

### INTRODUCTION TO ENTREPRENEURSHIP PAPER3

This paper is made up of three sections namely

- Section A- Case study
- Section-B- School Business Clubs
- Section-C- Field attachment/Field Trip

### CASE STUDIES

#### Techniques of answering case studies

- Read the case study for the first time to familiar with it
- Read through the questions of the case study
- Read the case study for the second time. Keep referring to the questions when reading each paragraph so as to identify evidence for defending your points
- Give as many points as possible on each part of the case study
- A candidate should score 20 and above in this section to be assured of a distinction

#### Sources of answers in case studies

1. Some answers are picked directly from the case study
2. Some answers are got from paper one and supported by the evidence from the case study
3. Some answers are got from the candidate basing on his reasoning ability (These are opinion questions i.e. suggest/advise etc.)

**NB: Note the time you are spending on a case study i.e. should not exceed 45mins**

### SECTION B: (SCHOOL BUSINESS CLUB)

- These are referred to as Entrepreneurship laboratories/clinics
- All candidates must participate in club activities so as to get evidence
- Candidate must have full control of their projects so as to have a deeper understanding of the routine activities done in those projects
- Each experience they get is an evidence
- A candidate should score 20 and above on any number in this section for excellence
- Candidates should create special time out side the school time table to discuss all possible questions on school business clubs, case studies and field trip/attachment. This helps them to master the content, feel the subject, walk it, talk it, love it etc. it becomes part of their life

#### How the business idea was generated

- The method used was brain storming
- The meeting was held
- Students raised various business ideas, including poultry, juice making, packing water, making shoe polish, making liquid soap, selling fruits ,among others
- The requirements were outlined and coasted
- Their feasibility and viability were also evaluated
- Members resolved to undertaking the making of snacks
- Idea was taken to the subject teacher
- Subject teacher took it to the head teacher

Prepared by Mr. Ssengonzi John Pipeline© 2020

**Steps involved in business startup process**

- Identifying potential business opportunities
- Selecting the suitable business opportunity
- Carrying out market survey for the selected business opportunity
- Preparing a business plan
- Mobilizing necessary resources
- Completing all the pre-commencement legal formalities
- Acquiring land/buildings, equipment, skilled and un skilled man power necessary for production
- Preparing a marketing plan
- Launching the enterprise
- Managing the business operations

**An action plan followed when establishing the business project**

Time frame	Activity	Personal in charge	Remarks
Term 1. S.5	Establishing the business club , registering members and forming a committee to write a club	S.5 Members	
Term 1 S.5	Electing club leaders, registering the club with the school administration	Club members	
Term 1 S.5	Launching the business club, developing the business ideas and selecting what to set up	Club members	
Term 2 S.5	Writing the business plan and raising funds for the club project.	Club members	
Term 2. S.5	Establishing the business club project and managing it	Club members	

**The General Description of the project should include the following:**

- (i) Name and address of the business.
- (ii) Business location.
- (iii) Purpose of the business i.e. vision, mission, goals and objectives.
- (iv) Product(s) offered.
- (v) Date of establishment.
- (vi) Nature or legal form or ownership of the business.
- (vii) Sources of funds.
- (viii) Customers of the business served/ target market.
- (ix) Description of fixed assets.

- (x) Uniqueness of the business.
- (xi) SWOT Analysis of the business.

**Presentation of the SWOT analysis of the business project**

**(i) Strengths of the project**

- Strategic/good location of the business project
- Produced high quality products /offered high quality services
- Some club members had adequate knowledge in making products or services
- Modern or good quality machines and equipments e.g. ovens, frying pans etc.
- Good leadership e.g. knowledge, club patron, trust worthy treasurer etc.
- Large capital/funds base
- Low production costs
- Providing a variety of products
- Hardworking, experienced and committed business team
- Using competitive prices or using competitive pricing strategy
- Good reputation/image of the business
- Good customer care services
- Using high quality packaging materials

**(ii) Weakness of the project**

- Small production capital due to few tools, machines, equipments etc.
- Some project members were lazy and others had negative attitudes towards some activities
- Some club members were dishonest e.g. sale members didn't hand in all cash from the sales
- The project had few workers to help club members in the production activities during class time
- Limited space for expansion
- Low level of motivation of the club members
- Small production capacity
- Inadequate capital/ funds
- Few product varieties
- Low business management skills
- Use of inappropriate technology/obsolete machines
- Theft and embezzlement of funds by some workers

**(iii) Opportunities that were a reliable to the project**

- Increasing demand for the products /goods/services e.g. cakes
- Non-club members were willing to volunteers in some production activities e.g. mixing ingredients
- Withdraw of some rivals from the market share
- Some members of staff provided loans/donations
- Club members discovered new sources of cheaper and good quality inputs in a nearby town
- Existence of peace and security in the business area
- Availability of skilled labour e.g. trainers
- Availability of required utilities e.g. water, power etc
- Improvement in physical infrastructures
-

**(iv )Threats of the project included;**

- Rising costs of raw materials/inputs
- interference from the school administration e.g. limiting time for project activities
- Power interruption that affected project production activities
- Sabotage from non-club members who sometimes de-campaigned the project activities
- Unfair competition that was provided by the school canteen
- Unfavourable weather
- Bad debts caused by untrust worthy customers
- High labour turn over
- Unfavourable government policy of high taxes
- Fire outbreak caused by external factors like bad people
- Insecurity in the business area

NB: evidence is necessary

**The Daily Routine activities that were carried out by the project may include:**

- Purchasing of inputs or purchasing activities.
- Installation of machinery and equipment.
- Carrying out actual production of the products.
- Packing of the products.
- Branding of the products.
- Storing of the stock or inventories.
- Advertising and carrying out sales promotion.
- Selling and distribution of the products.
- Carrying out financial management activities
- Carrying out communication activities like organizing of meeting, workshops, seminars etc.
- Carrying out research.
- Maintaining cleanliness.
- Maintaining of security.
- Carrying out administration activities (human resource management activities).

**How the startup capital was raised for project should include the following:**

- (i) Raising of startup capital was through:
- Membership fees.
  - Subscription fees.
  - Parent or guardians contribution.
  - Selling shares of the project.
  - Fundraising from within and outside the school.
  - Suppliers credit or trade credit from reliable suppliers
  - Acquiring of loans (borrowing) from the school administration, teachers, friends and others.
  - School financial contributions.
  - Sale of business assets.

**Prepared by Mr. Ssengonzi John Pipeline© 2020**

## ENTREPRENEURSHIP P230/3 2020

- Fines and penalties imposed on members who disobeyed business club rules and regulations.
- (ii) Meeting was called by the project / club officials to discuss how to raise the funds (capital).
- (iii) Suggesting of various sources of capital (finance) that included: (list only sources suggested that includes any of the above.
- (iv) Estimating the total amount of capital and members agreed to raise: Shs \_\_\_\_\_ as startup capital.
- (v) Determine the specific sources of capital to use, members resolved/ agreed to use e.g. parents/ guardians contribution which raised Shs \_\_\_\_\_, membership fees raised Shs \_\_\_\_\_
- (vi) Determine the grand total, members raised a grand total of Shs \_\_\_\_\_ as startup capital.

### **(i) Challenges the business project encountered include**

- Inadequate /insufficient capital/funds for expansion of operation
- Small/inadequate market /limited sources of supply of products
- Limited skills to perform duties /inadequate skilled labour
- Limited time for operation
- Challenges for debts
- Inadequate transport facilities
- Unfair competition/unethical behaviors from other rival business in the school
- Resistance from various stakeholders within and outside the school e.g. teachers, parents etc.
- Inadequate land/space for the project
- Unfavourable weather conditions /climate like too much rain, drought etc.
- Decision making was difficult due to many members

NB: Evidence is needed

### **(ii) Measures taken to overcome challenges mentioned in e(i) above should include**

- Carrying out sales promotion activities e.g. advertising through reliable and affordable media like use of posters, banners etc
- Requested for more space from the school or local leaders
- Market expansion e.g. new market outside school
- Selling mainly on cash basis
- Draining a work schedule/time table for all the group members that's favourable to their other study activities
- Hiring skilled labour /training to equip club members with relevant skills
- Purchased/borrowed/hired standing generator
- Acquisition of mote funds like through fundraising
- Educating the teachers, other students, school administration/management and parents about the positive role of the practical entrepreneurship in the school
- Friendly dialogue with rival businesses to promote fair competitions
- Looking for alternative suppliers with better terms and conditions

NB: Evidence is needed

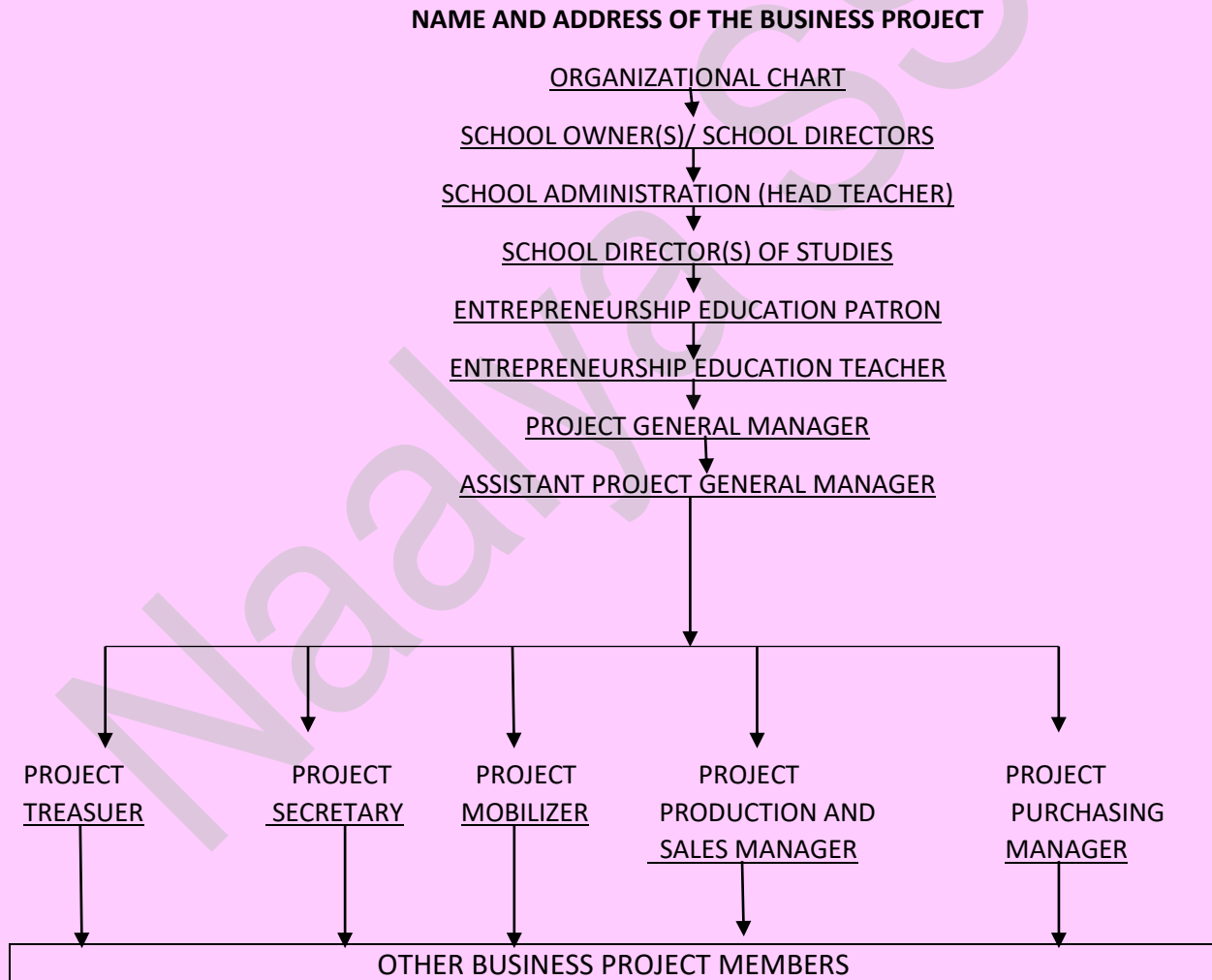
**How difficult customers were handled**

**Prepared by Mr. Ssengonzi John Pipeline© 2020**

**ENTREPRENEURSHIP P230/3 2020**

- Receiving or acknowledging and evaluating the objections or complaints of difficult customers to determine whether they are genuine or not
- Apologizing to the difficult customers orally or writings
- Refunding the money to some difficult customers especially these who rejected replacement of products
- Replacing of the product(s) sold to difficult customers in case of faulty a wrong type of product
- \*Asking difficult customers to .....
- Lowering the price of the product(s)
- Establishment of customer care desk and employed well trained attendant
- Inviting security personnel to help in handling these difficult customers who became violent at the project premises

**Organizational Chart of the Business Project:**



N.B 1: The chart could also have a level for PROJECT COMMITTEE MEMBERS below the assistant or replacing the level for the assistants.

**Prepared by Mr. Ssengonzi John Pipeline© 2020**

N.B 2: Accept also an organization chart that uses “club” Posts.

**Examination of the social impact of the project, should have positive impact and negative impact separately given, that should include;**

- Provision of good quality goods and/or services
- Provision of market
- Provision of training in entrepreneurship (skills)
- Provision of employment
- Supporting or sponsoring some community activities like sports cleaning activities
- Provision of inputs e.g. machines, tools, equipment
- Provision of capital e.g. inform of loans, trade credit etc.

**Negative impacts to the community may include;**

- Pollution of air, water, creation of noise etc.
- Land degradation or exhaustion
- Loss of soil texture or soil profile
- Loss of environment or natural beauty
- Deforestation or cutting down of tress
- Occurrences of accidents
- Depletion or exhaustion of natural resources or over exploitation of natural resources