentation then ask questions to get feedback of their understanding.</p> <ul style="list-style-type: none"> ○ What is manufacturing cost? ○ What are the types of pricing strategy and how it effects small medium enterprise? ○ How manufacturing cost effects pricing strategy? <p>Make small groups and give task to develop competitive pricing strategy and facilitate the learners Questions and answers.</p> <p>Ask the learners to display the flipchart In front of the class and share their write up about pricing strategy.</p>	<ul style="list-style-type: none"> • Class room 	<ul style="list-style-type: none"> • Multimedia Presentation. • Handouts Illustrating: <ul style="list-style-type: none"> ○ Sample on manufacturing cost and price structure.

Module 5: Develop Elementary Business Plan			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	Learners must be able to practice and develop their knowledge and skills relating to interpretation and preparation of Designing business process of product/service Then present multimedia presentation for review of all discussed topics.		
LU6: Identify business risks	<p>Lead a discussion through brain storming process and check their knowledge about Identification of business risks</p> <p>Encourage all the trainees to participate in brainstorming activity and discuss presentation then ask questions to get feedback of their understanding.</p> <ul style="list-style-type: none"> ○ What is risk management? ○ Identify different types of risks(Strategic Risk, Compliance Risk, Operational Risk, Financial Risk, and Reputational Risk, cyber risks, disasters, PESTLE risks) <p>Learners must be able to practice and develop their knowledge and skills relating to interpretation and identification of business risks.</p> <p>Then present multimedia presentation for review of all discussed topics.</p>	<ul style="list-style-type: none"> • Class room 	<ul style="list-style-type: none"> • Multimedia Presentation. • Handouts Illustrating: <ul style="list-style-type: none"> ○ Types of risks (Strategic Risk, Compliance Risk, Operational Risk, Financial Risk, and Reputational Risk, cyber risks, disasters, PESTLE risks)

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Module 6: Set-up a micro business			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Register business	<p>Explain the concepts with a PowerPoint presentation including.</p> <ul style="list-style-type: none"> ○ Types of businesses (Merchandising Business, Manufacturing Business, Hybrid Business, Sole Proprietorship, Partnership, Corporation, Limited Liability Company) ○ Types of infrastructure requirements. ○ Relevant Authorities (SECP, PTO Office, FBR) <p>Conduct a Quiz to reinforce the taught concepts</p>	<ul style="list-style-type: none"> • Classroom 	<ul style="list-style-type: none"> • Multimedia Presentation. • Handouts Illustrating: <ul style="list-style-type: none"> ○ Sample documents on registering a business: <ul style="list-style-type: none"> - Merchandising Business - Manufacturing Business, - Hybrid Business, - Sole Proprietorship, - Partnership, Corporation, - Limited Liability Company.
LU2: Select appropriate business location	<p>Explain the concepts of risk mitigation actions using appropriate media including:</p> <ul style="list-style-type: none"> ○ Observation of the market, research based activity in the market intelligence. ○ Monitoring and allocation of the resources to the concerned departments. (Marketing, finance, operations, production, IT and etc.) <p>Conduct a brainstorming session for better understanding of selecting an appropriate business location and resource allocation.</p>	<ul style="list-style-type: none"> • Class room 	<ul style="list-style-type: none"> • Multimedia Presentation. • Handouts Illustrating: <ul style="list-style-type: none"> ○ Handouts on monitoring and allocation of the resources.

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Module-7

ENTREPRENEURSHIP

Trainer Guide

National Vocational
Certificate Level 3

Version 1 - March 2020

Module 7: Practice Business Ethics			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Develop an ethical work culture	<p>Lead a discussion through brain storming process and check their knowledge about an ethical work culture.</p> <p>Encourage all the trainees to participate in brainstorming activity and discussion Presentation on ethical work culture and preparation requirements shown to trainees and ask questions to get feedback of their understanding.</p> <ul style="list-style-type: none"> ○ What is meant by professionalism? ○ What are the basic principles of work ethics? ○ How do you demonstrate ethical behavior in the work place? ○ How to manage employee from different societal, cultural, physical and mental back ground? ○ What is inter and intra departmental communication? ○ How communication can be effective by using different channels? <p>Make small groups and give assignment on public and private work place policies and procedures. Trainer will ask the learners to display their activity in front of the class. Q/A session managed by the trainer.</p> <p>Make small groups and give assignment on government regulation and cyber harassment law and its code of ethics. Trainer to facilitate and mentor the activity with the learners with the help of presentation.</p>	<ul style="list-style-type: none"> ● Classroom 	<ul style="list-style-type: none"> ● Multimedia Presentation. ● Handouts Illustrating: <ul style="list-style-type: none"> ○ Regulation and cyber harassment law and its code of ethics. ○ Cooperate monitoring tools to manage work places.

Module 7: Practice Business Ethics			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>Make small groups and assign the task to learners to design monitoring plan to in cooperate monitoring tools to manage work places. Trainer will ask the learner to display the activity. Q/A session managed by the trainers.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to ethical work culture. Then present multimedia presentation for review of all discussed topics.</p>		
LU2: Ensure safe work environment	<p>Lead a discussion through brain storming process and check their knowledge about safe work environment. Encourage all the trainees to participate in brainstorming activity and discussion Presentation on safe work environment and their preparation requirements shown to trainees and ask questions to get feedback of their understanding.</p> <ul style="list-style-type: none"> ○ Why is it important to maintain a safe and healthy environment at work place? ○ What responsibilities does an employer have to ensure safe and healthy work environment for employees? <p>Make small groups and ask the learners to design an action plan on the following:</p> <ul style="list-style-type: none"> ○ Health & Environmental safety ○ Emergency drills ○ Calculating / assessing risks <p>Ask learners to display their task using flip charts.</p>	<ul style="list-style-type: none"> ● Class room 	<ul style="list-style-type: none"> ● Multimedia Presentation. ● Handouts Illustrating: <ul style="list-style-type: none"> ○ Health & Environmental safety rules ○ Emergency drills ○ Calculating / assessing risks.

Module 7: Practice Business Ethics			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>Arrange Q/A session.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to safe work environment according to requirements</p> <p>Then present multimedia presentation for review of all discussed topics.</p>		
LU3: Adopt eco-friendly work practices	<p>Lead a discussion through brain storming process and check their knowledge about eco-friendly work practices.</p> <p>Encourage all the trainees to participate in brainstorming activity and discussion</p> <p>Presentation on eco-friendly work practices and their preparation requirements shown to trainees and ask questions to get feedback of their understanding.</p> <ul style="list-style-type: none"> ○ How work place can be eco-friendly? ○ Why eco-friendly work place is important? ○ What are the environmental performances indicated? <p>Explain eco-friendly work practices by showing small video</p> <p>Make small groups and ask the learners to analyse the video and give their input as per the eco-friendly work practices</p> <p>Ask the learners to display the video analyses through flip charts in front of the class.</p>	<ul style="list-style-type: none"> • Class room 	<ul style="list-style-type: none"> • Multimedia Presentation. • Handouts Illustrating: <ul style="list-style-type: none"> ○ Samples of eco -friendly work practices.

Module 7: Practice Business Ethics			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>Q/A session facilitated by the trainer for further input.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to interpretation and preparation of Adopt eco-friendly work practices according to requirements</p> <p>Then present multimedia presentation for review of all discussed topics.</p>		
LU4: Adopt socially responsible practices	<p>Lead a discussion through brain storming process and check their knowledge about the Adoption of socially responsible practices.</p> <p>Encourage all the trainees to participate in brainstorming activity and discussion</p> <p>Presentation on Adopt socially responsible practices and their preparation requirements shown to trainees and ask questions to get feedback of their understanding.</p> <ul style="list-style-type: none"> ○ Identification of labor laws ○ Identification of social security regulations <p>Make small groups and give assignment to the learners on the following :</p> <ul style="list-style-type: none"> ○ Introduction to the Govt. labor laws and security regulations for small startup businesses. <p>Trainer to facilitate the assignment with the learners in the relevant labor laws act.</p> <p>Learners must be able to practice and develop their</p>	<ul style="list-style-type: none"> ● Class room 	<ul style="list-style-type: none"> ● Multimedia Presentation. ● Handouts Illustrating: <ul style="list-style-type: none"> ○ Government Labor laws. ○ Social security regulations.

Module 7: Practice Business Ethics			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>knowledge and skills relating to interpretation and preparation to Adopt socially responsible practices according to requirements</p> <p>Then present multimedia presentation for review of all discussed topics.</p>		

Frequently Asked Questions

1. What is the importance of this certificate in National and International job market?
2. Which jobs can I get after attaining this certificate? Are there job for this certificate in public sector as well?
3. What are possible career progressions in industry after attaining this certificate?
4. Is this certificate recognized by any competent authority in Pakistan?
5. Is on-the-job training mandatory for this certificate? If yes, what is the duration of on-the-job training?
6. How much salary can I get on job after attaining this certificate?
7. Are there any alternative certificates which I can take up?
8. What is the teaching language of this course?
9. Is it possible to switch to other certificate programs during the course?
10. What is the examination / assessment system in this program?
11. Define and explain the design and Display Patterns?
12. What is Competency Based Training (CBT) and how is it different from currently offered trainings in institutes?
13. What is the passing criterion for CBT certificate?
14. What are the entry requirements for this course?
15. How can I progress in my educational career after attaining this certificate?
16. If I have the experience and skills mentioned in the competency standards, do I still need to attend the course to attain this certificate?
17. What is the entry requirement for Recognition of Prior Learning program (RPL)?
18. Is there any age restriction for entry in this course or Recognition of Prior Learning program (RPL)?
19. What is the duration of this course?
20. What are the class timings?
21. What is equivalence of this certificate with other qualifications?
22. Does this certificate enable me to work as freelancer?

Test Yourself (Questions Answer)

MODULE 3: Identify Business Opportunities	
Question	Candidate's answer
1. How to identified gaps?	In order to identify gaps, it is important to look for a problem around in any form.
2. What are the appropriate actions to avoid gaps?	To avoid gaps, one must have a customer centric approach.
3. What is market survey?	Market survey is the survey research and analysis of the market for a particular product/service which includes the investigation into customer preferences.
4. Describe the viable business idea?	A viable idea is the one that can be implemented in real life and can be used for generating profits as well.
5. What are the funding sources?	<ul style="list-style-type: none"> • Angel Investors • Venture Capitalist • Private Equity Firms

MODULE 4: Identify key resources available for business	
Question	Candidate's answer
1. What are intellectual resources?	These are non-physical, intangible resources like brand, patents, IP, copyrights, and even partnerships. Customer lists, customer knowledge, and even your own people, represent a form of intellectual resource.

MODULE 4: Identify key resources available for business	
Question	Candidate's answer
2. What are the physical resources?	Physical assets are tangible resources that a company uses to create its value proposition. These could include equipment, inventory, buildings, manufacturing plants and distribution networks that enable the business to function.
3. What are human resources?	Employees are often the most important and yet the most easily overlooked assets of an organization. Specifically for companies in the service industries or require a great deal of creativity and an extensive knowledge pool
4. Describe the key purpose of MS word.	The main purpose of Word is to create text documents that can be saved electronically, printed on paper or saved as PDF files.
5. What is power point used for?	PowerPoint is a computer program that allows you to create and show slides to support a presentation.

MODULE 5: Develop elementary business plan	
Question	Candidate's answer
1. Mention USP Regard product/service.	The factor or consideration presented by a seller as the reason that one product or service is different from and better than that of the competition.
2. How to identify target market?	Identify and understand your particular niche so you can dominate it.

MODULE 5: Develop elementary business plan	
Question	Candidate's answer
3. Who are the potential competitors?	Any person or entity which is a rival against another.
4. What is procurement process?	Procurement is the process of finding and agreeing to terms, and acquiring goods, services, or works from an external source, often via a tendering or competitive bidding process.
5. What is target market?	A target market is the specific group of people you want to reach with your marketing message.

MODULE 6: Set up a micro business	
Question	Candidate's answer
1. Types of business registration.	The most common forms of business are sole proprietorship, partnership, corporation and S corporation.
2. What is a micro business?	If you are a sole trader, self-employed, or have no employees, you operate a micro business.
3. Why business location is very important?	The best location can increase brand visibility.
4. How to select viable location for business?	<ul style="list-style-type: none"> • Style of Operation • Demographics • Foot Traffic • Parking and Accessibility • Competition <ol style="list-style-type: none"> 1. Site's Image and History

MODULE 6: Set up a micro business	
Question	Candidate's answer
5. How to develop layout of business processes? (write any 3)	Customer Strategy & Relationships (Marketing) Employee Development & Satisfaction (Human Resources) Quality, Process Improvement & Change Management

MODULE 7: Practice business ethics	
Question	Candidate's answer
1. Why is ethics important in the workplace?	Workplace ethics is important as it enables management to treat all employees as equal and think from their perspective as well.
2. Describe benefits of recycling.	Recycling helps to reduce the pollution caused by waste.
3. What are employees communication rights?	Communication rights involve freedom of opinion and expression, democratic media governance, media ownership and media control, participation in one's own culture, linguistic rights, rights to education, privacy, assemble, and self-determination.
4. How to assess work ethics?	People with a strong work ethic are reliable, dedicated, productive, cooperative and self-disciplined.
5. What are the principles of ethics communication?	<ol style="list-style-type: none"> 1. Acting with joint interest 2. Acting with sensitivity 3. Acting with curiosity 4. Acting with openness 5. Acting with responsibility

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