CHAPTER FIVE
PREPARATION OF THE INSTRUCTIONAL PACKAGE

PROLOGUE

The first part of the research study revealed that the status of Business Competencies at plus two level is not satisfactory. Hence the investigator thought of experimenting a strategy different from the traditional one. This was designed in the form of a Specially Designed Instructional Package. The limitations of the traditional system were theoretically analyzed and taken care of in the present strategy. The procedure of preparing and validating this instructional package is detailed under captions, Specification of various tasks and phase of preparation of instructional package..

5.0.0 INTRODUCTION

One of the major objectives of the study was to design a special instructional package. This package was known as ‘Specially Designed Instructional Package’ and was designed based on a specific theoretical framework. It is ‘Constructivism where Constructivist Approach was followed in terms of the identified Business competencies namely Leadership and communication. This package was developed following a number of phases and instructional approaches. The same was validated for its effect. The details related to the procedure of developing and validating the package is discussed in the present chapter.

5.1.0 Specification of Various Tasks

The various procedures followed for the preparation of the Specially Designed Instructional Package for the present study is detailed in Table 5.1.
Table 5.1

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<th>Phases</th>
<th>Specification of tasks</th>
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<td>Phases One</td>
<td>Selection of Business Competencies</td>
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5.1.1 Phase One: Selection of Business Competencies

The competencies to be developed at plus two level was validated and listed during the survey study. Since the investigator was not able to develop all the competencies within the frame work of the Instructional package, it was decided to select the most significant business competencies to foster at plus two level. Out of the competencies identified, the investigator had to select any two competencies to manage the same within the instructional package.

Therefore the competencies that were identified by most of the respondents were decided to be developed, and they were found to be leadership (20%) and communication (21%) competencies. To validate the same competencies as dominant in business studies, the investigator looked back again into the related literature and confirmed that leadership and communication form the major competencies of business studies. However, the other competencies also have been taken care of within these competencies, during the process of development.
5.1.2. Phase Two: Review of Literature related to Business Competencies

This part contains the detailed reviews related to the selected business competencies namely ‘Leadership and Communication’. The number of studies reviewed in this regard is as follows;

Review for the supporting Leadership as a major Competency.

To meet the objective of the study, that was to ascertain leadership as a one of the major competencies primarily to be fostered at plus two level, the investigator had gone through a number of processes, including the review of academic literature on leadership Journals, theses, abstracts, Websites, video on leadership training programme, studying the practice of competency modeling and existing leadership competency models developed by corporations and government agencies. It was found that a number of authors have suggested authorized leadership as a supportive competency in business studies. Stefan Brauckmann (2011) conducted a study on the need for promoting a leadership model for the future development programs for professionals.


This was endorsed by others like Kathleen Boies at el (2010) who signified the modifications of transformational leadership. P W Hess (2007) recommended

Review supporting Communication as a major competency

To meet the objective of the study, that was to identify communication as a one of the major competencies mainly to be fostered at plus two level, the academic literature on communication, Journals, theses, abstracts, Websites, videos on communication training programmes, studying the practice of competency modeling and existing communication competency models developed by corporations and government agencies were reviewed.

It was found that a number of authors suggested or authorized communication as an important competency in the area of business. David Conrad at el (2011) indicated the importance of overall student and employee communication ability in different situations. Anderson (2004) found writing ability is the significant skill for communication among the undergraduate business students. Maes Weldy (1997) found that oral communication was one of the major competencies required for the managerial position.

Cappel (2002) identified significant and expected communication skills among graduate students and also identified functional competencies required to improve the communications skills for teachers. Blasczynski et al 2010 recommended how communication should be emphasized and taught. Waner (1995) states that business communication competencies are most important in the
business world and that those should be emphasized in the business communication classroom.

Boyer (1987) studied students need to write and speak with clarity, and to read and listen with comprehension, Backlund (1990) identified that students need to have the fundamental belief in the power of the spoken word and their ability to use that power with positive effect. Hay (1991) studied the power of communication in public speaking. Curtis et al (1989) analyzed the requirement of proficiency on basic communication competencies. Wilmington (1989) specified that listening is one of the variables to study communication competencies.

Communication competencies have also been endorsed by others like, Haras, & Katz et al (2010, who suggested that communication competencies should be emphasized and how they should be taught. Du Babcock (2006) suggested that teaching business communication theory and models without associated application materials is inadequate and that leads students to not being capable of applying communication skills in the future. Bogert and Butt (1996) suggested that communication skills programs enhance students to know how to speak and write effectively. Cyphert, Worley et al (2002) cited that intergradations of communication-focused courses are worthwhile for students.

5.1.3 Phase Three: Identification of Subcomponents

After identifying the main Business Competencies, namely leadership and communication, the investigator identified the various sub components of these selected competencies by reviewing the related literature.

Identification of Subcomponents of Leadership Competencies

In order to identify the various sub components of leadership, the investigator reviewed back the literature in business and educational fields. It was found that the sub competencies of leadership competencies have been suggested and endorsed by a number of specialists in the field.

James Heskett (2006) has identified self management as one of the major components of leadership competencies in the article titled “Are we ready for self-Management”. Four major subcomponents have been identified under self management as suggested by the experts in the field like Gene Griessman (1994) identified Time Management, as components as a leader behaviour in the study titled ‘Time Tactics of very successful People’. Hans Selye (1986) founder of stress research identified Stress Management as a one of characteristics of a leader. Dale S Beach (1975) identified Personal management as a competent behaviour for a leader in the study titled “managing people at work: Reading in personnel’.

Vincent Fitzpatrick (2010) has remarked that taking initiative is the core competency of leader in the study titled “Effective Communication Leads to Understanding’. Four major subcomponents have been identified under taking initiative as suggested by the experts in the field like Martin M.Chemes (2006) who identified optimism enhance communication skill of a leader. John Baldoni (2010) suggested resourcefulness as the virtue that opens the door to greater accomplishment to every leader. Bill George (2011) identified determination as a competent leader behaviour to handle situations in the right manner in the book titled ‘the power of Leadership Groups for staying on track”. Richard Boyatxis et al (2009), in the journal titled ‘The secret ingredient for leadership excellence’ has acknowledged empathic leader excellence in performance.
Paul Sloane (2010) has identified problem solving as the ability of leader, in the journal titled ‘How to be a brilliant Thinker: Exercise your mind and find creative solutions’. Three major sub components have been identified under problem solving as suggested by the experts in the field like Niroshaan Sivanathan (2001) in the study titled ‘Emotional Intelligence, Moral reasoning and Transformational Leadership’ identified that a competent leader rely upon rationale in taking decisions. Bob Wheeler and Michael Lock (2010) recommended leader’s capacity in judgment, in the journal titled ‘Getting the right thing done with and through other people’. Victor Harold Varoom et al (1973) identified leader’s competency in decision making, in the journal titled ‘Leadership and Decisions Making’.

Gustavo Grodnitzky (2005) has identified self confidence as an effective trait of a leader in the article titled ‘Self-Confidence as an effective leadership trait’. Four major subcomponents have been identified under Self confidence as suggested by the experts in the field like Sabarudin Zakaria (2010), who identified dynamism as an ability of leaders in performance. This was identified in the journal titled ‘Leadership Challenges During Change Transformation Process. Stephen Wagner (2000) has identified Capacity to work as a leadership competency in the study titled ‘A Leadership Competency Model: Describing the capacity to lead’. Ronald Potter et al (2008) stressed trust in oneself in enhancing leadership capacity. This was cited in the article titled ‘Developing a Leadership Style That People Will Follow’. Robert Handler (2007 in the article titled ‘Understanding yourself as an instrument of Change’. referred to Promptness as a merit of leaders.

Robb Mandelbaum (2010) has acknowledged Negotiation as leader behaviour, in the journal titled ‘How to negotiate effectively’. Two major subcomponents have been identified under Negotiation as suggested by the experts in the fields. Paula J Mac Lean (2010) suggested Resolvability as leadership behaviour in the journal titled ‘Employee Attitude Problems May be resolvable’.

William Holloway et al (1998) opined that risk taking is closely associated with leader behaviour. This was identified from the study titled ‘A Study On Leadership style, Situation Favourableness, And The Risk Taking Behaviour of Leaders’. Three major subcomponents have been explored under risk taking as suggested by the experts like; Tom Rieger (2011) in article titled; ‘Self Assurance And Leadership’ indicated that Self assurance has a strong impact in leader’s behaviour. Donald Noel (2001) in the journal titled “Overcoming Hurdles To Successes”, has identified removal of hindrance (over come hurdles) in accomplishing goals is the major task of every competent leader. Hap Klopp et al (2003) remarked about adventure leaders and their behaviour in the books titled ‘the adventure of leadership: An unorthodox business guide.

James Kouzes et al (1999) observed that managing people is a quality of leaders to accomplishing organizational goals which was identified from the book titled “Encouraging the Heart”. Three major subcomponents have been identified under managing people as suggested by experts like, Birnbaum et al (1987), in the study titled “Individual preferences and organizational Goals: Consistency and diversity in the futures desired by campus leaders ‘has described that consistence results in outstanding performance for every leader.

John H.Zenger et al (2008) in the article titled “Making Yourself Indispensable’ has been identified straightforwardness as leadership behaviour. Jennifer Whitaker (2011) in the articles titled ‘How to Live, Think, and Lead with Brilliance’, has identified brilliance as a stipulation to develop leaders self confidence. Javed Iqbal Shah (2002) examined the need for an integrated personality for a leader. This was identified from the article titled ‘Crisis of Leadership Credibility’ Three major subcomponents have been identified under integrated personality as suggested by experts like Bill George et al (2007) in the journal titled ‘Discovering Your Authentic Leadership’ acknowledged that self Awareness is a trait for promoting leadership behaviour. Paul M Treey (1998) in
the journal titled ‘Empowers Teachers’ identified self esteem as one of the qualities of leaders. John Maxwell (2009) in the article titled ‘A Life of Leaders and Inspiration’ signified that a competent leader always inspires others.

On the basis of the above review, the investigator decided to select the following sub competencies for the purpose of the present study. The following Table 5.2 summaries the various Leadership Competencies and its subcomponents identified through review of literature.

**Table 5.2**

**Table showing Competencies and Subcomponents of Leadership**

<table>
<thead>
<tr>
<th>Identified sub components of Leadership Competencies</th>
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<tr>
<td><strong>Leadership</strong></td>
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<tr>
<td>(I) Self Management</td>
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<td>(iii) Problem solving</td>
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<td>(v) Negotiation</td>
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<td>(vii) Managing people</td>
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Clare Evans (2010) has emphasized active listing as communication techniques to develop competency in listening, in the book titled ‘Active listening: A Critical Success Factor’. Four sub components have been identified under active listing. Michael Webb (2008), in the article titled ‘strategies for communication’ highlighted the need for adequate preparation for the effective communicator. Robert W Norton (2009) disclosed role of attentiveness in the communication process. This was cited in the article titled ‘Attentiveness and Style of Communication: a Structural Analysis. Joanne Devine (1988), noticed that use of correctness in communication, in the article titled “Readers' Internalized Models of the Reading Process”. Dalmar Fisher (1993) developed a model (Communication in Organizations) and found that reflective listening builds competency in communication.

Kowal Sabine (2008) has identified Spontaneity as a competency in the journal titled “Communicating with One Another”. Four sub components have been identified under spontaneity. John Devine (1988) indicated pronunciation as a component in communication. This was cited in the journal titled “Readers’ Internalized Models of Reading process. Melody Chase (2007) emphasized that eye contact has a multiple purpose to increase the ability of meaningful communication: This was identified in the study titled “Communication Skills: The importance of Eye Contact”. Judy Haynes (2010) in the article titled ‘Communication with gestures’ stressed that universally accepted Gestures effectuate meaningful communication. Susan Ward (2010) in the article titled ‘Speak for Success Speech’ has explained that communicating at pace facilitates to comprehend the message.

Ian Linton (2009) suggested in the article titled ‘how to develop comprehensive communication ‘described that understanding determines the quality of communication. Four sub components have been identified under understanding. John C. Thomas et al (2010) in the study titled ‘The Necessity of Expressive Communications in Organization’ has suggested expression as effective communication behaviour. Scott H Young (2011) specified enthusiasm is
incredibly a powerful tool to create momentum in communication. This was cited in the articles titled ‘Ways to Improve Communication’. Jackson Wightman (2010) in the journal titled ‘Communication for Leaders’ signified that ‘suggestive communication’ builds rapport while interacting.

Dr. Robert V. Gerard (1997) found accuracy as a component of communication in the book titled ‘Communication Takes a Life of its Own’. Four sub components have been acknowledged under accuracy. Nataila Marmasse (2004) illustrated the awareness act as a key factor for interpersonal communication in the study titled “Watch Me: Communication and Awareness between Members of a Closely K Group”. Maria Lucana (2007), opinioned trust as the essence of effective communication in the article titled ‘The Importance of Trust in Communication to Healthy Relationship’. Muriel Zimmerman (1983) showed that repetition ensures that ideas in messages get remembered.

Jie Hu (2010 conducted a study titled “The Impact of Team Building on Communication and Job Satisfaction of Nursing Staff” and revealed that the process of team building can strengthen interpersonal relationships to build an effective work team. Two sub competencies have been identified under team building. Spencer-Oatey H. (2005) in the journal titled “Politeness, Face and Perceptions of Rapport: Unpacking their Bases and Interrelationships” identified building rapport as the most important ingredient to maintain a harmonious relation in communication. Emma Burkitt Wright (2004) conducted a study titled “Doctors’ Communication of Trust, Care and Respect” and identified self respect as one of the components in communication. Rick Good friend (2008) in the article titled “Communication Skills Learning: the Important of Expressing Ourselves for Emotional Freedom”, has identified that of freedom for expression strengthens communication behaviour. Ramon Rico et al (2005) emphasized Interdependence as an element of communication in the study titled “Effects of Task Interdependence and Type Communication on Performance in Virtual Teams”.

Moore M.R. (1979) in the study titled “Communication competence: Implications for communication instruction in higher education’ has identified Motivation in communication to supply energy and make people perform well and perfectly. Two sub components have also been identified. John C Thomas (1983) conducted a study titled “the Necessity of Expressive Communication in Organizations’ signified that mutual trust creates a common understanding among the group while they communicate. Frank Ovaitt (2008) in the article titled “Communication with Conscience” has identified that moral conscience maintains an ethical code in communication.

On the basis of this review the investigator decided to select the following sub competencies for the purpose of the present study. The following table 5.3 shows the various Communication competencies and its sub components identified through review of literature.
Table 5.3

Table showing the Competencies and Subcomponents of Communication

<table>
<thead>
<tr>
<th>Identified sub components of Communication Competencies</th>
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<tr>
<td>Communication</td>
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<tr>
<td>(i) Active listing</td>
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<td>(iii) Understanding</td>
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<td>(v) Trust Building</td>
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<td>Motivation(vii)</td>
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5.1.4 Phase Four: Identification of an Approach to Develop Specially Designed Instructional Package

The present study was mainly focused on the identification and development of competencies related to business studies for plus two level students. Therefore it was the major task to identify a supporting theory or approach to prepare and validate the specially designed package. Transformational leadership theory related to Leadership and uncertainty reduction theory related to Communication was found to be relevant in the context of developing these competencies among plus two students. Hence the ideas of Transformational leadership and uncertainty reduction theories were considered while framing the instructional package.
a) Transformational Leadership Theory

Transformational leaders are individuals who with their own knowledge, imaginations and ability to influence the behaviour of people, make conditions for transforming. Transformational leadership enhances the motivation, morale, and performance of followers through a variety of mechanisms. These include connecting the follower's sense of identity and self to the project and the collective identity of the organization.

The current educational scenario characterized by uncertainty, global turbulence, and organizational instability calls for transformational leadership to prevail at all levels of business education. The followers of such leaders demonstrate high levels of satisfaction and organizational commitment, and engage in organizational citizenship behaviors. With such a devoted workforce, it will definitely be useful to consider making efforts towards developing ways of transforming the organization through leadership.

In the present study, through the specially designed instructional package the students were exposed to different situations wherein they would create their own environment to learn the behaviour required to develop the components competencies of leadership.

b) Uncertainty Reduction Theory

The goal of Uncertainty Reduction Theory is to understand how people act and react to each other in order to reduce uncertainties during their first interaction.

People tend to become uncomfortable when they are uncertain; therefore, we like try to predict how things are going to go in order to reduce that uncertainty. The theory explains that when strangers first meet they try to increase predictability and find explanations to what happens in initial encounters.

Uncertainty Reduction Theory has made a very important contribution to the field of communication, Further, this theory was used to conduct a number of researches and it has placed communication in a central position. It marks the
beginning of communication researchers focusing on their own discipline for theoretical explanations rather than borrowing theories from other disciplines. Further more, it provides an ongoing dialogue as researchers continue to debate the validity of uncertainty reduction as a primary issue in relationship development.

In the present study, through the specially designed instructional package, the students were prepared to develop communicative competency by reducing the uncertainty gradually in situations where communication is an important element.

**Constructive Approach**

Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we humans construct our own understanding of the world we live in. Constructivism is a synthesis of multiple theories diffused into one form. It is the assimilation of both behaviouralist and cognitive ideals. The “constructivist stance maintains that learning is a process of constructing meaning; it is how people make sense of their experience” (Merriam et al 1999, p. 260).

This is a combination effect of using a person’s cognitive abilities and insight to understand their environment. This coincides especially well with current adult learning theory. This concept is easily translated into a self-directed learning style, where the individual has the ability to take in all the information and the environment of a problem and learn.

Constructivism modifies students to construct knowledge through teachers, rather than to reproduce a series of facts. Constructivism is also often misconstrued as a learning theory that compels students to "reinvent the wheel." In fact, constructivism taps into and triggers the student's innate curiosity about the world and how things work. And then, students create organizing principles that they can take with them to other learning settings. The supportive studies regarding constructivism as an effective approach in teaching the learning process are detailed below.
Studies related to Constructivism

Hmelo-Silver et al (2007) identified the effectiveness of inquiry-based science for middle school students, as demonstrated by their performance on high-stakes standardized tests. The improvement was 14% for the first cohort of students and 13% for the second cohort. This study also found that inquiry-based teaching methods greatly reduced the achievement gap for African-American students.

Dogru and Kalender (2007) compared science classrooms using traditional teacher-centered approaches to those using student-centered, constructivist methods. In their initial test of student performance immediately following the lessons, they found no significant difference between traditional and constructivist methods.

Jong Suk Kim (2005) found that using constructivist teaching methods for 6th graders resulted in better student achievement than traditional teaching methods. This study also found that students preferred constructivist methods over traditional ones. However, Kim did not find any difference in student self-concept or learning strategies between those taught by constructivist or traditional methods.

Carlson (2003) supported a strong emphasis on identifying, building upon and modifying the existing knowledge (prior knowledge) students bring to the classroom, rather than assuming they will automatically absorb and believe what they read in the textbook and are told in the class.

Kurt and Somchai (2004) in their own research study on constructivism found that students used for their study participated more in the classroom activities and gained in content knowledge when a constructivist approach was used.

Brad (2000) found that students in the constructivist instruction showed higher degree of academic achievement than students in the traditional (lecture) instruction in all conditions.
Saigo et al (1999) concluded that “the constructivist model has been found to slightly influence students’ achievement in a positive way”. The constructivist model is capable of getting students more involved in learning.

Gatlin LS (1998) identified constructivist theory of learning supports cognitive pedagogy, for opposing that humans have an innate sense of the world and this domain allows them to move from passive observers to active learners.

Mary M. Atwater (1996) identified the essence of social constructivism and its implications for multicultural science education research. This study found that multicultural science education should be a field of study in which many science education researchers are generating new knowledge.

Caprico M.V. (1994) revealed that the goal of learning is to regurgitate the accepted explanation or methodology expostulated. This was also supported by Tobin et al, (1993), that constructivism is a set of beliefs about knowledge that begins with the assumption that reality exists but cannot be known as a set of truth until it is explored.

Cheek D.W (1992) studied that learners actively take knowledge, connect it to previously assimilated knowledge and make it theirs by constructing their own interpretation. Young R, Colin AA (2003), commented that human beings are not passive recipients of information.

The approach followed in the present instructional package - Social Constructivism

Social constructivism is a sociological theory of knowledge that applies the general philosophical constructivism into social settings, wherein groups construct knowledge for one another, collaboratively creating a small culture of shared artifacts with shared meanings. Its origins are largely attributed to Lev Vygotsky.

Social constructivism has been studied by many educational psychologists, who are concerned with its implications for teaching and learning. Social
constructivism extends constructivism by incorporating the role of other actors and culture in development.

There are a number of advantages that resulted from the implementation of discussion in the classroom through social constructivism. Participation in group discussion allows students to generalize and transfer their knowledge of classroom learning and builds a strong foundation for communicating ideas orally (Reznitskaya, Anderson & Kuo, 2007). Many studies argue that discussion plays a vital role in increasing student ability to test their ideas, synthesize the ideas of others, and build deeper understanding of what they are learning (Corden, 2001; Nystrand, 1996; Reznitskaya, Anderson & Kuo, 2007; Weber, Maher, Powell & Lee, 2008). Large and small group discussion also affords students opportunities to exercise self-regulation, self-determination, and a desire to persevere with tasks (Corden, 2001; Matsumara, Slater & Crosson, 2008).

Additionally, discussion increases student motivation, collaborative skills, and the ability to problem solving (Dyson, 2004; Matsumara, Slater & Crosson, 2008; Nystrand, 1996). Increasing students’ opportunity to talk with one another and discuss their ideas increases their ability to support their thinking, develop reasoning skills, and to argue their opinions persuasively and respectfully (Reznitskaya, Anderson & Kuo, 2007). Furthermore, the feeling of community and collaboration in classrooms increases through offering more chances for students to talk together (Barab, Dodge, Thomas, Jackson, & Tuzun, 2007; Hale & City, 2002; Weber, Maher, Powell & Lee, 2008).

Social constructivism views the context in which the learning occurs as central to the learning itself (McMahon 1997). Underlying the notion of the learner as an active processor is "the assumption that there is no one set of generalized learning laws with each law applying to all domains" (Di Vesta 1987:208). Decontextualised knowledge does not give us the skills to apply our understandings to authentic tasks because, as Duffy and Jonassen (1992) indicated, the concept in the complex environment and experiencing the complex interrelationships in that environment determine how and when the concept is
used. One social constructivist notion is that of authentic or situated learning, where the student takes part in activities directly relevant to the application of learning and that take place within a culture similar to the applied setting (Brown et al. 1989). Cognitive apprenticeship has been proposed as an effective constructivist model of learning that attempts to "enculturation of students into authentic practices through activity and social interaction in a way similar to that evident, and evidently successful, in craft apprenticeship" (Ackerman 1996:25).

Holt and Willard-Holt (2000) emphasize the concept of dynamic assessment, which is a way of assessing the true potential of learners that differs significantly from conventional tests. Here the essentially interactive nature of learning is extended to the process of assessment. Rather than viewing assessment as a process carried out by one person, such as an instructor, it is seen as a two-way process involving interaction between both instructor and learner. The role of the assessor becomes one of entering into dialogue with the persons being assessed to find out their current level of performance on any task and sharing with them possible ways in which that performance might be improved on a subsequent occasion. Thus, assessment and learning are seen as inextricably linked and not separate processes (Holt and Willard-Holt 2000).

According to the above viewpoint, instructors should see that learning should be a continuous and interactive process that measures the achievement of the learner, the quality of the learning experience and courseware. The feedback created by the assessment process serves as a direct foundation for further development of the learner.

Constructivism especially, Social constructivism represents one of the great ideas in education. Its implications for how teachers teach and learn to teach are enormous. If our efforts in reforming education for all students are to succeed, then we must focus on students. To date, a focus on students centered learning may well be the most important contribution of constructivism (WesleyHoover1996).
Thus by developing constructivism as an approach, teachers can apply it in their own classroom. It is not enough for students to describe new ways of teaching and expect teachers translate from talk to action. But it has to be more effective to engage students actively to take part in the classroom.

Therefore, in the present study the Constructivist approach followed as it is enriched with lots of opportunity to guide students to explore their own realm of learning where the teachers’ role is just a facilitator.

5.1.5 Phase Five: Selection of the Lesson Format and Preparation of the Instructional Package

Today’s class room and students do not require mere transactions of the content as this seems to be inadequate in our system of education. Meager attempts have been made to provide necessary attribute to develop the required competencies in teaching the learning process. Business studies subject is one of the core papers to be learned and practiced by students at plus two level. But the method of teaching for business studies subject at plus two level was found to be theoretically oriented. The content in this subject are transacted in traditional methods. Competencies like leadership and communication cannot be taught in a traditional set up. Fostering competencies requires deliberate attempts to bring in a variety of experiences to students.

Since the traditional class room is changing with innovations in teaching methods, there is a shift in the role of the teacher into facilitator where an approach like constructivism makes drastic changes in the learning process. Thus this was the precondition that investigator decided to focus on constructivism as an approach to develop the instructional materials.

In order to develop an appropriate format for the present study, the investigator referred to a variety of lesson formats from the literature, theses, dissertations and websites. Though number of formats was available, it was not adequate and appropriate according to the objectives of the present study.
Thus the investigator decided to develop a new and comprehensive lesson plan format which contributes to achieve the objectives of the study. The present study followed a systematic and comprehensive procedure and steps to prepare the instructional package to develop competencies related to business studies at plus level. Each of the lessons contained three stages namely; Awareness, Practice and Evaluation. Separate lessons were designed for each of the stages. Hence each component of the selected business competencies had three lessons. The details of the lesson format are as follows

1. **Objectives:** There were expected, desired and observable behavioural changes among the students at plus two level.

2. **Topic of the lesson:** Each lesson of the instructional material was prepared selecting a particular content identified from the selected business competencies.

3. **Teaching points:** These were the specific selected competencies and its sub competencies which were intended to foster at plus two level.

4. **Learning Aids:** These included the use of power point slides by the investigator in order to facilitate learning.

5. **Teaching learning activities:** These were the activities selected and developed by the investigator to meet the objectives of the instructional package.

**Descriptions of each of the stages of lesson**

1. **Awareness Stage: Lesson One:**

   This stage was anticipated to build a rapport by the investigator with students before they start into the lessons to be practiced, so that students would be able to have a responsiveness of what they would practice during the class. Therefore this lesson was consciously planned to practice and develop the selected Business Competencies. This stage is inevitable as it provides a flat form to the students. It furnishes an understanding of what students have to practice from the sessions even though some of the
students’ have possessed prior knowledge on the word competency. The various parts of the awareness lesson are detailed below;

Descriptions of the awareness stage:

The different points under this stage are detailed below.

A) **Initiation**: The Investigator initiates a discussion with students in order to bring them into the concept of the selected component. This stage include,

1. **Preparation**: The Investigator prepares the students to acquire specific components of the selected competencies. In this stage, the teacher clarifies the expectations on the lesson to the students. The investigator divides the whole students into different groups in order to take part in the activities of the lesson.

2. **Presentation and development of the content (Components of the selected Business Competencies)**.

   This stage includes;

3. **Presentation of the goal**: In this session, the investigator explains the major objectives of the lesson. This will help to develop an understanding towards each component of the lesson of the selected competencies. The various steps to be followed in this session are detailed below;

   a. **Presentation of the activity with instruction**: The investigator presents the activity to the divided groups in order to practice it. Instructions regarding these activities are also given.

   b. **Discussion of the activity**: During this time, the investigator initiates a discussion over the activity. Then he collects students’ feedback based on the performance of the activity.
c. **Presentation of the Behaviour leading to the goal**: During this stage the investigator presents the consolidated behaviour expected from the activity in connection with the components of the selected competency.

d. **Recapitulating the said behaviour**: The investigator helps the students to summarize the areas of the components they became aware of during the activity. It also remains for them to recollect whatever behaviour they were in touch with during the activity of the lesson.

4. **Conclusion**: The investigator concluded the session by asking them to practice various behaviours that are observed during the lesson practiced.

### III. Practice Stage: Lesson Two

The second stage of the lesson was developed with the intention of repeated practice of the selected Business Competencies namely leadership and communication. This stage of lesson follows the same procedure followed for the awareness lesson. The main objectives of the practice lesson were

1. Repeated practice of the selected components to construct knowledge
2. Recapitulate the behaviour identified from observation during the activity based on the lesson
3. Reinforce the required behaviour identified from the activity
4. Active participation from students on each component practiced

### III. Evaluation Stage: Lesson Three

The third stage of the lesson was developed with the intention to evaluate the performance of students on each component practiced. The major objectives of the third stage of the lesson were as follows;
1. To check how far the lessons have facilitated students to foster the selected Business Competencies.

2. Development of recapitulation of practiced behaviour of the competencies.

3. Development of Observation of students from each activity of the lesson during session.

4. To evaluate the capacity of comparison of each session of the same component of the selected business competencies.

5. To ensure that students have been prepared to practice the same competencies repeatedly so as to get fostered to the selected business competencies.

5.1.6 Phase Six: Validation of the Instructional Package

Developing lessons related to leadership and communication contained two parts namely lessons to develop leadership and communication competencies. The first part contained 32 lessons for leadership competencies and the second part contained 28 lessons for communication competencies. Each lesson was presented in the dialogue form to facilitate practitioners. Evaluation schedule for each competency is an integral part of each lesson.

The following were the various phases for the validation of the specially designed instructional package to develop competencies related to business studies at plus two level in Thrissur District.
Table 5.4

Table showing Phases for the Validation of the Specially Designed Instructional Package

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage One</td>
<td>Identification of Business Competencies</td>
</tr>
<tr>
<td>Stage Two</td>
<td>Survey to identify Business Competencies</td>
</tr>
<tr>
<td>Stage Three</td>
<td>Evaluation of the feedback</td>
</tr>
<tr>
<td>Stage Four</td>
<td>Preparation of the first draft of the instructional package</td>
</tr>
<tr>
<td>Stage Five</td>
<td>Preparation of the second draft of the instructional package</td>
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<tr>
<td>Stage Six</td>
<td>Validation of the instructional package</td>
</tr>
<tr>
<td>Stage Seven</td>
<td>Preparation of the final draft</td>
</tr>
</tbody>
</table>

Stage One: Identification of Business Competencies

In the initial stage the investigator identified various business competencies in the form of competencies mapping scale through review of literature and the identified competencies were listed in the form of a table.

Stage Two: Survey to identify Business Competencies

In this stage, the identified competencies were converted into a rating scale in order to distribute the same to the experts with two intentions to see whether identified competencies represented as the competencies related to business studies to be developed at plus two level and gather their feedback on their priority in relation to the competencies on business studies. Thus the experts were requested to rate the given competencies according to their priority.

Stage Three: Evaluation of the feedback

The feedback from the experts was collected and those competencies identified as highly significant by more than 80% of teachers were considered as the business studies competencies to be developed among the students at plus two
level and they were found to be leadership (21%) and communication (20%) competencies. Thus, the investigator finally selected Leadership and Communication and its sub competencies to foster competencies related business studies at plus two level.

Stage Four: Preparation of the first draft of the instructional package

The investigator prepared the first draft of the lesson based on the constructivist approach. Sixty lessons were prepared in the initial stage. The major two competencies and its various identified sub competencies were considered to prepare the first draft and these lessons were submitted to the experts from the field of commerce, management and teachers of higher secondary schools who teach business studies given for valuation.

Stage Five: Preparation of the second draft of the instructional package

The investigator incorporated all the necessary suggestions given by the supervisor in the initial draft. The questions were reordered and organized in order to strengthen the lessons on the selected business competencies. In order to clarify, the vocabulary was modified and questions were made specific. The modified draft along with the evaluation form was given to the experts for validation.

Stage Six: Validation of the instructional package

It was necessary that the criticism, suggestions and approval of the experts in the fields of education and feedback was sought before the final form of the business competencies lessons was prepared. All these were submitted to the experts. They were requested to examine the lessons, that were prepared and their valuable suggestions for correctness regarding the following aspects, were sought:

1. To maintain the objectives in the process of the lesson with the intention to ensure the maximum involvement of students during the lessons practiced.
2. To make need based lesson by adopting the strategy in the lesson plan.
3. To see the appropriateness of the examples with respect to each component and its subcomponents.
Stage Seven: Preparation of the final draft

The corrections, opinions and remarks of the experts were implemented in the final draft of the lesson. Thus the final copies of the lesson were prepared with regard to the selected business competencies namely leadership and communication. Suitable and clear instructions were given in the lesson. The final drafts of the lesson were submitted to the supervisor to avoid error in the language, to check the accuracy and relevance of lesson prepared. A copy of the lesson is given in Appendix.

5.1.7 Phase Seven: Description of the Final Instructional Package

The writing of the lessons in the present study was given due and utmost care. The number package finally consisted of sixty lessons (60), each focusing on different sub components related to major competencies. Thus there were Thirty Two (32) lessons to foster leadership competency and Twenty Eight (28) to foster communication competencies. As mentioned above, there are three types of lessons related to each of the components, under each competency. The teacher is expected to follow these lessons in the same sequence.

5.2.0 Characteristics Features Underlying the Instructions for the Lesson of the Study

The following details the characteristics features of the lesson,

1) Interrelatedness: The development of the competencies depends on awareness, practice and evaluation. The lesson was planned in such a way that students would initially get exposed to the competency followed by practice and then, evaluates themselves to see what they have been able to accomplish. Thus each lesson gave a comprehensive frame of the competencies to be fostered.
2) **Practical Illustrations:** The lessons have added verity to success stories and individuals who achieved success in practical life. This was planned with the intention to bring the students’ attention to prepare them for practicing the selected competencies.

3) **Motivation maintained:** maintenance of the interest of the students has been taken care of throughout the lesson. For this purpose, the anecdotes of great entrepreneurs and leaders as well as challenging situations are posed to the student’s right from beginning of the lessons and students in the groups are made to take active part throughout the lesson involving themselves in various activities provided.

4) **Single competency focused:** Since the learners are unique individuals (Wertsch 1997), one competency has been stressed at a time. Thus it facilitates the students understanding of the particular component from the selected competencies.

5) **Student centered:** Since the instructional material intends to foster Business Competencies at plus two level, the needs have been considered. Utmost care has been taken to make the instructions clear and examples apt and interesting. Students are given enough freedom to move at their own pace during the activity session.

6) **Teacher is only of a facilitator:** The teachers’ role in this instructional material is to guide, facilitate and direct students towards the development of selected competencies. Developing competencies, like leadership and communication is to be fostered and not to be imposed. Hence the students are to be only guided by the teachers.

7) **Serving as self instructional materials:** As the instructional part of the each stage of the lessons along with examples are explanatory in nature, these instructional materials can also be used by students as self instructional material.
8) **Appropriately paced:** Even though the lesson is time bound, the students in the group are given freedom. This would help the learners to follow the lesson and activities to be worked out in relation to each component.

9) **Strengthened through recapitulation:** Recapitulation is done at each stage of the lesson in order to ensure the retention of the students’ learning at previous levels.

10) **Activity based:** This study used activities so as to develop the selected Business Competencies at plus two level.