

VSO Working Papers in Development

**Teaching strategies, sample lessons and worksheets
for mixed-ability classes for teachers of business
studies: Junior and senior secondary school**

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KANO EDUCATIONAL RESOURCE DEPARTMENT
KANO STATE - MINISTRY OF EDUCATION

Business Education

TEACHING STRATEGIES, SAMPLE LESSONS AND WORKSHEETS
FOR MIXED-ABILITY CLASSES FOR TEACHERS OF
BUSINESS STUDIES - JSS AND SSS

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The content of this booklet has been especially written for schools that have few resources. They are aimed at the developing world where business and commerce is conducted in English.

The material is a mixture of worksheets, illustrated facts and assignments to teach mixed-ability groups. These are meant to stimulate a more imaginative input by the teachers and as a guide for further lessons rather than an attempt to give a comprehensive coverage of all aspects of Business Studies.

June Buckley

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TEACHING MIXED-ABILITY CLASSES

In most classes there will be a mixture of able and less able students. The problem of teaching a mixed-ability class is often exacerbated by the student's facility in the English Language.

There is no point in cramming the students with facts in order to answer multiple choice exam questions if they cannot compose simple sentences - written and oral in English. The facts will have no real meaning by themselves and the students will remain unemployable in the world of business except at a trading level.

In this sense then all teachers of Business Studies are teachers of English too. The following sample lessons include some which are especially written for those students in the class who need help with the English language. They are designed to be used together with parallel lessons for the more able students so that the whole class get the most out of the topic being taught.

It is important, when conducting classes which need to be segregated in this way, to use the beginning part of lesson and perhaps the end to address and teach the class as a whole going over generalised concepts and testing knowledge so that positive class cohesiveness is maintained.

INTRODUCING THE CONCEPT OF AN OFFICE

Find out what the pupils know -

Ask them to tell you what happens in an office -
write their answers on the blackboard.

Or you can ask them to write down individually
what they think happens in an office.

Generalised concepts should come out of this
session and establish a pattern of interaction -
students answering and asking questions.

Some of the answers might be - typing, figure work/
accounts, clerical work, filing, writing, sending
letters, writing memos, telephoning, photocopying/
duplicating, computer work.

You could refine or summarise these descriptions into
sending or receiving information, communicating or
organising people, data or information.

It is important in the first session not to get
bogged down in detail - pictures, visits and pupil's
experiences of father's or mother's work in an
office of any kind are all valuable contributions.
Remember that some or maybe many of the pupils will
never have seen or been into an office so do not
take their ideas of what an office is for granted.

At the very least a visit to the school office is
essential.

INTRODUCING AN OFFICE ENVIRONMENT

LESSON TWO

A good second lesson is one where you ask pupils in groups to design the layout of a general office.

This lesson makes them think about the basic equipment and furniture needed in an office.

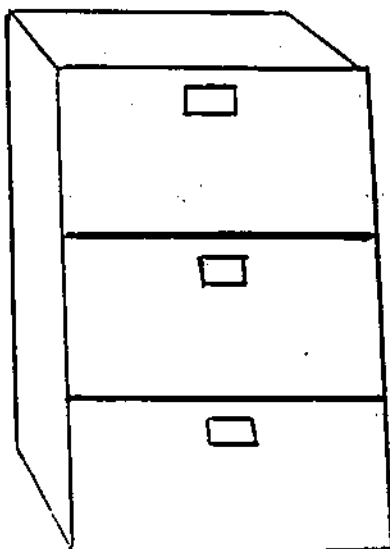
It also introduces elements of finding out information, thinking for themselves and gives them the opportunity at the end of the session OF USING DISPLAY AND ORAL presentation skills in communicating their group's design to others.

It is important to emphasis that a plan or bird's eye view of the office and furniture would be preferable for clarity and that a list of all the equipment you would need should be included. They can present their plans on the black-board if no other resources are available.

Their Business Studies textbooks, should give them some clues of the furniture and equipment to include and visits to the school library business section should be encouraged if your library is a good one. Office Equipment magazines are also very useful.

After their presentation, or in the next session if time does not permit, each item of equipment should be described/ drawn and a brief description of its function written in their exercise books.

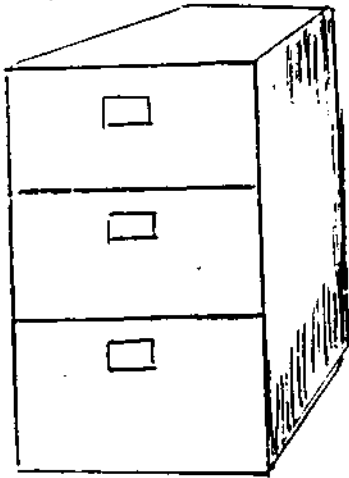
eg



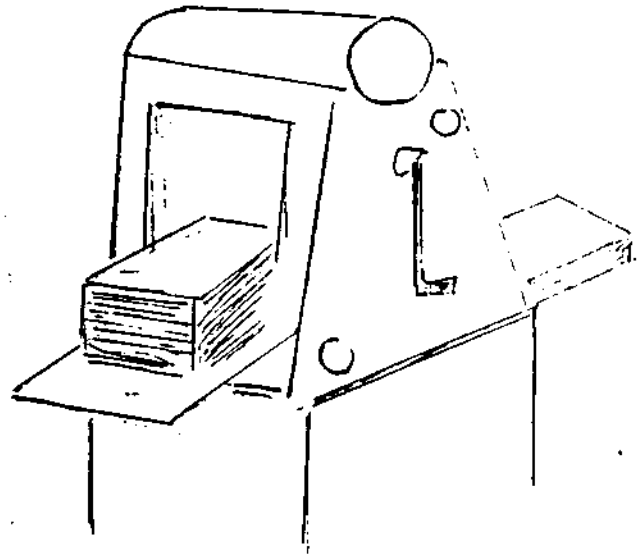
• FILING CABINET

Used to store copies of letters, reports, memos etc. They can have three or four drawers which can be locked for security. They are usually made of metal which means the contents are fireproof. In some filing cabinets records are kept eg medical records, pupil's school records or tax records.

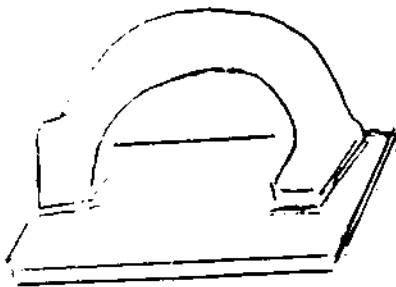
OFFICE EQUIPMENT



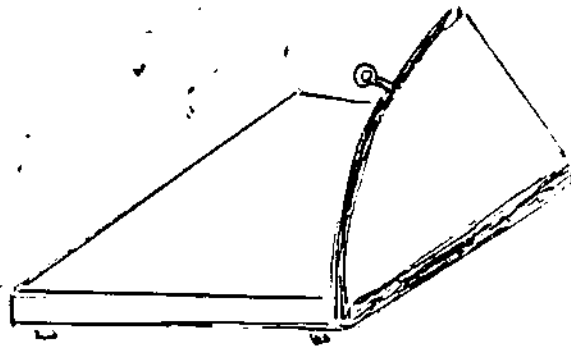
Filing Cabinet



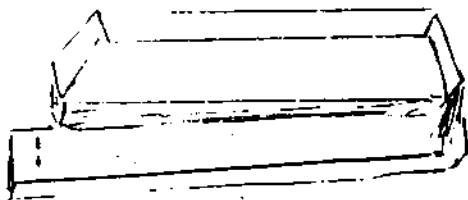
Ink Duplicator



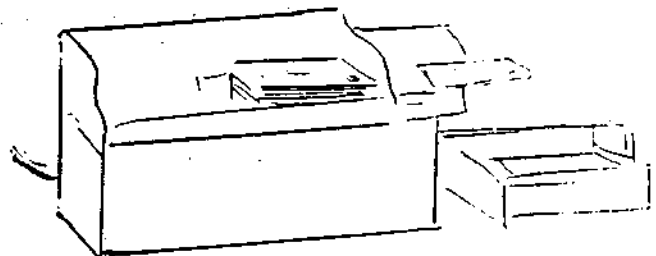
Two-hole Punch



Guillotine



Stapler



Electric Letter-Opener

THE OFFICE

These lessons show how you can use practical exercises to illustrate the work of an office. The results of the exercises can be marked and used for continuous assessment.

Each section should take one or two lessons and the exercises can either be done in groups or individually.

The exercise should, of course, be preceded by a talk by you on the function and importance of a Mail Room giving them an idea of the general routine.

THE MAILROOM in a large organisation

1. Make a list of all the necessary equipment and furniture required in a mail room. Use your textbooks, library, class discussion to help you with this.
2. Draw a plan (bird's eye view) of an ideal mail room complete with tables, pigeon holes and equipment. Remember it would be better to separate the functions of incoming and outgoing mail.
3. Write a Notice for the Mail Room wall setting out the daily routine which must be adhered to to ensure prompt and efficient collection, distribution and posting of mail.

Encourage the students to use colour coding and construct neatly ruled plans. This exercise strengthens their design and visual discrimination skills essential for presentation of office work and stresses the need for an efficient and clean working environment.

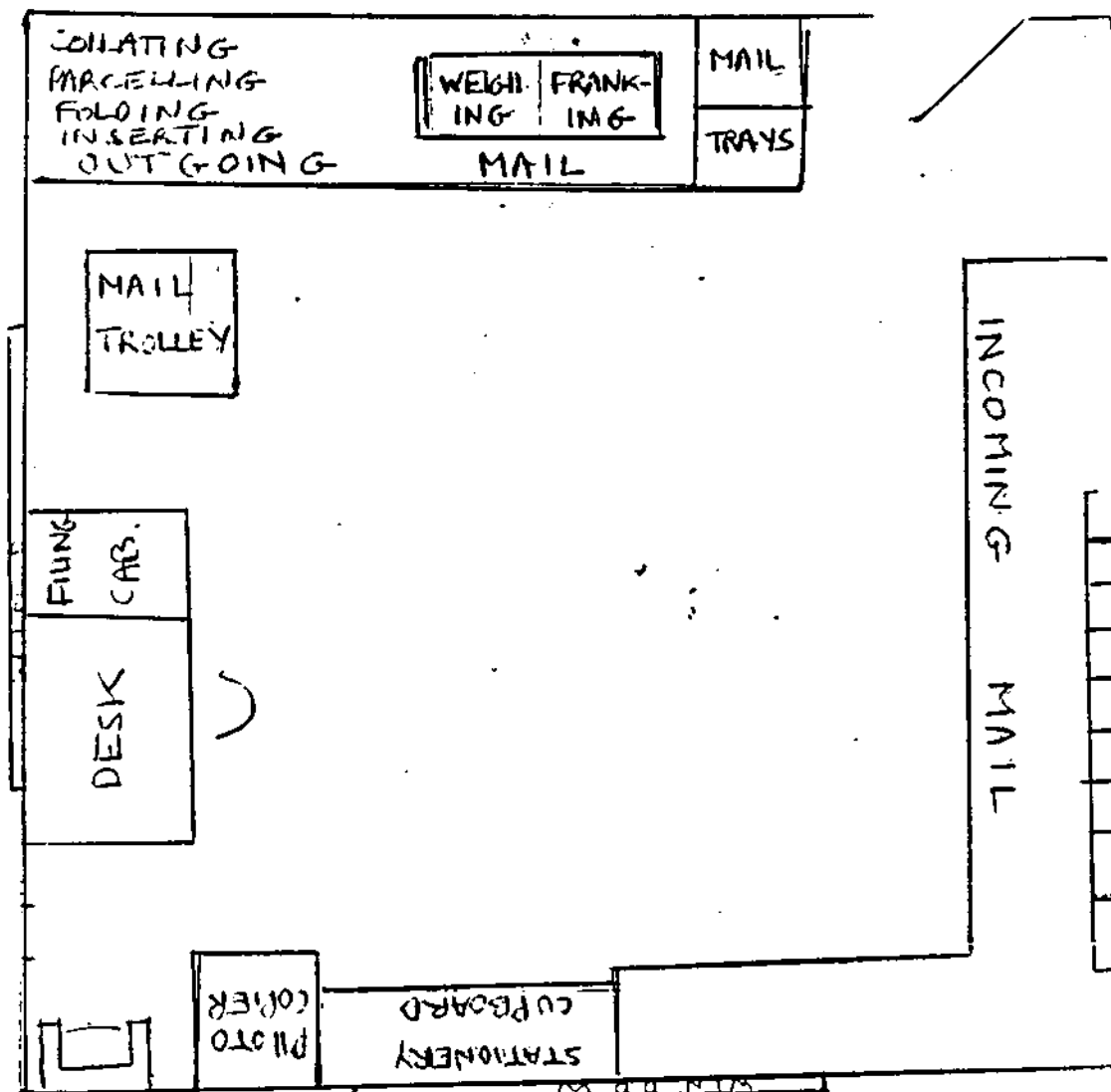
These are the kinds of results you should expect -

M A I L R O O M R O U T I N E

Arrive at 7.30 am
Collect mail
Open envelopes addresses to company
Date stamp mail
Pigeon hole all mail etc.
etc.

2 - THE OFFICE

Plan of an efficient Mail Room



OFFICE EQUIPMENT AND FURNITURE

Draw a picture of each of the following -

a desk	a guillotine
an office chair	a stapler
a filing cabinet	a two-hole punch
an ink duplicator	a computer
a telephone	an electric letter-opener

Write under each picture -

This is a _____.

Copy the sentences below.

An office worker or businessman works at a desk.

A filing cabinet is used to store information and correspondence.

An ink duplicator is used to make many copies of a document.

A guillotine cuts paper and card.

A stapler pins paper together.

A computer is used to store and process figures and words.

A telephone enables people to speak to each other although they are far apart.

A 2-hole punch makes holes in documents so that they may be fastened securely in files.

An electric letter-opener splits open envelopes at a fast speed.

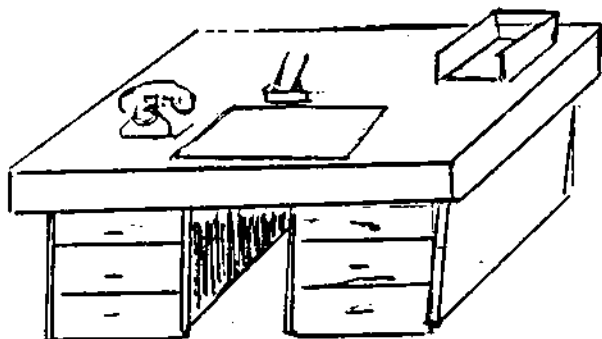
Copy these sentences and fill in the missing words.

A desk is used by a _____ OR a _____.

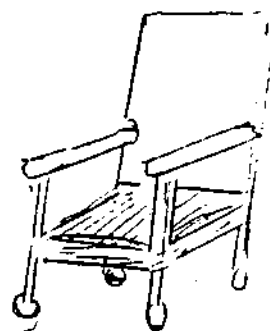
People who are far apart can _____ to each other by telephone.

You would use a guillotine to cut _____ and a stapler to _____ pages together.

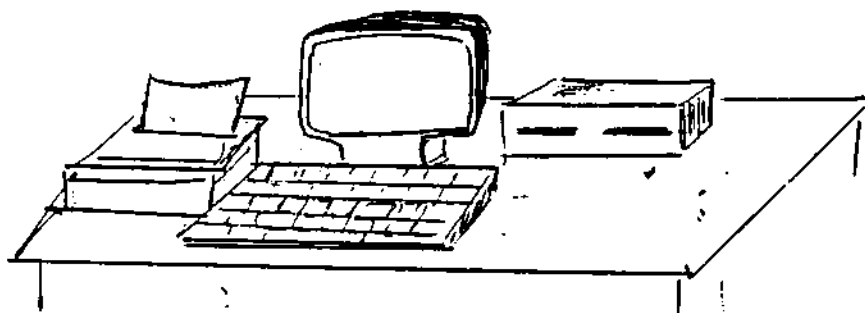
To make _____ copies it is necessary to use an ink duplicator.



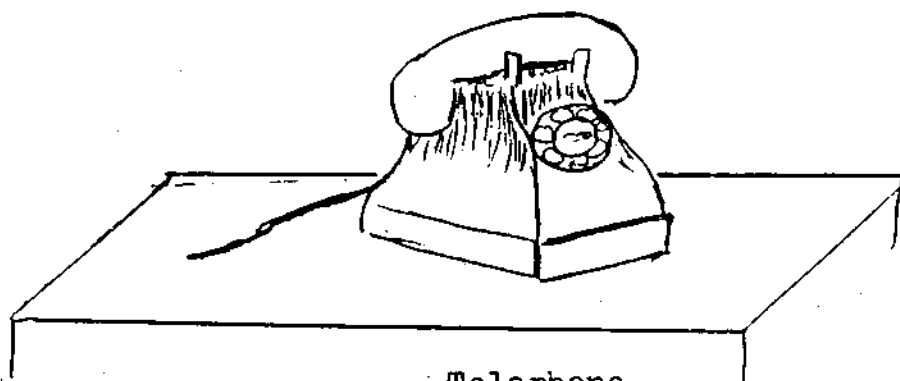
Desk



Chair



Personal Computer



Telephone

AT THE RECEPTION

The emphasis of this lesson should be on impressions. It needs to be stressed that the Receptionist is often the first person a caller sees when he/she arrives at an organisation. If they are greeted with courtesy by a helpful alert and smart person this reflects on the status of the company.

The following exercise will reinforce this vital aspect of presentation and environment.

1. Find a photograph or a picture of a good reception area then copy or trace this. Colour it in using your own colour scheme. You may design and draw your own idea of a pleasant reception area.
2. Write why you believe this to be a good example of a reception area.
3. Make two lists of good and bad receptions eg

A Good Reception

Courteous greeting
Cheerful receptionist
Clean and tidy reception
Clean and tidy
receptionist
Helpful receptionist

A Bad Reception

Receptionist sleeping on desk
Sullen greeting
Receptionist too lazy or
indifferent to help caller
Waste paper or dust on floor
or furniture

4. Find and copy examples of printed documents likely to be met on the reception desk eg

a page of an Appointments Book
a visiting card
a Reception/Visitors Book
a Delivery Note
a Telephone Message Pad
an Internal Telephone Directory

GIVING MEANINGFUL EXERCISES

It is important that practical lessons as recommended in 1 and 2 should be backed up with theoretical knowledge. This is better acquired (not by dictation or copying from a book) but by students seeking the information for themselves from handouts, textbooks etc. Setting a problem for them to solve will facilitate thinking by the pupils and build their confidence for the future.

An example of this kind of lesson is given below in the form of a small assignment/exercise for the pupils to finish within say two 40 minute lessons.

Give the following handout to each/or between two pupils at the beginning of the session. Read and go over the instructions carefully with them. Encourage them to ask if they do not understand.

MY ORGANISATION AND IT'S DEPARTMENTS AND PERSONNEL

You have just started working in the office of a large national organisation. Before you start work the boss has asked you to find out about the structure of the company, the work of the different departments and personnel.

The company has a General Office, Sales, Production, Finance, Purchasing, and Personnel Departments.

- a Find out and write down the work done by these departments
- b include the job titles of those people usually employed by them and
- c draw an organisation chart of a typical large company which includes the departments mentioned above.

The resulting work can be marked for continuous assessment and be kept in a folder for revision for later examinations.

When this kind of lesson is first introduced teachers will need to facilitate and lead the sessions carefully, going round and giving plenty of help and encouragement to the less confident students. However you will soon find that they will get used to this way of working which will make a change from the normal chalk and talk lessons and will stimulate interest.

DUTIES AND QUALITIES REQUIRED IN A CLERICAL OFFICER

You can introduce the lesson by asking the pupils what a clerical officer can be expected to do - write on the blackboard the ideas that are given. Add any and discuss those they may have missed.

Discuss the differences in duties or job specification if the organisation is large or small -

eg in larger organisation the duties are likely to be more specialised
in smaller ones the duties are likely to be more generalised.

This could be followed by the following problem-solving exercise.

You work for a medium-sized company.

You have just been told that you have been promoted to a more senior post and your boss wants to recruit another Clerical Officer in place of you. To help your boss get the right person to replace you

- (a) make a list of all the qualities that a person will need to do the job as well as you have and
- (b) explain why each of these qualities is needed.

Your boss would also like

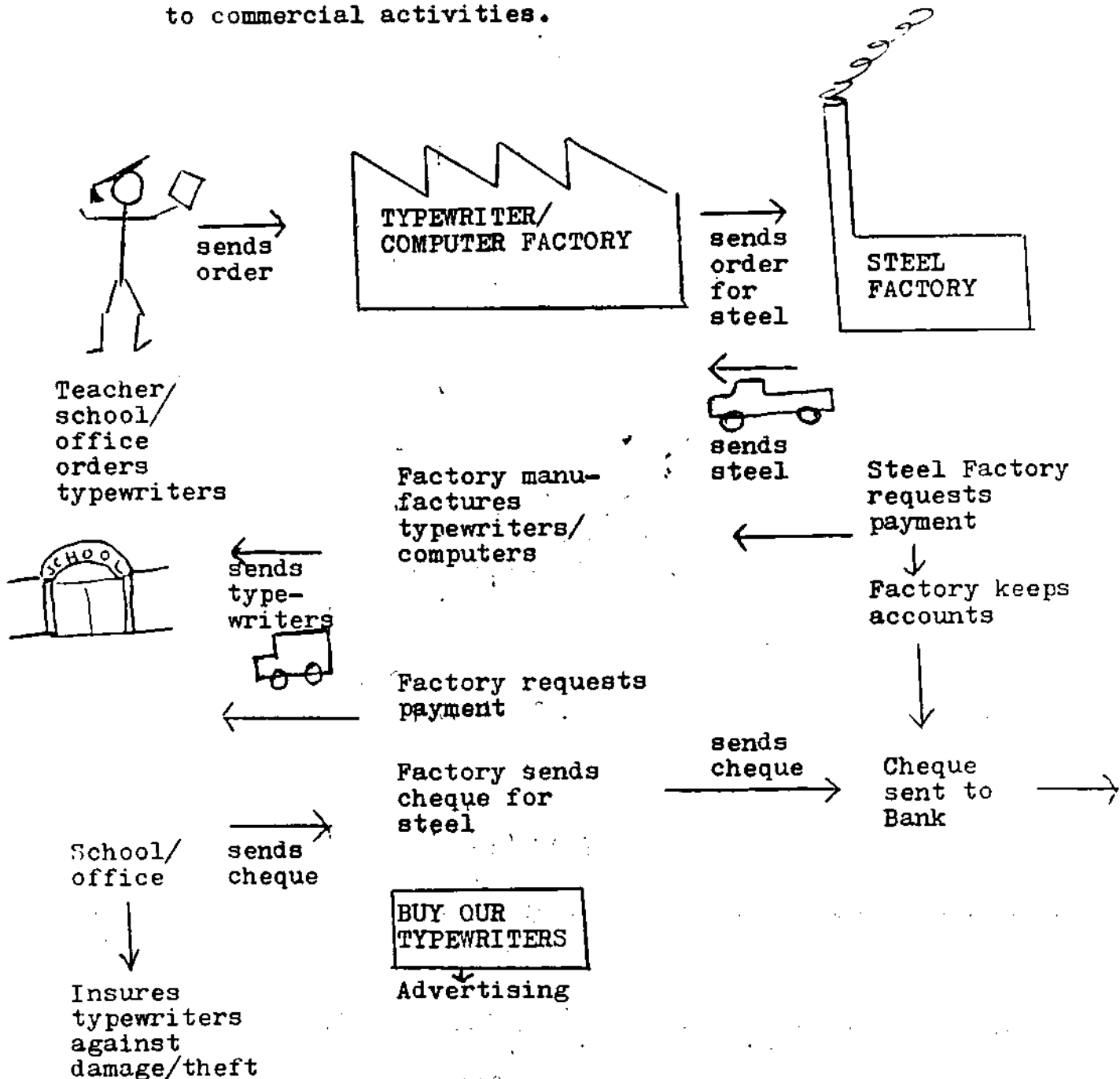
- (c) a list of duties that you perform during the course of your job and
- (d) any other information which might help him/her to select a good person to replace you.

If there are very few textbooks available for this exercise it is an ideal one for group work (no more than 3 per group). The students can then discuss and pool their ideas.

If there is time at the end of the session (or at the beginning of the next) get the groups to read out their conclusions to the others in the class. This will give you the opportunity to discuss any points raised, reinforce the main teaching points and put right any misconceptions or omissions in their work.

INTRODUCING COMMERCE - 1

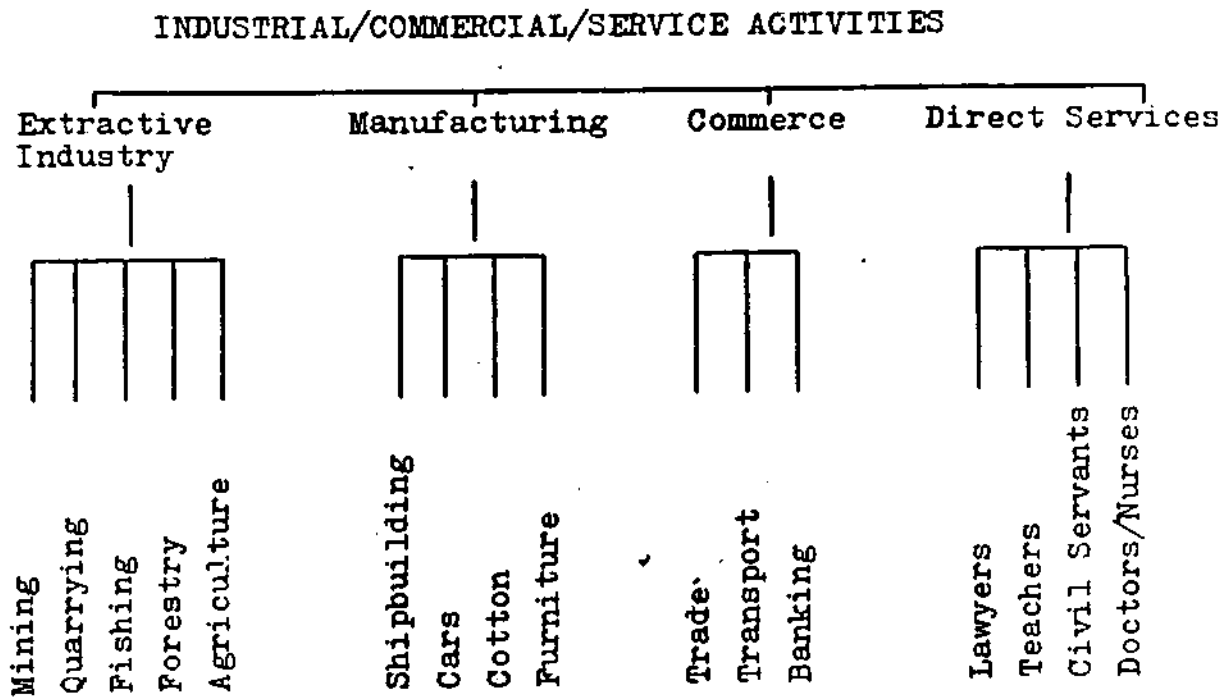
It is a good idea to introduce the concept of what Commerce is by choosing an object that the pupils all know - say a typewriter or a computer - and explain through a diagrammatic illustration the processes involved from manufacture to destination at the office or school which relate to commercial activities.



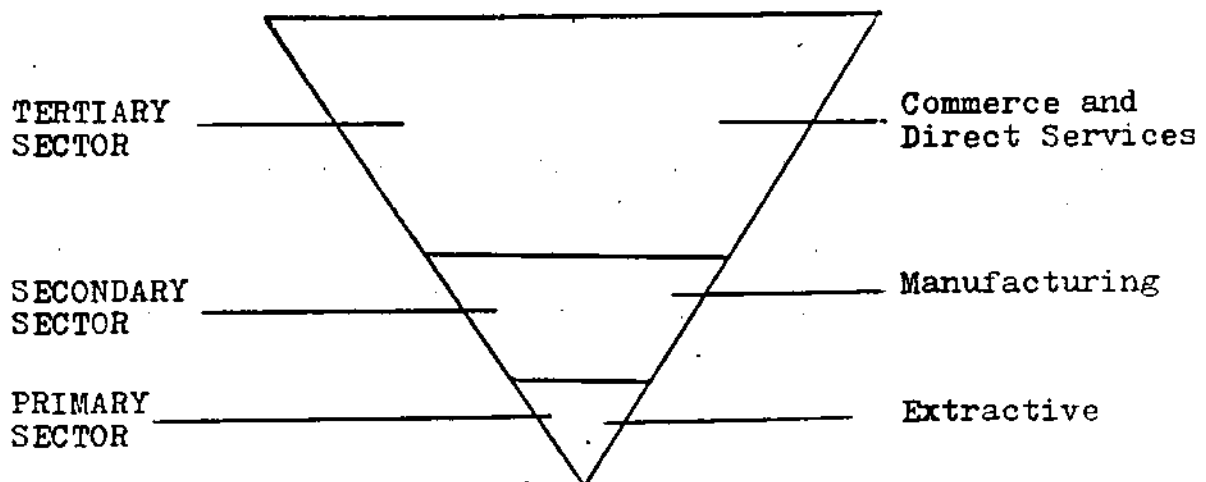
The arrows indicate all the areas of Commerce involved in the transaction of buying typewriters.

INTRODUCING COMMERCE - 2

A diagram of how Commerce fits into other activities/ occupations which are not classed as Commerce can now be introduced -

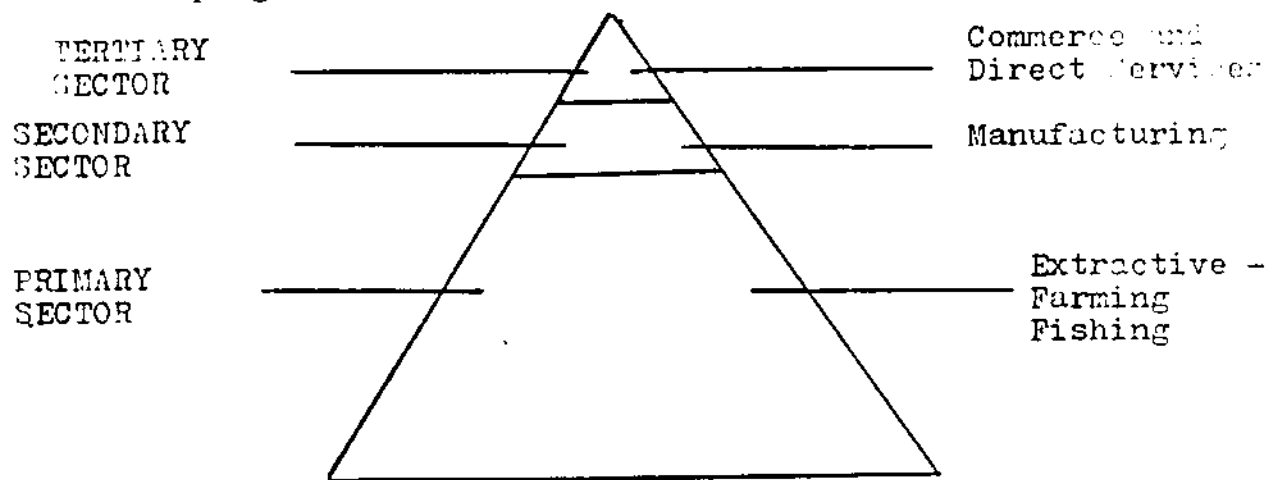


The inverted triangle diagram which illustrates the rough proportions of employees in each section is an interesting example of a developed economy. This also serves to show the dependency in a developed economy on the extractive and manufacturing industries.

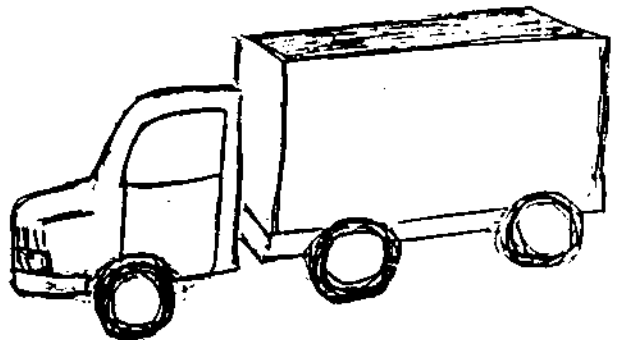
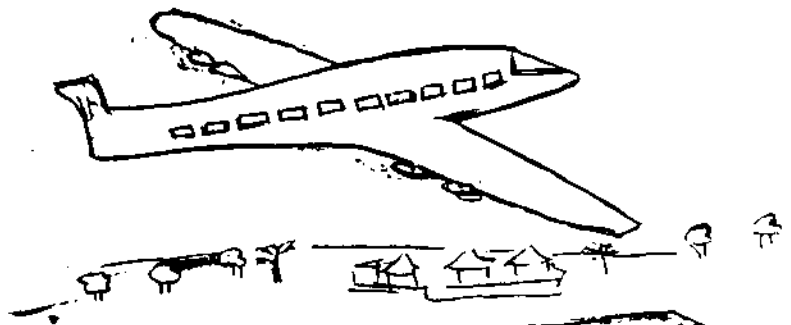
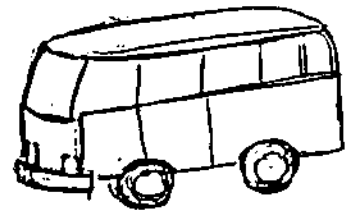
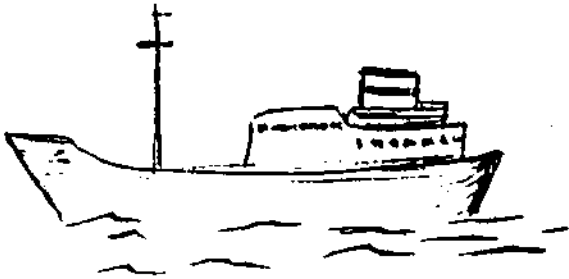
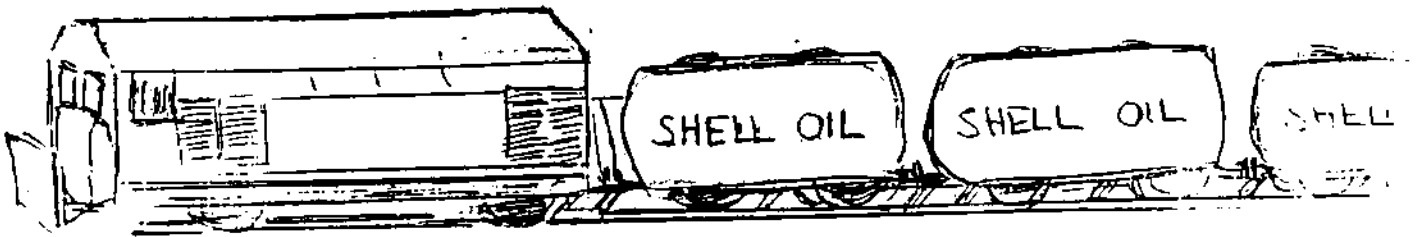
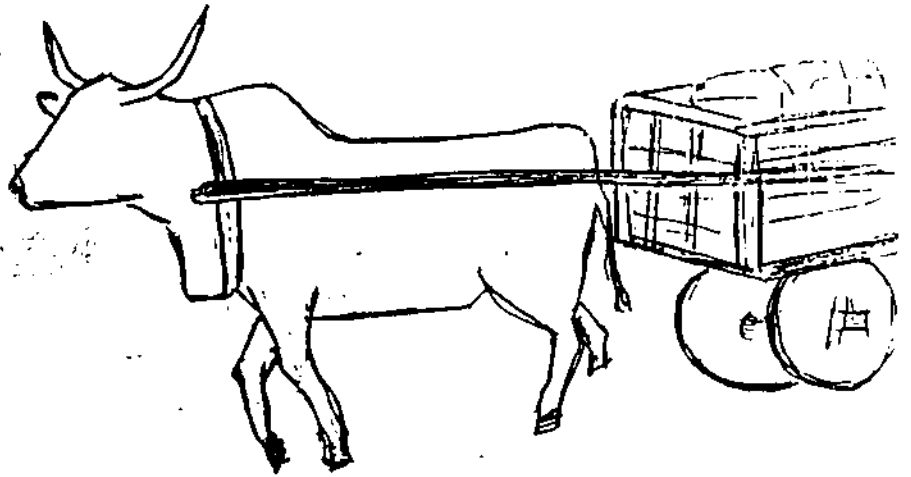


INTRODUCING COMMENCE - 3

Compare the triangle on the previous page with that below which shows proportions of employees engaged in each sector in a developing nation eg Nigeria.



After the students have copied down the diagrams they can either be used to stimulate discussion about which sectors their parents or relatives are in or they can be used to get the students to write down the four headings and under each put as many jobs as they can think of in the correct column.



TRANSPORT - 2

Copy or trace the pictures. Write under each picture
This is a picture of _____.

Choose words from the pictures to complete the following sentences.

1. _____ use paths and tracks.
2. _____ use roads.
3. _____ use the sea or rivers.
4. _____ use railway tracks.
5. _____ use the sky.

Copy the sentences below -

Oxen carry farm goods.

Donkeys carry people and goods to market.

Bicycles each carry one person to work or school.

Cars carry 1 to 5 people to work and school.

Buses carry 1 to 20 people to work and school.

Trains can carry a few hundred people from town to town.
They can also carry many goods from town to town.

Ships can carry many people by sea or river from port to port or river town to river town. They can also carry very heavy loads from town to town or from country to country.

Lorries carry heavy and bulky goods from town to town.

Aeroplanes carry hundreds of people from state to state and from country to country and also carry goods and mail.
This is the most costly means of travelling or transport.

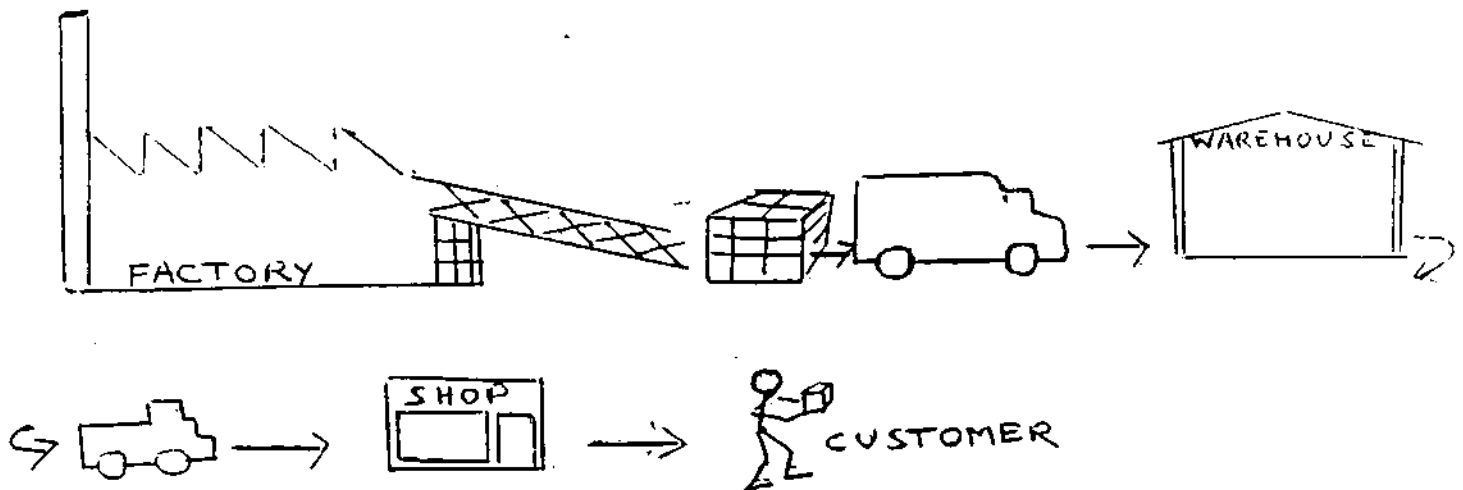
Write down all the methods of transport you have seen in your village or town. Begin like this -

I have seen _____

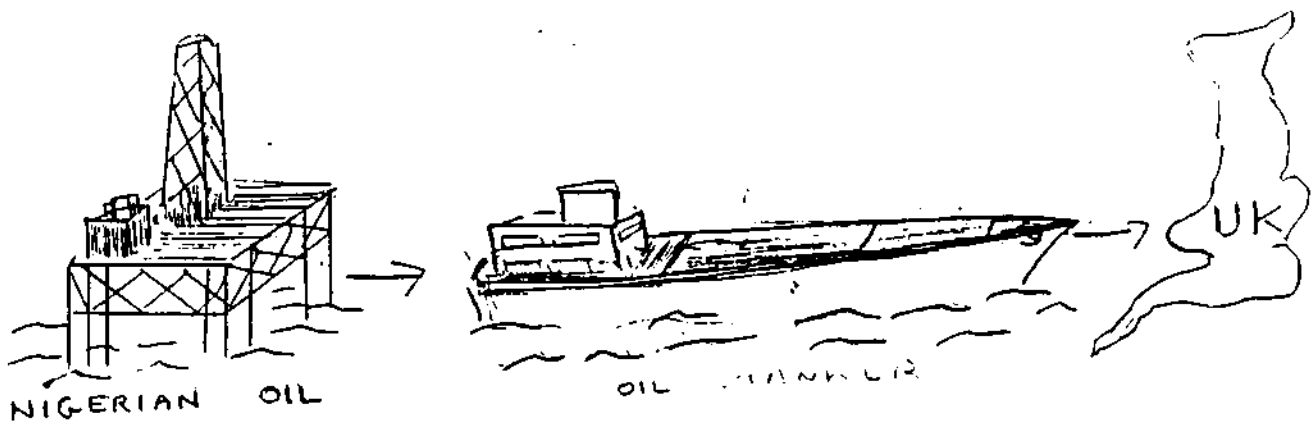
TRANSPORT - 3

Copy these sentences and fill in the missing words.

1. If you need to transport a heavy load from Lagos to Port Harcourt you could use _____, _____, _____ or _____.
2. If you need to take some sugar cane from your farm to the market you could use _____ or _____.
3. If you need to transport people and mail and some goods quickly from Kano to London you would use an _____.
4. If you need to transport heavy goods from Kano to Yola you would use _____ or _____.
5. If you need to transport heavy goods cheaply from Kano to Bauchi you would use _____.
6. _____ carry only one person from home to work or school.
7. Buses carry _____ people from home to work or village to town.
8. Transporting goods by _____ is the most costly means of transport.
9. _____ can carry many people quickly from town to town if they are running on time.
10. Lorries can carry heavy and _____ goods from town to town.
11. Buses and lorries travel on _____.
12. Trains travel on _____.
13. _____, _____, _____ AND _____ need petrol or diesel to make them work.
14. _____, _____, and _____ need food to make them work.
15. Private motor cars do not usually carry _____.
16. People in bush villages rely on _____ to get to towns.



Home Trade



Foreign Trade

Home Trade means the buying and selling of goods within the country.

Foreign Trade means the buying and selling of goods to other countries.

Copy the following sentences filling in the missing words.

Goods bought and sold within one country is called _____ Trade.

Goods bought and sold with other countries is called _____ Trade.

Oil is sold to other countries so oil is a part of Nigeria's _____ Trade.

Maize is bought and sold to people within Nigeria so it is a part of the _____ Trade.

Trade means the _____ and _____ of goods.

Home Trade has two types of trader who help get finished goods and raw materials to the customer.

They are Wholesale Traders and Retail Traders.

Wholesale Traders buy goods or materials in bulk and store them in large warehouses so they do not get damaged. The Wholesale Trader does not sell single items but sells batches or boxes of goods to the Retailer.

The Retail Trader buys a consignment of goods from the Wholesaler and puts them in his shop to sell to individual customers who only want 1 or 2 of the items.

Copy the following sentences filling in the missing words using the information given above.

To help get finished goods or raw materials to the customers there are two types of trader, _____ Traders and _____ Traders.

Large quantities of finished goods or raw materials are bought by the _____ Trader to store in his Warehouse.

Smaller quantities of goods are bought by the _____ Trader from the Wholesale Trader to sell in his shop or in the market.

If you wanted to buy one typewriter ribbon you would go to a _____ Trader.

The _____ Trader usually buys in bulk from the factories or works.

_____ Traders have shops and stalls in every town and village.

TRADE - RETAIL

Shops and Shopping

One way to stimulate or interest the students in the Retail Trade is to give them the following chart to copy into their book and then get them to fill in the blank spaces after class discussion or after discussion in groupwork.

RETAIL OUTLETS	<u>Range of Goods Sold</u>	<u>Possible Advantages for Shopping</u>	<u>Disadvantages for Shopping</u>
Market Stall			
Unit Shop			
Itinerant Street Trader			
Department Store			
Supermarket			
Petrol Station			

If the student's knowledge of the larger shops is limited it might be better to give a list of alternatives so they may choose which are the best ones for each section of the table.

eg Local, no guarantee, cheap, expensive, limited goods, overall quality of goods good,	no packaging, no refrigeration, limited goods, greater range of goods, overall quality of goods variable,	open every week-day, open long hours, personal service, sometimes open only once per week,
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You may well find that the Department Stores or Supermarket Managers of your local store would be very willing to come to the School to tell the students about the stores and their work.

BUSINESS DOCUMENTS

The variety of documents exchanged by organisations in the buying and selling process is confusing to most students. Lessons on the correct purpose and proper wording and calculations on these documents need to be done slowly and in several ways to reinforce learning.

An initial introduction to what they are all about can be done graphically by you on the blackboard or by illustration on a handout as below - again use an example of real goods so that the process does not seem to theoretical.

BUYER

Wants to buy computers

Requests Quotation for best price, delivery and quality

Places an Order stating how many

Signs copy of Delivery Note to say computers have been received.

Accounts sends a Cheque in settlement

SELLER

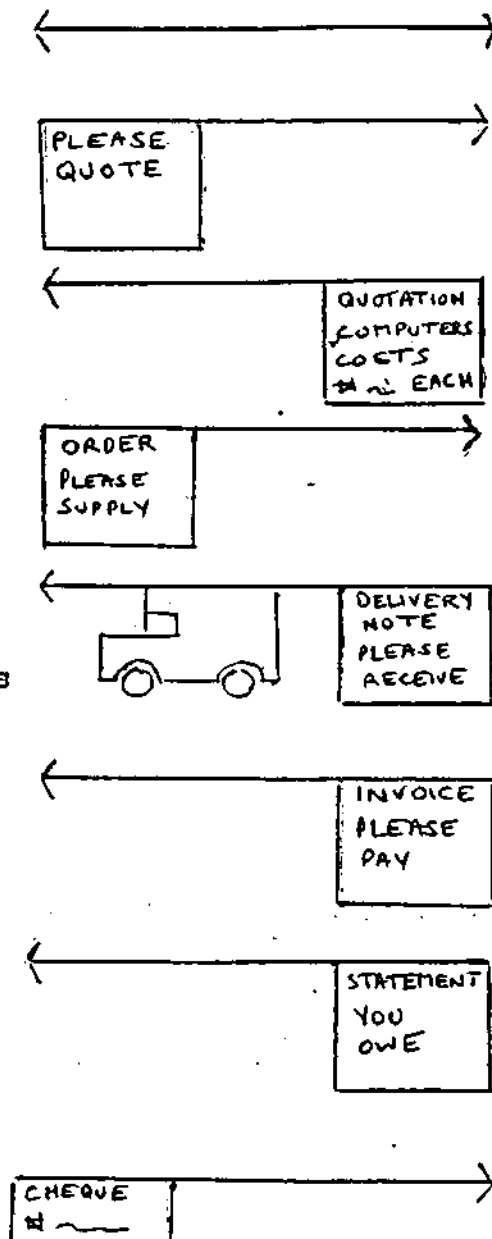
Wants to sell computers

Sends Quotation giving price, description of computers, delivery, terms.

Sends computers with Delivery Note

Sales Department sends Invoice requesting payment

at the end of the month Accounts sends a Statement setting out details of account for prompt payment



BUSINESS DOCUMENTSThe Order

An order gives details of the goods required by a purchaser. It should specify catalogue number (if any), colour, size, number and detailed description of the goods wanted.

CANO COMPUTERS LTD		Order No.
16 Zaria Road		1234
Kano PMB 4499		
To Business Supplies		
39 Sabon Gari		
Kano PMB 8855		
		29 July 19--
Please supply		
1 pkt. 5 $\frac{1}{4}$ " Floppy Disks		
5 reams A4 White Bond Paper		
6 black carbon printer ribbons		

The Invoice

When the order has been sent to the buyer the supplier will send an invoice giving the cost of each item sent together with a full description. The invoice should also state discount and tax amounts and give a final figure for the whole order. Each invoice should have a separate number for quick and easy reference.

BUSINESS SUPPLIES LTD		Invoice No.
39 Sabon Gari Kano		9876
PMB 6161		
To Cano Computers Ltd		
16 Zaria Road		
Kano PMB 8855		10 August 19--
Your Order No. 1234		
1 pkt 5 $\frac{1}{4}$ " Floppy Disks		N550.00
5 Reams White A4 Bond Paper		625.00
6 carbon printer ribbons		360.00
		<hr/> 1535.00
Less Trade Discount 20%		307.00
		<hr/> 1228.00
Add 15% Purchase Tax		184.20
		<hr/> N1412.20
Total		<hr/> <hr/>

BUSINESS DOCUMENTSThe Quotation

A buyer will usually ask for a quotation if he wants to obtain the best price for costly items. Many organisations require their buyer to seek three quotations before an order is placed.

TECHNOCRAT LTD
Victoria Island
Lagos
PO Box 4375

15 August 19—

Business Supplies Ltd
39 Sabon Gari
Kano FMB 6161

Dear Sirs

Thank you for your enquiry dated 26th July and we have pleasure in quoting the following prices.

Amstrad PC 174436SX 60K Hard disk	N80000.00
Epson 18 pin dot matrix printer	N17000.00
Lotus 123 Software with Windows	N18575.00
Trade Discount 5% and free delivery within one week.	

Please contact us if we can be of any assistance and we shall be pleased to give a demonstration of our computers at any time.

Yours faithfully

Alh. Mhd. Lawan
Sales Manager

BUSINESS DOCUMENTS

The Credit Note

If the goods have to be returned because of wrong size, colour etc or have been damaged in transit the supplier will issue a Credit Note for the full value of the goods returned.

The Statement

At the end of the month (or at agreed intervals) suppliers send a statement of account to each one of their customers. The Statement gives the date and Invoice number and total amount of each Invoice issued during this period. It will also include details of any payments received during this time and any Credit Notes issued. The balance will be shown as a running total.

STATEMENT OF ACCOUNT

No. 785

31st August 19 --

BUSINESS SUPPLIES LTD

39 Sabon Gari Kano

PMB 6161

To Cano Computer Ltd

16 Zaria Road

Kano PMB 8855

Date	Details	Debits	Credits	N Balance
1.8.	Balance b/f			2500.00
2.8.	Invoice 9865	1842.00		4342.00
10.8	Invoice 9876	1412.20		5754.20
15.8	Cheque		2500.00	3254.20
21.8	Credit 194		600.00	2654.20

Terms Cash discount ~~2 1/2~~ 7 days

BUSINESS DOCUMENTSWorksheet 1

1. Which business document would a company use if they wanted to purchase goods from a supplier?
2. List 5 pieces of information the supplier will want to know (eg 1. size) on the above document.
3. An invoice states the total cost of the goods ordered. What other information does it contain?
4. On the top of an invoice form there should always appear the date and the _____.
5. On an Invoice form one should deduct _____ and add _____.
6. If goods have been returned to the supplier they should issue a _____.
7. Which type of business document would a seller prepare to give a buyer the price of his goods.
8. The document which gives a running total of the monthly account up-to-date is called a _____.
9. The Statement of Account is sent by the _____ to the _____.
10. Prepare an Order for the following -
 Supplier Alh. Ibrahim Sulani, PMB 9210, Sharada, Kano.
 Purchaser Walk Easy Ltd., Central Way, Kano.
 Order No. 156, Date today.
 15 No. pairs Cat.No. 347 Size 37 Brown leather shoes
 20 No. pairs Cat.No.1062 Size 35 Black patent ladies shoes
 50 No. pairs Cat.No.1269 Size 42 Brown leather sandals
11. Prepare an Invoice for the above assuming the Brown leather shoes cost ₦100 each pair, Black patent ladies' shoes cost ₦70 and the sandals cost ₦70. The Trade Discount is 20% and the Purchase Tax added is 15%. Invoice No. 1592, date today.
12. Prepare a Statement of Account for the above assuming the document is sent at the end of this month and that the outstanding balance for last month was ₦1200, there were no credits but another Invoice 1459 dated 3rd of the month for ₦5500. Terms - Cash Discount for payment within 7 days.

45

BUSINESS DOCUMENTS - 2

Reinforcing theoretical learning can be done by setting up a practical exercise for the students to complete in groups. The assignment below can be used to endorse the objectives of clean, clear and accurate presentation of business material. It encourages problem solving and working with others (co-operation to reach a common-goal) vital in good business operations.

The following exercise gives a step by step guide of one such lesson.

Documents used in the buying and selling process.

1. Divide the students up into groups of 4. In each group 2 work together as the buyers and 2 work together as the sellers.
2. Give the sellers of the group a copy of a Price List eg

Goods Computers Ltd. 11 Straight Road, Kano, PMB 4096	
PRICE LIST	
2000XL Series PC Computer	N150,000.00
1500 Series PC Computer with Keyboard and VDU.	N110,000.00
Laptop Computer without Printer	N75,000.00
100XL Series Computer without VDU	N70,000.00
Dot Matrix Printer	N20,000.00
Stabiliser	N9,000.00

3. Give the buyers a copy of the memo below -

Anyfirm PLC. 116 Palace Road, Kano, PMB 3969	
MEMORANDUM	
To	The Chief Buyer
From	General Manager
	Date _____
Please send for a quotation for the following.	
1	1500 Series PC Computer with a VDU and Keyboard
1	Laptop Computer with Dot Matrix Printer
2	Stabilisers

4. Instruct the buyers to act on the memo, designing and making out their own business documents and thus initiating the business document process. When the sellers have received the request for a quotation they should use the Price List in order to make out a Quotation to send to the buyers.
5. You as the teacher can be the General Manager in the memo and can check the Quotation when received and if correct tell the group to order the computers in the memo and continue with the documentary process finishing with the buyers writing and sending a cheque

BUSINESS DOCUMENTS - 2

6. To make sure all the students have understood all the processes involved repeat the exercise - the students changing from buyers to sellers and vice versa, alter the price list slightly to give different amounts and set the whole process in motion again. The first run through of the exercise could be used as a practice and the second as a test or for assignment grades.

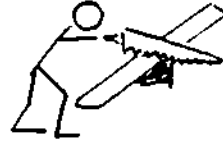
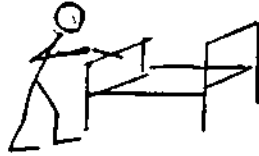
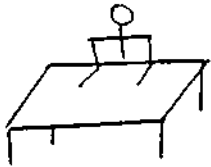
To complete the exercise it needs at least 2 double lessons for one run through - ideally in the same day. It would be worth arranging a timetable swap to do this. Do not attempt the process unless the students have already had practice and lessons on the individual documents involved.

More time can be given if Typing lessons are integrated with this assignment and students are encouraged to type their forms on their own designed Headed Paper.

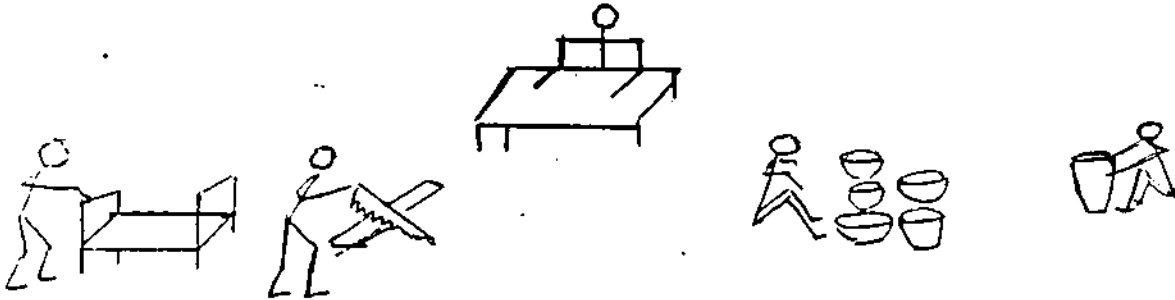
ILLUSTRATED FACTS ABOUT A SOLE PROPRIETORSHIP



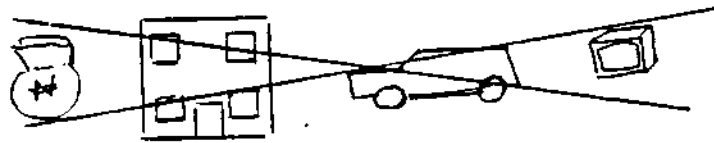
A business controlled and owned by one person is called a sole proprietorship.



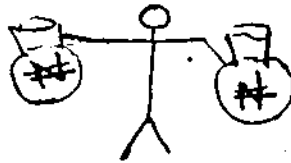
A sole proprietor may employ any number of workers.



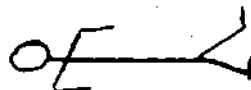
A sole proprietor may establish and run more than one business.



If a business fails the sole proprietor may lose all his capital and all his personal property to settle the debts.



If a business succeeds the sole proprietor takes all the profits.



If a sole proprietor is sick or dies the business may come to an end.

2 - SOLE PROPRIETORSHIPS - Sample Worksheet

A sole proprietorship is a _____ enterprise. It is small in terms of money invested and number of employees and therefore is especially suitable to _____ operations.

There are many kinds of sole proprietorship, for example, dry cleaning, retailing (shop keeping), _____, _____, _____, and _____.

A limited amount of money (_____) is required to start a sole proprietorship. Sole proprietorships may be formed without a _____ or any _____ binding document. They do not need an elaborate organisation or formal _____ to start operations.

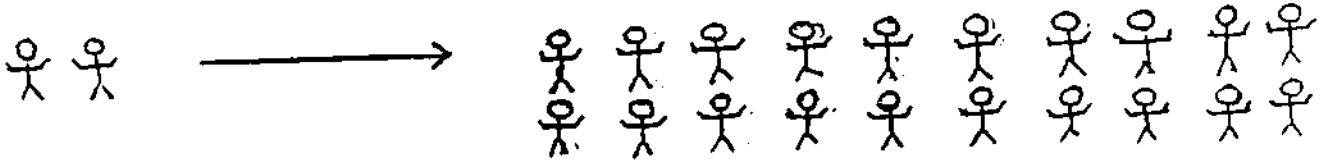
When a sole proprietor expands or wants to offer more specialised services they will need to form a _____ with one or more other sole proprietors.

Another way of using the information contained in these pages is to give direct tasks as below.

1. What is a Sole Proprietorship?
2. Why is a Sole Proprietorship especially suitable to small retail operations?
3. Write a list of the kinds of enterprises which are likely to be sole proprietorships eg hairdressers, potters, itinerant traders.

Copy out the sentences below using the correct word/s in each case -

4. A Sole Proprietor needs more/less capital expenditure than larger businesses.
5. Written agreements and legal documents are/are not needed for Sole Proprietors.
6. If there is very little profit from a business it is better to form a Sole Proprietorship/Partnership.
7. Sole Proprietorships are run with one/two man/men in charge.
8. A Sole Proprietor is responsible/is not responsible for his company's debts or losses.
9. A Sole Proprietor receives/does not receive all the profits from his company.
10. A Sole Proprietor does/does not need elaborate organisational structures or procedures.

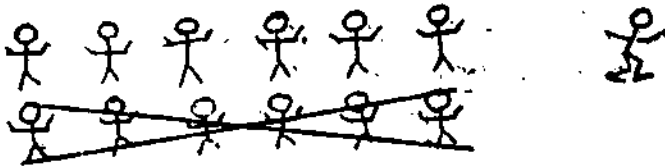
ILLUSTRATED FACTS ABOUT A PARTNERSHIP

2 to 20 persons may form a Partnership but

Banks -



2 to 10 persons only



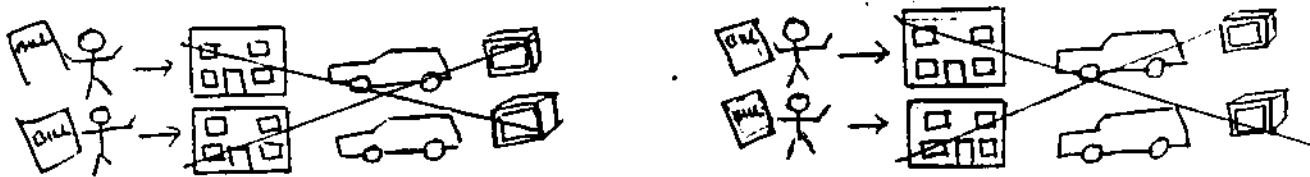
if one partner leaves
the partnership is
dissolved



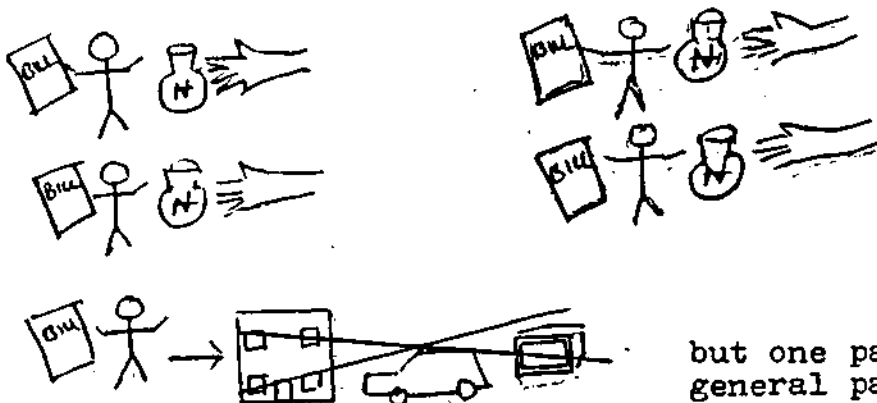
Each partner shares
profits or bears losses.

In a General Partnership there is unlimited liability
if debts cannot be paid.

All the partners private property can be taken to settle
the debts -



In a Limited partnership - limited liability - if debts
cannot be met only the partners capital in the firm may
be taken to settle debts.



but one partner must be a
general partner and private
property may be taken to
settle debts.

THE PRIVATE SECTOR

Liven up your lessons by giving students graphical illustrations of business studies theory. Let them copy the diagrams, this process helps them to digest written information and the images are easier to recall at a later date. eg

Business Units

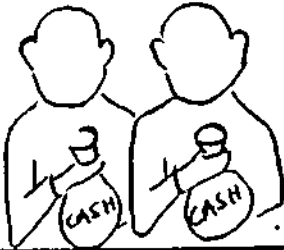
Sole Trader



ABA MARKET STALL

The only owner of the business.
He/She receives all the profits and bears all the losses.
Sometimes he/she employs others to help in the business.

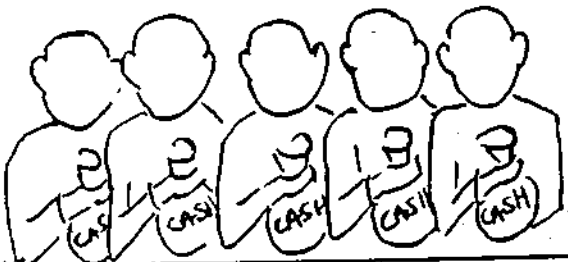
Partnership



ABA AND PARTNER

Two or more owners of a business.
All the partners bring in capital (money).
All the partners receive the profits or bear the losses. They run the company.

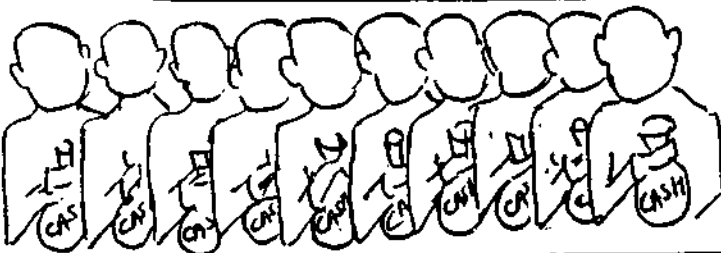
Company Limited



ABA & COMPANY LIMITED

Often a family business. Members of the family all have shares and are the owners.
They divide profits and all bear the losses.
The shares may not be quoted on the Stock Market.

Public Limited Company



ABA PLC (PUBLIC LIMITED COMPANY)

Often a large business. The shares are quoted on the Stock Exchange.
The Company is owned by the Shareholders who invest in the company.
Any member of the public may buy the shares.

BUSINESS ORGANISATIONS - PRIVATE

After a lesson on each kind of business organisation a simple chart as below can be completed by you together with the students. Alternatively the chart can be given to the students for homework or assignment completion and marks used for continual assessment.

Holding Companies, Conglomerates and International Companies are best left until these basic private companies are fully understood.

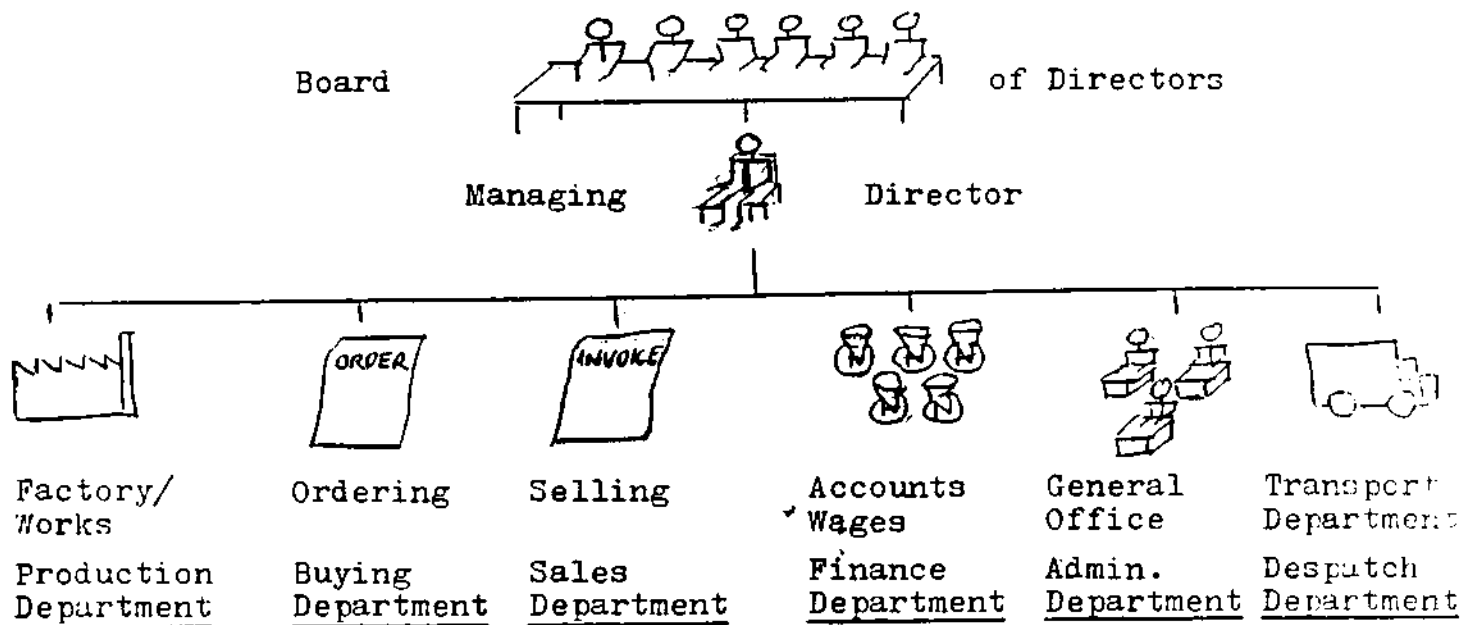
Ownership and Control

<u>Type of Business Organisation</u>	<u>Examples of Business Unit</u>	<u>Sources of Capital</u>	<u>Methods of Control</u>
Sole Trader		The trader	
Partnership			Shared by partners or as stated in an Agreement
Private Limited Company		Private Shareholders (family/friends)	
Public Limited Company (PLC)	Unilver PLC Shell Oil PLC Agip (Nigeria) Ltd		

Fill in the missing information on the above chart.

A Large Manufacturing Company

All large companies have different departments to deal with the work. Copy the chart below which shows some of these.



The Production Department produces the goods.

The Sales Department sells the goods to customers.

The Finance Department deals with all the money and accounts.

The Transport Department delivers all the goods to the customers.

The Buying Department buys all the raw materials so that the factory can make the goods.

The Administrative Department looks after all the mail, office work and the people who work for the company.

BUSINESS ORGANISATIONS

Worksheet 2

Copy the following sentences filling in the missing words.

The Department which makes the goods is called the _____ Department.

Customers contact the _____ Department if they wish to buy the goods.

The finished goods are taken to the customers by the _____ Department.

Dealing with the mail and office work is done by the _____.

The Factory asks the _____ Department to order raw materials.

Payment of wages for the company workers is dealt with by the _____ Department.

The whole company is managed by the _____.

The _____ Departments keeps the accounts.

The department which has to try to find customers for the goods is called the _____ Department.

PETTY CASH

This area of study can be taught easily with practical simulated exercises and needs little formal instruction. I have found it is usually better to start by getting the students to copy out a page from a Petty Cash Book. This familiarises them with the lay-out of the columns and the details of the in and out payments.

A talk about honesty, trustworthiness and professional integrity will not go amiss at this point too.

Time spent going over and explaining every entry on the sheet will prove very useful and will help the students understand what they should do when you give them the exercises. Ask the students to total all the columns and enter the balance at the end of the month.

PETTY CASH BOOK

1..	Details	Total N	19..	Details	Vou. No.	Total N	Stamps	Stat- ionery	Trav. Exp.	Sundry
n2	To Cash	100.00	Jan2	Stamps	151	21.00	21.00			
			5	Taxi	152	5.00			5.00	
			9	Cleaning	153	5.00				5.00
			15	Drinks	154	10.00				10.00
			16	Bus fare	155	1.00			1.00	
			23	Cleaning	156	20.00				20.00
			25	Carbon Paper	157	10.00		10.00		
			29	Postage	158	5.00	5.00			
			31	Paper	159	25.00		25.00		

The Imprest System

When the students are able to understand the purpose of the petty cash analysis and how the total cash turnover system (imprest) works at the end of each week/month a more realistic assignment can be given.

For this assignment ask the students to make up a blank form (copying one from a book or my sample from the black-board). They should then fill in the appropriate details from the sheet of Petty Cash Vouchers as below and assume that on the 1st February there was N100.00 in the Petty Cash Box. The final task should be to total the columns and use the imprest system to balance the books for 1 March.

Petty Cash Voucher No 111 <table> <tr> <th>Date</th> <th>Details</th> <th>Amt.</th> </tr> <tr> <td>2.19.</td> <td>Taxi Fare</td> <td>2.00</td> </tr> <tr> <td></td> <td>Photocopies</td> <td>10.00</td> </tr> <tr> <td colspan="2">Total</td> <td>12.00</td> </tr> </table> <p>Authorised <i>[Signature]</i></p>	Date	Details	Amt.	2.19.	Taxi Fare	2.00		Photocopies	10.00	Total		12.00	Petty Cash Voucher No 112 <table> <tr> <th>Date</th> <th>Details</th> <th>Amt.</th> </tr> <tr> <td>5/2/9</td> <td>Cleaning</td> <td>6.00</td> </tr> <tr> <td colspan="2">Total</td> <td>6.00</td> </tr> </table> <p>Authorised <i>[Signature]</i></p>	Date	Details	Amt.	5/2/9	Cleaning	6.00	Total		6.00	Petty Cash Voucher No 113 <table> <tr> <th>Date</th> <th>Details</th> <th>Amt.</th> </tr> <tr> <td>6 Feb</td> <td>TEA</td> <td></td> </tr> <tr> <td></td> <td>MILK</td> <td>13.00</td> </tr> <tr> <td colspan="2">Total</td> <td>13.00</td> </tr> </table> <p>Authorised <i>[Signature]</i></p>	Date	Details	Amt.	6 Feb	TEA			MILK	13.00	Total		13.00
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Date	Details	Amt.																																	
6 Feb	TEA																																		
	MILK	13.00																																	
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Petty Cash Voucher No 114 <table> <tr> <th>Date</th> <th>Details</th> <th>Amt.</th> </tr> <tr> <td>2/9.</td> <td>A4 Paper</td> <td>25.00</td> </tr> <tr> <td colspan="2">Total</td> <td>25.00</td> </tr> </table> <p>Authorised <i>[Signature]</i></p>	Date	Details	Amt.	2/9.	A4 Paper	25.00	Total		25.00	Petty Cash Voucher No 115 <table> <tr> <th>Date</th> <th>Details</th> <th>Amt.</th> </tr> <tr> <td>10.2.19.</td> <td>Postage Stamps</td> <td>15.00</td> </tr> <tr> <td colspan="2">Total</td> <td>15.00</td> </tr> </table> <p>Authorised <i>[Signature]</i></p>	Date	Details	Amt.	10.2.19.	Postage Stamps	15.00	Total		15.00	Petty Cash Voucher No 116 <table> <tr> <th>Date</th> <th>Details</th> <th>Amt.</th> </tr> <tr> <td>12/2/9.</td> <td>Bus Fare</td> <td></td> </tr> <tr> <td colspan="2">Total</td> <td></td> </tr> </table> <p>Authorised <i>[Signature]</i></p>	Date	Details	Amt.	12/2/9.	Bus Fare		Total								
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Petty Cash Voucher No 117 <table> <tr> <th>Date</th> <th>Details</th> <th>Amt.</th> </tr> <tr> <td>Feb</td> <td>CLEANING</td> <td>6.00</td> </tr> <tr> <td></td> <td>CARBON PAPER</td> <td>15.00</td> </tr> <tr> <td colspan="2">Total</td> <td>21.00</td> </tr> </table> <p>Authorised <i>[Signature]</i></p>	Date	Details	Amt.	Feb	CLEANING	6.00		CARBON PAPER	15.00	Total		21.00	Petty Cash Voucher No 118 <table> <tr> <th>Date</th> <th>Details</th> <th>Amt.</th> </tr> <tr> <td>18/2/9.</td> <td>Coffee/Minerals</td> <td>11.00</td> </tr> <tr> <td colspan="2">Total</td> <td>11.00</td> </tr> </table> <p>Authorised <i>[Signature]</i></p>	Date	Details	Amt.	18/2/9.	Coffee/Minerals	11.00	Total		11.00	Petty Cash Voucher No 119 <table> <tr> <th>Date</th> <th>Details</th> <th>Amt.</th> </tr> <tr> <td>20 Feb.</td> <td>Taxi</td> <td>2.00</td> </tr> <tr> <td colspan="2">Total</td> <td>2.00</td> </tr> </table> <p>Authorised <i>[Signature]</i></p>	Date	Details	Amt.	20 Feb.	Taxi	2.00	Total		2.00			
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Petty Cash Voucher No 120 <table> <tr> <th>Date</th> <th>Details</th> <th>Amt.</th> </tr> <tr> <td>2.9.</td> <td>GIROS</td> <td>6.00</td> </tr> <tr> <td></td> <td>PENCILS</td> <td>3.00</td> </tr> <tr> <td colspan="2">Total</td> <td>9.00</td> </tr> </table> <p>Authorised <i>[Signature]</i></p>	Date	Details	Amt.	2.9.	GIROS	6.00		PENCILS	3.00	Total		9.00	Petty Cash Voucher No 121 <table> <tr> <th>Date</th> <th>Details</th> <th>Amt.</th> </tr> <tr> <td>25.29</td> <td>Envelopes</td> <td>10.50</td> </tr> <tr> <td colspan="2">Total</td> <td>10.50</td> </tr> </table> <p>Authorised <i>[Signature]</i></p>	Date	Details	Amt.	25.29	Envelopes	10.50	Total		10.50	Petty Cash Voucher No 122 <table> <tr> <th>Date</th> <th>Details</th> <th>Amt.</th> </tr> <tr> <td>27 Feb</td> <td>CLEANING</td> <td>6.00</td> </tr> <tr> <td colspan="2">Total</td> <td>6.00</td> </tr> </table> <p>Authorised <i>[Signature]</i></p>	Date	Details	Amt.	27 Feb	CLEANING	6.00	Total		6.00			
Date	Details	Amt.																																	
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27 Feb	CLEANING	6.00																																	
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USING BOOKS TO CONSTRUCT LESSONS

Use books you have in your store to make lessons instead of writing masses of information on the blackboard which the pupils blindly copy without understanding.

For example from the photocopy extract attached of a page from a typical JSS Business Studies book you can ask the pupils to complete the following work -

Write the heading **SOLE PROPRIETORSHIPS** then write out and complete the following sentences using pages 30/31 of your book for information.

1. The sole proprietorship or sole trader is a _____ man business.
2. It is especially suitable for _____ operations.
3. The major categories of small businesses are
 - i _____
 - ii _____
 - iii _____
4. List below as many retail businesses as you can eg
 furniture makers _____

BUSINESSES ADAPTABLE TO SOLE PROPRIETORSHIPS

The sole proprietorship as already explained, is a one-man enterprise. Although a few workers may be employed by the owner-manager. Because it is small in terms of both capital investment and number of employees, the one-man business is especially suitable to small retail operations, to the professions and to service-type establishments such as dry cleaning, tailoring, and the like. Before discussing the factors that make these kinds of enterprises adaptable to sole proprietorship, let us first examine the major categories of small business operations.

Small businesses fall into three major categories:

- (1) those that provide local service to consumers;
- (2) those that manufacture and/or distribute specialty items like 'akwete' cloth and wood carvings to a local or national market; and
- (3) those that provide specialized services to other industries or businesses.

Table 5.1 presents a classification of activities that belong to each of these categories. It should be noted that these lists are not exhaustive as the student can add more activities to each list.

Businesses that render Local Services to Consumers	Specialty Businesses	Businesses that offer Specialized Services
Retailing of consumer goods	Furniture	Contractors
Repair Services of all kinds	Manufacturing	Wholesalers
Hairdressing	Printing	Artists and
Tailoring	Painters	Caterers
Professional Services	Weavers	Welders
Farming	Wood Carvers	Business Consultants

Table 5.1 TYPES OF SMALL BUSINESS OPERATIONS.

Sole proprietorships are found in different types of businesses as shown in Table 5.1. These businesses have specific features which make them better suited to be organized as sole proprietorships. Let us examine closely the nature of sole proprietorship and the features that make it a popular form of business.

The sole proprietorship involves small scale operation because it requires a limited amount of capital to start it. Functions performed by small scale operation on a local basis or can be handled by distinctly independent units. Radio repairers, for example, require very little investment. All they need is enough space to work and a small inventory of replacement parts. Similarly, hawkers and other categories of traders in West Africa need a little amount of capital to set up their business. Some, like newspaper vendors, can obtain their merchandise on credit and pay back later. Thus businesses that require little capital investment are better operated as one-man businesses.

Another factor that should be considered before deciding whether the sole proprietorship is the most suitable type of business unit for a specific operation is the ease of organization. The formation of some business units requires elaborate legal procedures. But the sole proprietorship, unlike partnerships or public corporations, can be formed without a written agreement or any other legally binding document. A hairdresser, for example, does not need any formal permission to start operations; all she needs is a well located shop, a few combs and other appliances. Therefore, enterprises such as farming, tailoring, and other types of repair services that entail no elaborate organizational and legal procedures are better organized as sole proprietorships.

The sole proprietorship is also suitable for any business that has very little or no potential for expansion and thus involves very little risk. It would be unreasonable for a roadside trader to attempt to form a partnership when he has only a very limited amount of capital on hand and little or no profits to share. Such businesses are better organized and run as one-man enterprises. Professional services like those of doctors and accountants are often organized as one-man businesses because their services require specialized skills and personal attention to the needs of customers. It is not unusual however, for lawyers, doctors, accountants, and similar professionals to gang up and form partnerships in order to expand the business and offer more specialized services to their customers.

ADVANTAGES OF SOLE PROPRIETORSHIPS

Large undertakings have not been successful in driving the sole proprietorship out of business for several reasons. These include the following:

1. A sole proprietorship ensures maximum freedom and promptness in decision making. The sole owner does not need to consult other individuals whose decisions are to be made. He makes them himself and as he is the boss, his decisions are final.