

**COMPETENCY BASED CURRICULUM**

**FOR**

**CORPORATE GOVERNANCE**

**LEVEL 6**

First published 2019

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# FOREWORD

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. A key feature of Policy Framework for Reforming Education and Training is the radical change in the design and delivery of the TVET training. The policy document requires that training in TVET be competency-based, curriculum development be industry led, certification be based on demonstration of competence that will expedite national development and economic growth.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that the Centre for Corporate Governance has developed this competency-based Diploma curriculum Level 6. I am, therefore, delighted to write the forward to this new Competency Based Curriculum for Corporate Governance.

Issues of ethics, transparency, and accountability have continued to be a challenge to the effective management of institutions of all types all over the globe leading to the collapse of several institutions. It does not matter the type and nature of the institution. Whether it is in in the public or private sector; not-for-profit or religious. No sector has been spared. There is strong evidence that the critically missing link in all types of institutions is lack of the implementation of corporate governance best practices, ethical and effective leadership. Through a competence-based training, the Centre will develop a solid team of competent corporate leaders and practitioners with requisite knowledge, skills and attitudes skills together spearhead faster corporate growth and productivity that Kenya needs for its all-inclusive and sustainable development.

The provision of quality and competency-based corporate governance education, development and training are fundamental to the Government’s overall strategy for social economic development. Specifically, quality education and training built upon a competency-based curriculum will contribute to faster and more significant achievement Kenya’s development blue print and sustainable development goals.

I strongly believe that this competency-based Diploma Curriculum in Corporate Governance will play a significant role in the development of the critical and competent corporate governance human resources for faster industrial growth.

I am confident that the Centre’s capacity, competence, resources and long experience will ensure this curriculum is competently implemented for the benefit of our beloved country, Kenya.

**FCPA NGURU WACHIRA,**

**CHAIRPERSON, CENTRE FOR CORPORATE GOVERNANCE**

# PREFACE

Kenya Vision 2030 aims to transform the country into a newly industrializing, “middle-income country providing a high-quality life to all its citizens by the year 2030”. Kenya intends to create a globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy through life-long education and training. A competency-based Diploma curriculum in corporate governance will be a significant catalyst in inculcating knowledge, skills and attitudes necessary for catapulting the nation to a globally competitive status. The paradigm shift towards a Competency Based Education and Training (CBET) could not have come at the right time.

Corporate governance as a system by which a corporation, company, institution or an organisation is directed, controlled and held to account (Centre for Corporate Governance) has continued to elicit greater interest since 1992 when Governments, regulators and security exchanges world-over began to reconsider how corporations were being governed or managed in order to ensure productivity and sustainability. The collapse of Maxwell Communication, associated with Robert Maxwell, was a major turning point in corporate governance worldwide. This led to the setting up of a committee chaired by Sir Adrian Cadbury with a mandate to set out recommendations on the arrangement of company Boards and out of recommendations on the arrangement of company Boards and accounting systems to mitigate corporate governance risks and failures. Several publications including legislations and codes have been developed to entrench the implementation and practice of corporate governance in order to enhance transparency and accountability in corporations.

In Kenya, the Centre for Corporate Governance (CCG) was registered to pursue these ideals at both national and continental levels. CCG, a company limited by guarantee, was established by a private sector initiative for corporate governance in 1999 to foster the highest standards of corporate governance in all types of corporations. At inception, the Centre was registered as the Private Sector Corporate Governance Trust (PSCGT) which was renamed the Centre for Corporate Governance in 2002. The Centre achieves its mandate through training, education, research, monitoring, evaluation and advocacy.

Although corporate governance is not a new concept, it has in the recent years generated a lot of enthusiasm and critical concern in its implementation among academicians and practitioners. A major key driver in its emergence remains corporate failures and systemic crises around the world.

Instructively, corporate governance landscape is dynamic and ever changing regionally and globally. The content, principles and practices are not fixed and will, therefore, require continuous review to incorporate contemporary trends in corporate governance.

With its continued commitment to escalate its developmental programmes to greater heights, the Centre for Corporate Governance (CCG), in conjunction with Business Sector Stakeholders, has developed this Competency-based Diploma Curriculum in Corporate Governance.

This competency-based curriculum will provide participants with a solid technical and practical competence necessary for establishing and sustaining effective and robust corporate governance systems in all categories of organisations and units. This curriculum will go a long way in inculcating middle and top level skills that are necessary for managing of Boards and organisations nationally and regionally.

**DR. JOSHUA ABONG’O OKUMBE**

**CHIEF EXECUTIVE OFFICER**

**CENTRE FOR CORPORATE GOVERNANCE**

# ACKNOWLEDGEMENT

This competency-based Diploma curriculum in Corporate Governance was developed through combined efforts of individuals who practice corporate governance best practices. In this regard, the Centre expresses its sincere thanks to its Board of Directors for effective and strategic leadership that we has been experienced over the years, particularly in the development of this curriculum. The Centre also takes this opportunity to thank the management and staff of CCG for working tirelessly to produce this magnificent document.

The Centre also expresses its sincere gratitude to the TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) for providing critical expertise, specifically in the development of the occupational standards for this Diploma programme. The Centre cannot forget all the individuals and organisations that participated in the validation of the Standards for this curriculum

**CENTRE FOR CORPORATE GOVERNANCE**

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# ABBREVIATIONS AND ACRONYMS

CG Corporate Governance

BUS Business

BC Basic Competency

CBET Competency Based Education and Training

CDACC Curriculum Development Assessment and Certification Council

CR Core Competency

CU Curriculum

ICT Information Communication Technology

KCSE Kenya Certificate of Secondary Education

KNQA Kenya National Qualifications Authority

MoE Ministry of Education

OS Occupational Standard

OSHA Occupation Safety and Health Act

OSHS Occupation Safety and Health Standards

PPE Personal Protective Equipment

SSAC Sector Skills Advisory Committee

TVET Technical and Vocational Education and Training

# KEY TO UNIT CODE

**BUS/CU/CG/BC/01/6/A**

Industry or sector

Curriculum

Occupational area

Type of competency

Competency number

Competency level

Version control

# 

# COURSE OVERVIEW

Corporate governance Level 6 consists of competencies that an individual must achieve to govern and coordinate corporate entities. It entails monitoring corporate governance, carrying out boards’ function, demonstrating strategic direction setting skills, demonstrating directors governance duties, demonstrating financial analysis and practices, demonstrating human resource leadership skill, demonstrating corporate social responsibility, demonstrating financial risk management, demonstrating information communication technology (ICT), statistical research , demonstrating gender mainstreaming and integration practices, providing strategic leadership, demonstrating emotional intelligence skills and organize board meetings.

The units of competency comprising corporate governance diploma level 6 qualifications include the following:

**BASIC COMPETENCIES**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit of Learning Code** | **Unit of Learning Title** | **Duration in hours** | **Credit Factor** |
| BUS/CU/CG/BC/01/6/A | Communication Skills | 40 | 4 |
| BUS/CU/CG/BC/02/6/A | Numeracy Skills | 60 | 6 |
| BUS/CU/CG/BC/03/6/A | Entrepreneurial Skills | 100 | 10 |
| BUS/CU/CG/BC/04/6/A | Employability Skills | 80 | 8 |
| BUS/CU/CG/BC/05/6/A | Environmental Literacy | 40 | 4 |
| BUS/CU/CG/BC/06/6/A | Occupational Safety And Health Practices | 40 | 4 |
| TOTAL | | 360 | 36 |

**CORE UNITS OF LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in hours** | **Credit Factor** |
| BUS/CU/CG/CR/01/6/A | Corporate Governance | 110 | 11 |
| BUS/CU/CG/CR/02/6/A | Boards Functions | 120 | 12 |
| BUS/CU/CG/CR/03/6/A | Strategic Direction Setting | 120 | 12 |
| BUS/CU/CG/CR/04/6/A | Directors Governance Duties | 100 | 10 |
| BUS/CU/CG/CR/05/6/A | Financial Analysis And Practices | 110 | 11 |
| BUS/CU/CG/CR/06/6/A | Human Resource Leadership | 120 | 12 |
| BUS/CU/CG/CR/07/6/A | Anti-Corruption Skills | 110 | 11 |
| BUS/CU/CG/CR/08/6/A | Corporate Social Responsibility | 115 | 12 |
| BUS/CU/CG/CR/09/6/A | Risk Management | 125 | 13 |
| BUS/CU/CG/CR/10/6/A | Information Communication Technology | 115 | 12 |
| BUS/CU/CG/CR/11/6/A | Strategic Leadership | 125 | 13 |
| BUS/CU/CG/CR/12/6/A | Statistical Research | 125 | 13 |
| BUS/CU/CG/CR/13/6/A | Principles Of Management | 100 | 10 |
| BUS/CU/CG/CR/14/6/A | Corporate Governance Business Audit | 110 | 11 |
| BUS/CU/CG/CR/15/6/A | Gender Mainstreaming And Corporate Governance | 110 | 11 |
| BUS/CU/CG/CR/16/6/A | Emotional Intelligence | 115 | 12 |
| BUS/CU/CG/CR/17/6/A | Board Meeting | 110 | 11 |
| BUS/CU/CG/CR/18/6/A | Ethics And Corporate Governance | 100 | 10 |
| BUS/CU/CG/CR/19/6/A | Industrial Attachment | 480 | 48 |
| **TOTAL** | | **2520** | **252** |
| **GRAND TOTAL** | | **2,880** | **288** |

**Industrial Attachment**

It is envisaged that the trainee will have undergone a field training and assessment with a recognized media farm . At least 480 hours (12 weeks) will be spent on a supervised and assessed field attachment.

**Entry Requirements**

An individual entering this course should have any of the following minimum requirements:

1. Attained KCSE with mean grade of C- (minus)

**Or**

1. Corporate governance National Certificate Qualification Level 5

**Or**

1. Equivalent qualifications as determined by Kenya National Qualifications Authority (KNQA)

**Assessment**

The course will be assessed at two levels: internally and externally. Internal assessment is continuous and is conducted by the trainer who is monitored by an accredited internal verifier while external assessment is conducted by accredited external assessors appointed by TVET CDACC.

**Trainer qualification**

A trainer for this course should have a higher qualification than the level of this course.

**Certification**

A candidate will be issued with a National certificate of competency on demonstration of competence in a unit of competency. To attain the National Certificate for Corporate Governance Level 6, the candidate must demonstrate competence in all the units of competency as given in qualification pack. These certificates will be issued by TVET CDACC in conjunction with training provider.

# BASIC UNITS OF LEARNING

# COMMUNICATION SKILLS

**UNIT CODE:** BUS/CU/CG/BC/01/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Communication Skills

**Duration of Unit:** 40 hours

**Unit Description**

This unit covers the competencies required to demonstrate communication skills .It involves, meeting communication needs of clients and colleagues; developing communication strategies, establishing and maintaining communication pathways, conducting interviews, facilitating group discussion and representing the organization.

**Summary of Learning Outcomes**

1. Meet communication needs of clients and colleagues
2. Develop communication strategies
3. Establish and maintain communication pathways
4. Promote use of communication strategies
5. Conduct interview
6. Facilitate group discussion
7. Represent the organization

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Meet communication needs of clients and colleagues | * Communication process * Modes of communication * Medium of communication * Effective communication * Barriers to communication * Flow of communication * Sources of information * Organizational policies * Organization requirements for written and electronic communication methods * Report writing * Effective questioning techniques (clarifying and probing) * Workplace etiquette * Ethical work practices in handling communication * Active listening * Feedback * Interpretation * Flexibility in communication * Types of communication strategies * Elements of communication strategy | * Interview * Written texts |
| 1. Develop communication strategies | * Dynamics of groups * Styles of group leadership * Openness and flexibility in communication * Communication skills relevant to client groups | * Interview * Written texts |
| 1. Establish and maintain communication pathways | * Types of communication pathways | * Interview * Written texts |
| 1. Promote use of communication strategies | * Application of elements of communication strategies * Effective communication techniques | * Interview * Written texts |
| 1. Conduct interview | * Types of interview * Establishing rapport * Facilitating resolution of issues * Developing action plans | * Interview * Written texts |
| 1. Facilitate group discussion | * Identification of communication needs * Dynamics of groups * Styles of group leadership * Presentation of information * Encouraging group members participation * Evaluating group communication strategies | * Interview * Written texts |
| 1. Represent the organization | * Presentation techniques * Development of a presentation * Multi-media utilization in presentation * Communication skills relevant to client groups | * Interview * Written texts |

**Suggested Methods of Instruction**

* Discussion
* Role playing
* Simulation
* Direct instruction

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors
* Telephone

**NUMERACY SKILLS**

**UNIT CODE:** BUS/CU/CG/BC/01/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Numeracy Skills.

**Duration of Unit:** 60 hours

**Unit Description**

This unit describes the competencies required to demonstrate numeracy skills. It involves applying a wide range of mathematical calculations for work; applying ratios, rates and proportions to solve problems; estimating, measuring and calculating measurement for work; using detailed maps to plan travel routes for work; using geometry to draw and construct 2D and 3D shapes for work; collecting, organizing and interpreting statistical data; using routine formula and algebraic expressions for work and using common functions of a scientific calculator.

**Summary of Learning Outcomes**

1. Apply a wide range of mathematical calculations for work
2. Apply ratios, rates and proportions to solve problems
3. Estimate, measure and calculate measurement for work
4. Use detailed maps to plan travel routes for work
5. Use geometry to draw and construct 2D and 3D shapes for work
6. Collect, organize and interpret statistical data
7. Use routine formula and algebraic expressions for work
8. Use common functions of a scientific calculator

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Apply a wide range of mathematical calculations for work | * Fundamentals of mathematics * Addition, subtraction, multiplication and division of positive and negative numbers * Algebraic expressions manipulation * Forms of fractions, decimals and percentages * Expression of numbers as powers and roots | * Written tests * Assignments * Supervised exercises |
| 1. Apply ratios, rates and proportions to solve problems | * Rates, ratios and proportions * Meaning * Conversions into percentages * Direct and inverse proportions determination * Performing calculations * Construction of graphs, charts and tables * Recording of information | * Written tests * Assignments * Supervised exercises |
| 1. Estimate, measure and calculate measurement for work | * Units of measurements and their symbols * Identification and selection of measuring equipment * Conversion of units of measurement * Perimeters of regular figures * Areas of regular figures * Volumes of regular figures * Carrying out measurements * Recording of information | * Assignments * Supervised exercises * Written tests |
| 1. Use detailed maps to plan travel routes for work | * Identification of features in routine maps and plans * Symbols and keys used in routine maps and plans * Identification and interpretation of orientation of map to North * Demonstrate understanding of direction and location * Apply simple scale to estimate length of objects, or distance to location or object * Give and receive directions using both formal and informal language * Planning of routes * Calculation of distance, speed and time | * Written * Practical test |
| 1. Use geometry to draw and construct 2D and 3D shapes for work | * Identify two dimensional shapes and routine three dimensional shapes in everyday objects and in different orientations * Explain the use and application of shapes * Use formal and informal mathematical language and symbols to describe and compare the features of two dimensional shapes and routine three dimensional shapes * Identify common angles * Estimate common angles in everyday objects * Evaluation of unknown angles * Use formal and informal mathematical language to describe and compare common angles * Symmetry and similarity * Use common geometric instruments to draw two dimensional shapes * Construct routine three dimensional objects from given nets |  |
| 1. Collect, organize and interpret statistical data | * + Classification of data * Grouped data * Ungrouped data   + Data collection * Observation * Recording   + Distinguishing between sampling and census   + Importance of sampling   + Errors in sampling   + Types of sampling and their limitations e.g. * Stratified random * Cluster * Judgmental   + Tabulation of data * Class intervals * Class boundaries * Frequency tables * Cumulative frequency   + Diagrammatic and graphical presentation of data e.g. * Histograms * Frequency polygons * Bar charts * Pie charts * Cumulative frequency curves * Interpretation of data | * Assignments * Supervised exercises * Written tests |
| 1. Use routine formula and algebraic expressions for work | * + Solving linear equations   + Linear graphs * Plotting * Interpretation * Applications of linear graphs * Curves of first and second degree * Plotting * Interpretation | * Assignments * Supervised exercises * Written tests |
| 8. Use common functions of a scientific calculator | * Identify and use keys for common functions on a calculator * Calculate using whole numbers, money and routine decimals and percentages * Calculate with routine fractions and percentages * Apply order of operations to solve multi-step calculations * Interpret display and record result | * Written * Practical test |

**Suggested Methods of Instruction**

* Group discussions
* Demonstration by trainer
* Practical work by trainee
* Exercises

**Recommended Resources**

* Calculators
* Rulers, pencils, erasers
* Charts with presentations of data
* Graph books
* Dice

**ENTREPRENEURIAL SKILLS**

**UNIT CODE:** BUS/CU/CG/BC/01/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Entrepreneurial Skills

**Duration of unit:** 100 hours

**Unit Description**

This unit covers the competencies required to demonstrate understanding of entrepreneurship. It involves demonstrating understanding of an entrepreneur, entrepreneurship and self-employment. It also involves identifying entrepreneurship opportunities, creating entrepreneurial awareness, applying entrepreneurial motivation and developing business innovative strategies.

**Summary of Learning Outcomes**

* 1. Demonstrate understanding of who an entrepreneur
  2. Demonstrate knowledge of entrepreneurship and self-employment
  3. Identify entrepreneurship opportunities
  4. Create entrepreneurial awareness
  5. Apply entrepreneurial motivation
  6. Develop business innovative strategies
  7. Develop Business plan

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Demonstrate knowledge of entrepreneurship and self-employment | * Importance of self-employment * Requirements for entry into self-employment * Role of an Entrepreneur in business * Contributions of Entrepreneurs to National development * Entrepreneurship culture in Kenya * Born or made entrepreneurs | * Individual/group assignments * Projects * Written tests * Oral questions * Third party report |
| 1. Identify entrepreneurship opportunities | * Business ideas and opportunities * Sources of business ideas * Business life cycle * Legal aspects of business * Assessment of product demand * Business environment * Factors to consider when evaluating business environment * Technology in business | * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |
| 1. Create entrepreneurial awareness | * Forms of businesses * Sources of business finance * Factors in selecting source of business finance * Governing policies on Small Scale Enterprises (SSEs) * Problems of starting and operating SSEs | * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |
| 1. Apply entrepreneurial motivation | * Internal and external motivation * Motivational theories * Self-assessment * Entrepreneurial orientation * Effective communications in entrepreneurship * Principles of communication * Entrepreneurial motivation | * Case studies * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |
| 1. Develop business innovative strategies | * Innovation in business * Small business Strategic Plan * Creativity in business development * Linkages with other entrepreneurs * ICT in business growth and development | * Case studies * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |
| 6. Develop Business Plan | * Business description * Marketing plan * Organizational/Management * plan * Production/operation plan * Financial plan * Executive summary * Presentation of Business Plan | * Case studies * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |

**Suggested Methods of Instruction**

* Direct instruction
* Project
* Case studies
* Field trips
* Discussions
* Demonstration
* Question and answer
* Problem solving
* Experiential
* Team training

**Recommended Resources**

* Case studies
* Business plan templates
* Computers
* Overhead projectors
* Internet
* Mobile phone
* Video clips
* Films
* Newspapers and Handouts
* Business Journals
* Writing materials

**EMPLOYABILITY SKILLS**

**UNIT CODE:** BUS/CU/CG/BC/01/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Employability Skills

**Duration of Unit:** 80 hours

**Unit Description**

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating interpersonal communication, critical safe work habits, leading a workplace team, planning and organizing work, maintaining professional growth and development, demonstrating workplace learning, problem solving skills and managing ethical performance.

**Summary of Learning Outcomes**

1. Conduct self-management
2. Demonstrate interpersonal communication
3. Demonstrate critical safe work habits
4. Lead a workplace team
5. Plan and organize work
6. Maintain professional growth and development
7. Demonstrate workplace learning
8. Demonstrate problem solving skills
9. Manage ethical performance

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Conduct self-management | * Self-awareness * Formulating personal vision, mission and goals * Strategies for overcoming life challenges * Managing emotions * Emotional intelligence * Assertiveness versus aggressiveness * Expressing personal thoughts, feelings and beliefs * Developing and maintaining high self-esteem * Developing and maintaining positive self-image * Setting performance targets * Monitoring and evaluating performance * Articulating ideas and aspirations * Accountability and responsibility * Good work habits * Self-awareness * Values and beliefs * Self-development * Financial literacy * Healthy lifestyle practices * Adopting safety practices | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate interpersonal communication | * Meaning of interpersonal communication * Listening skills * Types of audience * Public speaking * Writing skills * Negotiation skills * Reading skills * Meaning of empathy * Understanding customers’ needs * Establishing communication networks * Assertiveness * Sharing information | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate critical safe work habits | * Stress and stress management * Time concept * Punctuality and time consciousness * Leisure * Integratingpersonal objectives into organizational objectives * Resources mobilization * Resources utilization * Setting work priorities * Developing healthy relationships * HIV and AIDS * Drug and substance abuse * Managing emerging issues | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Lead a workplace team | * Leadership qualities * Power and authority * Team building * Determination of team roles and objectives * Team parameters and relationships * Individual responsibilities in a team * Forms of communication * Complementing team activities * Gender and gender mainstreaming * Human rights * Developing healthy relationships * Maintaining relationships * Conflicts and conflict resolution * Coaching and mentoring skills | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Plan and organize work | * Functions of management * Planning * Organizing * Time management * Decision making concept * Task allocation * Developing work plans * Developing work goals/objectives and deliverables * Monitoring work activities * Evaluating work activities * Resource mobilization * Resource allocation * Resource utilization * Proactive planning * Risk evaluation * Problem solving * Collecting, analysing and organising information * Negotiation | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Maintain professional growth and development | * Avenues for professional growth * Training and career opportunities * Assessing training needs * Mobilizing training resources * Licenses and certifications for professional growth and development * Pursuing personal and organizational goals * Managing work priorities and commitments * Recognizing career advancement | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate workplace learning | * Managing own learning * Mentoring * Coaching * Contributing to the learning community at the workplace * Cultural aspects of work * Networking * Variety of learning context * Application of learning * Safe use of technology * Taking initiative/proactivity * Flexibility * Identifying opportunities * Generating new ideas * Workplace innovation * Performance improvement * Managing emerging issues * Future trends and concerns in learning | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate problem solving skills | * Critical thinking process * Data analysis tools * Decision making * Creative thinking * Development of creative, innovative and practical solutions * Independence in identifying and solving problems * Solving problems in teams * Application of problem-solving strategies * Testing assumptions * Resolving customer concerns | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Manage ethical performance | * Meaning of ethics * Ethical perspectives * Principles of ethics * Ethical standards * Organization code of ethics * Common ethical dilemmas * Organization culture * Corruption, bribery and conflict of interest * Privacy and data protection * Diversity, harassment and mutual respect * Financial responsibility/accountability * Etiquette * Personal and professional integrity * Commitment to jurisdictional laws * Emerging issues in ethics | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |

**Suggested Methods of Instruction**

* Demonstrations
* Simulation/Role play
* Group Discussion
* Presentations
* Assignments
* Q&A

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* Radio sets
* TV sets
* LCD projectors

**ENVIRONMENTAL LITERACY**

**UNIT CODE**:BUS/CU/CG/BC/01/6/A

**Relationship to Occupational Standards**:

This unit addresses the Unit of Competency: Demonstrate Environmental Literacy

**Duration of Unit:** 40 hours

**Unit Description**

This unit describes the competencies required demonstrate environmental literacy.it involves controlling environmental hazard, controlling environmental pollution, complying with workplace sustainable resource use, evaluating current practices in relation to resource usage, identifying environmental legislations/conventions for environmental concerns, implementing specific environmental programs, monitoring activities on environmental protection/programs, analysing resource use and developing resource conservation plans.

**Summary of Learning Outcomes**

1. Control environmental hazard
2. Control environmental Pollution
3. Demonstrate sustainable resource use
4. Evaluate current practices in relation to resource usage
5. Identify Environmental legislations/conventions for environmental concerns
6. Implement specific environmental programs
7. Monitor activities on Environmental protection/Programs
8. Analyze resource use
9. Develop resource conservation plans

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Control environmental hazard | * Purposes and content of Environmental Management and Coordination Act 1999 * Storage methods for environmentally hazardous materials * Disposal methods of hazardous wastes * Types and uses of PPE in line with environmental regulations * Occupational Safety and Health Standards (OSHS) | * Written questions * Oral questions |
| 1. Control environmental Pollution control | * Types of pollution * Environmental pollution control measures * Types of solid wastes * Procedures for solid waste management * Different types of noise pollution * Methods for minimizing noise pollution | * Written questions * Oral questions * Role play |
| 1. Demonstrate sustainable resource use | * Types of resources * Techniques in measuring current usage of resources * Calculating current usage of resources * Methods for minimizing wastage * Waste management procedures * Principles of 3Rs (Reduce, Reuse, Recycle) * Methods for economizing or reducing resource consumption | * Written questions * Oral questions * Role play |
| 1. Evaluate current practices in relation to resource usage | * Collection of information on environmental and resource efficiency systems and procedures, * Measurement and recording of current resource usage * Analysis and recording of current purchasing strategies. * Analysis of current work processes to access information and data * Identification of areas for improvement | * Written questions * Oral questions * Role play |
| 1. Identify Environmental legislations/conventions for environmental concerns | * Environmental issues/concerns * Environmental legislations /conventions and local ordinances * Industrial standard /environmental practices * International Environmental Protocols (Montreal, Kyoto) * Features of an environmental strategy | * Written questions * Oral questions |
| 1. Implement specific environmental programs | * Community needs and expectations * Resource availability * 5s of good housekeeping * Identification of programs/Activities * Setting of individual roles /responsibilities * Resolving problems /constraints encountered * Consultation with stakeholders | * Written questions * Oral questions * Role play |
| 1. Monitor activities on Environmental protection/Programs | * Periodic monitoring and Evaluation of activities * Gathering feedback from stakeholders * Analyzing data gathered * Documentation of recommendations and submission * Setting of management support systems to sustain and enhance the program * Monitoring and reporting of environmental incidents to concerned /proper authorities | * Oral questions * Written tests * Practical test |
| 1. Analyze resource use | * Identification of resource consuming processes * Determination of quantity and nature of resource consumed * Analysis of resource flow through different parts of the process. * Classification of wastes for possible source of resources. | * Written tests * Oral questions * Practical test |
| 1. Develop resource Conservation plans | * Determination of efficiency of use/conversion of resources * Causes of low efficiency of use of resources * Plans for increasing the efficiency of resource use | * Written tests * Oral questions * Practical test |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Practical demonstration of tasks by trainer
* Practice by trainees
* Observations and comments and corrections by trainers

**Recommended Resources**

* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Environmental Management and Coordination Act 1999
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE)
* ISO standards
* Company environmental management systems (EMS)
* Montreal Protocol
* Kyoto Protocol

**OCCUPATIONAL SAFETY AND HEALTH PRACTICES**

**UNIT CODE:** BUS/CU/CG/BC/01/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Occupational Safety and Health Practices

**Duration of Unit:** 40 hours

**Unit Description**

This unit specifies the competencies required to demonstrate occupational health and safety practices. It involves identifying workplace hazards and risk, identifying and implementing appropriate control measures to hazards and risks and implementing OSH programs, procedures and policies/guidelines.

**Summary of Learning Outcomes**

1. Identify workplace hazards and risk
2. Control OSH hazards
3. Implement OSH programs

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Identify workplace hazards and risks | * Identification of hazards in the workplace and/or the indicators of their presence * Evaluation and/or work environment measurements of OSH hazards/risk existing in the workplace * Gathering of OSH issues and/or concerns | * Oral questions * Written tests * Portfolio of evidence * Third party report |
| 1. Control OSH hazards | * Prevention and control measures e.g. use of PPE * Risk assessment * Contingency measures | * Oral questions * Written tests * Portfolio of evidence * Third party report |
| 1. Implement OSH   programs | * Company OSH program, evaluation and review * Implementation of OSH programs * Training of team members and advice on OSH standards and procedures * Implementation of procedures for maintaining OSH-related records | * Oral questions * Written tests * Portfolio of evidence * Third party report |

**Suggested Methods of Instruction**

* Assigments
* Discussion
* Q&A
* Role play
* Viewing of related videos

**Recommended Resources**

* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE) e.g.
* Mask
* Face mask/shield
* Safety boots
* Safety harness
* Arm/Hand guard, gloves
* Eye protection (goggles, shield)
* Hearing protection (ear muffs, ear plugs)
* Hair Net/cap/bonnet
* Hard hat
* Face protection (mask, shield)
* Apron/Gown/coverall/jump suit
* Anti-static suits
* High-visibility reflective vest

# CORE UNITS OF LEARNING

# CORPORATE GOVERNANCE

**UNIT CODE:** BUS/CU/CG/CR/01/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Monitor Corporate Governance

**Duration of Unit**: 120 hours

**Unit Description**

This unit specifies the competencies required to **monitor corporate governance.** It involves establishing corporate governance standards and practices, identifying corporate governance reporting trends, determining corporate governance processes and reviewing corporate governance compliance.

**Summary of Learning Outcomes**

1. Establish corporate governance standards and practices
2. Identify corporate governance reporting trends
3. Determine corporate governance processes
4. Review corporate governance compliance

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Methods of Assessment** |
| 1. Establish corporate governance standards and practices | * Basic definitions of Corporate Governance * Concepts of Corporate Governance * The Scope of Corporate Governance * Rationale for Boards, Councils and Commissions * First duty of a Director or Manager of an organisation * A review of corporate collapses nationally, regionally and internationally * Case Studies - International: BCCI, Robert Maxwell’s Mirror Group of Companies, Barings Bank, Enron, WorldCom, HIH, Tyco, Arthur Anderson, Baptist Foundation of Arizona, Oral Roberts University, Crystal Cathedral, Parmalat, Daewoo, Volkswagen * Case Studies – Local: The Banking Sector, the Insurance Sector, the Agricultural Sector and other sectors * Current Global Perspectives * A review of the main principles and codes of best practice in corporate governance: Cadbury, Greenbury, Sarbanes – Oxley Act, OECD Guidelines, King Codes and Reports, CCG Guidelines, CMA Guidelines, IRA Guidelines, Central Bank’s Prudential Guidelines, Mwongozo Code * A review of current guidelines: European, USA, Indian, Japanese, Australian/New Zealand * A review of main causes of corporate collapses worldwide * A review of corporate governance successes * Linkage between corporate governance, leadership, ethics and management * Importance of good corporate governance * The broad corporate governance framework * Corporate governance, business, service delivery and performance/profitability | * Case studies * Group work * Presentations * Practically oriented written examination * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Identify corporate governance reporting trends | * Accountability, fairness, transparency, assurance, leadership. * Code of best practice of corporate governance applied in the organisation. * Main drivers of corporate governance. | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Determine corporate governance processes | * Determinants of ethical behaviour. * Role of Leadership. * Workplace Ethics. * The basic ethical principles. * Business ethics and corporate social responsibility. * Long-term benefits of ethical and moral practices. | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Review corporate governance compliance | * A review of Kenya’s and regional regulatory environment | * Case studies * Group work * Presentations * Practically oriented written examination |

**Suggested Methods of Instruction**

* Integrated approach
* Presentations
* Discussions
* Roleplays
* Case studies

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors
* Video clips

# BOARDS FUNCTIONS

**UNIT CODE:** BUS/CU/CG/CR/02/6/A

**Relationship to Occupational Standards:**

This unit addresses the unit of competency: Carry out Board’s functions.

**Duration of unit**: 120 hours

**Unit Description**

This unit specifies the competencies required to **carry out Board’s function.** It involves identifying governance and management roles, facilitating development of a Board, providing detailed board information, preparing regular communication and implementing Board decisions

**Summary of Learning Outcomes**

1. Identify governance and management roles
2. Facilitate development of a Board
3. Provide detailed Board information
4. Prepare regular communication
5. Implement Board decisions

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Methods of Assessment** |
| 1. Identify governance and management roles | * Review of organisational purpose, mandates, values, mission and vision * Types of Boards * Functions, responsibilities, roles and duties: A clarification * Functions of Boards of Directors: Leadership, purpose, values, policies, strategic thinking and strategy, key risks, independence, M&E, Board Evaluations, procedures, controls, practices, technology and systems, succession plans, accountability, stewardship, disclosures, reporting, communication, CSR * Performance functions * Transformance functions * Conformance functions * Concordance functions * Responsibilities of Chairpersons: Leadership qualities, overall leadership, harnessing skills, timeliness, participation, independence, relationships, links, effective meetings, consensus building * Responsibilities of Chief Executives: Leadership and management, execution/implementation, effective controls, communication, proposals, HR, quality and value of products and services, conducive work environment, ethical culture * Symptoms of a dysfunctional Board. * The composition of Boards | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Facilitate development of a Board | * Boards’ role in policy and direction setting | * Case studies * Group work * Presentations * Practically oriented written examination * Sample policies |
| 1. Provide detailed Board information | * Types of leaders * Effective Board leadership skills * Effective Board leadership * Leading by example * Mentorship and coaching | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Prepare regular communication | * Tools for monitoring and implementation of policies and controls | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Implement Board decisions | * Criteria for evaluation of organisational performance | * Case studies * Group work * Presentations * Practically oriented written examination |

**Suggested Methods of Instruction**

* Integrated approach
* Discussions
* Case studies
* Role plays

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors
* Video clips

# STRATEGIC DIRECTION SETTING

**UNIT CODE: BUS**/CU/CG/CR/03/6/A

**Relationship to Occupational Standards:**

This unit addresses the unit of competency: Demonstrate strategic direction setting skills.

**Duration of Unit**: 100 Hours

**Unit Description**

This unit specifies the competencies required to demonstrate strategic direction setting skills. It involves demonstrating understanding of organizational vision and mission, analysing internal and external environment, writing strategic plan and implementing strategic plan.

**Summary of Learning Outcomes**

1. Demonstrate understanding of organizational vision and mission
2. Analyze internal and external environment
3. Write strategic plan
4. Implement strategic plan

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Methods of Assessment** |
| 1. Demonstrate understanding of organizational vision and mission | * Concepts of strategy, strategic plans and strategic thinking * Rationale for strategic thinking, strategic thinking and strategic planning. * Strategic analysis and strategic direction setting process, guiding strategic clarity, the helicopter view, “hearing the baby cry”, “the corporate feel”. * Rationale for Boards role in strategy and strategic thinking, independent thinking, external expertise * Drawing the line between the Board and the management, deployment and employment of resources * General, corporate and competitive strategies, ends and means, strategic business units, markets, low cost, differentiation, niche and focus * Balance between strategy formulation and strategy execution, see the strategy formulation/implementation quadrant | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Analyse internal and external environment | * Creating a corporate strategic framework * Environmental scanning, SWOT/ C, PEST, PESTEL, PESTELD, PPEESSTTT, Porter’s Five Forces, Blue Ocean and Red Ocean strategies. * The Boston Consulting Group, the Balance Scorecard Framework | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Write strategic plan | * Concepts of values, mission and vision * A review of sample values, mission and vision statements * Discussing and determining appropriate organisational values, mission and vision statements | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. plan strategic Implementation | * Assessing goals, objectives, risks and opportunities relative to strategic direction. * Critical success factors * Strategic goals, strategic objectives, specific strategies and strategic activities * Identification and mitigation of organisational risks * The Key Results Areas and Key Performance Indicators * Strategy implementation matrix * The budget * Effective strategy implementation framework * Strategy monitoring and evaluation/review tools * Frequency of monitoring and evaluation, M&E reports, effective feedback mechanisms and remedial measures | * Case studies * Group work * Presentations * Practically oriented written examination |

**Suggested Methods of Instruction**

* Integrated approach
* Discussions
* Presentations
* Discussions
* Case studies

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors
* Video clips

# DIRECTORS GOVERNANCE DUTIES

**UNIT CODE:** BUS/CU/CG/CR/04/6/A

**Relationship to Occupational Standards:**

This unit addresses the unit of competency: demonstrate Director’s governance duties

**Duration of Unit**: 110 Hours

**Unit Description**

This unit specifies the competencies required to demonstrate Director’s governance duties. It involves identifying organization roles, preparing organization work structure and carrying out legal requirements.

**Summary of Learning Outcomes**

1. Identify organization roles
2. Prepare organization Work structure
3. Carry out legal requirements

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Methods of Assessment** |
| 1. Identify organization roles | * The concepts of company, corporation, organisation and institution * What are companies/organisations for? * Types of companies, * Limited liability companies * Company formation * Constitution of companies, ownership of companies, governance of companies, companies’ officers, relationship between Boards and Shareholders/stakeholders, companies’ contracts * Directors authority and powers * Control of abuse of powers * Principal/Agency relationships, separation of ownership from control, to whom should companies be accountable? * Executive, Non-Executive and Independent Directors * To whom are Directors responsible? * Test of reasonableness * Exercising prudent leadership in the company/organisation | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Prepare organization Work structure | * Stewardship of resources * Duties of Directors and managers * Statutory, contractual and common law duties * Common law duties: Acting within powers, promoting success, exercising independent judgement, exercising care, skill and diligence, avoiding conflicts of interests, not accepting benefits from third parties * Consequences of breach of duties * Liabilities of Directors * Penalties: Dismissal, financial penalties and criminal penalties * Indemnity * Critique indemnity cover * Consequences of trading whilst insolvent | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Carry out legal requirements | * Corporate governance due diligence framework * Corporate governance, legal and regulatory audits * Developing corporate governance legal and regulatory metrics. * Key Performance Indicators. * Communication of audit reports | * Case studies * Group work * Presentations * Practically oriented written examination |

**Suggested Methods of Instruction**

* Integrated approach
* Discussions
* Case studies
* Roleplays

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors
* Video clips

# FINANCIAL ANALYSIS AND PRACTICES

**UNIT CODE: BUS**/CU/CG/CR/05/6/A

**Relationship to Occupational Standards:**

This unit addresses the unit of competency: **demonstrate financial analysis and practices.**

**Duration of Unit**: 120 Hours

**Unit Description**

This unit specifies the competencies required to demonstrate financial analysis and practices. It involves demonstrating understanding of financial standards, determining financial performance and preparing financial reports.

**Summary of Learning Outcomes**

1. Demonstrate understanding of financial standards
2. Determine financial performance
3. Prepare financial reports

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Methods of Assessment** |
| 1. Demonstrate understanding of financial standards | * Responsibilities of Directors and the Management in financial management * Review and revision financial management policies * Strategic financial management * The context of strategic financial management and reporting. * Key steps in strategic financial management * Main users of accounting information. * Accounting principles * Accounting standards. * Auditing standards | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Determine financial performance | * Content of financial reports * Statement of financial position * Statement of comprehensive income * Cash flow statements * Statement of changes in equity * Notes to financial statements * Distinction between financial reports of profit-making organisations and non-profit organisations * Specific sectoral requirements * Financing organisations: Public, private, state-owned, family owned, listed companies, NGOs, co-operative societies, Trust funds and civil society organisations * On-Guard signals | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Prepare financial reports | * Assessing company performance * Key Financial Performance Indicators * Non-Financial Indicators * Accuracy and reliability of accounting information * Types of accounting errors * Effects of accounting errors on the Accuracy and reliability of accounting information * Roles of Internal Auditor, Audit Committee, the Board and External Auditor * An effective feedback loop for improvement | * Case studies * Group work * Presentations * Practically oriented written examination |

**Suggested Methods of Instruction**

* Integrated approach
* Discussions
* Presentations
* Roleplays.

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors
* Video clips

# HUMAN RESOURCE LEADERSHIP

**UNIT CODE: BUS**/CU/CG/CR/06/6/A

**Relationship to Occupational Standards:**

This unit addresses the unit of competency: Demonstrate human resource leadership skills.

**Duration of Unit**: 110Hours

**Unit Description**

This unit specifies the competencies required to demonstrate human resource leadership skill. It involves supporting and developing staff, determining performance outcomes, managing work relationships, managing individual’s performance, supporting group development and supporting and developing staff.

**Summary of Learning Outcomes**

1. Support and develop staff
2. Determine performance outcomes
3. Manage work relationships
4. Manage individuals performance
5. Support group development
6. Support and develop staff

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Methods of Assessment** |
| 1. Support and develop staff | * Review of broad HR responsibilities of the Board and the Management * Basic principles of human resource management * Rationale for job analysis, job designs, job descriptions, person specifications and position guides * Human resource management, human capital management, intellectual capital management and talent management * Human resource management policies * Communication of HR policies * Continuous review of HR policies * Strategic human resource Leadership. * Role of effective HR management on success of organisations * Corporate culture, values, organisational climate and organisational performance | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Determine performance outcomes | * Development of HR policies * HR planning and forecasting * Continuous skills inventory * Recruitment * Selection: Various selection tools * Induction * Training * Development | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Manage work relationships | * Career development, promotions and staff continuity * Grievance handling * Health and safety * Staff continuity and separation | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Manage individuals performance | * Developing an appropriate compensation plans | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Support group development | * Motivation, job satisfaction, emotional intelligence, rewards and incentive plans * Financial and non-financial incentive plans | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Support and develop staff | * Developing appropriate HR appraisal tools * Types of performance appraisals | * Case studies * Group work * Presentations * Practically oriented written examination |

**Suggested Methods of Instruction**

* Integrated approach
* Discussions
* Presentations
* Roleplays

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors
* Video clips

# ANTI-CORRUPTION SKILLS

**UNIT CODE:** BUS/CU/CG/CR/07/6/A

**Relationship to Occupational Standards:**

This unit addresses the unit of competency: Demonstrate anti-corruption skills.

**Duration of Unit**: 115 Hours

**Unit Description**

This unit specifies the competencies required to demonstrate anti-corruption skills. It involves establishing anti-corruption frame work, maintaining anti-corruption frame work and applying corporate governance principles.

**Summary of Learning Outcomes**

1. Establish anti-corruption framework
2. Maintain anti-corruption frame work
3. Apply corporate governance principles

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Methods of Assessment** |
| 1. Establish and maintain a framework for eliminating corruption. | * Introduction to anti-corruption strategies * Linkage between corporate governance and anti-corruption strategies * Crucial role of corporate governance in eradication of corruption * Corruption as an outcome and a symptom, corruption is theft, corrupt people are thieves, corruption and the hidden handshake * Review of definitions of corruption. * Abuse of: Office, trust, power, a two way transaction, multi- dimensional * Corruption and fraud * Types of fraud * Gifts versus bribes * Triggers and causes of corruption. * Measurement of corruption * Levels of corruption, effects of corruption * Anti-corruption strategies: Eliminating corruption, preventing corruption, curbing corruption, developing ethical behaviour * Effective tools for eliminating corruption. * Challenges in fighting corruption. * Anti-corruption awards, anti-corruption training framework | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Apply effective corporate governance principles in fighting corruption | * Establishment of anti-corruption policies and anti-corruption unit, anti-corruption Committee, hiring anti-corruption staff, establishing anti-corruption code of regulation, whistleblowing policy, anonymous reporting mechanisms, gift policy, the disciplinary mechanism | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Monitor and Evaluate organisation-wide compliance with anti-corruption strategies | * The anti-corruption monitoring instrument, anti-corruption data collection and reports for the Committee and the Board * Effectiveness of the anti-corruption strategies and implementation of remedial measures | * Case studies * Group work * Presentations * Practically oriented written examination |

**Suggested Methods of Instruction**

* Integrated approach
* Presentation
* Discussions

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors
* Video clips

# CORPORATE SOCIAL RESPONSIBILITY

**UNIT CODE: BUS**/CU/CG/CR/08/6/A

**Relationship to Occupational Standards:**

This unit addresses the unit of competency: d**emonstrate corporate social responsibility**.

**Duration of Unit**: 125 Hours

**Unit Description**

This unit specifies the competencies required to demonstrate corporate social responsibility. It involves determining corporate social responsibility context, formulating corporate objectives and policy and monitoring corporate social responsibility.

**Summary of Learning Outcomes**

1. Determine corporate social responsibility context
2. Formulate corporate objectives and policy
3. Monitor corporate social responsibility

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Methods of Assessment** |
| 1. Determine corporate social responsibility context | * Concepts and principles of Corporate Social Responsibility (CSR), the concordance responsibility, the holistic nature of CSR, sustainability, accountability and transparency * Corporate Social Responsibility and Corporate Citizenship, doing well by doing good * CSR and Corporate philanthropy, CSR as value creation and risk management * Corporate Social Responsibility and corporate accountability * Linkage between CSR, ethics, morals and production * Business ethics and CSR, forces driving CSR, benefits of CSR, criticisms of CSR * The triple bottom line principle and the 3 Ps, the 5 Ps, * The Sustainable Development Goals (SDGs) * A review of global CSR initiatives * Developing and implementing CSR policies: Roles of the Board and the Management | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Formulate corporate objectives and policy | * CSR and Corporate strategy, the important linkage, integration of CSR in corporate strategy * Developing CSR strategies, implementing CSR strategies, financing CSR strategies, evaluating CSR strategies | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Monitor corporate social responsibility | * The CSR Monitoring and Evaluation tool, data collection, data analysis * Reports to the Committee and the Board of Directors | * Case studies * Group work * Presentations * Practically oriented written examination |

**Suggested Methods of Instruction**

* Integrated approach
* Presentation
* Discussions

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors
* Video clips

# RISK MANAGEMENT

**UNIT CODE:** BUS/CU/CG/CR/9/6/A

**Relationship to Occupational Standards:**

This unit addresses the unit of competency: **demonstrate risk management**.

**Duration of Unit**: 115 Hours

**Unit Description**

This unit specifies the competencies required to demonstrate risk management. It involves establishing risk context, identifying management risks, analysing management risks, selecting and implementing risk treatments.

**Summary of Learning Outcomes**

1. Establish risk context
2. Identify management risks
3. Analyze management risks
4. Select and implement risk treatments

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Methods of Assessment** |
| 1. Establish risk context | * Concepts and definitions of risk * Risks, probability, consequences and impact * Risk appetite and risk tolerance * Responsibilities of the Board, Audit Committee and Risk Committee * Types of risks: such as financial, operational, strategic, credit, reputational, regulatory, political, systemic and legal risks * Review the broad spectrum: Organisational and global risks * The Enterprise Risk Management (ERM) Framework, cultivating ERM culture in organisations * Prioritising risks * Assign HML probability and HML impact * Description of probability and impact * Assign responsibilities across the organisation | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Identify management risks | * Risk management and mitigation process: Risk identification, risk measurement, risk register and HML, risk frequency and risk rating, risk control, risk treatment, risk avoidance, risk reduction, risk transfer, risk retention, risk monitoring * Develop an MIS * Implementation of the risk management strategy | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Analyze management risks | * Developing an M&E instrument * Reviewing the risk management process | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Select and implement risk treatments | * The Risk Monitoring and Evaluation tool, data collection, data analysis * Reports to the Committee and the Board of Directors | * Case studies * Group work * Presentations * Practically oriented written examination |

**Suggested Methods of Instruction**

* Integrated approach
* Presentation
* Discussions
* Roleplays

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors
* Video clips

# INFORMATION COMMUNICATION TECHNOLOGY

**UNIT CODE:** BUS/CU/CG/CR/10/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate understanding of information communication technology

**Duration of Unit:** 110 hours

**Unit Description**

This unit specifies the competencies required to demonstrate understanding of information communication technology. It involves identifying computer software and hardware ,applying security measures to data, hardware, software in automated environment, applying computer software in solving tasks, applying internet and email in communication at workplace, applying desktop publishing in official assignments, preparing presentation packages and developing knowledge management and ICT policies.

**Summary of Learning Outcomes**

1. Identify computer software and hardware
2. Apply security measures to data, hardware, software in automated environment
3. Apply computer software in solving tasks
4. Apply internet and email in communication at workplace
5. Apply desktop publishing in official assignments
6. Prepare presentation packages
7. Develop knowledge management and ICT policies

**Learning Outcomes, Content and Methods of Assessment**

| **Learning Outcome** | **Content** | **Methods of Assessment** |
| --- | --- | --- |
| 1. Identify computer hardware and software | * Concepts of ICT * Functions of ICT * History of computers * Components of a computer * Classification of computers | * Written tests * Oral presentation * Observation |
| 1. Apply security measures to data, hardware and software | * Data security and control * Security threats and control measures * Types of computer crimes * Detection and protection against computer crimes * Laws governing protection of ICT | * Written tests * Oral presentation * Observation * Project |
| 1. Apply computer software in solving tasks | * Operating system * Word processing * Spread sheets * Data base design and manipulation * Data manipulation, storage and retrieval * Establishing an effective KM system * IT and ICT systems * Emails, social media, eBoard, cyber security, cloud computing, the emerging risks, legal implications * Developing an M&E instrument * The KM, IT and ICT Monitoring and Evaluation tools, data collection, data analysis * Reports to the Committee and the Board of Directors | * Oral questioning * Observation * Project |
| 1. Apply internet and email in communication at workplace | * Computer networks * Network configurations * Uses of internet * Electronic mail (e-mail) concept | * Oral questioning * Observation * Oral presentation * Written report |
| 1. Apply desktop publishing in official assignments | * Concept of desktop publishing * Opening publication window * Identifying different tools and tool bars * Determining page layout * Opening, saving and closing files * Drawing various shapes using DTP * Using colour pellets to enhance a document * Inserting text frames * Importing and exporting text * Object linking and embedding * Designing of various publications * Printing of various publications | * Oral questioning * Observation * Oral presentation * Written report * Project |
| 1. Prepare presentation packages | * Types of presentation packages * Procedure of creating slides * Formatting slides * Presentation of slides * Procedure for editing objects | * Oral questioning * Observation * Oral presentation * Written report * Project |
| 1. Develop knowledge management and ICT policies | * Concepts and meaning of KM, IT and ICT * Importance of KM, IT and ICT * Knowledge Management, Talent Management and HRM * Access, empowerment and governance in Knowledge Management, qualities of Knowledge Management leaders * Creativity, innovation and entrepreneurship * The KM infrastructure: Department, HR, resources * The role of internet, intranet and extranet * Financing KM, IT and ICT * Developing KM, IT and ICT policies: Roles of the Board and the Management * Monitoring and Evaluating effectiveness of KM, IT and ICT systems | * Case studies * Group work * Presentations * Practically oriented written examination |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practical work by trainee
* Viewing of related videos
* Project
* Group discussions

**Recommended Resources**

* Desk top computers
* Laptop computers
* Other digital devices
* Printers
* Storage devices
* Internet access
* Computer software

# STRATEGIC LEADERSHIP

**UNIT CODE:** BUS/CU/CG/CR/11/6/A

**Relationship to Occupational Standards:**

This unit addresses the unit of competency: Demonstrate leadership and governance skills.

**Duration of Unit**: 125 Hours

**Unit Description**

This unit specifies the competencies required to provide strategic leadership**.** It involves determining personal efficacy, performing leadership transformation, promoting collaborative thinking and processing strategic leadership.

**Summary of Learning Outcomes**

1. Determine personal efficacy
2. Perform leadership transformation
3. Promote collaborative thinking
4. Inculcate strategic leadership

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Methods of Assessment** |
| 1. Determine personal efficacy | * Concepts and definitions of leadership * Distinguishing leadership, management, administration, governance and corporate governance * Role of leadership, management and corporate governance in organisations * Common views of leadership * Qualities of effective leadership * Types of leaders * Leadership styles * Leadership quadrant * Charismatic and transformational leadership * Ethical leadership, developing ethical leaders * Leadership toolkit: leading by example, time management, emotional intelligence, communication skills, coaching skills, mentoring skills, motivation skills, decision making, problem solving, teambuilding, conflict resolution, performance management, trust building | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Perform leadership transformation | * Leadership coaching, mentoring, training and development * Strategic thinking skills, planning and delivery skills, people management skills, change management and innovation skills, communication skills, persuasion and influencing skills * Effective decision making skills: develop criteria, generate options, creative thinking, rational and emotional decision making, data gathering techniques, priority setting and decision trees, problem solving skills, risk analysis and potential problems, assessing risks, contingencies, implementation, monitoring and evaluation * Role modelling, applying and implementing practical leadership skills in the organisation | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Promote collaborative thinking | * Leadership satisfaction surveys tools * Conducting leadership surveys | * Case studies * Group work * Presentations   Practically oriented written examination |
| 1. Inculcate strategic leadership | * Reports of leadership surveys * Effective feedback mechanisms for improving leadership skills and practices | * Case studies * Group work * Presentations   Practically oriented written examination |

**Suggested Methods of Instruction**

* Integrated approach
* Presentations
* Discussions
* Role plays

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors

# STATISTICAL RESEARCH

**UNIT CODE: BUS**/CU/CG/CR/12/6/A

**Relationship to Occupational Standards:**

This unit addresses the unit of competency: conduct statistical research.

**Duration of Unit**: 100 Hours

**Unit Description**

This unit specifies the competencies required to conduct statistical research.It involves undertaking statistical research, analyzing research information, maintaining information systems and preparing information systems reports.

**Summary of Learning Outcomes**

1. undertake statistical research
2. Analyze research information
3. Maintain information systems
4. Prepare information systems reports

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Methods of Assessment** |
| 1. undertake statistical research | * Rationale for research and statistical tools in corporate governance * Types of research, techniques in social research * Research designs * Introduction to statistical tools, qualitative and quantitative research tools, inferential statistics * Processes and procedures to resolve new problems. * Identifying researchable areas. * Characteristics of a good research problem * Literature review * Types of variables * Types of relationships when using variables | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Analyze research information | * Research methodologies * Primary and secondary data * Data collection techniques | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Maintain information systems | * Data analysis * Computer applications | * Case studies * Group work * Presentations * Practically oriented written examination * Participants to conduct original research Projects |
| 1. Prepare information systems reports | * Features of a good research Project * Documentation of research findings * Dissemination of research findings * Conducting original research Projects | * Case studies * Group work * Presentations * Practically oriented written examination * Participants to conduct original research Projects |

**Suggested Methods of Instruction**

* Integrated approach
* Presentations
* Discussions
* Role plays
* Case studies

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors
* Video clips

# PRINCIPLES OF MANAGEMENT

**UNIT CODE:** BUS/CU/CG/CR/13/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: apply principles of management

**Duration of Unit:** 110 hours

**Unit Description**

This unit specifies the competencies required to apply principles of management. It involves demonstrate understanding management thought, planning business function, organize business function, performing Staffing function, directing business function and controlling business function.

**Summary of Learning Outcomes**

1. Demonstrate understanding management thought
2. Plan business function
3. Organize business function
4. Perform Staffing function
5. Direct business function
6. Control business function

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Demonstrate understanding of management thought | * Definition of management * Management as a science, an art or a profession * Principles of management as advocated by Henery Fayol * Importance of management * Levels of management * Qualities of a manager * Approach to the management thought * Scientific approach * General administrative approach * Behavioural approach * Bureaucratic approach | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |
| 1. Plan business function | * Meaning of planning * Importance of planning * Types of planning * Planning process * Limitations of planning * Effective planning * Decision making process | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |
| 1. Organize business function | * Meaning of organising * Importance of organising * Principles of organising * Process of organising * Organisational structures * Authority, responsibility and power * Delegation * Coordination | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |
| 1. Perform Staffing function | * Meaning of staffing * Importance of staffing * Role of human resource manager * Recruitment and selection * Training and development * Performance appraisal * Reward and compensation * Separation | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |
| 1. Direct business function | * Meaning and importance of: * Directing * Leadership * Supervision * Motivation * Communication | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |
| 1. Control business function | * Meaning of control * Importance of control * The control process * Types of control systems * Effective control systems * Emerging issues and trends | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |

**Suggested Methods of Instruction**

* Project
* Demonstration by trainer
* Practice by the trainee
* Discussions
* Direct instruction
* Case study
* Audio –visual aids

**Recommended Resources**

* Printers,
* Computer,
* Calculator,
* Computer software’s,
* Internet connectivity,
* Paper shredders,
* Photocopiers,
* Printers, scanners,
* Stationery

# CORPORATE GOVERNANCE BUSINESS AUDIT

**UNIT CODE:** BUS/CU/CG/CR/14/6/A

**Relationship to Occupational Standards:**

This unit addresses the unit of competency: perform corporate governance and business audits

**Duration of Unit**: 110 hours

**Unit Description**

This unit specifies the competencies required to perform corporate governance and business audits**.** It involves inculcating accountability practices and auditing organizational activities.

**Summary of Learning Outcomes**

1. Inculcate accountability practices
2. Audit organizational activities.

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Methods of Assessment** |
| 1. Inculcate accountability practices | * Concepts and meaning of auditing, accountability and regulation, distinction between auditing and accounting, rationale for audits, objectives of an audit * Role of corporate governance and leadership in audits, issues of ethics, integrity, trust, honesty and transparency * Types of audits; statutory audits, private audits, continuous audits, interim audits, final audits & other audits, stages of an audit, legal and professional requirement for an auditor, appointment-companies act provisions * Non-financial audits: leadership audits, corporate governance audits, risk management audits * The engagement procedures duties, rights, powers and qualifications for appointment. * Removal of an auditor from office and resignation, professional responsibility and the legal liability of auditors, impact of International Standards on Auditing (ISAS) International Financial Reporting Standards (IFRS), accounting, internal control systems and internal audit * Accounting system, internal controls and control environment * Objectives of internal control systems, types of internal control, advantages and disadvantages of internal control systems to the auditor and to the client, limitations in application of internal control system, tools and techniques used to assess the strengths of Internal Control System (evaluation of ICS) * Design appropriate accounting and internal control systems. * Internal auditing function, errors, fraud and other irregularities, types of errors, frauds, defalcations and other irregularities, auditor responsibility in detecting errors and fraud in financial statements, errors and frauds in specific areas in a business * The audit process: planning, controlling and recording * Stages of a modern audit, importance for audit planning and audit programme, factors to consider when formulating an audit plan, audit planning memorandum and audit programmes * Risk assessment and management. * Audit approaches: substantive procedures, balance sheet approach, audit risk approach, business risk approach, and systems based audit approach, directional testing and analytical procedures. * Quality control in practice management * Materiality in audit planning * Audit evidence and documentation, audit evidence, reliability of audit evidence, techniques of obtaining audit evidence, the use of assertions in obtaining audit evidence * Audit sampling: why auditors adopt sampling, approaches to sampling. * Letters of representation, using the work of an expert as audit evidence * Recording the audit process, related parties, specialised audit situations: banks and other financial institutions * Final review of audit of financial statements: events after the balance sheet date, comparatives related parties, the implications of published unaudited information * Going concern, subsequent events / events after the balance sheet | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Audit organizational activities. | * Auditors’ report and audit opinions, auditors report to shareholders, audit opinions, computerised audit * Emerging issues in corporate governance and auditing * The roles of the Board of Directors, Audit Committees, internal auditor and external auditor * The Audit Committees in company Boards, the scope, composition, qualifications and roles of Audit Committees * The role of accountancy and audit professions in enhancement of effective audits and regulation * Review of periodic reports from the Management, internal auditor, Audit Committees * Evaluating effectiveness of the feedback loops | * Case studies * Group work * Presentations * Practically oriented written examination |

**Suggested Methods of Instruction**

* Integrated approach
* Presentations
* Discussions
* Case studies

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors

# GENDER MAINSTREAMING AND CORPORATE GOVERNANCE

**UNIT CODE:** BUS/CU/CG/CR/15/6/A

**Relationship to Occupational Standards:**

This unit addresses the unit of competency: Demonstrate gender mainstreaming and integration skills and practices

**Duration of Unit**: 115 Hours

**Unit Description**

This unit specifies the competencies required to demonstrate gender mainstreaming and integration practices. It involves developing gender mainstreaming, demonstrating understanding of gender mainstreaming principles and monitoring gender mainstreaming practices.

**Summary of Learning Outcomes**

1. Develop gender mainstreaming
2. Demonstrate understanding of gender mainstreaming principles
3. Monitor gender mainstreaming practices

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Methods of Assessment** |
| 1. Develop gender mainstreaming | * Understanding gender: Concept of gender and sex, difference between gender and sex, key gender concepts and terminologies * Social construction of gender, gender roles and stereotypes, gender stereotypes and stereotyping, effects of gender stereotypes/stereotyping on women * State obligations in respect to stereotypes and stereotyping, gender and development, women in development and gender approaches, identification of practical gender needs and strategic interests * Gender analysis and frameworks: gender analysis, why gender analysis, gender analysis frameworks and tools, choice of an appropriate gender analysis framework, gender analysis in development, conducting gender analysis, application of gender analysis tools * Gender mainstreaming: understanding gender mainstreaming, principles of gender mainstreaming, gender mainstreaming methods, tools for gender mainstreaming, process of gender mainstreaming at various levels, monitoring, evaluation and reporting in gender mainstreaming * Role of leadership and corporate governance in gender mainstreaming, gender responsive leadership, elements of gender-sensitive leadership, gender responsive governance, best practices in governance * Gender responsive budgeting, budget and its purpose, stages in a budget cycle, objectives and elements of gender responsive budget, the process of developing a gender responsive budget, * Monitoring and evaluation of a gender responsive budget, importance of gender sensitive budgeting in the country * Approaches to gender mainstreaming and integration: gender mainstreaming versus gender integration * Provisions of the current gender policies nationally and internationally * Developing effective gender mainstreaming and gender integration policies * Implementation of gender policies * Existing institutional frameworks for gender mainstreaming and integration | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Demonstrate understanding of gender mainstreaming principles | * Human rights, Sex and Gender Based Violence (SGBV), the constitution and gender rights, gender rights as human rights, forms of SGBV, causes and myths of SGBV, strategies of addressing SGBV * Gender awareness, lobbying and advocacy, why advocacy, gender advocacy, gender concerns for awareness and lobbying, different types of gender advocacy, different steps in the gender advocacy process, developing and crafting gender advocacy messages, process of developing a gender awareness, lobbying and advocacy programme * Implementation of gender balance in organisations, Boards, and Management | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Monitor gender mainstreaming practices | * Gender monitoring and evaluation: gender-sensitive monitoring, gender sensitive indicators, classification * Sources and interpretation of gender-sensitive indicators, gender in project evaluation * Gender-sensitive monitoring and evaluation framework | * Case studies * Group work * Presentations * Practically oriented written examination |

**Suggested Methods of Instruction**

* Integrated approach
* Presentations
* Discussions
* Case studies

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors

# EMOTIONAL INTELLIGENCE (EI)

**UNIT CODE :** BUS/CU/CG/CR/16/6/A

**Relationship to Occupational Standards:**

This unit addresses the unit of competency: **demonstrate emotional intelligence skills**.

**Duration of Unit**: 110 Hours

**Unit Description**

This unit specifies the competencies required to demonstrate emotional intelligence skills. It involves identifying emotions impact, demonstrating understanding of emotions, developing emotional intelligence and utilizing emotional intelligence.

**Summary of Learning Outcomes**

1. Identify emotions impact
2. Demonstrate understanding of emotions
3. Develop emotional intelligence
4. Utilize emotional intelligence

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Methods of Assessment** |
| 1. Identify emotions impact | * Emotional Intelligence (EI): concepts, definitions, EI models * Emotional Quotient (EQ), concepts, definitions and models * Role of corporate governance and leadership in EI * The EI competencies: Self-awareness, self-regulation, motivation, empathy, and interpersonal skills * Importance of EI in workplace and social settings * Relationship between emotions, thought and behaviour * Importance of values * Impact of not managing and processing ‘negative’ emotions * Techniques to manage your emotions in challenging situations * Tools and ability to recognise and appropriately respond to others' emotions * Levels of emotional awareness * Developing the emotional knowledge of yourself | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Demonstrate understanding of emotions | * Recognising ‘negative’ and ‘positive’ emotions * Applying EI in the workplace * Empathy and trust in relationships * Create effective working relationships with others (peers, subordinates, managers, clients * Dealing with conflict | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Develop emotional intelligence | * Create a high performing team: Tools to leading and motivating others * Perceiving emotions accurately in others to build empathy | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Utilize emotional intelligence | * Role of Directors/Leaders in promoting EI * Developing M&E tools * Conducting EI surveys: data collection, data analysis * Reports to the Committee and the Board of Directors | * Case studies * Group work * Presentations * Practically oriented written examination |

**Suggested Methods of Instruction**

* Integrated approach
* Presentation
* Discussions
* Role plays
* Case studies

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors
* Video clips

# BOARD MEETING

**UNIT CODE**: BUS/CU/CG/CR/17/6/A

**Relationship to Occupational Standards:**

This unit addresses the unit of competency: organize Board meetings.

**Duration of Unit**: 100 hours

**Unit Description**

This unit specifies the competencies required to organize Board meetings**.** It involves preparing meeting arrangements, meeting records and producing meeting minutes.

**Summary of Learning Outcomes**

1. Prepare meeting arrangements
2. Prepare meeting records
3. Produce meeting minutes

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Methods of Assessment** |
| 1. Prepare meeting arrangements | * Setting policies governing design and preparation of Board papers, Board Agenda, Board Minutes and Board Reports * The role of the Chairpersons of Boards in setting the “*Agenda and Tone”* in the organisation * The primary roles and responsibilities of Chairpersons in Boards, Board Committees and overall organisational leadership * Board’s time for consultation and decision making * Receiving all relevant information for effective decision making * Chief Executive Officer: “Systems and Quality Control”,execution of the Board’s directions and policies, regular, thorough and prompt communication to the Board * Key technical, financial and administrative matters * Effective administrative processes and systems. * Prompt response to Board’s needs, requests and demands | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Prepare meeting records | * Board Paper Preparation responsibilities, coordination of needs of Board, Management and Company Secretary * The role of the Company Secretary - qualified and competent * Ensuring the Board is provided with accurate Board papers in advance of meetings. * Integrating Management and Staff information for decision making * Understanding the requirements of the Board * Board paper and information consistency, coherence and completeness * Call for action. * Principles of Board Paper Preparation * Breadth and depth of Board papers coverage - general and specific information for a specific decision making * Relationship between Agenda and information in the Board papers*.* * The Agenda and Board paper preparation by the Management Team * The Agenda setting, Annual Board Work Plan and Calendar * Be created as a result of specific requests from the board or management on issues relating to the achievement of the vision, mission and objectives of the organization. * Principles of Board Paper Preparation: Special Board meeting Agenda focusing on the key issues * Why Board administration matters - confirmation of minutes, matters arising and ‘any other business’ not part of the agenda for special Board meetings. * Ordinary meeting Agenda: Attendance - noting and recording of apologies, Adoption of Agenda, Declaration of Interest, Substantive Agenda Item, Substantive Agenda Item 2, Confirmation of the Minutes of the Previous Meeting, Matters Arising from the Minutes of the Previous Meeting, Date of Next Meeting, Any Other Business * Principles of Board Paper Preparation, an example of an special meeting agenda: Attendance - noting and recording of apologies, Adoption of Agenda, Declaration of Interest,   Substantive Agenda Item,   * Standardisation, clarity and speed of reading. * Standardising papers in meetings, across all Committees of the Board focusing of key issues * Areas for standardisation: length, content and order of papers such as the executive summary * Headers and footers of papers * The normal size and spacing of the fonts * Numbering, reference, level of details, decisions or resolutions; * Presentation style, effective research, supporting data, Committee/taskforce/ management findings, options and recommendations. * Length of the papers, * Risk management, assessment and risk analysis * Board papers focusing on Board governance issues*.* * Making the oversight and performance monitoring role of the Board easy through Board papers * Reviewing and signing-off Board papers for quality control * The CEO as an important link for accountability, systems for improving coordination and quality of information, identifying the managers responsible for reports * Board Papers delivery methods, supporting materials, ample time prior to the meeting, timely delivery, hard copies, electronic delivery, range of presentation styles through technology, back-up measures for technology formatting of Board Papers - * Margins, font size and general outlay, logical sub-headings, spellings and grammatical errors, title page, time and date of the meeting, table of contents, acronyms, abbreviations, technical terms, list of definitions simple language, appendices and annexures * Retention and Storage of Board Papers, Board policies, secure retention or disposal of electronic copies, * Research: Providing information / context (15%), discuss, debate and potentially reach decisions on the most important topics (70%), vote on key measures, confirm minutes and receive reports on matters arising (15%) * Meaning of the term ‘Minutes’ - a summary of the proceedings of a meeting, fair and correct conclusions, Company Secretary recording the proceedings, keeping of minutes * Content of Minutes - number, type and date of meeting, name of the organisation, the day, date, venue and time, record of attendees, in alphabetical order or order of seniority, Chairperson first * Casting a vote, a record of dissensions, abstentions and use of casting votes should be recorded in the minutes, recording of Minutes * The Minutes are fair and correct summary of the proceedings of the meeting, Minutes written in third person and past tense, be objective, avoid using people’s names except for attendance, motions or seconds, avoid inflammatory and personal observations, * Each item of business appropriately numbered for reference purposes, dealing with earlier resolutions or decisions already superseded or modified, * Finalisation of Minutes, prompt circulation to Board members, confirmation on Minutes, correction of Minutes, signing and dating, Chairman initialing all pages, signing the last page. * Resolutions, recording as ‘resolve’, urgent resolutions, resolutions actioned immediately after the respective meeting * Decisions taken Annual General Meetings, checking the constitutive documents, preparations, sending notices, quorum, audited accounts, nominations for new Board Members, venue, date, time and duration of the meeting, the Agenda, AGM Papers Chairperson’s report, budgets, financial statements, auditors reports, wording of resolutions, clarity on the status of the members (shareholders) in respect to the right to attend, participate and vote in the meeting, members entitled to appoint a proxy to attend, speak or vote at the meeting in their behalf, proxy need not be a shareholder * Rules relating to participation, other participants in an AGM, * Once the business of the AGM, responsibility of the Chairperson, consent to hold AGM at shortened Notice, Extra-Ordinary General Meeting (EGM) * Minutes of the Annual General Meeting - appointment of the Chairperson of the meeting, presence of quorum, Number of members present, number of proxies and the shares represented, presence of the auditors of the organisation, reading of the notice of the meeting, opening remarks of the Chairperson, reading of the report of the auditor’s, summary of the deliberations, the scrutineers appointed to look at polls, Members inspecting Minutes, record of the AGM kept by the Secretary | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Produce meeting minutes | * Maintenance of Minutes, Minutes recorded in Minute Books, binding and labeling the Minutes, separate Minute Books for each type of meeting, custody on Minute Books, inspection of Minutes by the Board and Auditors (internal or external) * Permanent preservation of Minutes, preserving Minutes of transferor company, custody by the Company Secretary | * Case studies * Group work * Presentations * Practically oriented written examination |

**Suggested Methods of Instruction**

* Integrated approach
* Presentation
* Discussions
* Role plays
* Case studies

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors
* Video clips

# ETHICS AND CORPORATE GOVERNANCE

**UNIT CODE:** BUS/CU/CG/CR/18/6/A

**Relationship to Occupational Standards:**

This unit addresses the unit of competency: Demonstrate ethics and governance skills (practices).

**Duration of Unit**: 120 Hours

**Unit Description**

This unit specifies the competencies required to demonstrate ethics and governance skills. It involves applying ethical principles, creating ethical environment, resolving ethical dilemmas, promoting stakeholder’s engagement and entrenching ethical decision making.

**Summary of Learning Outcomes**

1. Apply ethical principles
2. Create ethical environment
3. Resolve ethical dilemmas
4. Promote stakeholder’s engagement
5. Entrench ethical decision making

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Methods of Assessment** |
| 1. Apply ethical principles | * Definitions and concepts of ethics, ethics and business, business ethics * Linking ethics, business ethics, corporate values, mission, vision, leadership and corporate governance * Shared values, core values, ethics and morals, leadership, governance, management and ethics * Principles of business ethics, ethical climate, factors influencing the ethical behaviour, common unethical behaviours in organisations, causes of unethical behavior, ethical tips for organisations * Framing a code of conduct, Corporate code of ethics and its advantages * Ethical dilemmas, common ethics and governance problems/issues, | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Create ethical environment | * Making hard choices, ethical decision making, integrated ethical management, managing ethical performance in a business * Ethical decision-making models, situations, alternatives, analysis and choices * Guidelines for effective ethics management * Role of the leadership in establishing ethical behaviour * Features of mature ethical organisations | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Resolve ethical dilemmas | * Code of ethics and code of conduct, multiplicity of codes, compliance, regulatory mechanisms, legitimacy and reputation | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Promote stakeholder’s engagement | * Mechanisms for implementation and enforcement of ethics and good governance | * Case studies * Group work * Presentations * Practically oriented written examination |
| 1. Entrench ethical decision making | * Developing a code of ethics, code of conduct * Implementing effective code of ethics and code of conduct * Monitoring, reviewing and evaluating adherence to the codes of ethics | * Case studies * Group work * Presentations * Practically oriented written examination |

**Suggested Methods of Instruction**

* Integrated approach
* Presentations
* Discussions
* Case studies

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors
* Video clips