



Business Management

Victorian Certificate of Education Study Design

Victorian Curriculum and Assessment Authority
2009

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Latoya BARTON
The sunset (detail)
from a series of twenty-four
9.0 x 9.0 cm each, oil on board



Tarkan ERTURK
Visage (detail)
201.0 x 170.0 cm
synthetic polymer paint, on cotton duck



Liana RASCHILLA
Teapot from the *Crazy Alice* set
19.0 x 22.0 x 22.0 cm
earthenware, clear glaze, lustres



Nigel BROWN
Untitled physics (detail)
90.0 x 440.0 x 70.0 cm
composition board, steel, loudspeakers,
CD player, amplifier, glass



Kate WOOLLEY
Sarah (detail)
76.0 x 101.5 cm, oil on canvas



Chris ELLIS
Tranquility (detail)
35.0 x 22.5 cm
gelatin silver photograph



Christian HART
Within without (detail)
digital film, 6 minutes



Kristian LUCAS
Me, myself, I and you (detail)
56.0 x 102.0 cm
oil on canvas



Merryn ALLEN
Japanese illusions (detail)
centre back: 74.0 cm, waist (flat): 42.0 cm
polyester cotton



Ping (Irene) VINCENT
Boxes (detail)
colour photograph



James ATKINS
Light cascades (detail)
three works, 32.0 x 32.0 x 5.0 cm each
glass, fluorescent light, metal



Tim JOINER
14 seconds (detail)
digital film, 1.30 minutes



Lucy McNAMARA
Precariously (detail)
156.0 x 61.0 x 61.0 cm
painted wood, oil paint, egg shells, glue, stainless steel wire

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IMPORTANT INFORMATION

Accreditation period

Units 1–4: 2010–2016

The accreditation period commences on 1 January 2010.

Other sources of information

The *VCAA Bulletin* is the only official source of changes to regulations and accredited studies. The *VCAA Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCAA Bulletin*. The *VCAA Bulletin* is sent in hard copy to all VCE providers. It is available on the Victorian Curriculum and Assessment Authority's website at www.vcaa.vic.edu.au

To assist teachers in assessing school-assessed coursework in Units 3 and 4, the Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The current year's *VCE and VCAL Administrative Handbook* contains essential information on assessment processes and other procedures.

VCE providers

Throughout this study design the term 'school' is intended to include both schools and other VCE providers.

Photocopying

VCE schools only may photocopy parts of this study design for use by teachers.

Introduction

RATIONALE

In contemporary Australian society, there is a wide variety of business organisations in terms of size, ownership, objectives, resources and location. These organisations are managed by people who establish systems and processes to achieve a range of objectives.

VCE Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the complexity, challenges and rewards that come from business management and gain an insight into the various ways resources can be managed in small, medium and large-scale organisations.

The study recognises that there is a range of management theories. In each unit students examine some of these theories and, through exposure to real business scenarios and direct contact with business, compare them with management in practice.

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively, as socially responsible and ethical members of the business community, and as informed citizens, consumers and investors.

AIMS

This study is designed to enable students to:

- understand and apply business concepts, principles and terminology;
- understand the purpose and significance of business within local, national and global contexts;
- understand the complex and changing environment that businesses operate within and the nature of relationships between key stakeholders within that environment;
- understand the ways in which small to medium to large-scale businesses have been and are managed effectively for commercial success across a range of contexts;
- analyse effective management practices for commercial success in the context of business ethics and social responsibility.

STRUCTURE

The study is made up of four units:

Unit 1: Small business management

Unit 2: Communication and management

Unit 3: Corporate management

Unit 4: Managing people and change

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction.

CHANGES TO THE STUDY DESIGN

During its period of accreditation minor changes to the study will be announced in the *VCAA Bulletin*. The *VCAA Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCAA Bulletin*.

MONITORING FOR QUALITY

As part of ongoing monitoring and quality assurance, the Victorian Curriculum and Assessment Authority will periodically undertake an audit of VCE Business Management to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the *VCE and VCAL Administrative Handbook*. Schools will be notified if they are required to submit material to be audited.

SAFETY

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the study.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses for this study teachers should incorporate information and communications technology where appropriate and applicable to the teaching and learning activities.

EMPLOYABILITY SKILLS

This study offers a number of opportunities for students to develop employability skills. The ‘Advice for teachers’ section provides specific examples of how students can develop employability skills during learning activities and assessment tasks.

LEGISLATIVE COMPLIANCE

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Information Privacy Act 2000* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968*, must be met.

Assessment and reporting

SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment for Units 3 and 4.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the 'Advice for teachers' section.

Schools will report a result for each unit to the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

AUTHENTICATION

Work related to the outcomes of each unit will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current year's *VCE and VCAL Administrative Handbook* for authentication procedures.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.

In VCE Business Management the student's level of achievement will be determined by school-assessed coursework and an end-of-year examination. The Victorian Curriculum and Assessment Authority will report the student's level of performance on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score, students must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current year's *VCE and VCAL Administrative Handbook* for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE Business Management are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- End-of-year examination: 50 per cent

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

Unit 1: Small business management

Small rather than large businesses make up the large majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail. This, combined with employment opportunities, makes the small business sector a vital component in the success, growth and stability of Australia. Small businesses are tangible to students as they are visible and accessible in daily life. This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

AREA OF STUDY 1

Introducing business

In this area of study, students examine the characteristics of a range of businesses and their internal and external environments, and develop an understanding of the nature of business in Australia.

Business ethics and socially responsible management are also important considerations for businesses and will have an impact on the various stakeholders of all businesses.

In investigating these business characteristics, students gain an understanding of the interrelationships that affect, and are affected by, business activity.

Outcome 1

On completion of this unit the student should be able to explain a set of generic business characteristics and apply them to a range of businesses.

To achieve this outcome the student will draw on key knowledge and key skills outlined in area of study 1.

Key knowledge

This knowledge includes

- features of organisations including for profit and not-for-profit organisations;
- objectives of different types of organisations;
- distinctions between small, medium and large businesses;
- the contribution of small business to the economy;
- the internal and external (operating and macro) environments of a business;
- business ethics and socially responsible management and their impact on various stakeholders.

Key skills

These skills include the ability to

- accurately use relevant management terms;
- recognise and classify types of businesses;
- acquire and exchange business information and ideas;
- research aspects of business management using print and online sources;
- apply business management knowledge to practical and/or simulated business situations;
- analyse business information and data.

AREA OF STUDY 2

Small business decision-making, planning and evaluation

There are many decisions to be made and considerable planning to be undertaken prior to the commencement or purchase of a small business. Students also examine the ongoing decisions and planning that must occur throughout the life of the business. Evaluation of the performance of a business is vital; students examine the performance of a business using a range of measures including key performance indicators. The management practices of small businesses are also considered with respect to their ethical and socially responsible approach to decision-making, planning and evaluation.

Outcome 2

On completion of this unit the student should be able to apply decision-making and planning skills to establish and operate a small business, and evaluate the management of an ethical and a socially responsible small business.

To achieve this outcome the student will draw on key knowledge and key skills outlined in area of study 2.

Key knowledge

This knowledge includes

- the motivation behind starting a small business, including the desire for independence, to make a profit and to fulfil a market need;
- major factors that influence decisions made when establishing a small business, including decisions concerning:
 - business concept development and initial market research
 - innovation and entrepreneurship as a source of business opportunity
 - forms of business ownership and business structure
 - purchasing an existing business or establishing a new business, including franchise operations
 - location options: shopping centre, retail shopping strips, online presence and home-based businesses, and the factors that affect that choice;
- business support services, including legal, financial, technological, community-based, formal and informal networks;
- major business planning throughout the life of a small business, including:
 - human and physical resource needs
 - financial planning and sources of finance
 - marketing strategy;
- strategies used to undertake ongoing evaluation of small business, including key performance

indicators;

- an overview of key legal and government regulations affecting the operation of a small business;
- practices which contribute to ethical and socially responsible management with respect to decision-making, planning and evaluation.

Key skills

These skills include the ability to

- accurately use relevant management terms;
- research aspects of small business management using print and online sources;
- acquire and exchange business information and ideas;
- explain the importance of complying with legal and government regulations relevant to the small business;
- apply small business management knowledge to practical and/or simulated business situations;
- evaluate management practices with respect to decision-making and planning.

AREA OF STUDY 3

Day-to-day operations

In this area of study, students examine the essential, ongoing activities which sustain an ethical and a socially responsible small business and promote its successful growth. To manage a small business, knowledge and skills should be developed in areas including introductory accounting, management of staff, effective use of information and communications technology and introduction to legal requirements. Students examine **one or more** of these topics.

Outcome 3

On completion of this unit the student should be able to discuss **one or more** of the day-to-day operations associated with an ethical and a socially responsible small business, and apply the operation/s to a business situation.

To achieve this outcome the student will draw on key knowledge from **one or more** of the topics outlined below, and the key skills outlined in area of study 3.

Key knowledge

Introductory accounting for small business

This knowledge includes

- reasons for keeping source documents;
- elements of a cash book;
- taxation obligations and the implications for decisions on business structure;
- purpose of the Goods and Services Tax (GST);
- concepts used within simple financial reports, such as the Profit and Loss Report, Cash Flow Report or Balance Sheet;
- price setting strategies, including the calculation of break-even point;
- ethical and socially responsible management of accounting practices.

OR

Management of staff in small business

This knowledge includes

- types of recruitment methods and selection processes;
- reasons for, and distinctions between, employment arrangements including full-time, part-time, casual status;
- an overview of relevant legislation such as Occupational Health and Safety (OH&S) and Equal Employment Opportunities (EEO);
- ethical and socially responsible management of employment practices.

OR

Information and communications technology (ICT) in small business

This knowledge includes

- strategies to select appropriate hardware and software to meet small business needs;
- possible use of available technology such as databases, spreadsheet, presentation software, Internet, podcasts, SMS, blogs or emerging technologies;
- uses of e-commerce;
- implications of the use of available technology and e-commerce such as benefits and costs to the small business;
- reasons for, and methods of, ensuring the security of technology and information;
- ethical and socially responsible management of ICT in small business.

OR

Introduction to legal requirements of small businesses offering goods and services

This knowledge includes

- an overview of the various levels of government creating relevant legislation;
- the types of legislation created by the Federal Government, such as the Trades Practices Act, which impact upon small business;
- the types of legislation created by state governments, such as the Consumer Affairs Act, which impact upon small business;
- the types of legislation created by local government, such as local laws affecting food handling, which impact upon small business;
- the legislation created by common law, such as contract and negligence;
- ethical and socially responsible management of the legal requirements of small businesses.

Key skills

These skills include the ability to

- accurately use relevant management terms;
- research the selected day-to-day operation/s of a small business using print and online sources;
- acquire and exchange business information and ideas;
- apply the selected day-to-day operation/s to a practical and/or simulated business situation;
- discuss the ethical and socially responsible management of the selected day-to-day operation/s.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and key skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and key skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and key skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Teachers should select a variety of assessment tasks for their assessment program to reflect the key knowledge and key skills being assessed and to provide for different learning styles.

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Assessment tasks for this unit are chosen from the following:

- case study analysis;
- business research (print and online);
- development of a business plan;
- interview and report on contact with business;
- business simulation exercise;
- school-based, short-term business activity;
- essay;
- test;
- computer applications and simulations;
- business survey and analysis;
- analytical exercises;
- media analysis;
- investigation and report (written, visual, oral).

Unit 2: Communication and management

This unit focuses on the importance of effective communication in achieving business objectives. Students investigate communication both internal and external to the business. They develop knowledge of aspects of business communication and are introduced to skills related to its effective use in different contexts. The vital functions of marketing and public relations are considered, with students developing an understanding of the important role these functions play in the ultimate success of a business.

AREA OF STUDY 1

Communication in business

This area of study introduces students to the concept of communication in business, with an emphasis on its importance and methods. Communication and its relationship to business objectives and business strategy are considered.

Management should understand that the type and purpose of the information that is to be communicated will depend upon the intended audience, such as employees, suppliers or customers.

Appropriate methods of communication for different management contexts and situations will be considered. Students learn to evaluate the appropriateness of methods of communication used in different business-related situations.

Outcome 1

On completion of this unit the student should be able to explain, apply and justify a range of effective communication methods used in business-related situations.

To achieve this outcome the student will draw on key knowledge and key skills outlined in area of study 1.

Key knowledge

This knowledge includes

- communication and its relationship to business objectives and business strategy;
- type and purpose of information which needs to be communicated;
- communication methods, including verbal (written, oral) and non-verbal (body language, visual, technology-based);

- types of audiences such as employees, suppliers and customers;
- appropriate methods of communication for different management situations;
- effectiveness of methods of communication, including barriers and/or actions which limit and/or enhance communication;
- communication behaviours that are considered unethical or illegal.

Key skills

These skills include the ability to

- accurately use relevant management terms;
- research aspects of communication using print and online sources;
- analyse business information and data;
- communicate effectively in business-related scenarios;
- recommend and apply a range of communication methods to practical and/or simulated business situations;
- justify the use of different communication methods in business-related situations.

AREA OF STUDY 2

Managing the marketing function

This area of study involves an examination of the planning used by management to position its products and services in the marketplace. Students consider the fundamental aspects of communication covered in area of study 1 in the context of the marketing function. Students learn the essential characteristics of effective marketing and apply selected market research methods to the business environment. Also, issues in marketing will be analysed, including the role of technology, in the global business context and in the context of ethical and socially responsible management and legal requirements.

Outcome 2

On completion of this unit the student should be able to analyse effective marketing strategies and processes and apply these strategies and processes to business-related situations.

To achieve this outcome the student will draw on key knowledge and key skills outlined in area of study 2.

Key knowledge

This knowledge includes

- the marketing function and its relationship to business objectives and business strategy;
- market research processes, including information needs, data collection tools and techniques, analysis and interpretation;
- market attributes, including market dimensions, segments, consumer trends and behaviour;
- key elements of a marketing plan:
 - establishing objectives
 - market description
 - the marketing mix (product, price, place and promotion) and related strategies;
 - product life cycle: innovation, introduction, growth, maturity, decline and extension strategies such as exporting and diversifying;

- relevant performance indicators to evaluate effective marketing strategies;
- issues in marketing, including the role of technology, in the global business context and in the context of ethical and socially responsible management and legal requirements.

Key skills

These skills include the ability to

- accurately use relevant management terms;
- acquire and exchange business information and ideas;
- analyse business information and data;
- research aspects of marketing using print and online sources;
- apply knowledge of marketing strategies to practical and/or simulated business situations;
- analyse issues related to marketing.

AREA OF STUDY 3

Managing the public relations function

This area of study involves an examination of the role management plays in creating and maintaining the image of the business. The public relations function can be considered as an application of fundamental communication methods.

Public relations objectives and strategies are used in a range of planned and unplanned business situations. Students use relevant performance indicators to analyse the performance of the management of public relations within a business. Also, issues in public relations will be analysed, including the role of technology, in the global business context and in the context of ethical and socially responsible management and legal requirements.

Outcome 3

On completion of this unit the student should be able to apply public relations strategies to business-related situations and analyse their effectiveness.

To achieve this outcome the student will draw on key knowledge and key skills outlined in area of study 3.

Key knowledge

This knowledge includes

- the meaning of public relations and its relationship to business objectives and business strategy;
- the significance of image;
- the concept of ‘publics’ and their respective characteristics;
- public relations objectives and strategies used in a range of planned business situations for identified ‘publics’;
- public relations objectives and strategies used in a range of unplanned situations;
- relevant performance indicators to evaluate the performance of the public relations strategies;
- issues in public relations, including the role of technology, in the global business context and in the context of ethical and socially responsible management and legal requirements.

Key skills

These skills include the ability to

- accurately use relevant management terms;
- research aspects of public relations using print and online sources;
- analyse business information and data;
- apply knowledge of public relations strategies to practical and/or simulated business situations;
- analyse issues related to public relations.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and key skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and key skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and key skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Teachers should select a variety of assessment tasks for their assessment program to reflect the key knowledge and key skills being assessed and to provide for different learning styles.

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Assessment tasks for this unit are chosen from the following:

- case study analysis;
- business research (print and online);
- development of a marketing and/or public relations plan;
- interview and report on contact with business;
- business simulation exercise;
- essay;
- test;
- computer applications and simulations;
- business survey and analysis;
- analytical exercises;
- media analysis;
- report (written, visual, oral).

Unit 3: Corporate management

In this unit students investigate how large-scale organisations operate. Students examine the environment (both internal and external) in which large-scale organisations conduct their business, and then focus on aspects of individual business' internal environment and how the operations of the business are managed. Students develop an understanding of the complexity and challenge of managing large-scale organisations and have the opportunity to compare theoretical perspectives with practical applications.

AREA OF STUDY 1

Large-scale organisations in context

Large-scale organisations are important for the Australian economy in creating employment, wealth and income. Every large-scale organisation operates within a unique context, characterised by its internal and external environment.

In this area of study, students examine the importance of large-scale organisations to the Australian economy. They identify and apply a range of performance indicators to evaluate the performance of a large-scale organisation.

A wide range of stakeholders exist for large-scale organisations. Students consider the organisation's impact on stakeholder interests, possible conflicts that may arise between different stakeholder interests and related issues of ethical and social responsibility.

Outcome 1

On completion of this unit the student should be able to discuss and analyse the context in which large-scale organisations operate.

To achieve this outcome the student will draw on key knowledge and key skills outlined in area of study 1.

Key knowledge

This knowledge includes

- the context which contributes to the unique nature of large-scale organisations;
- characteristics of large-scale organisations;
- variations in types of large-scale organisations, their objectives and related business strategies;
- typical management functions in large-scale organisations, including operations, finance, human resources, marketing, and research and development;
- contributions, both positive and negative, of large-scale organisations to the economy;

- internal and external (operating and macro) environments of large-scale organisations;
- performance indicators used to evaluate the performance of large-scale organisations, including the percentage of market share, net profit figures, the rate of productivity growth, the number of sales, results of a staff and/or customer satisfaction survey, the level of staff turnover, level of wastage, number of customer complaints and number of workplace accidents;
- identification and characteristics of stakeholders of large-scale organisations, including their interests, possible conflicts and related ethical and socially responsible considerations.

Key skills

These skills include the ability to

- accurately use relevant management terms;
- research aspects of the management of large-scale organisations using print and online sources;
- analyse business information and data;
- analyse the context in which large-scale organisations operate;
- apply knowledge and concepts to practical and/or simulated situations.

AREA OF STUDY 2

Internal environment of large-scale organisations

Large-scale organisations, whether for-profit or not-for-profit, exist to achieve specific objectives. The success in achieving these objectives will be strongly influenced by the successful management of the internal business environment.

Students investigate key elements of the internal environment such as different management structures, corporate culture, management roles and policy development. Students apply management styles and skills to business situations and then evaluate them. They discuss the implications of ethical and socially responsible management for the internal environment of large-scale organisations.

Outcome 2

On completion of this unit the student should be able to discuss and analyse major aspects of the internal environment of large-scale organisations.

To achieve this outcome the student will draw on key knowledge and key skills outlined in area of study 2.

Key knowledge

This knowledge includes

- management structures;
- corporate culture and its future development;
- key management roles:
 - planning: long, medium and short-term
 - organising: resource and task allocation techniques
 - leading: importance of leadership qualities, including interpersonal, informational and decision-making
 - controlling: financial and non-financial processes and control systems;
- the need for, and process of, policy development and its application;
- different styles of management, including autocratic, persuasive, consultative, participative and

laissez-faire, and their appropriate application to various management situations;

- key management skills as appropriate to the process of effective management;
- the relationship between management styles and skills;
- implications of managing the internal environment of large-scale organisations in an ethical and a socially responsible manner.

Key skills

These skills include the ability to

- accurately use relevant management terms;
- research aspects of the internal environment of large-scale organisations using print and online sources;
- analyse business information and data;
- analyse major aspects of the internal environment of large-scale organisations;
- apply knowledge and concepts to practical and/or simulated situations.

AREA OF STUDY 3

The operations management function

Operations management combines the roles of management in order to transform inputs into outputs. The production of the product or service is the core objective of the large-scale organisation. The study of operations management enables students to consider the best and most responsible use of all the available resources for the production of a quality final good or service in a competitive, global environment.

Outcome 3

On completion of this unit the student should be able to discuss and analyse strategies related to operations management.

To achieve this outcome the student will draw on key knowledge and key skills outlined in area of study 3.

Key knowledge

This knowledge includes

- the operations function and its relationship to business objectives and business strategy;
- characteristics of operations management within large-scale manufacturing and service organisations;
- key elements of an operations system (inputs, processes and outputs) in different types of large-scale organisations;
- productivity and business competitiveness, their importance for and impact on the operations system;
- strategies adopted to optimise operations, including:
 - facilities design and layout
 - materials management
 - management of quality
 - extent of the use of technology;
- ethical and socially responsible management of an operations system.

Key skills

These skills include the ability to

- accurately use relevant management terms;
- research aspects of operations management using print and online sources;
- analyse business information and data;
- apply operations management knowledge and concepts to practical and/or simulated situations;
- discuss key aspects of operations management;
- analyse strategies that arise through practices within operations management.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook for this study that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and key skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and key skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and key skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement in Unit 3 will be determined by school-assessed coursework and an end-of-year examination.

Contribution to final assessment

School-assessed coursework for Unit 3 will contribute 25 per cent.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

School-assessed coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with the assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Where optional assessment tasks are used, teachers must ensure that they are comparable in scope and demand. Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and key skills being assessed and to provide for different learning styles.

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Discuss and analyse the context in which large-scale organisations operate.	20	The student's performance on each outcome should be assessed using one or more of the following: <ul style="list-style-type: none"> • case study • structured questions • media analysis • test • essay • report in written format • report in multimedia format.
Outcome 2 Discuss and analyse major aspects of the internal environment of large-scale organisations.	40	
Outcome 3 Discuss and analyse strategies related to operations management.	40	
Total marks	100	

*School-assessed coursework for Unit 3 contributes 25 per cent.

Unit 4: Managing people and change

This unit continues the examination of corporate management. It commences with a focus on the human resource management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. The unit concludes with analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

AREA OF STUDY 1

The human resource management function

In this area of study, students examine the practices and processes of human resource management in large-scale organisations in Australia. A general introduction to human resources is followed by an investigation of the two key aspects of human resource management: the employment cycle and employee relations. Students apply the principles of human resource management to a practical or simulated situation.

Outcome 1

On completion of this unit the student should be able to analyse and evaluate practices and processes related to human resource management.

To achieve this outcome the student will draw on key knowledge and key skills outlined in area of study 1.

Key knowledge

This knowledge includes

- factors involved in managing human resources:
 - relationship of human resource function to business objectives and business strategy
 - employee expectations, including conditions of employment, occupational health and safety (OH&S), job security and work–life balance
 - key principles of Maslow’s, Hertzberg’s and Locke’s theories of motivation
 - ethical and socially responsible human resource management;

- management practices and processes associated with the key phases of the employment cycle:
 - Establishment phase:
 - human resource planning related to business strategy
 - job analysis and job design
 - types of recruitment methods and selection processes
 - employment arrangements and remuneration
 - Maintenance phase:
 - induction
 - training and development
 - recognition and reward
 - performance management
 - Termination phase:
 - termination management, including entitlement and transition issues;
- management practices and processes associated with employee relations:
 - relationship to business objectives and business strategy
 - the similarities and differences between centralised and decentralised approaches
 - industry wide awards, collective agreements within an individual organisation and individual contracts
 - the role of human resource managers in employee relations under a decentralised approach
 - management styles and skills in employee relations, including their application to the resolution of conflict.

Key skills

These skills include the ability to

- accurately use relevant management terms;
- research related aspects of human resource management using print and online sources;
- analyse business literature, information and data;
- evaluate key aspects of human resource management theory;
- apply human resource management knowledge and concepts to practical and/or simulated situations;
- evaluate different practices and processes for managing human resources.

AREA OF STUDY 2

The management of change

In this area of study, students examine the importance of change management in large-scale organisations. They consider ways in which change can be managed effectively in both theoretical and practical contexts. Students evaluate various strategies to effectively manage change. This knowledge is then applied to one significant change issue for large-scale organisations. Teachers can select from a range of issues such as social responsibility, business ethics, globalisation, mergers and acquisitions, technological development, legislative compliance, privatisation or any other significant issue.

Outcome 2

On completion of this unit the student should be able to analyse and evaluate the management of change in a large-scale organisation, and evaluate the impact of change on the internal environment of a large-scale organisation.

To achieve this outcome the student will draw on key knowledge and key skills outlined in area of study 2.

Key knowledge

This knowledge includes

- the concept of organisational change;
- the dynamic nature of the internal and external (operating and macro) environments as sources of change;
- driving and restraining forces for change in large-scale organisations, including management, employees, time, competitors, low productivity, organisational inertia, legislation, cost;
- key principles of the Kotter theory of change management;
- a range of strategies for effective change management, including low-risk practices and high-risk practices;
- the process of effective change management in the context of a significant issue;
- the role of leadership in change management;
- the possible impact of change on the internal environment of large-scale organisations, including the functional areas of operations and human resources;
- ethical and socially responsible management of change.

Key skills

These skills include the ability to

- accurately use relevant management terms;
- research related aspects of change management using print and online sources;
- analyse business literature, information and data;
- use management theory to evaluate different strategies to manage change;
- apply change management knowledge and concepts to practical and/or simulated representations;
- analyse and evaluate effective change management in the context of the selected significant issue.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook for this study that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and key skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and key skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and key skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and an end-of-year examination.

Contribution to final assessment

School-assessed coursework for Unit 4 will contribute 25 per cent.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

School-assessed coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with the assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Where optional assessment tasks are used, teachers must ensure that they are comparable in scope and demand. Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and key skills being assessed and to provide for different learning styles.

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Analyse and evaluate practices and processes related to human resource management.	60	The student's performance on each outcome should be assessed using one or more of the following: <ul style="list-style-type: none"> • case study • structured questions • media analysis • test • essay • report in written format • report in multimedia format.
Outcome 2 Analyse and evaluate the management of change in a large-scale organisation, and evaluate the impact of change on the internal environment of a large-scale organisation.	40	
Total marks	100	

*School-assessed coursework for Unit 4 contributes 25 per cent.

End-of-year examination

Description

The examination will be set by a panel appointed by the Victorian Curriculum and Assessment Authority. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

Conditions

The examination will be completed under the following conditions:

- Duration: 2 hours.
- Date: end-of-year, on a date to be published annually by the Victorian Curriculum and Assessment Authority.
- Victorian Curriculum and Assessment Authority examination rules will apply. Details of these rules are published annually in the *VCE and VCAL Administrative Handbook*.
- The examination will be marked by assessors appointed by the Victorian Curriculum and Assessment Authority.

Contribution to final assessment

The examination will contribute 50 per cent.

Further advice

The Victorian Curriculum and Assessment Authority publishes specifications for all VCE examinations on the Victorian Curriculum and Assessment Authority website. Examination specifications include details about the sections of the examination, their weighting, the question format/s and any other essential information. The specifications are published in the first year of implementation of the revised Units 3 and 4 sequence together with any sample materials.

Advice for teachers

DEVELOPING A COURSE

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. The areas of study for each unit broadly describe the learning context and the knowledge required for the demonstration of each outcome. Outcomes are introduced by summary statements and are followed by the key knowledge and key skills that relate to the outcomes.

Teachers must develop courses that include appropriate learning activities to enable students to develop the key knowledge and key skills identified in the outcome statements in each unit.

Units 1 and 2 of Business Management are designed to enable students to analyse issues facing small and medium-scale organisations through the lens of a business manager, and to propose solutions to the issues they face from this perspective. For Units 1 and 2, teachers must select assessment tasks from the list provided. A variety of tasks should be provided and the mix of tasks should reflect the fact that different types of tasks suit different knowledge and skills and different learning styles. Tasks do not have to be lengthy to enable a decision about student demonstration of achievement of an outcome. The underlying philosophy and intent of the study is to make this subject realistic and relevant to the contemporary business environment, and so teachers are encouraged to seek realistic or simulated business tasks and activities to incorporate into teaching and learning activities. Exposing students to real organisations and case studies encourages them to plan for and/or run their own small businesses during Unit 1 and/or Unit 2.

Units 3 and 4 Business Management look at issues facing large-scale organisations through the lens of a business manager. From this perspective students are encouraged to propose solutions to the issues the organisations face. In Units 3 and 4, assessment is more structured. The contribution that each outcome makes to the total score for school-assessed coursework is stipulated.

Wherever possible and appropriate throughout the study of Business Management, teachers should include an ethical and a social perspective to the issues being investigated. A suggestion for the framing and coverage of this broad area of business ethics and social responsibility will be explored in the following section.

It is also intended that throughout the study, wherever possible and appropriate, access to and use of information and communications technology (ICT) as used in contemporary business environments will be used by students to research, analyse and present their information.

Teachers should also be aware of the increasing global focus in which Australian businesses operate. Where possible and appropriate, investigation and coverage of global issues and markets that may have impacts or provide opportunities for Australian businesses, is encouraged.

Unit 1: Small business management

All units in the VCE are constructed on the basis of 50 hours of class contact time with students. Consistent with this, the following time allocation is suggested for each area of study in Unit 1.

Area of study	Suggested time allocation (hours)
1. Introducing business	9
2. Small business decision-making, planning and evaluation	30
3. Day-to-day operations	11

Area of study 1: Introducing business

This area of study is designed to provide an initial awareness of what makes a business, the basic characteristics of small, medium and large organisations, and their objectives and contributions to the economy. To interest and engage students, this section should be taught through activities such as case studies, simple business simulations, guest speakers, excursions, DVDs, Internet research and student investigations, all drawing on real-world experiences upon which to anchor the students' knowledge.

Area of study 2: Small business decision-making, planning and evaluation

This area of study focuses on the many decisions and considerable planning to be undertaken prior to the commencement or purchase of a small business.

Teachers are encouraged wherever possible to allow students to apply their knowledge to practical or simulated small business situations through, for example, the operation of their own small business venture within the constraints of the school's regulations. This provides students with a chance to apply their knowledge and, in line with educational theory, encourages richer and deeper learning of the key knowledge and key skills from this outcome. The extent of the experience can range from computer simulations, role-plays, and theoretical business plans through to school-based, short-term business activities which are outlined in the learning activities section of this publication. These experiences can be undertaken at the commencement, sequentially during applicable sections of the key knowledge, or at the conclusion of the area of study where students can apply their knowledge.

Area of study 3: Day-to-day operations

In area of study 3, teachers should select one or more of the four options from the key knowledge for study, which should reflect their students' interests in a particular theme. For example, in area of study 2 (Small business decision-making, planning and evaluation), students may have been exposed to operating a real or simulated small business within the school, and are interested in enhancing its operations with the use of technology. These students may be interested in selecting the ICT in small business option from area of study 3. Alternatively, other students may have been interested in the high failure rates of small business due to financial problems, touched on in area of study 1 (Introducing business), and wish to investigate this in the Introductory accounting for small business option in area of study 3.

The breadth of investigation is guided by the key knowledge points for each option, but obviously there is scope for extended research, depending on the level of student and teacher engagement. However, the intent is that the option provides a focus for at least one area of day-to-day operations that affects the business. Therefore it is suggested that teaching time be restricted to the suggested 11 hours (four weeks). However, teachers may wish to cover more than one option should class time allow. Equally, teachers

who may be concerned with time constraints may also consider teaching this area of study concurrently with area of study 2. For example, if an issue of interest arises on how to best manage a group's small business financial or staffing problems during the running of the business in area of study 2, the teacher may wish to teach the area of study 3 option on introductory accounting in small business, or management of staff in small business, to take advantage of this 'teachable moment' when student interest is inherently engaged.

Unit 2: Communication and management

All units in the VCE are constructed on the basis of 50 hours of class contact time with students. Consistent with this, the following time allocation is suggested for each area of study in Unit 2.

Area of study	Suggested time allocation (hours)
1. Communication in business	16
2. Managing the marketing function	17
3. Managing the public relations function	17

It is envisioned that teachers will teach the outcomes in the sequence in which they are written. Students investigate business communication internally and externally, and then draw upon and apply these knowledge and skills to both a marketing and public relations perspective in communicating with the outside world.

In Unit 2 students explore issues which impact on small business, and progressively identify and explore the impacts these issues would have on medium to large businesses as well.

Area of study 1: Communication in business

In area of study 1 students will be introduced to the importance of effective communication in achieving business objectives. The knowledge and skills learnt here will subsequently be applied to the following two areas of study. It is advised that teachers should investigate both the theoretical and practical aspects of the role of effective communication in business. Teachers should encourage their students to develop skills in effective communication in a range of business situations that they are likely to use, aiding their performance in their future careers. With the rapid advances of technology, the mediums through which business communication are undertaken are constantly evolving. Where possible teachers are encouraged to provide students with exposure to these developments in this field as they emerge.

Area of study 2: Managing the marketing function

This area of study examines the planning used by management to position its products and services in the marketplace. Students should draw upon the fundamental elements of communication covered in area of study 1, and consider these in the context of the marketing function. In order to provide students with a broad overview of the marketing function, teachers are encouraged to investigate both small and large-scale organisations and their marketing strategies in this area of study. With increasing availability of technology, teachers can explore opportunities for Australian businesses to market goods and services to Asia and the wider global marketplace. This could be explored through extension strategies in the product life cycle and the implications to aspects of the marketing mix.

Area of study 3: Managing the public relations function

This area of study examines the role management plays in creating and maintaining the image of the business. With the rapid developments in communications technology, and the ease and accessibility with which individuals can create, access and potentially distort this information, the technological, global, legal and ethical issues that arise within this area of study should be paid close attention. This area of study also provides more opportunities to investigate the impacts of this function on both small and large-scale organisations.

Unit 3: Corporate management

All units in the VCE are constructed on the basis of 50 hours of class contact time with students. Consistent with this, the following time allocation is suggested for each area of study in Unit 3.

Area of study	Suggested time allocation (hours)
1. Large-scale organisations in context	10
2. Internal environment of large-scale organisations	25
3. The operations management function	15

Students are given a broad introduction to the place of large-scale organisations in our society, and look at how they operate and respond to pressures placed upon them. Students then address the internal environment of organisations and the role of management within this, before investigating one specific function of business, operations management.

Units 3 and 4 are taught as successive units. It is therefore advised that teachers set the overall scene of corporate management in Unit 3 Outcomes 1 and 2, before investigating the management of two specific functions of corporate management – the internal environment and the operations management function.

Area of study 1: Large-scale organisations in context

In area of study 1, students are introduced to the place of large-scale organisations in our society and how their actions may impact upon their stakeholders. Students become aware of the internal and external environment in which large-scale organisations operate and learn about some of the performance indicators which are used to evaluate their performance. A list of indicators has been provided and each of these indicators is examinable. This does not exclude the teaching of other performance indicators. As this area of study forms the foundation for the rest of the year's study, teachers are encouraged to expose students to real-world organisational examples to consolidate their knowledge. These activities may come in the form of excursions, guest speakers, class discussions surrounding student work experiences, DVDs, Internet research, case studies and student investigations.

Area of study 2: Internal environment of large-scale organisations

In area of study 2, students investigate the internal environment of large-scale organisations, including management structures, corporate culture, policy development, management skills, management styles and the role of management within this environment. The key management roles are clearly stipulated as planning, organising, leading and controlling, and the different styles of management are autocratic, persuasive, consultative, participative and laissez faire. Teachers should ensure that their resources and teaching reflect this range.

Area of study 3: The operations management function

In area of study 3, students investigate the operations management function from both a manufacturing and service perspective, and its objective to efficiently and effectively transform inputs into outputs. The elements of an operations system are clearly stipulated as inputs, processes and outputs, and the strategies adopted to optimise operations include facilities design and layout, materials management, management of quality and extent of the use of technology. Again, teachers should ensure that their resources and teaching reflect this range.

Unit 4: Managing people and change

All units in the VCE are constructed on the basis of 50 hours of class contact time with students. Consistent with this, the following time allocation is suggested for each area of study in Unit 4.

Area of study	Suggested time allocation (hours)
1. The human resource management function	33
2. The management of change	17

In Unit 4 teachers should spend approximately 33 hours (ten weeks) on Outcome 1, The human resource management function, and 17 hours (five weeks) on Outcome 2, The management of change. This unit provides students with an understanding of the human resource management function and its relationship to the achievement of business objectives. The year's study then concludes with Outcome 2 of Unit 4 where students analyse how change impacts on all aspects and functions of corporate management. The intention of this is to apply and draw together key knowledge and key skills from throughout Units 3 and 4, and for the students to end the course with a holistic understanding of the practices and processes of management throughout business, their interrelationships and their responses to a pressure for change.

Area of study 1: The human resource management function

In Outcome 1 the key knowledge states that students should have knowledge of employee expectations, including conditions of employment, occupational health and safety, job security and work–life balance. Students may be taught other employee expectations in addition to those listed, and will be able to use them as further examples in the examination if they wish.

The key knowledge specifically states the theories of motivation that students should learn. This also assists examiners in setting appropriate questions and gives students confidence and certainty in approaching such questions. The theories for study are: Abraham Maslow's hierarchy of needs, Frederick Herzberg's two factor theory and Edwin Locke's goal setting theory. These theories encompass both content and process approaches to motivation, are well known and widely used in existing textbooks, are suitably diverse to encourage students to think in different ways and provide good opportunities for students to compare and contrast the theories and their implications on employees and organisations.

In relation to the management of employee relations, students are expected to know the differences in approaches between centralised and decentralised employee relations. They are expected to have an overview perspective of the key characteristics, and be aware of the advantages and disadvantages of both approaches to employee relations so they can discuss the similarities and differences between the two. Students should also have a basic knowledge of the key agreements associated with these approaches: industry-wide awards, collective agreements within an individual organisation and

individual contracts. Students should develop understanding of the role of human resource managers in employee relations, under a decentralised approach, and the management styles and skills in employee relations, including their application to the resolution of conflict. However, an overly legalistic or deep understanding of previous, current and future legislation in the area of employee relations is neither encouraged nor desired. As developments occur over the life of this study, teachers and students are obviously encouraged to investigate these as part of a dynamic and contemporary analysis of their impacts on large-scale organisations.

Area of study 2: The management of change

In the concluding area of study 2 of Unit 4, teachers should select a significant issue which reflects their students' interests with a particular theme. The intent here is that the students will use the issue to better understand and apply the change management process. Therefore it is the change management process that is assessable and not any aspect of the issue, for example, globalisation. Teachers should therefore select whichever issue best reflects their students' interests. Teachers may wish to continue to use the pre-existing issues to frame the change management process such as social responsibility, business ethics and globalisation, which are well covered in previous edition textbooks, but they may also want to explore issues such as competitors, changing social attitudes to work–life balance, which may interest their students more.

The key knowledge states that students should have knowledge of the driving and restraining forces for change in large-scale organisations, including management, employees, time, competitors, low productivity, organisational inertia, legislation, cost. All of these must be included in the teaching of this section as they are assessable. Students may be taught other driving and restraining forces for change in addition to those listed. The same approach has also been taken in relation to strategies for effective change management (communication, support, manipulation and threat), and the impact of change on the internal environment of large-scale organisations, including the functional areas of operations and human resources.

Suggested teaching plan

Unit	Area of study	Suggested duration
1. Small business management	1. Introducing business	9 hours
	2. Small business decision-making, planning and evaluation	30 hours
	3. Day-to-day operations	11 hours
2. Communication and management	1. Communication in business	16 hours
	2. Managing the marketing function	17 hours
	3. Managing the public relations function	17 hours
3. Corporate management	1. Large-scale organisations in context	10 hours
	2. Internal environment of large-scale organisations	25 hours
	3. The operations management function	15 hours
4. Managing people and change	1. The human resource management function	33 hours
	2. The management of change	17 hours

Business ethics and social responsibility

Businesses operate in a competitive world where performance is everything. Organisations tend to focus on profitability and often their key stakeholder is the shareholder. Therefore one could argue that the opportunity for unethical behaviour in such an environment is high, and there have been high profile examples where this has unfortunately been shown to be true. Despite claims of being ‘good citizens’, the corporate world does on occasion lose sight of the community it serves and their ethical principles can sometimes be very questionable. However, Westfield chairman Frank Lowy argues that ‘while companies are indeed established to create wealth, they are also obliged to be part of the community in which they do business’. Therefore, community involvement, social responsibility and business ethics should be key values that underpin business decisions, even though they might involve a trade-off with business profitability.

It was Socrates who asked the fundamental question: ‘What ought one to do?’. When we take this statement as a point of reference, ethics and business ethics in particular, is about relationships and the values we hold as human beings. It’s about developing a well-informed conscience, being true to the idea of who we are and what we stand for, having the courage to explore difficult questions and accepting the costs of the decisions we make. Considering the implications that business management without ethics would have on society and our world, teachers are encouraged to ask their students to analyse the implications of the business decisions they recommend, and whether these actions are indeed reflective of ‘What ought one to do?’.

Global business

It is important for students to be aware of the shrinking nature of the world in which we live and conduct business, and of the opportunities and challenges such a world will have on the way we conduct business into the future. In the present climate, students should be aware of the opportunities in Asia for business within our region. Teachers are encouraged to incorporate this perspective into the overall teaching of the study, particularly in Unit 2, area of study 2, the product life cycle, and extension strategies such as exporting and its impact on the marketing mix; Unit 3, area of study 1, the macro environment which impacts on large-scale organisations; and Unit 4, area of study 2, as a significant change issue which impacts upon and forces large-scale organisations to change.

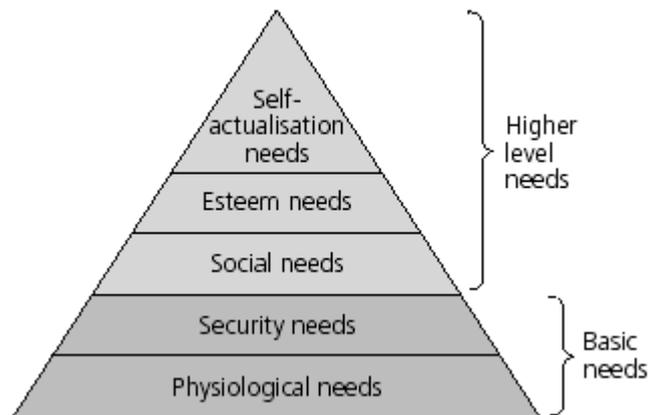
Theories of motivation

In Unit 4, area of study 1, students study the key principles of three leading theories of motivation. The key elements of these three theories are outlined below and are taken from a Victorian Curriculum and Assessment Authority research report into these theories.

Maslow (1943) – *Hierarchy of Needs*

Abraham Maslow in his 1943 paper *A Theory of Human Motivation* developed a theory of motivation known as the *Hierarchy of Needs* (see Figure 1). In this theory, needs are ranked with the most basic needs (physiological and security needs) situated at the bottom of the hierarchy, progressing to higher level needs at the top (social, esteem and self-actualisation needs). The theory states that once a particular need is satisfied it is no longer a motivator.

Figure 1: Maslow’s *Hierarchy of Needs*



Maslow's *Hierarchy of Needs* is a landmark theory that is commonly referred to in the field of psychology, sociology and human development, as well as in business management. The theory has also proved to be the basis of numerous subsequent theories in human resource management.

Hertzberg (1959) – Two Factor Theory

Hertzberg's *Two Factor Theory* is similar to Maslow's theory; however, the single hierarchy has been replaced by two sets of factors: maintenance (hygiene) factors and motivational factors. Maintenance factors refer to features of the work environment and working conditions rather than the actual work. Maintenance factors are not motivators but factors to ensure that no dissatisfaction exists.

1. Maintenance factors (hygiene factors)
 - pay
 - job security
 - working conditions
 - interpersonal relations in the workplace
 - organisational rules and policies
2. Motivational factors (satisfiers)
 - achievement
 - the work itself
 - recognition
 - responsibility
 - opportunities for advancement

Hertzberg maintains that motivational factors such as promotion opportunities and achievement can create job satisfaction, whereas maintenance factors, including pay and working conditions, are more likely to cause dissatisfaction.

Locke (1968) – Goal Setting Theory

Goal Setting Theory is a motivational technique that is concerned with the effect setting goals has on a person's performance. In the setting of goals, two factors are thought to be important: goal difficulty and goal specificity. Goal difficulty refers to the extent to which a goal is challenging and states that, to a certain extent, motivation will increase as the difficulty of a task increases. Furthermore, clearly defining a goal will also increase the probability of achieving it. Goal Setting Theory states that goals should be clear and explicit, and that if an individual participates in selecting their own workplace

goals, they will have a higher commitment to achieving them.

Kotter – Change Management

In Unit 4, area of study 2, students are required to study the Kotter Theory of Change Management. An outline of Kotter's eight-step theory to implement effective change is provided below.

Step One: Create Urgency

For change to happen, it helps if the whole organisation really wants it. A sense of urgency around the need for change needs to be developed. This may help spark the initial motivation to get things moving.

Step Two: Form a Powerful Coalition

Convince people that change is necessary. This often takes strong leadership and visible support from key people within the organisation. Managing change isn't enough – you have to lead it.

Step Three: Create a Vision for Change

When first thinking about change, there will probably be many great ideas and solutions floating around. Link these concepts to an overall vision that people can grasp easily and remember. A clear vision can help everyone understand why you are asking them to do something. When people see for themselves what you are trying to achieve, then the directives they are given tend to make more sense.

Step Four: Communicate the Vision

What happens with the vision after it is created will determine the success. The message will probably have strong competition from other day-to-day communications within the organisation, so it needs to be communicated frequently and powerfully, and embedded within everything that is done.

Step Five: Remove Obstacles

If these steps are followed and this point in the change process is reached, the vision has been discussed and buy-in from all levels of the organisation has been built. Hopefully, staff want to get busy and achieve the benefits that have been promoted, so any obstacles that may impede progress need to be removed.

Step Six: Create Short-term Wins

Nothing motivates more than success. Give the organisation a taste of victory early in the change process. Within a short timeframe (this could be a month or a year, depending on the type of change), there needs to be results that staff can see. Without this, critics and negative thinkers might hurt progress.

Step Seven: Build on the Change

Kotter argues that many change projects fail because victory is declared too early. Real change runs deep. Quick wins are only the beginning of what needs to be done to achieve long-term change. Each success provides an opportunity to build on what went right and identify what can be improved.

Step Eight: Anchor the Changes in Corporate Culture

Finally, to make any change stick, it should become part of the core of the organisation. Corporate culture often determines what gets done, so the values behind the vision must show in day-to-day work.

SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome

statements, and key knowledge and key skills.

A list of suitable resources for this study has been compiled and is available from the Business Management study page on the Victorian Curriculum and Assessment Authority website: www.vcaa.vic.edu.au

VICTORIAN ESSENTIAL LEARNING STANDARDS (VELS)

The VCE Business Management study design is an interdisciplinary study which builds on knowledge and skills developed in the VELS domains of The Humanities – Economics, English, Interpersonal Development, Personal Learning, Civics and Citizenship, Communication, Thinking Processes and Information and Communications Technology. The key links are as follows:

- In The Humanities – Economics domain students explore the importance and the role of enterprise and entrepreneurship in the production process.
- In the Interpersonal Development domain students develop their skills of building positive social relationships, working and learning in teams, managing and resolving conflicts.
- In the Personal Learning domain students develop their skills of acquiring self knowledge and dispositions which support learning, can learn with peers, including by seeking and responding appropriately to feedback, increasingly manage their own learning and growth, including by setting goals and managing resources to achieve these.
- In the Civics and Citizenship domain students develop the knowledge, skills and behaviours to participate in society and to take responsible action in relation to other citizens and the environment at a local and broader level.
- In the Communication domain students develop skills of listening, viewing and responding and presenting.
- In the Thinking Processes domain students continue to develop their skills in reasoning, processing and inquiry, creativity and reflection, evaluation and metacognition.
- In the Information and Communications Technology (ICT) domain students continue to develop new thinking and learning skills that produce creative and innovative insights, create information products that demonstrate their understanding of concepts, issues, relationships and processes, understand the implications of the use of ICT and their social and ethical responsibilities as users of ICT.

EMPLOYABILITY SKILLS

Units 1 to 4 of the VCE Business Management study provide students with the opportunity to engage in a range of learning activities. In addition to demonstrating their understanding and mastery of the content and skills specific to the study, students may also develop employability skills through their learning activities.

The nationally agreed employability skills* are: Communication; Planning and organising; Teamwork; Problem solving; Self-management; Initiative and enterprise; Technology; and Learning.

Each employability skill contains a number of facets that have a broad coverage of all employment contexts and are designed to describe all employees. The table below links those facets that may be understood and applied in a school or non-employment related setting, to the types of assessment

*The employability skills are derived from the Employability Skills Framework (*Employability Skills for the Future*, 2002), developed by the Australian Chamber of Commerce and Industry and the Business Council of Australia, and published by the (former) Commonwealth Department of Education, Science and Training.

commonly undertaken within the VCE study.

Assessment task	Employability skills: relevant facets
Case study analysis	<p>Communication (writing to the needs of the audience; reading independently)</p> <p>Problem solving (showing independence and initiative in identifying problems and solving them)</p>
Development of a business plan	<p>Communication (writing to the needs of the audience)</p> <p>Teamwork (working as an individual and as a member of a team; knowing how to define a role as part of the team)</p> <p>Problem solving (developing creative, innovative solutions; developing practical solutions; showing independence and initiative in identifying problems and solving them)</p> <p>Self-management (having knowledge and confidence in own ideas and visions; evaluating and monitoring own performance; articulating own ideas and visions)</p> <p>Initiative and enterprise (being creative; identifying opportunities not obvious to others; generating a range of options)</p> <p>Technology (having a range of basic IT skills)</p> <p>Planning and organising (managing time and priorities – setting timelines, coordinating tasks for self and with others; establishing clear project goals and deliverables; planning the use of resources including time management; collecting, analysing and organising information)</p>
School-based short-term business activity	<p>Communication (speaking clearly and directly; persuading effectively; sharing information; listening and understanding)</p> <p>Teamwork (working as an individual and as a member of a team; knowing how to define a role as part of the team; identifying the strengths of the team members; coaching and monitoring skills including giving feedback)</p> <p>Problem solving (developing creative, innovative solutions; developing practical solutions; showing independence and initiative in identifying problems and solving them; applying a range of strategies to problem solving; testing assumptions taking the context of data and circumstances into account)</p> <p>Self-management (having knowledge and confidence in own ideas and visions; evaluating and monitoring own performance; taking responsibility; articulating own ideas and visions)</p> <p>Initiative and enterprise (adapting to new situations; being creative; identifying opportunities not obvious to others; generating a range of options; initiating innovative solutions)</p> <p>Learning (managing own learning; having enthusiasm for ongoing learning; acknowledging the need to learn in order to accommodate change)</p> <p>Technology (having a range of basic IT skills)</p> <p>Planning and organising (managing time and priorities – setting timelines, coordinating tasks for self and with others; establishing clear project goals and deliverables; planning the use of resources including time management; collecting, analysing and organising information)</p>
Essay	<p>Communication (writing to the needs of the audience; reading independently)</p> <p>Planning and organising (managing time and priorities – setting timelines, collecting, analysing and organising information)</p>
Test	<p>Communication (writing to the needs of the audience; reading independently)</p>

continued

Assessment task	Employability skills: relevant facets
Computer applications	<p>Communication (writing to the needs of the audience; reading independently)</p> <p>Problem solving (developing creative, innovative solutions; testing assumptions taking the context of data and circumstances into account)</p> <p>Initiative and enterprise (adapting to new situations; initiating innovative solutions)</p> <p>Learning (managing own learning; having enthusiasm for ongoing learning)</p> <p>Technology (having a range of basic IT skills; being willing to learn new IT skills; using IT to organise data)</p> <p>Planning and organising (collecting, analysing and organising information)</p>
Media analysis	<p>Communication (writing to the needs of the audience; reading independently)</p> <p>Problem solving (developing practical solutions)</p> <p>Planning and organising (collecting, analysing and organising information)</p>
Report (written, visual, oral)	<p>Communication (writing to the needs of the audience; speaking clearly and directly; persuading effectively; sharing information; listening and understanding; reading independently)</p> <p>Self-management (having knowledge and confidence in own ideas and visions; articulating own ideas and visions)</p> <p>Technology (having a range of basic IT skills)</p> <p>Planning and organising (collecting, analysing and organising information)</p>

LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Shaded examples are explained in detail in accompanying shaded boxes.

The sample learning activities have been designed to:

- provide opportunities for choice and independent decision-making;
- promote thinking and discussion that is exploratory, flexible and imaginative;
- encourage students to learn from other students' questions and comments;
- develop problem-solving skills for business decision-making;
- use a variety of intellectually challenging teaching approaches;
- develop students' awareness of the broader issues in Business Management such as the role of ethical and social responsibility within organisations.

Unit 1: Small Business Management

AREA OF STUDY 1: Introducing business

Outcome 1

Explain a set of generic business characteristics and apply them to a range of businesses.

Examples of learning activities

complete an introductory hypothetical quiz to gain student interest and provoke discussion of the role business plays in the economy, and the importance of social and ethical behaviour in business

conduct an in-class role-play debate on the focus statement: 'anything goes in order to make a profit'; divide students into groups to take on the roles of the following stakeholders in discussing their views on this issue: small business owners, customers, competitors, suppliers, state government, unions

pin on the wall student questions about small business and how it operates; use the questions as a focus for future lessons, and as an ongoing record of the material that is covered

collect and analyse current newspaper articles and other media material which illustrates the role small business plays in the Australian economy, and the issues they face

construct an A3 concept map, or a poster, illustrating elements from the macro and operating environments impacting on small business; use media articles to illustrate these impacts

predict, observe and explain how a small business may respond to a range of current operating and macro factors

arrange an excursion to the local shopping centre and classify the local businesses according to Australian Bureau of Statistics' measures and classifications

download clips from ABC online of issues that impact small business from the macro and operating environments; discuss how the class believes the organisation should respond to them

Detailed example**INTRODUCTORY HYPOTHETICAL QUIZ**

The following activity could be used within the first few lessons of the year to gain student interest and provoke discussion of the role business plays in the economy, and the importance of social and ethical behaviour in business.

In this exercise students write down their answers to hypothetical quiz questions about what they would do if they were a small business manager of a local fruit juice bar 'Froost', and the following (hypothetical) events occurred. Each student writes down their response, which is then used as a point to start a class discussion on the operations and ethical and socially responsible behaviour of small businesses.

Here is a range of sample questions:

1. You discover cockroaches in among your fresh fruit but no-one else knows. What do you do?
2. The freezers have broken down and the frozen yogurt and ice cream is melting and causing a health hazard. However, you have a huge line of 50 people queuing out the door who are getting frustrated about their orders which are now late. What do you do?
3. You believe an employee is taking money from the till. What do you do?
4. A local charity is asking for help at a local fundraising event where they want you to provide the frozen fruit drinks for free to help out their good cause. What do you do?
5. A competitor starts up operation right next door to you. What do you do?
6. A health and safety officer has asked you to put security screens on the blenders to prevent any ice flying out and hitting the staff in the head, but to do so it will cost you \$5,000! What do you do?

AREA OF STUDY 2: Small business decision-making, planning and evaluation**Outcome 2**

Apply decision-making and planning skills to establish and operate a small business, and evaluate the management of an ethical and a socially responsible small business.

Examples of learning activities

use the business channel website (www.business.vic.gov.au) to investigate the support services provided at a local, state or national level to small business, and construct a pamphlet or website explaining to small business owners the services they provide

search the ninemsn website (www.ninemsn.com.au) and investigate the information they provide in the small business section of the website

watch business DVDs to analyse examples of corporate business and identify and discuss the causes of business success and failure

conduct a market research questionnaire for a real or simulated small business idea, and prepare a report from the results

construct a detailed plan of the local shopping centre, outlining where each of the businesses are located; analyse this plan to determine the reasons behind the locations of these businesses, and whether the location choices are effective for each of these businesses

watch the televised small business shows, and identify issues facing small business managers

examine recent case study material and judge a business's success according to performance indicators, and their ethical and social impacts

investigate on the Internet the legal requirements, registration forms and financial records required to establish a small business; complete these for a known small business

analyse a range of case studies of small business and discuss whether they made efficient and effective business decisions

develop a questionnaire to interview local small business owners on the reasons behind them starting up their businesses, and the benefits and challenges they faced in doing so; complete a summarised report or PowerPoint presentation on the findings

invite a small business manager to discuss their experiences of running their own small business, and the opportunities and challenges they experienced

interview a small business operator about the step-by-step planning and important day-to-day operations they must complete; display this information as a flowchart or timeline of key tasks to be completed in order to successfully run a business; analyse this chart and identify whether there is a more efficient and effective way of completing the same operations

construct a profile or shortened biography of a successful business person or entrepreneur and identify the skills and attributes they possess

complete a class teambuilding exercise such as an egg drop or egg tower problem-solving exercise; assign an observer to report back on the management roles and skills that the team managers demonstrate throughout the activity

arrange an excursion to the nearest Business Enterprise or Incubator site (visit www.business.vic.gov.au for details of the nearest business centre) to witness innovative new businesses; discuss with them their opportunities and challenges and the role the business incubators are providing in supporting them

invite a small business advisor from one of the banks or the Citizen's Advice Bureau to discuss the important decision-making and planning steps necessary to increase the likelihood of business success; construct an educational business pamphlet from the results

give a talk supported by a presentation file on an allocated type of business ownership

construct a table to outline the advantages and disadvantages of starting a business from scratch as opposed to buying an existing business

plan, organise and run a school-based small business or market day stall

undertake an online interactive business simulation program like PotBiz from the Powerhouse Museum

undertake a business simulation program such as the Australian Business Week practical or online Program or the Australian Network of Practice Firms

watch the Certified Practising Accountants (CPA) 'Let's plan a business' DVD, or the Business Educators Australasia (BEA) 'Think like an entrepreneur' DVDs, which outline all the steps that need to be followed in establishing a business plan and talk to young leading entrepreneurs about their experiences

model the characteristics and features of a business plan by creating one for a fictional or real business, and submit it to a small business bank officer to determine whether they would offer you financial assistance on the basis of the plan

construct a website for a virtual e-commerce small business outlining their goods or services and how an order can be placed for them

create a 10-minute instructional video or vodcast on the steps that must be taken by an aspiring individual to successfully run and operate their own small business

Detailed example**RUNNING A SHORT-TERM SCHOOL-BASED BUSINESS**

The aim of this activity is to practically apply the skills and the theory learnt from studying the management and running of a small business by:

- planning and running a school-based business activity;
- working cooperatively and/or individually on a business enterprise;
- evaluating the quality of the performance of the planned activity.

This practical exercise involves planning a business and running it during school time. Some suggestions on the possible scope and range of such small business ventures include a school car wash, sausage sizzle stall, a market day with student stalls competing against each other in a lunchtime market, planning and running a year formal or university open day information session, running a school comedy night, constructing and selling student designed websites to local businesses, recycling Christmas cards and creating new designs to sell, running Mother's or Father's Day stalls for the local primary schools, organising a school recycling program like establishing paper recycling or mobile phone recycling through the Mobile Muster program.

Due to the potential implications of this activity on the students' time within and outside of school, on financial management, and on the wider school community, including parents, it is advised that principal and key stakeholder permission and approval be sought before conducting a student school-based business activity.

As with many activities, the preparation prior to running an event such as this one is vital to its success. Teachers are advised to create a gaant chart, or timeline of the activities that need to be undertaken by themselves or the students in order to remain on task and adequately prepare for the event.

In developing such an activity, students should follow these steps:

1. Generate a business idea.
2. Devise a set of objectives and goals for the activity, a company name and a formal agreement/partnership agreement between the group members.
3. Conduct market research into the feasibility of the business idea.
4. Identify the resources required to undertake the activity.
5. Estimate potential financial costs and revenue from the business.
6. Develop a business submission which gains the teacher's, and all other stakeholders' approval. This should be signed before proceeding any further.
7. Generate a full and detailed business plan.
8. Develop an effective marketing strategy for the business.
9. Run and operate the small business.
10. Review the small business's operation, and evaluate the role of the individual and group in the completion of this activity.

AREA OF STUDY 3: Day-to-day operations

Outcome 3

Discuss **one or more** of the day-to-day operations associated with an ethical and a socially responsible small business, and apply the operation/s to a business situation.

Examples of learning activities

in groups, investigate one option of a day-to-day operation; construct a presentation, which must include the use of DVD, presentation file, vodcasts, multimedia, and construct a test for their area; in turn each group peer teaches their area to the rest of the class; conduct an overall test on all of the areas, which includes the students' pre-designed questions

Introductory accounting for small business

analyse a real business's financial reports (sourced directly from the business or from annual reports); suggest strategies to improve their results

play Monopoly as if each student is operating their own real estate business, buying and selling property in the game; complete all financial records for the game and generate business reports from the results

compete in a simulated small business exercise, creating and marketing sculptures that symbolise to the students the skills and personality traits required to be successful in business; market and sell the product and calculate profits

use a selection of newspaper and media articles to investigate the impact of the GST on small business

invite a guest speaker from the CPA to explain the role of Chartered Accountants in providing information and advice to small business owners

Management of staff in small business

complete a research investigation identifying possible occupational health and safety issues within the school; compile a report of the findings and present this to the school's OH&S manager

use the Internet to investigate the legal requirements small businesses must comply with in terms of employees, minimum wage restrictions, equal opportunity provisions, occupational health and safety requirements; produce the summarised information as a business information pamphlet or informative poster

construct a list of selection criteria for a position in a small business of the student's choice; conduct role-play interviews, with each student taking a turn at playing the manager and the interviewee

investigate the ACTU student centre website (www.worksite.actu.asn.au) and research and report on issues of importance to managers in terms of their employees and the law; draw up a sample employee contract, which includes the minimum terms and conditions for a worker in a chosen field

Information and communications technology (ICT) in small business

in groups, create a web quest task for other students to complete, investigating the possible use of ICT in small business

email or set up a video conference with a business manager to ascertain their views on the role of ICT in small business

create a marketing website in conjunction with a real-life small business

in groups of two, create vodcasts or podcasts of revision material from areas of study 1 or 2 in preparation for a Unit 1 examination; load these onto a school-based blog or Intranet website where they can be retrieved and shared among other students

in teams, create a multimedia presentation of the key features of Unit 1 and the advantages of taking Business Management; post on the school Intranet to raise awareness and promote the subject

Introduction to legal requirements of small businesses offering goods and services

investigate an area of law that impacts on small business, e.g. Consumers and the Fair Trade Act, workers and the Workplace Relation Act, Equal Opportunities and Anti Discrimination legislation, building approvals and zoning location; construct a multimedia presentation and design a quiz or test for the area of knowledge; assign an expert speaker to each area to present this key knowledge; using the student-designed questions, conduct a test to ensure class understanding,

invite a guest speaker, e.g. lawyers, to talk to the class about legal issues that impact on small business

Detailed example

SMALL BUSINESS SIMULATION TASK

The following activity could be used in area of study 3, option 'Introductory accounting for small business', or in area of study 2 prior to students undertaking a short-term business activity.

Outline of task

Working in small groups, students simulate businesses designing and producing new products.

Resources needed

The raw materials needed to complete this activity are:

- recyclable waste materials from around the school such as from art rooms (recycling materials fits in well with the social responsibility theme of Business Management)
- labour
- premises
- a resources price list (see example)
- a fake \$50 note per student to buy their preferred product.

Time required

The task will take one lesson for the students to design their product, prepare for the activity and produce their product, and a second lesson to make a marketing presentation, sell the product and calculate the profits.

Steps

1. Prepare one class resource bag of the goods you have found around the school and prepare a price list for them. (Tip: Keep the actual price of each item relatively low to encourage each group to acquire a range of resources so that they make something substantial – see sample price list below.)

Sample raw materials price list

Coloured paper	\$0.50
Paper cups	\$0.50
Newspaper	\$0.10
Magazine pictures	\$1.00
Icy-pole sticks	\$0.10
Recycled foam piece	\$2.00
Rent	2.50 per hour
Labour	2.50 per hour

Adhesive tape and glue are provided free of charge.

2. Arrange the students in groups of three or four and tell them that the aim of this lesson is to simulate the operations of a real business. Their objective is to create a sculpture in a three-dimensional form that reflects all the principles and knowledge they connect to small business. They will then need to try and sell the sculpture to other students in the class. Each student has \$50 to spend.

continued

Detailed example continued

3. The students will have 10 minutes to design the product they have decided to make, and to identify the items they wish to purchase to make their product. They will have the rest of the first lesson to create the sculpture.
4. In the second lesson they will present their product, explain the features of it and present and market it to the rest of the class. Students then get to place an order for the best sculpture, other than their own, by placing the \$50 behind the sculpture of their choice. Finally, the class will determine which group has made the highest profit. (Note: The group that makes the greatest sales may not necessarily make the

highest profit, due to the costs of producing each sculpture. This distinction is obviously a very powerful point that can be drawn out of this activity and discussed.)

The following equations can be written on the board to help the students calculate their group's profit.

- Number of sculptures sold
- Total revenue (this is your sales price (\$50) x the number of products sold) =
- Total costs (this is the cost of producing each sculpture x the number of products sold) =
- Your profit/loss (this is your total revenue less your total costs) =

Unit 2: Communication and management**AREA OF STUDY 1: Communication in business****Outcome 1**

Explain, apply and justify a range of effective communication methods used in business-related situations.

Examples of learning activities

complete an experiential role-play of the negotiation process which draws students to an understanding of the win-win approach to negotiations

complete corporate teambuilding and communication problem-solving activities such as blindfold square, to enable students to investigate the importance of good communication in business and the factors which may negatively impact upon it

undertake a student training day project where each student must teach or train the class in a new skill or activity; video-record their presentation and communication style for later self-evaluation

investigate communication activities such as Chinese whispers or completing a task purely by relaying oral communication to a partner; an example of this is creating a pattern of dominoes, or a visual drawing on the whiteboard, and getting their partner to re-create that pattern without seeing it but through oral commands; discuss the implications of these activities for business communication and create a checklist which business should follow to ensure effective communication

assign a student witness to record the communication methods and flow during a typical business management class; tabulate the results for the class to then discuss

hold a student boardroom meeting to discuss and seek to resolve a major school issue such as school bullying or the use of common room facilities

devise a set of clear and unambiguous interview questions and complete role-plays of recruitment interviews from both a manager and employee perspective; video-record and review the interviews as a learning experience

watch a collection of film clips without sound, and then with sound but without the visual image, to demonstrate the importance and impact of both visual and oral communication; good examples include the original Jaws with its famous soundtrack, and the closing sequence of a thriller such as Silence of the Lambs

- investigate a company's website to analyse the effectiveness of their communication to the general public; create a more user friendly homepage for that company which better communicates its message
- conduct a quiz on company logos and slogans; assess their effectiveness in communicating the company's image to the public, and create alternative logos for those deemed not to be effective
- analyse a range of case study material of memos, business letters, faxes, business reports; assess their communication effectiveness
- create a spreadsheet or computer driven table matching the most effective communication methods to varying business situations
- construct a written report analysing the use of communication methods in school and assessing their effectiveness, e.g. school bulletin's, assembly announcements, emails; include detailed recommendations for improvements to these processes and procedures
- compile a detailed log of classes for a week, recording instances of effective communication by teachers, analysing the means by which they communicate their message: body language, tone of voice, use of stories/symbolism/visuals; construct a table of communication processes which best meets your learning needs
- watch instructional videos on public speaking or interviewing and create a checklist for individuals preparing to conduct these activities
- create a wiki where students are to respond to the following statement: 'Teachers are out of touch with students and their use of technology to communicate'; ensure that each student contributes to the thread and also has the opportunity to respond to each other's comments; discuss the effectiveness of using wikis in business communication situations
- compile a table of the advantages of using technology in business communication such as podcasts, vodcasts, blogs, wikis and networking sites such as facebook

Detailed example

AN EXPERIENTIAL COMMUNICATIONS ACTIVITY – 'DEAL OR NO DEAL'

Objective

For the students to experience the skills of communication and negotiation first-hand, to learn from their mistakes and hopefully improve on their skills. The activity will also demonstrate the long-term benefits and strength of the 'win-win' approach to negotiations, and provide some good student experiences from which to draw off further classroom discussions.

Teacher preparation

Write the structure of the table (see point 10) on the board and have the students copy this table into their workbooks to then input their data.

Steps in running this activity

1. The students copy into their workbooks a full page of the table with at least the same number

of rows as there are students in the class. They will need to draw up a new blank table for each round of this game they complete.

2. Read out the following scenario to the students and then give them 5 minutes to complete the task.

'The sole objective for each of you today is to make as much money as possible before you leave the class. The winner will be the student with the most money in their bank account. In this game you will be negotiating in pairs and will be haggling over \$100 that sits between you. You are going to have to divide this \$100 between you and negotiate who gets what slice of the \$100. However, in your discussions you are restricted to only four options:

continued

Detailed example continued

- a. you keep \$80 and only allow your partner to have \$20;
- b. you keep \$60 and only allow your partner to have \$40;
- c. you allow your partner to have \$60 and you walk away with only \$40;
- d. you allow your partner to have \$80 and you only walk away with \$20.

Absolutely no other options or splitting of the \$100 in any other combination except the four options listed above are allowed – it’s simply ‘deal or no deal’.

Once you have both reached an agreement over one of these four options, you must then fill in the details of your deal into your table and you both must sign against this agreement to prove that you have both agreed to the division of the money. Only signed deals can contribute towards your end bank account. No additional forms of persuasion are allowed in this game, and the only skills you can draw upon are your own communication and negotiation skills. Any undue forms of coercion will result in you being banned from the game.

Once you have reached a deal you can then move on to find another partner to negotiate with and you repeat the process again. You have just 5 minutes to make as much money as you can from deals with your fellow students. Good luck, and if there are no questions, ... your 5 minutes starts now and you may begin negotiating.’

- 3. After the five minutes is up call a halt to the deals and have the students return to their seats to count up the total amount of money they have gained from the game.
- 4. Have the students share their totals, and you may want to write up the students’ scores on the board to add to the competitive element of the game, and also provide a focus for further discussions.
- 5. Start a classroom discussion as to why some people were more successful than others, and what negotiation strategies they employed or didn’t employ that led to their success or otherwise. During these discussions you may draw out some unethical practices or some deals that exploited others. If possible try to explore how each party felt from this deal and whether either of them would trade with each other again.

- 6. Repeat the game, encouraging students to try to beat their last score.
- 7. Having written up the second round of scores against the first round, see whether most students improved upon their performances and whether any unethical negotiators suffered as a result of their actions in the first round.
- 8. If you think there is further improvement in the students’ skills and processes that can be gained from a further round, or whether you want to further draw out the impact of people trading unethically, and thus over time no-one trading with them, you can obviously repeat the game as many times as student interest allows. However, once you believe the majority of students have made some successful improvements to the way they negotiate or the scores they are achieving, then have them add up their income from each round to identify the winning negotiator.
- 9. Having awarded this title to the winner, then discuss the skills and approaches that the class believed this student had to make them a winning negotiator. Write these up on the board. Hopefully, what may have eventuated was that a win-win strategy has evolved as being the most successful. However, even if this wasn’t the case, discuss whether the class believes that this would be more successful, i.e. if in each trade they offered away \$60 to only keep \$40 for themselves, so that they could quickly make more trades and therefore make more money than if they were stuck negotiating for an extended period of time.
- 10. Finally you can conclude by having a class discussion of how realistic negotiations such as these occur in real business situations, and what factors may cause them not to be true, i.e. one party has more negotiating power than the other, or has goods/services the other party is desperate to have.

Deal or No Deal table		
Name of student	Deal value	Signature
1.		
2.		
3.		

AREA OF STUDY 2: Managing the marketing function

Outcome 2

Analyse effective marketing strategies and processes and apply these strategies and processes to business-related situations.

Examples of learning activities

- collect a folio of newspaper advertisements for marketing positions, and identify the key skills, experience and duties performed by people in the marketing function
- conduct a market research survey to ascertain consumer preferences for a given service or product
- collect a folio of print and online advertisements, and evaluate the effectiveness of the marketing strategies used within them
- analyse and compile a folio of marketing case studies, creating a checklist of strategies which make for successful marketing campaigns
- create an export led marketing plan; investigate the Austrade website student centre (www.austrade.gov.au) and construct a PowerPoint presentation outlining the advice it gives to small business owners who would like to expand their business by exporting overseas
- conduct a product taste test to determine whether students can distinguish home brand versus brand name products and discuss the importance attached to branding
- analyse the effectiveness of current marketing strategies which make use of the Internet
- using products with no clearly discernable purpose, have students create a marketing plan for a simulated business product and devise a marketing strategy for it
- use marketing simulation games
- create a website which advertises a real or simulated product
- compile a collection of product adverts ranging from consumer goods to services such as holidays; construct a table of the products and guess their prices; reveal the actual prices and as a class discuss the impact this information would have on these companies in terms of their price setting decisions
- design a flowchart which shows how a product leaves the production facility, through to arriving in customers' hands; discuss strategies for reducing this delivery time or increasing the effectiveness of the distribution channel
- construct a product life cycle graph identifying products at different stages along the life cycle; compile the results in groups and identify trends in the types of products at each stage
- create a diary of the television adverts watched during a week; record the date and time of the advert screening, and the preceding and proceeding television programs; tabulate the information on the company being advertised, the marketing strategies used to convey the message, the target audience, and a rating of the effectiveness of the advertisement; compile the class's week results, and observe and discuss trends in terms of what was shown, when, and what strategies were used
- using the resource 'Exporting For The Future – Years 11 and 12' from Austrade, complete the collection of practical learning activities in Chapter 4 Export Marketing on preparing a business to engage in export agreements
- investigate the marketing of the AFL using the AFL resource DVD, 'AFL Senior Secondary Curriculum Resource'

design and create a magazine front cover for a new pre-teenage boys' magazine; create appropriate market research into the target market 10 to 12 year-old boys and use this research to influence designs

arrange for a marketing manager to discuss the tasks they perform in an average day, or in an average campaign, and how they categorise their target markets

watch the television series and ABC website 'The Gruen Transfer'; students create their own multimedia advertisement on the interactive website; view and analyse each other's marketing proposals in class

complete a marketing web quest, or outline the material to be investigated and have students create their own web quest for other students to experience

create a storyboard for an advertising campaign, and create a video or multimedia commercial drawing upon the marketing strategies investigated

Detailed example

MARKETING STRATEGIES AND ETHICS – STUDENT INVESTIGATION AND ANALYSIS

Students create a diary of the television adverts they watch during one week. Over the course of the week they should aim to record adverts before 9.00 am, at midday, at 4.30 pm, at 6.00 pm, 8.00 pm and after 10.00 pm.

Students record the date and time of the series of adverts screened, and the preceding and proceeding television programs.

Students then create a table which details the company and product being advertised, the marketing strategies used to convey the message, the target audience and a rating of how effective the advert was seen to be by the student.

Compile and view the class's results, and observe and discuss trends in terms of what was shown, when, and why, and what strategies were used to reach the target audiences.

Discuss which strategies were the most effective, and whether there were any adverts which

appeared unethical or could be seen to negatively impact on an aspect of society.

Investigate the famous Benetton series of adverts for the United Colours of Benetton campaign in the 1990s. As a class discuss their effectiveness and how the advertising standards authority bans only served to increase their effectiveness in communicating with the public.

Conduct an Internet research into the role of the Australian Broadcasters Standards Authority, and create a flowchart as to how a company receives permission to broadcast an advert. Discuss whether students believe these standards ensure organisations meet their social obligations, or simply become more creative in bypassing these standards.

Write a concluding essay on whether 'organisations have the right to advertise freely and without restrictions'.

AREA OF STUDY 3: Managing the public relations function

Outcome 3

Apply public relations strategies to business-related situations and analyse their effectiveness.

Examples of learning activities

collect a newspaper folio of job advertisements for public relations positions and identify the skills, experiences and duties performed by a public relations department

collect a media portfolio of print and online public relations case studies and analyse the businesses' effectiveness in the strategies they used to communicate with the public

invite a guest speaker to talk about a day in the life of a public relations executive, and how they progressed in their career path to reach that position

plan and conduct a simulation exercise for redesigning the image of one of the following organisations: an electricity producer operating a nuclear power plant, genetically modified food producer and distribution business, a medical company undertaking stem cell research

plan and deliver a public relations campaign for a school event such as a VCE Information Evening, School Open Day, a Business Breakfast for outlining career opportunities for students

create a timeline of activities and tasks to be completed in preparation for a theoretical promotional event such as a school/University course information fair

develop a suitable script for a Chief Executive Officer who is about to appear on the Channel Nine's Business Sunday show to be interviewed about the company's atrocious profit results, and their personal resignation payout of \$21 million announced at the same time

create a newspaper advertisement which explains the need for a product recall of a medical organisation's vitamin pills due to poor quality

analyse a range of company websites and annual reports and construct a table of the images they convey to the public, and the way the companies use different strategies to convey that image

discuss whether the class believes it is ethically responsible to promote an unethical operation

Detailed example

PUBLIC RELATIONS SIMULATION EXERCISE

Plan and conduct a simulation exercise for redesigning the image of one of the following organisations: an electricity producer operating a nuclear power plant, genetically modified food producer and distribution business, a medical company undertaking stem cell research. Use the following steps in your activity.

1. Identify the organisation and conduct research into its key operations.
2. Define the organisation's public or target audience.
3. Describe the organisation's current image.
4. Analyse the current public relations position of the company via a Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis.
5. Develop strategies to address the company's public relations weaknesses and improve its image.
6. Develop the desired public relations approach, and create a presentation which will convince the managers of this company to accept your proposal.
7. Design posters, pamphlets, multimedia and video presentations to support your strategy.
8. Create a checklist of Performance Indicators you would use to evaluate the success of your campaign.

Unit 3: Corporate management

AREA OF STUDY 1: Large-scale organisations in context

Outcome 1

Discuss and analyse the context in which large-scale organisations operate.

Examples of learning activities

analyse a list of large-scale organisations and categorise them according to their business type and objectives

create a class blog to build up an online folio of large-scale organisations and their activities during the year

construct wall charts and posters on large-scale organisations and add newspaper articles to them over the year; use these resources as a reference for class discussions

analyse a range of documents on large-scale organisations (such as annual reports) to understand aspects of their operation; research company annual reports and profiles through the ASX website www.asx.com.au

construct a brief presentation file on the importance of large-scale organisations to the economy and our society

construct a flowchart of how a company responds to a variety of macro and operating environmental pressures

develop a glossary of key management terms

interview a Chief Executive Officer or organise guest speakers and investigate the key duties and tasks performed by senior managers in a large-scale organisation

arrange an excursion to a large-scale organisation in either the service or product manufacturing fields to develop understandings of the tasks and functions performed by such businesses

investigate the business activities of a large-scale organisation profiled in recent current affairs; discuss whether these activities are deemed to be socially or ethically responsible, and the implications of such actions on the organisation's stakeholders

students develop their own personal goals for the future and a statement broadly outlining their values and aspirations; relate these personal statements to corporate goals and mission statements

watch videos or documentaries about large-scale organisations, and their senior managers; discuss whether their business decisions were an efficient or effective response to the pressures they faced

Detailed example**CLASS BLOG PORTFOLIO OF LARGE-SCALE ORGANISATION CASE STUDIES**

Students will collect and add to a portfolio of large-scale organisation case studies with online media reports, multimedia files, visual images and student commentary related to the activities of large-scale organisations during the year. This will provide students with examples which they can then draw upon for the end-of-year examination.

Research the following introductory material on the company and present it at the start of each case study.

1. Identify the name of the large-scale organisation and its website address.
2. Identify the area of industry in which the company operates and present a brief outline of its history.
3. Provide a copy of the organisation's mission statement and goals.
4. Create a simplified version of the company's organisational chart, identifying its key managers.
5. Identify the number of workers the company employs and describe the key tasks they perform.

Over the course of the year watch the online media resources and collect material that arises on the organisation and relate to its operations.

In adding to the blog, students should consider:

1. A brief outline of the issues raised in the material, and which area of the course they relate to or could be used in the exam.
2. Discussing the impacts of the management decisions on their key stakeholders. Were they efficient or effective in what they did?
3. Describing how you believe the strategy/issue could have been improved for some of these stakeholders.
4. Describing whether the company acted in an ethical or a socially responsible way.
5. Describing how the organisation could evaluate the success of its management decisions and strategies.

AREA OF STUDY 2: Internal environment of large-scale organisations**Outcome 2**

Discuss and analyse major aspects of the internal environment of large-scale organisations.

Examples of learning activities

construct an organisation chart for your school outlining the hierarchy and positions of responsibility within the school; discuss the formal and informal relationships that would exist within this organisation before linking this to larger corporation organisation charts

conduct a class obstacle course or team building/problem-solving activity; assign an observer to report on the management roles that are demonstrated as the group progresses through the activity; tabulate this information at the conclusion of the activity and then encourage a classroom activity looking into the efficiency and effectiveness of each group, and the management roles they performed

conduct an investigation into the school as an example of a large-scale organisation; identify and describe the culture of the school from its traditions, values, symbols, gestures; identify the management styles that exist in the teachers of the school; examine and discuss why they use these management styles and the effectiveness of them; brainstorm and then discuss the skills a teacher needs to manage a classroom, and then compare and contrast this profile with the cultures, styles and skills prevailing in other large-scale organisations

- develop a grid which compares characteristics of varying management styles
- perform a group role-play related to leadership/management styles
- match management styles and skills to varied situations; identify in which situations each style and skill would be most appropriate
- develop a glossary of key terms
- conduct role-plays and experiential activities for management skills such as communication, negotiation, delegation, time management, stress management; a simple example of this could be a game of Chinese whispers to illustrate the problems of communication flow through a tall organisational structure with many levels of management
- develop a school policy for the issue of the correct wearing of school uniforms; outline the process of forming the policy; explain how you would go about gaining a commitment from all stakeholders to establish the policy

Detailed example

MANAGEMENT ROLES – EXPERIENTIAL AND OBSERVATIONAL ACTIVITY

Students undertake a class team building and problem-solving activity from which an observer will then identify and record the management roles being performed in that team.

Sample team building tasks could include building the tallest tower possible from a limited resource list of newspapers, paper clips, sticky tape to support the weight of an egg, or alternatively, constructing a landing device from a similar list of resources to allow an egg supported within it to land intact from a second story balcony, or as another suggestion, to complete a blindfolded obstacle course around the classroom as a connected team.

The actual teambuilding activity is less important than the role of the selected observer whose job it is to watch and record the team at work.

The observer's job is to note who emerges as the leader, and to record the skills and techniques they use to manage their team. They are also there to record the management roles that are demonstrated in teams; planning, organising, leading and controlling.

Once the activity has been completed have the observers compile a table of these observations. Engage the class in a discussion of how effectively these roles were performed, and what allowed or constrained them from occurring. Similarly the class can discuss the management styles and skills displayed and the effectiveness of each in differing situations.

AREA OF STUDY 3: The operations management function

Outcome 3

Discuss and analyse strategies related to operations management.

Examples of learning activities

develop a glossary of key terms

complete a class operations management investigation; undertake an activity which highlights the importance of the operations management function, and the activities and strategies which are required for its success

collect a newspaper folio of job advertisements for operations management positions and identify the skills, experiences and duties performed within an operations management function

analyse case studies to examine particular aspects of operations management

visit workplace sites which demonstrate an operations management process such as Yakult and Australia Post in Dandenong, the CUB Brewery in Abbotsford, or invite a guest speaker to talk about their role and duties within operations management

conduct virtual company tours via the Internet to analyse the operations management process in a large-scale organisation, e.g. Cameron Balloons company (www.bized.co.uk)

watch an instructional video on the process of operations management such as Rip Curl's 'The Making of a T-Shirt'

draw a layout plan for the school, or the buildings of another familiar organisation, and reconfigure the plan to make the organisation more efficient and effective in achieving its key outputs

develop a revision concept map of how the operations management function fits in with the rest of the business and their objectives

get students to develop revision podcasts or vodcasts for operations management; post these on the school Intranet for students to access and use for revision

Detailed example**OPERATIONS MANAGEMENT ELEMENTS AND STRATEGIES**

To help students anchor the key knowledge in this section, teachers may have to provide this experience either via an excursion, watching a DVD of a company, or in this example experiencing running an operations management system for themselves. Educational research shows that personal experience can greatly add to students' knowledge recall and depth of understanding.

This is an experiential activity, designed to be used as a hands-on introduction to the area of operations management. The general objective of this task is for the students to manufacture a product and practically experience the input–process–output model of operations management. The students also experience simulated operational problems and consider and analyse the four operations management strategies – facilities design and layout, materials management, quality, technology – in solving them.

Teachers' notes

The central aim of the task is for the students to create a product. This could be a batch production of paper airplanes, paper cars, simple construction towers out of lego or recyclable goods, or food products such as chocolate cornflake balls, or a microwavable cake, depending on school restrictions and access to resources.

The key considerations remain to:

- ensure resources for the product are not instantly at hand – sourcing them will form a key part of the learning process;
- ensure that groups compete against each other in a business environment to produce the best quality product in the shortest time.

Preparation:

If the teacher was to select the most demanding of the above options – to make the microwavable cake – the following resources would be required:

- 1 microwave
- 1 mixing bowl and spoon per group
- 1 microwave cake mix per group
- 1 egg per group
- a central tub of margarine.

Instructions for the students

1. Arrange yourselves into groups of four or five. Your mission is to produce the best quality cake/paper plane/lego tower (which meets school health and safety standards) in the quickest time possible.
2. The Quality Control Officer (QCO) (your teacher) will mark your team in terms of the quickest groups to complete the task and the quality of the final product.

Activity debrief

The following questions could be used as a guide for facilitation of this activity or made into a worksheet before beginning the class discussion.

- As a group of producers, rate out of ten dollars (max) the value of your product in terms of the effort and work you put into it.
- What leads you to this belief?
- Now pretend you are a consumer coming in to buy a high-quality product. How much would you pay for your item? (Max \$10)
- If there is a difference between your answers to a and c, explain why. Do you believe this also applies to real workplaces?
- If you could change anything about the activity, what five things would you change to ensure you produced the highest quality product in the shortest time?
- Explain how these five things would help you achieve your objectives.

Unit 4: Managing people and change

AREA OF STUDY 1: The human resource management function

Outcome 1

Analyse and evaluate practices and processes related to human resource management.

Examples of learning activities

develop a glossary of key terms

collect a newspaper folio of job advertisements for human resource management positions and identify the skills, experiences and duties performed by a human resource management department

invite a Human Resource Manager to speak to the students about the duties they perform in an organisation, and examples of issues they have needed to resolve; engage them in a discussion over whether the Human Resource Management function is there to primarily fulfil corporate objectives or meet employee needs

conduct a survey to determine the significance of a range of factors which motivate people at work

complete a jigsaw activity to establish an understanding of the employment cycle

analyse case studies to examine particular aspects of the employment cycle

design an advertisement for a job position using a computer publisher program

develop a grid analysing alternative selection methods and recommending the best approach for a range of business situations

construct an appraisal questionnaire on your teacher, and discuss the advantages and disadvantages of using this approach to measure the development of an employee in an organisation

conduct role-plays for selection interviews or departure proceedings from both a manager and an employee viewpoint; construct a checklist of key points a manager should endeavour to follow to maintain good employee relations in both situations

conduct industrial relations role-plays for both centralised and decentralised industrial relations; evaluate the advantages and disadvantages of using each approach

investigate the ACTU website student centre www.worksite.actu.asn.au and create a multimedia presentation outlining the key terms and processes of workplace relations; present examples of key disputes and how they were resolved

investigate the Internet for information about contemporary human resource / employee relations issues

develop a revision concept map/vodcast/podcast for the material covered in this area of study

Detailed example**JIGSAW ACTIVITY FOR THE EMPLOYMENT CYCLE**

Students gain a basic overview of the whole employment cycle and how aspects of it fit together, prior to completing a more indepth analysis of each section.

The class is divided into team groups of seven members. From these team groups, each individual is assigned to be an expert of one of seven areas: Human Resource Planning and Needs Analysis, Recruitment, Selection, Induction, Training and Skills Development, Career Development and Appraisals, and Termination. The experts in each specialist area then form mini-groups of specialists, e.g. recruitment. Their job is to work together using their textbook and library resources to research information and become an expert in their field.

After the experts have acquired their area knowledge, their job is to return to their original team group and pass that knowledge on to the other members, so that the team learns from each other.

As a concluding activity, and to ensure that the correct knowledge has been passed on, the teams

then compete in a class quiz, where the original experts in each area are forbidden from answering questions in their topic area, and it is up to the remaining members of the group to test their understanding of what has been relayed to them.

Sample quiz questions could include:

1. Identify all the steps Human Resource Management should complete before recruiting an individual to an organisation.
2. Explain the advantages of internal recruitment over external recruitment.
3. Identify three methods a Human Resource Manager could use to select individuals and the advantages of each one.
4. Describe three methods of successfully inducting staff into an organisation.
5. Identify and describe the different types of training available to staff.
6. Describe the link between appraisals and training.
7. Describe the four methods of termination.

AREA OF STUDY 2: The management of change

Outcome 2

Analyse and evaluate the management of change in a large-scale organisation, and evaluate the impact of change on the internal environment of a large-scale organisation.

Examples of learning activities

brainstorm ten major changes that the class believe will impact on large-scale organisations in the next twenty years; discuss how organisations could best prepare themselves to take advantage of these opportunities

conduct an investigation into individual's responses to change; discuss whether these feelings may also be experienced by employees in today's organisations as they go through change

develop a print and online media portfolio on a large-scale organisation that is experiencing change

arrange guest speakers or conduct interviews to discuss change management within an organisation

analyse case studies on organisational change

observe videos or television documentaries on companies experiencing change

conduct a role-play debate or post-box activity for a significant change issue; allocate different large-scale organisation stakeholder roles within the group such as customers, competitors, managers, employees, unions, and have them debate how the change should be conducted; draw up a list of strategies management could employ to ensure that the change process is successful in its implementation

construct a forcefield analysis of the driving and restraining forces of change for a company which is experiencing change

develop a flowchart of how to achieve an effective change management process

develop a revision concept map/vodcasts/podcasts for the management of change and demonstrate the links and impacts it has on all the other aspects of Business Management from both Units 3 and 4

develop a glossary of key terms

investigate responses to change through a practical class activity: change around the classroom before class begins; observe and, if possible, video students' reactions to the changes made; use the video or notes to then ask questions about responses to change management strategies

Detailed example**GROUP OBSERVATION AND DISCUSSION ACTIVITY – RESISTANCE TO CHANGE**

This is a practical class-based activity, which could be used as an introduction to the issue of change management and allow students to experience how employees may respond to change issues.

Preparation

Prior to the lesson, but without any warning, set up the classroom in a completely different arrangement, e.g. table arrangements, structure, teaching position, classroom procedures. Arrange for a video recorder to be discreetly set up in the room to record the students' responses as they enter the classroom: how they verbally respond, how they work out who they are going to sit next to, their attitude as to how they approach the lesson and the changed environment.

Once they have settled, introduce the purpose of the lesson: to analyse how employees respond to change, and play the video back to them.

The video should present plenty of opportunities for classroom discussion: on individual and group reaction to change; the importance of prior, during and post change communication; the importance of good management/leadership through the process of change.

The following questions could be used as a guide for facilitation of this activity or made into a worksheet before beginning the class discussion.

1. Describe your immediate reaction to the classroom changes?
2. How did you respond?
3. How did those around you respond?
4. How did you personally feel about the change?
5. What factors allowed the class to respond positively to this change?
6. What factors led to the class responding negatively to this change?
7. Would you have responded any differently if these changes had been communicated to you by the teacher before the lesson? How?
8. What factors do you consider vital for effective change management in the light of this investigation?
9. Suggest some strategies managers could employ to overcome employees' resistance to change.

NOTES