

Tutors Assignment Correction Guide

Module 9 Entrepreneurship

Unit 9.1 Entrepreneurship for Development

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Unit 9.1 Entrepreneurship for Development

This Guide is to assist you in the correction of the assignments for this unit.

If more than one Tutor is involved with Student Support in your institution, it will also assist in ensuring that there is a consistency in the weighting of assignments, and questions within assignments.

The Core Curriculum is designed to be offered utilising competency standards, so the elements that need to be included in answers are specified in the guide. It will therefore assist those who wish to use a competency assessment of Completed or Incomplete.

It is particularly important in the Caribbean to ensure that the assignments are assessed as indicated in the Guide, as Regional recognition is an ultimate (and desired) outcome.

Assessment Instrument:

Assignment 9.1 -1

Module 9 – Entrepreneurship

Unit 9.1 - Entrepreneurship for Development

The teacher trainee has:

1. Interviewed an entrepreneur and has successfully:
 - ☐ Documented how the entrepreneur spotted the business opportunity and the series of steps taken to evaluate the opportunity and plan for the implementation of the business.
 - ☐ Discussed the findings of the interview
 - ☐ Submitted a report containing up to 1000 words on the above activities
2. Successfully:
 - ☐ Distinguished between a business idea and a business opportunity
 - ☐ Identified a business opportunity and discussed three criteria for determining its viability
 - ☐ Given an example of a product or service which is a rehash of an old idea and one that is a new idea or slight modification of a new idea
 - ☐ Outlined an example in his/her own country of the entrepreneur acting as an agent of change



Assignment No. 9.1-1

Unit 9.1 Entrepreneurship for Development

To be completed and returned to your tutor for assessment.

This is an open book assignment and you may refer to whatever references you have at your disposal.

Name: _____ **Due Date:** _____

This assignment requires you to interview an entrepreneur in your community. The responses you receive will be the basis of further assignments, so it is important that you ensure that you obtain as much pertinent information as possible.

It is also important that you establish a good relationship with the person you are interviewing and be very appreciative of the time they are spending with you. Mostly, people will be pleased to tell you of their business successes and you will learn a lot from them.

A list of possible questions has been provided for you, but it is only a guide – the tone of the meeting and responses will set the pattern of the interview. It is a good idea to use a tape recorder, but *do ask permission to do this*.

Question 1.1: Select an entrepreneur who is operating a successful business and make an appointment to meet with this person. Allow an hour if the person can spare it.

1.2 Conduct an interview using a series of open-ended questions to determine how the entrepreneur spotted the business opportunity and the actions they took to evaluate the opportunity and to plan for its implementation.

1.3 Document and discuss your findings in a report of up to 1000 words. Your report should include:

- background information on the company
- nature of the business activity
- when it was launched
- number of persons employed

- how the opportunity was first spotted
- what actions were taken to evaluate the opportunity
- how the implementation was planned for

2 marks for each point= 4 marks

Question 2.1: Distinguish between a business idea and a business opportunity

4 marks

2.2 Identify a business idea and discuss three criteria for determining its potential/viability.

6 marks

2.3 Entrepreneurship leads to new products and services as well as the improvement of existing products and service or methods.

Give an example of a product or service that is a rehash of an old idea and one that is a new idea or slight modification of a new idea.

3 marks

Question 3: Change is regarded as being important to the stimulation of entrepreneurship and the entrepreneur is often viewed as an agent of change.

Cite and outline an example of the entrepreneur acting as an agent of change in your country or the wider Caribbean.

3 marks



Assignment No. 9.1-1

Unit 9.1 Entrepreneurship for Development

Guidelines for the correction and weighting of questions for assignment 9.1-1

The interview undertaken for this assignment is critical for its success and further assignments. It is therefore important that the teacher trainee conducts the interview in such a manner as to access as much information as possible. The suggested interview questions will help, but as a Tutor, you should give the teacher trainees as much guidance as possible in making the interview a pleasant and rewarding experience for both parties.

Question 1.1: Select an entrepreneur who is operating a successful business and make an appointment to meet with this person. Allow an hour if the person can spare it.

1.2 Conduct an interview using a series of open-ended questions to determine how the entrepreneur spotted the business opportunity and the actions they took to evaluate the opportunity and to plan for its implementation.

1.3 Document and discuss your findings in a report of up to 1000 words. Your report should include:

- background information on the company
- nature of the business activity
- when it was launched
- number of persons employed
- how the opportunity was first spotted
- what actions were taken to evaluate the opportunity
- how the implementation was planned for

2 marks for each point= 4 marks

Question 2.1: Distinguish between a business idea and a business opportunity

4 marks

- 2.2** Identify a business idea and discuss three criteria for determining its potential/viability.

6 marks

- 2.3** Entrepreneurship leads to new products and services as well as the improvement of existing products and service or methods.

Give an example of a product or service that is a rehash of an old idea and one that is a new idea or slight modification of a new idea.

3 marks

- Question 3:** Change is regarded as being important to the stimulation of entrepreneurship and the entrepreneur is often viewed as an agent of change.

Cite and outline an example of the entrepreneur acting as an agent of change in your country or the wider Caribbean.

3 marks

Total for Assignment 30

Assignment 1	30%
Assignment 2	30%
Assignment 3	40%
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Total for Unit	100%

Assessment Instrument:

Module 9 – Entrepreneurship

Unit 9.1 - Entrepreneurship for Development

Assignment 9.1 -2

The teacher trainee has successfully:

- ☐ Discussed the role of entrepreneurship in creating jobs and raising the standard of living.
- ☐ Discussed the impact of entrepreneurial activities on employment generation and economic development in the formal sector
- ☐ Discussed the impact of entrepreneurial activities on employment generation and economic development in the informal sector



Assignment No. 9.1-2

To be completed and returned to your tutor for assessment.

This is an open book assignment and you may refer to whatever references you have at your disposal.

Name: _____ Due Date: _____

Question 1 Explain how entrepreneurship can help to create jobs and raise the standard of living of a country?

10 marks

Question 2 Discuss the impact of entrepreneurial activity on employment generation and economic development in the *formal sector* in your country.

10 marks

Question 3 Discuss the impact of entrepreneurial activity on employment generation and economic development in the *informal sector* in your country.

10 marks

Where possible, your answer should include information from the Public domain such as:

- Unemployment figures
- Gross National Product and Gross Domestic Product
- National deficit
- Relativity of income prospects
- Free trade zones



Assignment No. 9.1-2

Guidelines for the correction and weighting of questions for Assignment 9.1-2

Each of these questions is designed to encourage the teacher trainee to develop an understanding of the impact of entrepreneurship in the overall development of their country.

Their responses should be assessed on the basis of how well they can relate the issue in each question to the five elements listed below.

Question 1 Explain how entrepreneurship can help to create jobs and raise the standard of living of a country?

10 marks

Question 2 Discuss the impact of entrepreneurial activity on employment generation and economic development in the **formal sector** in your country.

10 marks

Question 3 Discuss the impact of entrepreneurial activity on employment generation and economic development in the **informal sector** in your country.

10 marks

Where possible, your answer should include information from the Public domain such as:

- Unemployment figures
- Gross National Product and Gross Domestic Product
- National deficit
- Relativity of income prospects
- Free trade zones

Total for Assignment 30

Assessment Instrument

Module 9 – Entrepreneurship

Unit 9.1 - Entrepreneurship for Development

Assignment 9.1 -3

The teacher trainee has identified a local entrepreneurial activity and has successfully:

- ☐ Identified two forces which impact on entrepreneurship
- ☐ Discussed the impact of these two factors on entrepreneurial activities in his/her own country
- ☐ Presented an essay of no less than 500 words, analysing the given Case Study in terms of its characteristics as an entrepreneurial venture



Assignment No. 9.1-3

To be completed and returned to your tutor for assessment.

This is an open book assignment and you may refer to whatever references you have at your disposal.

Name: _____ **Due Date:** _____

Question 1

Identify two forces that impact on entrepreneurship.
State how these two factors have impacted on entrepreneurial activities in your country at any time during the past 20 years.

5 marks

Question 2

Entrepreneurship is stimulated by challenges. Conditions such as unemployment, recession, scarcity of raw materials, and cheaper foreign imports pose challenges for entrepreneurs.

Study the attached Case Study and write an essay of no less than 500 words discussing the following:

- Forces that impacted on the situation to generate an entrepreneurial venture.
- What were the challenges that drove this initiative?
- How the opportunity was spotted or initiated.
- What was the motivation behind the activity?
- How was it financed?
- How many people were involved.
- Impact on the people involved – standard of living, employment.
- The potential for this venture to move from the informal to formal sector.
- What were the problems faced.
- What were the benefits?
- What characteristics of an entrepreneur did Ms. Wilmot display

25 marks

Case Study

Title: Jamaica Solar Cooking Project¹

Story Presenter: Claudette Wilmot

The cost of cooking gas had skyrocketed in Jamaica and placed a substantial burden on households, given the dire economic condition of the country. People had few alternative fuels and were depleting the forests for firewood. The Ministry of Energy had not encouraged solar energy use because of the limited use to which they had been put – to heat water. Not only were the solar water heaters expensive, they were sold only with an accompanying “backup” electric water heater. This approach was not a suitable solution to cooking needs. Ms. Wilmot, a teacher at the School of Hope for mentally and physically handicapped students in Kingston, Jamaica, decided to take action. She learned of the solar box cooking technology and obtained a small sum of money from the Jamaica Flour Mills to build and introduce the first cookers into the community.

Ms. Wilmot, along with six handicapped students, one senior handicapped teacher and two other teachers, implemented the project. After receiving the initial grant, students at the School of Hope constructed a number of the boxes and displayed them to leaders of women’s and consumer groups and government representatives. Ms. Wilmot began to collaborate with the Women’s Bureau (a department of the Ministry of Labour) to develop a series of “do-it-yourself” workshops to teach rural people how to use solar cookers.

The cooker technology used is similar to other solar box technology – a simple insulated box with a window on top to capture the sunshine and a shiny metal surface to act as a reflector. Sunlight shines through the window onto the dark covered pots placed in the cooker and is transformed into heat. The insulated box traps the heat in the pot – thereby cooking the food inside. The cooker supplements traditional cooking facilities, as it use depends on the seasonal availability of sunshine and the time of day. Many different types of materials (wood, cardboard, plastic) can be used to construct the boxes – in this particular case, wood was used. The cooker eliminates the need for cooking gas and/or firewood, and is therefore a cheaper cooking alternative.

¹ Women: Key Partners in Sustainable Development, 1994, Vancouver, The Commonwealth of Learning

Two problems arose with regard to the use of these box cookers. First, was the fear of theft of food left in the boxes in the absence of owners. As a response to this concern, locks were devised for the boxes. Second, was the concern expressed by the Bureau of Standards, when testing the boxes, that the use of black paint containing lead to coat the outside of cooking pots might present a health hazard (the boxes are black to maximise heating). The response to this concern was to use wood fires to “blacken” the cooking surfaces, rather than using paint that might contain lead.

Solar cookers can also be used to boil and pasteurise water, a very effective response to the 80% of diseases in the developing countries that, according to the World Health Organisation (WHO) are caused by contaminated water. A follow-up campaign was designed to educate rural women to use the solar box cookers to sterilise drinking water. This is particularly important when, in the event of a hurricane or other natural disasters, regular water supplies are disrupted and other fuel sources are frequently contaminated. The project faces financial constraints, and Ms. Wilmot is seeking help from women’s groups and elsewhere to cover costs of printing material and demonstrations. The Jamaican entity set up to encourage investments, JAMPRO, offered assistance in introducing the project to possible investors.

Positive reception of the technology has led to mutual benefits for all: the students at the School of Hope were employed to produce the cookers and the members of the community gained access to inexpressive cooking technology. The Ministry of Labour has assisted with workshops and educational material and the Ministry of Education has discussed the possibility of including the teaching of solar cooking as part of the school curriculum. The project has received wide publicity and the workshops across the country have gathers “packed houses”. Ties between grassroots organisations and government agencies have been strengthened for future collaboration on environmental problems.



Assignment No. 9.1-3

Guidelines for the correction and weighting of questions for Assignment 9.1-3.

Question 1

- Identify two forces that impact on entrepreneurship.
- State how these two factors have impacted on entrepreneurial activities in your country at any time during the past 20 years.

5 marks

Question 2

Entrepreneurship is stimulated by challenges. Conditions such as unemployment, recession, scarcity of raw materials, and cheaper foreign imports pose challenges for entrepreneurs.

Study the attached Case Study and write an essay of no less than 500 words discussing the following:

- Forces that impacted on the situation to generate an entrepreneurial venture.
- What were the challenges that drove this initiative?
- How the opportunity was spotted or initiated.
- What was the motivation behind the activity?
- How was it financed?
- How many people were involved.
- Impact on the people involved – standard of living, employment.
- The potential for this venture to move from the informal to formal sector.
- What were the problems faced.
- What were the benefits?
- What characteristics of an entrepreneur did Ms. Wilmot display

25 marks

*The response to this question should cover such points as the fact that the project provided a number of benefits to the community that went well beyond meeting their energy needs. The solar cooker workshops reached rural people across the country, spreading the word and **increasing energy conservation**; handicapped students and their*

*teachers are employed in constructing the solar box cookers, **providing them access to income**; and working with the Bureau of Standards, the Ministries of labour and Education has helped to **strengthen ties between grassroots organisations and government agencies**. The two solutions to the possible theft of food and poisoning from lead paint indicate **responsible adaptation to the needs of the user and community**.*

*Other points are the reliance on local materials and the involvement of the community in the construction of the cookers. **

Total for Assignment = 40

Assignment 1	30%
Assignment 2	30%
Assignment 3	40%
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Total for Unit	100%

*Wilmot, C. Jamaican Solar Cooking Project, 1994, Women: Key Partners in Sustainable and Equitable Development, Vancouver: The Commonwealth of Learning
