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ENTREPRENEURSHIP

Trainer Guide

National Vocational
Certificate Level 5

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 5	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
<p>Module 2: Manage Human Resources</p> <p>Aim: The aim of this module is to manage human resources. This section is crafted to develop knowledge and skills required to manage employees, recruit team, manage team development, and appraise employees.</p>	<p>LU1: Recruit employees</p> <p>LU2: Manage personnel development</p> <p>LU3: Appraise team performance</p>	200
<p>Module 3: Manage Marketing Activities</p> <p>Aim: The aim of this module is to manage marketing activities. This section is crafted to develop knowledge and skills required to market and sell product/service, promote, place and offer the product /service to the target market along</p>	<p>LU1: Manage placement of product / service</p> <p>LU2: Organize promotional activities</p> <p>LU3: Establish sales process</p> <p>LU4: Manage public relations</p> <p>LU5: Prepare proposals and bids</p>	200

Module	Learning Unit	Duration
with managing public relations effectively.		
<p>Module 4: Manage finances</p> <p>Aim: The aim of this module is to manage finances. This section is crafted to develop knowledge and skills required to undertake budgeting, financial forecasting and reporting and to allocate and manage resources to achieve the required outputs for the business unit. It includes contributing to financial bids and estimates, allocating funds, managing budgets and reporting on financial activity.</p>	<p>LU1: Plan for financial management</p> <p>LU2: Manage business accounting functions</p>	250
<p>Module 5: Manage business performance</p> <p>Aim: The aim of this module is to manage business performance. This section is crafted to develop knowledge and skills required to perform against objectives and milestones to optimize the business performance and develop managerial skills in order to manage customer relationships.</p>	<p>LU1: Evaluate performance against objectives & Milestones</p> <p>LU2: Optimize business performance</p> <p>LU3: Manage customer relationship</p>	260
<p>Module 6: Comply to Business Regulations</p>	<p>LU1: Comply with relevant laws, policies and regulations</p> <p>LU2: Fulfil customers' compliance requirement</p>	150

Module	Learning Unit	Duration
<p>Aim: The aim of this module is to comply with business regulations. This section is crafted to develop knowledge and skills required to comply with laws, regulations, policies, procedures, subscribed standards and customer compliance requirements.</p>	<p>LU3: Comply with subscribed standards</p>	
<p>Module 7: Mitigate Risks to Business</p> <p>Aim: The aim of this module is to business. This section is crafted to develop knowledge and skills required to assess risks in order to perform actions to mitigate risks.</p>	<p>LU1: Assess the risks LU2: Select risk mitigation actions LU3: Establish risk monitoring procedures</p>	190
<p>Module 8: Manage stakeholders</p> <p>Aim: The aim of this module is to manage stakeholders. This section is crafted to develop knowledge and skills required to develop procedures in order to manage stakeholders and care for their needs and expectations.</p>	<p>LU1: Evaluate expectations and needs of stakeholder LU2: Assign roles and responsibility LU3: Develop standard operating procedures to manage stakeholders</p>	170

FORMAT FOR LESSON PLAN			
Module I: Manage Human Resources			
Learning Unit 1: Recruit employees			
Methods	Key Notes	Media	Time
The materials and techniques used for recruiting employees			
Introduction			
This session will introduce learners to the techniques and materials used for the employee recruitment including: policies, procedures, interview as per business requirements, etc. using presentation, demonstration, question and answer, and practical skills development.			
Main Body			
P1.	Establish recruitment process and procedures		
	<ul style="list-style-type: none"> ○ Fundamentals of recruitment and selection process i.e. searching, screening, evaluation and control ○ Types of recruitment processes as per business requirement 		
P2.	Develop job descriptions as per required competencies		
	<ul style="list-style-type: none"> ○ Basic knowledge of designing a job description 		
P3.	Develop job orientation procedures		
	<ul style="list-style-type: none"> ○ Awareness-process designing i.e. company culture, co-worker introductions, office workplace etc. 		
Conclusion			
To conclude the session, review the techniques and materials used for the employee recruitment. 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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Trainer's guidelines

Module 2: Manage Human Resources			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Recruit employees	<p>Start asking by discussion on the concept of employee recruitment and selection. Encourage ALL trainees to participate in the discussion. Ensure that the discussion addresses the following points:</p> <ul style="list-style-type: none"> ○ Describe Recruitment process ○ Describe job descriptions ○ Explain Selection criteria <p>Then present multimedia presentation for review of all discussed topics.</p> <p>Ask learners to create a job descriptions against any specific Job Designation on a sheet of paper. Instruct them to write their names on the top of paper.</p> <p>Conduct a brain storming session to discuss different areas to be covered during job orientation and ask questions for finding their knowledge on topics taught, including:</p> <ul style="list-style-type: none"> ○ Basic company information (vision and mission) ○ Rules and regulations ○ Introduction to co-workers, etc. <p>Learners must be able to practice and develop their knowledge and skills relating to employee recruitment in an</p>	Classroom	<p>Handouts illustrating:</p> <ul style="list-style-type: none"> • Sample AD • Interviewing scoring sheet • Offer letter samples • Joining Report Samples • Sample employment contracts • Sample Appointment letters • Sample Orientation material • Sample JDs

Module 2: Manage Human Resources			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	appropriate practical setting. Ensure that learners have the opportunity to ask questions to support their understanding.		
LU2: Manage personnel development	<p>Demonstrate the concept of training need assessment through multimedia presentation, including:</p> <ul style="list-style-type: none"> ○ Examples ○ Formats of TNA ○ Analysis, etc. ○ Priorities of trainings ○ Feedback forms for trainer and employees ○ Samples of TNA report <p>Discuss with learners to review all presented topics.</p> <p>Ask learners to form groups and provide each group with scenarios. Ask them to prepare training program using MS PowerPoint, including:</p> <ul style="list-style-type: none"> ○ Required resources (list of trainees, trainer, venue, logistics, etc.) ○ Procedures to monitor training (feedback forms) <p>Learners must be able to practice and develop their knowledge and skills relating to interpretation and preparation of documents according to requirements.</p>	Classroom	<ul style="list-style-type: none"> ● Multimedia presentation ● Handouts illustrating: <ul style="list-style-type: none"> ○ Examples ○ Formats of TNA ○ Analysis, etc. ○ Priorities of trainings ○ Feedback forms for trainer and employees ○ Samples of TNA report

Module 2: Manage Human Resources			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU3: Appraise team performance	<p>Provide study material and discuss with learners Performance Appraisal Methods.</p> <p>Provide and explain sample feedback forms for employee performance for better understanding of performance appraisal methods.</p> <p>Design and conduct group activity among the learners by providing filled employee performance evaluation forms and ask them to generate a brief report on findings from responses.</p> <p>Conduct a discussion with learners to review of all learnt topics. Ensure that learners have the opportunity to ask questions to support their understanding</p>	Classroom	<ul style="list-style-type: none"> • Multimedia presentation • Handouts illustrating: <ul style="list-style-type: none"> ○ sample feedback forms for employee performance (filled/unfilled) ○ Format of report findings using MS Word/EXCEL, etc.

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Module 3: Manage Marketing Activities			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Manage placement of product / service	<p>Lead a discussion through brain storming process and check their knowledge about placement of product/service.</p> <p>Encourage all the trainees to participate in brainstorming activity and discussion.</p> <p>Explain the market segmentation, market research and competitor analysis for product placement management using appropriate training tool.</p> <p>Provide some examples to differentiate between product and service and their placements.</p> <p>Conduct a brain storming session to help learners to identify complete distribution channels of any product/service from manufacturer till final consumer. At the end of session, summaries the findings of conducted session.</p> <p>Ensure that learners have the opportunity to ask questions to support their understanding</p>	<ul style="list-style-type: none"> • Classroom 	<ul style="list-style-type: none"> • Multimedia presentation • Handouts illustrating: <ul style="list-style-type: none"> ○ Sales turnover graphs and calculation methods ○ Sample market strategy plans ○ Sale forecast techniques ○ Sample Market research reports ○ Customer buying trends
LU2: Organize promotional activities	<p>Make groups and provide each group with scenario to identify the right communication mix.</p> <p>Ask each group to write their findings on paper with their group names and discuss those findings with all other groups at the end of the activity.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Multimedia presentation • Handouts illustrating: <ul style="list-style-type: none"> ○ Sample flyers, brochures, etc. ○ Sample/ formats

Module 3: Manage Marketing Activities			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>Ask each learner to create and present assigned marketing material (flyer, brochure, digital Ad, poster, etc.).</p> <p>Explain importance of digital marketing campaign and ask learners to prepare and present a Digital marketing campaign for their specific product/service</p> <p>Provide samples/formats and explain data collection, tracking tools (questionnaire, interviews, blind test, foot fall) and return on marketing investment.</p> <p>Create a simulated environment to conduct a blind test for any pre-identified product (identification of differences in taste of two drinks/identifications of smells of two soaps, etc.)</p>		(questionnaire, interviews)
LU3: Establish sales process	<p>Define sales plan in discussion session and provide samples of different sale plans covering:</p> <ul style="list-style-type: none"> ○ Goals and objectives of sales team ○ Sales team profile, job descriptions and hierarchy ○ Sales plan budget <p>Ask learners to prepare and submit sales plan report including above mentioned points.</p> <p>Ensure that learners have the opportunity to ask questions to support their understanding</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Multimedia presentation • Handouts illustrating: <ul style="list-style-type: none"> ○ Sample Vision and Mission Statements ○ Sample profile of Sales marketing ○ Organogram/Hierarchy chart for marketing department

Module 3: Manage Marketing Activities			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
			<ul style="list-style-type: none"> ○ Format of sale forecast
LU4: Manage public relations	<p>Lead a discussion through brain storming process and check their knowledge about Corporate social responsibility. Also explain the areas of contribution towards community.</p> <p>Encourage all the trainees to participate in brainstorming activity and discussion.</p> <p>At the end of activity share the examples of CSR activities performed by different companies.</p> <p>Define Rules and regulations a subscribed by SECP for CSR using appropriate presentation tools.</p> <p>Conduct a group activity and ask each group to develop strategy to counteract negative publicity against brand.</p> <p>At the end of activity ask groups to discuss their strategies with each other.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Multimedia presentation • Handouts illustrating: <ul style="list-style-type: none"> ○ CSR rules and regulations ○ Case studies (OGDCL, Mobilink, Mezan bank, etc.)
LU5: Prepare proposals and bids	<p>Briefly explain the learners on the following:</p> <ul style="list-style-type: none"> ○ Types of bids ○ Technical and financial proposal ○ Technical and financial Terms and References ○ Expression of interest ○ Request for proposal 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Multimedia presentation • Handouts illustrating: <ul style="list-style-type: none"> ○ Samples of EOIs ○ Samples of RFQs

Module 3: Manage Marketing Activities

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>Conduct a session to give overview of PPRA (Public Procurement Regulatory Authorities) rules and acts.</p> <p>Conduct a group activity and ask each group to prepare a project proposal with the help of given TORs and EOs on PPRA website.</p> <p>Ask Learners to use an appropriate Project Proposal format Given on PPRA website.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to interpretation and preparation of documents according to requirements.</p>		<ul style="list-style-type: none"> ○ Samples of Tenders and bids ○ Sample of technical proposal ○ Sample of financial proposal ○ PPRA rules and acts ○ PPRA Ordinance 2002 ○ Public procurement rules 2004

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Module 4: Manage finances			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Plan for financial management	<p>Explain Basic accounting terms and accounting cycle, also explain the Computerized Accounting Vs Manual Accounting.</p> <p>Conduct activities including:</p> <ul style="list-style-type: none"> ○ Give assignment for Passing Journal entries, prepare ledgers and trial balance. ○ Ask learners to prepare the Financial Statements [Income Statement (P&L Account), Financial Position (Balance Sheet) & Cash Flow Statements] from given trial Balance ○ Discussion on different formats of financial Statements <p>(Note: these activities could be done on different days)</p> <p>Explain the concept of Financial Management including:</p> <ul style="list-style-type: none"> ○ Time value of money ○ Concept of NPV, IRR, Payback period, Return on capital employed, return on fix asset, etc. ○ Working Capital and its Management ○ Budgeting and budgeting techniques ○ Etc. <p>At the end, assign each learner an individual assignment and ask to Provide Audited Financial Statements with the explanation of how to interpret Financial Statements</p>	Classroom	<ul style="list-style-type: none"> ● Multimedia presentation ● Handouts illustrating: <ul style="list-style-type: none"> ○ Sample Trial Balance ○ Sample Profit and loss statement under Companies Act 2017 ○ Sample Cash flow statement under Companies Act 2017 ○ Balance Sheet/Financial Position under Companies Act 2017 ○ Budget Templates ○ Sample Audited financial statements

Module 4: Manage finances			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>To reinforce the concepts explained above, arrange series of Guest lectures with a Professional accountants.</p> <p>Ensure that learners have the opportunity to ask questions to support their understanding</p>		
LU2: Manage business accounting functions	<p>Explain the bookkeeping and legal requirements for minimum book of accounts, retention of records using appropriate presentation tool.</p> <p>Ask learners to prepare a report on minimum record keeping requirement under different relevant laws like Income Tax Ordinance 2001, Companies Act 2017 etc.</p> <p>Conduct a session to explain the Plan for financial contingency and share sample. Assign learners to prepare Financial Contingency Plan individually and submit a report.</p> <p>Explain the concept of Ratio analysis and their interpretation along with how to control the cost. Ask learners to collect some audited financial statement to analyze, prepare a report that demonstrate the review of Financial statement including:</p> <ul style="list-style-type: none"> ○ Ratio Analysis Vertical & Horizontal ○ Interpretation <p>Learners must be able to practice and develop their knowledge and skills relating to interpretation and preparation of documents according to requirements.</p>		<ul style="list-style-type: none"> ● Handouts illustrating: <ul style="list-style-type: none"> ○ Template for contingency planning ○ Audited Financial Statements of public Companies.

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Module 5: Manage business performance			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Evaluate performance against objectives & Milestones	<p>Describe the difference between vision, mission and objectives, and how to set business goals with the following</p> <ul style="list-style-type: none"> ○ Profit maximization ○ Social benefits ○ Market Trends <p>Arrange a short duration quiz to check the knowledge of Learners about Vision, Mission and Goals</p> <p>Define smart objectives with the help of PowerPoint slide to elaborate i.e</p> <ul style="list-style-type: none"> ○ Specific ○ Measureable ○ Achievable ○ Realistic ○ Time bound <p>Ask learners to write smart objectives of organization keeping in view of the power point presentation and present individually.</p> <p>Lead an interactive session on different types of business KPI and management control techniques.</p> <p>Encourage all the learners to participate in session</p> <p>Conduct a group activity to develop mechanism to evaluate Key performance</p>		<ul style="list-style-type: none"> • Multimedia presentation • Handouts illustrating: <ul style="list-style-type: none"> ○ Sample Trial Balance ○ Quizzes ○ Sample examples of smart objectives ○ Examples of KPI

Module 5: Manage business performance			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU2: Optimize business performance	<p>Briefly describe learners about developing dash boards with a view to formulate key business performance indicators through a presentation including:</p> <ul style="list-style-type: none"> ○ Gantt Chart ○ Quality Control Chart ○ Customer satisfaction chart ○ Cost effectiveness chart ○ marketing chart <p>Share pre-developed obeya chart with necessary information and vital resources together in one place and ask each learner to present key elements of obeya chart.</p> <p>Share case studies on PDCA with learners for developing action plans to improve business process.</p> <p>Learners must be able to practice and develop their knowledge and skills relating to interpretation and preparation of documents according to requirements.</p>		<ul style="list-style-type: none"> ● Multimedia presentation ● Handouts illustrating: <ul style="list-style-type: none"> ○ Case Studies of PDCA ○ Examples of Dash Boards ○ Examples of filled obeya chart.
LU3: Manage customer relationship	<p>Demonstrate to provide overview of customer expectations, management of customer relationships and general action plans for meeting customers' expectations, the trainer will also describe and differentiation between quantitative and qualitative data collection techniques with the help of PowerPoint presentation slides.</p>		<ul style="list-style-type: none"> ● Multimedia presentation ● Handouts illustrating: <ul style="list-style-type: none"> ○ Data Collection Techniques ○ Customer Interaction Format Sheets

Module 5: Manage business performance

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	<p>Elaborate monitoring and evaluation techniques for devising a mechanism to monitor customer satisfaction.</p> <p>Ask learners to Write down bullet points of basic understanding of customer relations and satisfactions. Conduct a discussion session and ask learners to share key findings.</p> <p>Make groups of learners and conduct an activity for maintaining records of customer interactions in accordance with organizational procedures (Telephonic calls, Emails, Old purchase data, preferences etc.)</p> <p>Ensure that learners have the opportunity to present their group work through presentation with Q/A session.</p>		

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Module 6: Comply to Business Regulations			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Comply with relevant laws, policies and regulations	<p>Lead a discussion through brain storming process and share the industries regulations, labor laws, Tax laws and HSE, check their knowledge on laws implemented by the provincial and Federal Govt.</p> <p>Encourage all the learners to participate in brainstorming activity and discussion.</p> <p>Explain learners about the guidelines issued by SECP on Compliance Policies in accordance with regulations through multimedia presentations and hand-outs</p> <p>Make groups and ask each group to develop a plan for the awareness about compliance policies for the organizations.</p> <p>Ensure that learners have the opportunity to ask questions to support their understanding</p>		<ul style="list-style-type: none"> • Multimedia presentation • Handouts illustrating: <ul style="list-style-type: none"> ○ Labor Laws ○ Tax Laws ○ HSE Laws ○ Compliance Policies ○ Provincial and Federal Govt. Industrial Regulations
LU2: Fulfil customers' compliance requirement	<p>Explain the concept of customer compliance and share the details with learners about how to develop a document of customer compliance.</p> <p>Describe following steps to the learner how to monitor Business operations with help of power point slides</p> <ul style="list-style-type: none"> ○ How to engage employees ○ Where to collect relevant data ○ Coordinated focus group discussions ○ Compilation of employee feedback report ○ Ways to analyze collected information ○ Customer services training 		<ul style="list-style-type: none"> • Multimedia presentation • Handouts illustrating: <ul style="list-style-type: none"> ○ Case Studies ○ Sample Customer Compliance report ○ Techniques of data Collection

Module 6: Comply to Business Regulations			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
	Share case studies of customer compliance report with learners and ask them to share their findings individually in a discussion session		
LU3: Comply with subscribed standards	<p>Conduct a session and ask learners to share different industry relevant standards. Give each learner few minutes to share their views.</p> <p>Prepare a presentation to explain following:</p> <ul style="list-style-type: none"> ○ Over view and definition of subscribed standards ○ Relevant Laws as prescribed by SECP , Provincial and Federal govt. rules for industries/companies subscribed standard <p>Conduct a group activity and provide each group to establish monitoring and auditing system and develop written policies within a group.</p> <p>Ensure that learners have the opportunity to present their group work through presentation with Q/A session.</p>		<ul style="list-style-type: none"> • Multimedia presentation • Handouts illustrating: <ul style="list-style-type: none"> ○ Prescribed Standards (SECP, ISO standards) ○ Ruled and regulations (if any) by Provincial and Federal Govt. on prescribed Formats

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Module 7: Mitigate Risks to Business			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Assess the risks	<p>Prepare a PowerPoint presentation to explain:</p> <ul style="list-style-type: none"> ○ Risk identification techniques i.e., Brainstorming, Checklists, Assumption Analysis etc. ○ Risk analysis techniques. <p>Give different scenarios to learners where they can identify different risks.</p>	Classroom	<ul style="list-style-type: none"> • Multimedia Presentation. • Handouts illustrating practical examples
LU2: Select risk mitigation actions	<p>Explain the concepts of risk mitigation actions using appropriate media including:</p> <ul style="list-style-type: none"> ○ PESTLE i.e. Right Forecasting Technique ○ Learn Risk mitigation techniques ○ 4 techniques of minimizing risks <p>Conduct a brainstorming session to explain different risk mitigation strategies.</p>		<ul style="list-style-type: none"> • Multimedia Presentation. • Handouts illustrating practical examples
LU3: Establish risk monitoring procedures	<p>Explain the risk monitoring procedures with a PowerPoint presentation including</p> <ul style="list-style-type: none"> ○ Various risk parameters and how to measure them ○ Understand KPIs for risk management <p>Ask learner to design the KPIs against given scenario.</p>		<ul style="list-style-type: none"> • Multimedia Presentation. • Handouts illustrating practical examples

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Module-8

ENTREPRENEURSHIP

Trainer Guide

National Vocational
Certificate Level 5

Version 1 - March 2020

Module 8: Manage stakeholders			
Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
LU1: Evaluate expectations and needs of stakeholder	<p>Explain the concepts with a PowerPoint presentation including</p> <ul style="list-style-type: none"> ○ Categories of stakeholders (Internal and external) ○ Expectations of external stakeholders (satisfaction, benefits, warranty, services, debt payment schedules etc.) ○ Expectation of internal stakeholders (Business Owner, CEO, BOD, Employees) ○ Fundamentals and best practices of business operations <p>Illustrate and reinforce the above-mentioned concepts with practical examples.</p> <p>Give different scenarios to learners where they can identify different stakeholders and their expectations and submit as written assignment.</p>	Classroom	<ul style="list-style-type: none"> • Multimedia Presentation • Handouts illustrating practical examples
LU2: Assign roles and responsibility	<p>Explain the concepts with a PowerPoint presentation including</p> <ul style="list-style-type: none"> ○ Essential departments for a business ○ Types of business hierarchy ○ Roles and responsibilities of departments <p>Ask learners to use a flip chart to explain different hierarchy types (mentioning roles, responsibilities and expectations for each).</p>		<ul style="list-style-type: none"> • Multimedia Presentation • Handouts illustrating practical examples

Module 8: Manage stakeholders

Learning Unit	Suggested Teaching/ Learning Activities	Delivery Context	Media
<p>LU3: Develop standard operating procedures to manage stakeholders</p>	<p>Explain the concepts of standard operating procedures (SOPs) to manage stakeholders with a PowerPoint presentation including</p> <ul style="list-style-type: none"> ○ Contract and agreement drafting i.e. for suppliers, employees, customers, financiers ○ Importance of devising written agreements ○ Processes of taking internal and external feedback including interviews, meetings, emails, performas, questionnaires <p>Provide learner with sample contract and Conduct a brainstorming session to reinforce the concepts of Contract and agreement drafting and its importance</p> <p>Arrange a simulated environment for students and assign them to prepare roleplays to reinforce taught concepts.</p>		<ul style="list-style-type: none"> ● Multimedia Presentation ● Handouts illustrating practical examples <ul style="list-style-type: none"> ○ Sample contracts ○ Sample SOPs

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 1: Manage human resources	
Question	Candidate's answer
1. Define job orientation.	Job orientation is detail information of pay, dress code, workspace, equipment, timetable and benefits.
2. Why training required for employee?	Training improves efficiency and productivity.
3. What are the resources for training activities?	Critical thinking, decision making, workshops and problem solving courses.
4. Write down the various procedures for monitoring and evaluation of training?	Trainers use training evaluation to assess if the employees are aligned with company's goals and objectives.
5. How to take appropriate action for team performance?	Improving team performance require commitment, conviction and leadership qualities from you and your whole team.

MODULE 2: Manage marketing activities	
Question	Candidate's answer
1. How to find out our targeted customers?	Search engine optimization (SEO) can find your targeted customers.

MODULE 2: Manage marketing activities	
Question	Candidate's answer
2. How to monitor placement activities and result?	Product placement is embedded marketing. We can monitor products in a movie or television show.
3. Describe appropriate marketing material.	Business cards, brochures, catalogues, signs banners and bill boards are marketing materials.
4. How to monitor the promotional activities and their result?	Company progress, changes in sales and return on investment are the indicators to monitor promotional activities.
5. How to develop structure of sales team?	Lead generation team, sale development representatives and account executives are the structure of best sale team.

MODULE 3: Manage finances	
Question	Candidate's answer
1. What is profit and loss statement?	The profit and loss statement is a financial statement that summarizes the revenues, costs, and expenses incurred during a specified period, usually a fiscal quarter or year
2. What is cash flow?	Cash flow is the difference in amount of cash available at the beginning of a period (opening balance) and the amount at the end of that period (closing balance).
3. What is balance sheet?	A balance sheet is a statement of the financial position of a business that lists the assets, liabilities, and owner's equity at a particular point in time.

MODULE 3: Manage finances	
Question	Candidate's answer
4. Difference between assets and liabilities?	The main difference between assets and liabilities is that assets provide a future economic benefit, while liabilities present a future debt.
5. Difference between current and fixed assets?	Current assets are used in the day-to-day operations of a business to keep it running. Fixed assets are long-term, physical assets such as plant and equipment. Current assets are short-term assets that are typically used up in less than one year. Fixed assets have a useful life of more than one year.

MODULE 4: Manage business performance	
Question	Candidate's answer
1. Difference between goals and objectives?	Goals are big-picture ideas about where you want to go. Objectives are concrete steps that move you toward your goals.
2. Define the base line for the business objectives.	Clearly defined starting point from where implementation begins, improvement is judged, or comparison is made in the business.
3. Define KPI's in business.	A Key Performance Indicator is a measurable value that demonstrates how effectively a company is achieving key business objectives. Organizations use KPIs at multiple levels to evaluate their success at reaching targets.

MODULE 4: Manage business performance	
Question	Candidate's answer
4. What are the management control techniques?	<ol style="list-style-type: none"> 1. Personal observation 2. Statistical reports 3. Break-even analysis 4. Budgetary control 5. Return on investment 6. Ratio analysis 7. Responsibility accounting 8. Management audit
5. Define mechanism to evaluate functional performance indicators.	A performance indicator or key performance indicator (KPI) is a type of performance measurement. KPIs evaluate the success of an organization or of a particular activity (such as projects, programs, products and other initiatives) in which it engages.

MODULE 5: Comply to business regulations	
Question	Candidate's answer
1. Why laws and regulations are important in business operations.	The benefits of rules and regulations in business are that they protect the company. By protecting employees, you protect the company from lawsuits. Following rules and regulations help employees understand what is expected of them and what will happen if they violate the rules.
2. Definition of statutory law.	Statutory Law is the term used to define written laws, usually enacted by a legislative body. Statutory laws vary from regulatory or administrative laws that are passed by executive agencies, and common law, or the law created by prior court decisions.

MODULE 5: Comply to business regulations	
Question	Candidate's answer
3. How to ensure regulatory compliance?	<ul style="list-style-type: none"> • Write your procedures down • Help employees understand why procedures are necessary • Make your procedures easily accessible • Reward employees who comply with procedures
4. Why compliance policy and procedures in business?	corporate compliance is the process of making sure your company and employees follow the laws, regulations, standards, and ethical practices that apply to your organization
5. How to prepare documents for customer compliance requirements?	Compliance documentation means specific documents or information including records, reports, observations, and verbal responses to establish or confirm compliance with a regulatory requirement by a program or facility.

MODULE 6: Mitigate Risks to Business	
Question	Candidate's answer
1. Write down the types of risks?	<ol style="list-style-type: none"> 1. Credit Risk 2. Country Risk 3. Political Risk 4. Reinvestment Risk 5. Interest Rate Risk 6. Foreign Exchange Risk 7. Inflationary Risk 8. Market Risk

MODULE 6: Mitigate Risks to Business	
Question	Candidate's answer
2. How to analyze the risk?	Risk analysis is the process of identifying and analyzing potential issues that could negatively impact key business initiatives or critical projects in order to help organizations avoid or mitigate those risks.
3. How to forecast the risks?	Financial Risk Forecasting is a complete introduction to practical quantitative risk management, with a focus on market risk. The main concepts in risk and models to forecast risk are discussed, especially volatility, value-at-risk and expected shortfall.
4. Describe the procedures to minimize the risk?	<ol style="list-style-type: none"> 1. Identify all of the potential risks 2. Mitigation strategies 3. Monitoring 4. Disaster planning 5. Insurance
5. What are the steps required to risk reporting mechanism?	<ol style="list-style-type: none"> 1. Identify the Risk 2. Analyze the risk 3. Evaluate or Rank the Risk 4. Treat the Risk 5. Monitor and Review the risk

MODULE 7: Manage stakeholders	
Question	Candidate's answer
1. Describe Stakeholder's expectations from business.	Every stakeholder has positive expectation from the business to make profit and earn goodwill.

MODULE 7: Manage stakeholders	
Question	Candidate's answer
2. What is hierarchy?	A system in which members of an organization or society are ranked according to relative status or authority.
3. What are the internal stakeholders?	Internal stakeholders are entities within a business (e.g., employees, managers, the board of directors, investors)
4. Who are the external stakeholders?	External stakeholders are entities not within a business itself but who care about or are affected by its performance (e.g., consumers, regulators, investors, suppliers)
5. Roles and Responsibilities of stakeholders?	Stakeholders have legal decision-making rights and may control project scheduling and budgetary issues. Most project stakeholders have responsibilities to businesses that include educating developers, financing projects, creating scheduling parameters and setting milestone dates.

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