Business Management

Victorian Certificate of Education **Study Design**

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, flourescent 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

Contents

IMPORTANT INFORMATION

Accreditation period

Units 1–4: 2005–2009

The accreditation period commences on 1 January 2005.

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 Administrative Handbook* contains essential information on assessment 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 which vary in terms of size, ownership, objectives, resources and location. These organisations are managed by people who put in place systems and processes to achieve a range of objectives.

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 challenges, complexity and rewards that comes from business management and gain 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 rather than a single theory of management. Each unit examines some of these theories and, through exposure to real business scenarios and/or direct contact with business, tests them against management in practice.

In studying 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;
- develop a capacity to use information, knowledge and ideas to solve business-related problems and challenges;
- understand the complex and changing environment that businesses operate within and the nature of relationships of key stakeholders within that environment;
- understand the manner in which businesses have been and are currently effectively managed for commercial success across a range of contexts, from small to medium to large-scale;
- analyse effective management practices for commercial success in the context of principles 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 and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and 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 notified 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 Administrative Handbook*. Schools will be notified during the teaching year of schools and studies to be audited and the required material for submission.

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. The Advice for Teachers section provides specific examples of how information and communications technology can be used in this study.

KEY COMPETENCIES AND EMPLOYABILITY SKILLS

This study offers a number of opportunities for students to develop key competencies and employability skills. The Advice for Teachers section provides specific examples of how students can demonstrate key competencies 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 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 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 the study of 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 *VCE Administrative Handbook* for the current year for details on graded assessment and calculation of the study score. Percentage contributions to the study score in 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 vast 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 the 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 often utilised 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

Business concepts

This area of study provides students with an understanding of the generic business concepts which apply to the management of organisations of varying size, complexity or industry setting.

These concepts will give students an understanding of the characteristics of a range of businesses, knowledge of the internal and external environments of these businesses and the business and support services available to management. Measurement of business performance is important for management; a range of measures including financial and non-financial indicators will be applied to small businesses.

Ethics and socially responsible management is also an important consideration for businesses and as a result of business activity, will have an impact on the various stakeholders of the small business.

In investigating these concepts, students will 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 and apply a set of generic business concepts to a range of businesses.

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

Key knowledge

This knowledge includes

- characteristics of and distinctions between small, medium and large business, including not-for-profit organisations;
- objectives of different types of businesses;
- internal and external (macro and operating) environments of business;
- business and support services including legal, financial, technological, community-based, formal and informal networks;
- a range of measures of business performance including financial and non-financial indicators;
- business ethics and socially responsible management and its impact on various stakeholders as a result of business activity.

Key skills

These skills include the ability to

- accurately use relevant management terms;
- recognise and classify types of businesses;
- apply business management knowledge and concepts to practical and/or simulated representations;
- research related aspects of business management using print and online sources;
- analyse business information and data;
- acquire and exchange business information and ideas through working cooperatively in groups.

AREA OF STUDY 2

Small business decision-making, planning and evaluation

There are many decisions and considerable planning to be undertaken prior to the commencement or purchase of a business. This area of study examines many of these, with the view that informed decisions made initially will lay sound foundations for a successful small business. These major steps will be applied to practical or simulated small business situations. Students will also be required to analyse the effects of ethical and socially responsible management on small business decision-making and planning. A consideration of how success can be evaluated for small business is also undertaken.

Outcome 2

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

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

Key knowledge

This knowledge includes

- major decisions necessary at the commencement of a small business, including
  - business concept development
  - motivation for small business ownership
  - forms of business ownership and business structure

- – purchasing an established business or commencing a new business, including franchise operations
  - – the significance of location;
- major business planning at the commencement phase of a small business, including
  - – legal and government regulations
  - – human and physical resource needs
  - – financial planning and sources of finance
  - – initial marketing strategy;
- strategies used to undertake ongoing evaluation of small business, including
  - – financial indicators such as profitability
  - – non-financial indicators such as quality standards and customer satisfaction;
- 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;
- apply small business management knowledge and concepts to practical and/or simulated representations;
- research related aspects of small business management using print and online sources;
- analyse small business information and data;
- solve problems, plan and make business decisions;
- analyse and evaluate the effects of small business management decision-making;
- acquire and exchange business information and ideas through working cooperatively in groups.

AREA OF STUDY 3

Day-to-day operations

This area of study examines the essential, on-going activities which sustain an ethical small business and promote its successful growth. There are various areas where skills should be developed in order to conduct a small business in its operational phase.

A study of introductory accounting, management of staff, future development and growth, information and communications technologies in small business, introductory legal responsibilities or dynamic management of small business will enable the students to develop some of the knowledge and skills required when conducting a small business.

Outcome 3

On completion of this unit the student should be able to explain and apply the day-to-day activities associated with the ethical and socially responsible operation of a small business.

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

Key knowledge

Introductory accounting for small business

This knowledge includes

*   primary records;
*   establishment and maintenance of cash books;
*   stock and cash control;
*   calculation of taxation obligations and the Goods and Services Tax (GST); and
*   financial reports.

OR

Management of staff in small business

This knowledge includes

*   recruitment;
*   selection;
*   employment arrangements including full-time, part-time, casual status; and
*   legislative issues such as Occupational Health and Safety (OH&S) and unfair dismissal.

OR

Future development and growth in small business

This knowledge includes

*   business life cycle;
*   expansion strategies such as franchising the business concept, exporting, innovation and enterprise, research and development.

OR

Information and communications technologies in small business

This knowledge includes

*   possible use of available technologies such as databases, spreadsheet, internet applications;
*   cost/benefit analysis of use; and
*   implications of that use.

OR

Introduction to legal responsibilities in offering goods and services in small business

This knowledge includes

*   the various levels of government creating the responsibilities – federal, state and local;
*   the types of statutory responsibilities created by the Federal Government, such as the Trades Practices Act (Federal);
*   the types of statutory responsibilities created by the State Government, such as the Consumer Affairs Act (State);
*   the types of statutory responsibilities created by local government, such as local laws affecting food handling;
*   the responsibilities created by common law, such as contract and negligence.

OR

Dynamic management of small business

This knowledge includes

- historical approaches to management;
- contemporary and emerging views on effective management; and
- a range of management approaches.

Key skills

These skills include the ability to

- accurately use relevant management terms;
- research related aspects of small business management using print and online sources;
- apply small business management knowledge and concepts to the selected issue related to day-to-day operations;
- solve problems, plan and make small business decisions;
- analyse and evaluate the effects of small business management operations;
- acquire and exchange business information and ideas through working cooperatively in groups.

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 skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and 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 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 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:

- 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;
- report (written, visual, oral).

Unit 2: Communication and management

This unit focuses on the importance of effective communication in achieving business objectives. It includes communication both internally and externally to business with special attention to the functions of marketing and public relations. Students develop knowledge of fundamental aspects of business communication and are introduced to skills related to its effective use in different contexts.

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 the methods and forms it can take. Communication and its relationship to business objectives and strategy will be considered.

Management understands that the scope, 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 and forms of communication for different management contexts and situations will be considered. In developing their understanding of communication, students learn to evaluate the appropriate use for communication in different business-related situations.

Outcome 1

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

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

Key knowledge

This knowledge includes

- communication and its relationship to business objectives and strategy;
- participants in the business communication process such as management, employees, suppliers and customers;
- scope, type, purpose and audience/s of information which needs to be communicated;
- a range of communication methods (verbal and non-verbal) including technology-based methods;
- a range of forms related to each method: verbal (written, oral), non-verbal (body language, visual), including technology-based applications of forms;

- appropriate methods and forms for different management contexts and situations;
- effectiveness of methods and forms including consideration of barriers/actions which limit/enhance communication.

Key skills

These skills include the ability to

- accurately use relevant management terms;
- research related aspects of communication using print and online sources;
- apply, recommend and justify the use of communication methods and forms within selected business situations;
- analyse business information and data;
- solve problems, plan and make business decisions;
- acquire and exchange business information and ideas through working cooperatively in groups.

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 take the fundamental elements of communication covered in area of study 1, but consider these 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.

Outcome 2

On completion of this unit the student should be able to apply and analyse effective marketing strategies and processes.

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

Key knowledge

This knowledge includes

- marketing function and its relationship to business objectives and strategy;
- market research processes: information needs, data collection tools and techniques, analysis and interpretation;
- market description 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;
- relevant performance indicators to evaluate performance of the management of marketing;
- issues in marketing including the role of technology, global, ethical and socially responsible management and legal contexts.

Key skills

These skills include the ability to

- accurately use relevant management terms;
- apply knowledge of marketing concepts and strategies to practical and/or simulated representations;
- analyse issues related to the management of the marketing function;
- research related aspects of marketing using print and online sources;
- analyse business information and data;
- solve problems, plan and make business decisions;
- acquire and exchange business information and ideas through working cooperatively in groups.

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 processes and strategies.

Public relations objectives, strategies and tactics are used in a range of planned and unplanned business situations. Students will use relevant performance indicators to evaluate the performance of the management of public relations within a small business. Issues in public relations, including the role of technology, global, ethical and socially responsible management and legal contexts, will also be analysed.

Outcome 3

On completion of this unit the student should be able to apply and analyse effective public relations strategies and tactics.

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

Key knowledge

This knowledge includes

- public relations and its relationship to business objectives and strategy;
- the significance of image projection and presentation;
- the concept of 'publics' and their respective characteristics;
- public relations objectives, strategies and tactics used in a range of planned business situations for identified 'publics';
- public relations objectives, strategies and tactics used in a range of unplanned situations such as crises;
- relevant performance indicators to evaluate the performance of the management of public relations;
- issues in public relations including the role of technology, global, ethical and socially responsible management and legal contexts.

Key skills

These skills include the ability to

- accurately use relevant management terms;
- apply knowledge of public relations concepts to practical and/or simulated representations;
- analyse issues related to the management of the public relations function;
- research related aspects of public relations using print and online sources;
- analyse business information and data;
- solve problems, plan and make business decisions;
- acquire and exchange business information and ideas through working cooperatively in groups.

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 skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and 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 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 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:

- 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;
- report (written, visual, oral).

Unit 3: Corporate management

In this unit students investigate how large-scale organisations operate. Students examine the context in which they conduct their business, focus on aspects of their internal environment and then look at the operations management function. Students develop an understanding of the complexity and challenge of managing large organisations and have the opportunity to compare theoretical perspectives with practical applications.

AREA OF STUDY 1

Large-scale organisations in context

Large organisations play an important role in the Australian economy by creating employment, wealth and income. Organisations function within two environments – an internal environment and an external environment.

This area of study involves an examination of the role and importance of large-scale organisations to the Australian economy. Students will identify and apply a range of performance indicators, both financial and non-financial, to evaluate the performance of an organisation.

A wide range of stakeholders exist for large-scale organisations. The organisation's impact on their interests, possible conflicts and related ethical and social responsibility issues, will be considered.

Outcome 1

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

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

Key knowledge

This knowledge includes
- 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;
- contribution of large-scale organisations to the economy;
- internal and external (macro and operating) environments of large-scale organisations;

- performance indicators, both financial (such as profitability, cost reduction, sales) and non-financial (such as quality, customer satisfaction) used to evaluate performance;
- stakeholders of large-scale organisations: their interests, possible conflicts and related ethical and socially responsible considerations.

Key skills

These skills include the ability to

- accurately use relevant management terms;
- analyse business literature, information and data;
- apply knowledge and concepts to practical and/or simulated representations;
- evaluate perspectives on relevant concepts and issues;
- research related aspects of management using print and online sources.

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 of these objectives will be strongly influenced by the successful management of the internal business environment.

Key elements of the internal environment such as different management structures, corporate culture, management roles and policy development will be investigated. Management styles, skills and competencies will be applied to business situations and key aspects of corporate management theory and practice compared. The implications of ethical and socially responsible management for the internal environment of large-scale organisations will also be discussed.

Outcome 2

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

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

Key knowledge

This knowledge includes

- different management structures;
- corporate culture and its development;
- key management roles, including;
  - planning (long, medium and short-term)
  - organising (resource and task allocation techniques and systems)
  - leading (importance of leadership qualities including interpersonal, informational and decision-making)
  - controlling (financial and non-financial processes and control systems);
- policy development and its application;
- different styles of management and their appropriate application to various management contexts;
- key aspects of corporate management theory;

- key management skills and competencies as appropriate to the process of effective management;
- the relationship between management styles, skills and competencies;
- ethical and socially responsible management of the internal environment of large-scale organisations.

Key skills

These skills include the ability to

- accurately use relevant management terms;
- analyse business literature, information and data;
- apply knowledge and concepts to practical and/or simulated representations;
- compare key aspects of corporate management theory with practice;
- evaluate theoretical perspectives of corporate management;
- solve problems, plan and make corporate management decisions;
- research related aspects of management using print and online sources.

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 allows students to consider the best and most responsible use of all the available resources for the production of a quality final product or service in a competitive, global environment.

Outcome 3

On completion of this unit the student should be able to identify and evaluate practices and processes related to operations management.

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

Key knowledge

This knowledge includes

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

Key skills

These skills include the ability to

- accurately use relevant management terms;
- analyse business literature, information and data;
- compare key aspects of operations management theory with practice;
- solve problems, plan and make operations management decisions;
- use operations management theory to evaluate alternative strategies;
- apply operations management knowledge and concepts to practical and/or simulated representations;
- research related aspects of operations management using print and online sources.

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 that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and 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 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 to the study score.

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

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 an 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 skills being assessed and to provide for different learning styles.

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Describe and analyse the context in which large-scale organisations operate.	25	The student's performance on each outcome should be assessed using one or more of the following:
Outcome 2 Describe and analyse major aspects of the internal environment of large-scale organisations.	50	• case study; • structured questions; • media analysis; • test; • essay;
Outcome 3 Identify and evaluate practices and processes related to operations management.	25	• report in written format; • report in multimedia format.
Total marks	**100**	

*School-assessed coursework for Unit 3 contributes 25 per cent to the study score.

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

This area of study examines the practices and processes of the human resource management function in large-scale organisations in Australia. A general introduction to human resources is followed by two key aspects: the employment cycle and employee relations. Students will be encouraged to consider fundamental practices and processes in these areas in the context of: workplace attitudes, ethical and socially responsible management, developments in technology and legislation.

Outcome 1

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

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

Key knowledge

This knowledge includes

- factors involved in managing human resources, including:
  - relationship of human resource function to business objectives and strategy
  - employee expectations of people working for large-scale organisations, including conditions of employment, occupational health and safety and job security
  - theories of motivation
  - ethical and socially responsible management;

- management and related policy development of key phases (establishment, maintenance and termination) of the employment cycle:
  - human resource planning related to business strategy
  - job analysis and job design
  - recruitment and selection
  - employment arrangements (such as part-time, casual), packages, agreements and contracts
  - induction, training and development
  - recognition and reward
  - performance management
  - termination management including entitlement and transition issues;
- management and related policy development of employee relations:
  - characteristics of past and contemporary employee relations including centralised and decentralised approaches
  - relationship to business objectives and strategy
  - 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;
- analyse business literature, information and data;
- compare key aspects of human resource management theory with practice;
- solve problems, plan and make human resource management decisions;
- use human resource management theory to evaluate alternative strategies;
- apply human resource management knowledge and concepts to practical and/or simulated representations;
- research related aspects of human resource management using print and online sources.

AREA OF STUDY 2

The management of change

This area of study examines the importance of change management to large-scale organisations and the ways in which it can be managed effectively in both theoretical and practical contexts.

Students will develop a perspective on strategies to manage change. They will also examine significant change issues for large-scale organisations in Australia. These issues include areas such as social responsibility, business ethics, globalisation, mergers and acquisitions, technological development, legislative compliance and privatisation. Each issue should be investigated with consideration to the ethical and socially responsible management of that issue.

Outcome 2

On completion of this unit the student should be able to analyse and evaluate the management of change in large-scale organisations.

To achieve this outcome the student will draw on knowledge and related 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 (macro and operating) environments as sources of change;
- driving and restraining forces for change in large-scale organisations;
- theories of effective change management;
- a range of tactics for effective change management including low-risk, such as communication and support, and high-risk, such as manipulation and threat;
- the role of leadership in change management;
- the possible impact of change on the internal environment of large-scale organisations;
- effective change management in the context of **one** significant issue such as:
  - social responsibility
  - business ethics
  - globalisation
  - mergers and acquisitions
  - technological development
  - legislative compliance
  - privatisation.

Key skills

These skills include the ability to

- accurately use relevant management terms;
- analyse business literature, information and data;
- compare key aspects of change management theory with practice;
- solve problems, plan and make management decisions;
- use management theory to evaluate alternative strategies;
- apply change management knowledge and concepts to practical and/or simulated representations;
- analyse effective change management in the context of a significant issue;
- research related aspects of management using print and online sources.

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 that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and 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 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 to the study score.

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

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 an 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 skills being assessed and to provide for different learning styles.

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Identify 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: • case study; • structured questions;
Outcome 2 Analyse and evaluate the management of change in large-scale organisations.	40	• media analysis; • test; • essay; • report in written format; • report in multimedia format.
Total marks	**100**	

*School-assessed coursework for Unit 4 contributes 25 per cent to the study score.

End-of-year examination

Description

Students will be required to respond to a series of questions related to Units 3 and 4.

The examination paper may include questions which refer to stimulus material such as newspaper articles, extracts from reports or case study material.

Students will not be required to use information and communications technology in the examination.

The examination will be set by a panel appointed by the Victorian Curriculum and Assessment Authority.

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 Administrative Handbook*.
*   The examination will be marked by a panel appointed by the Victorian Curriculum and Assessment Authority.

Contribution to final assessment

The examination will contribute 50 per cent to the study score.

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 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 skills which relate to the outcomes.

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

Business Management in Units 1 and 2 is designed to look at key 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. In Units 1 and 2, teachers must select assessment tasks from the list provided. A variety of tasks should be selected, reflecting the fact that different types of tasks suit different knowledge and skills and different learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

Business Management at Units 3 and 4 level is designed to look at key issues facing large-scale organisations from the perspective of business managers, and to propose solutions to the issues they 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 also stipulated.

It is important to note that it is intended that wherever possible and appropriate throughout the study, teachers will include an ethical and 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.

Unit 1

In Unit 1, the study could be divided up into approximately four weeks for Outcome 1 – Business concepts, ten weeks for Outcome 2 – Small business decision-making, planning and evaluation, and four weeks for Outcome 3 – Day-to-day operations.

Teachers should select one of the six options from Outcome 3 for their class, which should reflect their students' interests in a particular theme. For example in the 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 possibly developing it into a long-

term proposition. These students may be interested in selecting the Future development and growth in small business option from area of study 3, and looking into the possibilities of expanding their business ideas by franchising and exporting. Alternatively, other students may be interested to learn of the high small business failure rates, due to financial problems, in area of study 1 (Business concepts), and wish to investigate this further in the Introductory accounting for small business option in area of study 3.

Unit 2

In Unit 2 teachers could spend approximately six weeks on Outcome 1 – Communication in business, six weeks on Outcome 2 – Managing the marketing function, and six weeks on Outcome 3 – Managing the public relations function. In Outcome 1 it is advised that teachers investigate both the theoretical aspects of the role of effective communication in business, and also allow their students to develop skills in effective communication in a range of business situations. It is envisioned that teachers will teach this material in sequence, so that students may firstly investigate the area of business communication internally and externally. The students will then draw upon and apply their knowledge and skills to both marketing and public relations. The intention of Unit 2 is for students to explore issues which impact on small business, and progressively identify and explore the impact these areas would have on medium to large businesses as well.

Unit 3

In Unit 3 teachers could spend approximately three weeks on Outcome 1 – Large-scale organisations in context, eight weeks on Outcome 2 – Internal environment of large-scale organisations and five weeks on Outcome 3 – The operations management function. This unit provides students with a broad introduction to the place of large businesses in our society and how they operate and respond to pressures placed upon them. Students will then address the internal environment of business and the related role of management, before investigating one specific function of business, that of operations management.

Unit 4

In Unit 4 teachers could spend approximately ten weeks on Outcome 1 – The human resource management function, and five weeks on Outcome 2 – The management of change. For Outcome 2 of Unit 4 teachers should select one significant issue from the seven options, which should reflect their students' interests in a particular theme.

Units 3 and 4 are successive units. Teachers should set the overall scene of corporate management in Outcomes 1 and 2 in Unit 3, before investigating the management of two specific functions of corporate management. The year's study then concludes with Outcome 2 of Unit 4, which draws together all of the Units 3 and 4 course, and analyses how change impacts on all areas of corporate management. The intention of this is to apply and draw together key knowledge and skills from Units 3 and 4 and for the students to end the course with a holistic understanding of the practices and processes of management, their interrelationships and their responses to pressure for change.

Unit	Area of study	Suggested duration
1. Small business management	• Business concepts	4 weeks
	• Small business decision-making, planning and evaluation	10 weeks
	• Day-to-day operations	4 weeks
2. Communication and management	• Communication in business	6 weeks
	• Managing the marketing function	6 weeks
	• Managing the public relations function	6 weeks
3. Corporate management	• Large-scale organisations in context	3 weeks
	• Internal environment of large-scale organisations	8 weeks
	• The operations management function	5 weeks
4. Managing people and change	• The human resource management function	10 weeks
	• The management of change	5 weeks

Sample learning activities

One of the strengths of the Business Management Study Design is the strong relationship between practice and theory that underpins the course. Teachers are encouraged wherever possible to explore this relationship to extend their students' understanding of the key knowledge and skills this course contains.

William Glasser's research into knowledge recall shows that students typically recall: 10 per cent of what they read, 20 per cent of what they hear, 30 per cent what they see, 50 per cent what they see and hear, 70 per cent of what is discussed with others, 80 per cent what they experience personally, and up to 95 per cent of what they teach to others. (William Glasser, *Control Theory in the Classroom*, Harper and Row, New York, 1986). On the basis of this research it is therefore advantageous to enable our students to discuss and engage with the concepts that underpin the course to increase both their interest and understanding of the Business Management study.

The sample learning activities have been designed to reflect these aspirations and to incorporate key skills and competencies of investigation, research and analysis of data, organisation, communication, problem solving and cooperative group work, as well as promoting the use of information and communications technology.

The learning activities are 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, particularly the role of ethical and social responsibility within organisations.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for Business Management teachers should make use of applications of information and communications technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web, where appropriate and applicable, to teaching and learning activities.

Information and communications technology can be integrated into Business Management teaching and learning activities in the following ways:

- The use of PowerPoint and other presentation software. Students should be encouraged to compile individual and group reports using such software, and the presentation skills required to effectively deliver such presentations can be investigated in Unit 2, Outcome 1 – Communication in business.

- Creating web pages. Students could design a web page as an assessment task. Software such as FrontPage can assist students with this task. Students could design interlinked web pages based on a marketing or advertising campaign, incorporating text, graphics, photographs, sound and video clips. Or they could design a web page to promote their small business venture. This work could be displayed on the school's intranet.

- Using Microsoft Word. Teachers and students could design hyperlinked worksheets. These could be completed by other students online. Students could submit word-processed reports and other projects.

- Using online business simulations programs. Schools can compete in virtual business simulations with other students in Australia and the rest of the world, which presents teachers with an alternative to students running a real small business venture.

- Using spreadsheets.

- Using Publisher or similar software.

- Using email. Students could submit their work to their teacher through email. Students could link with other business management students globally, via email and webcam links.

- Using the Internet. The opportunities that the Internet provides for research into business management topics is huge and continually developing. It is important that students are encouraged to process the information, checking sources for authenticity. Teachers can design web quest investigations to focus students on the correct area of research. A web quest is an inquiry orientated activity in which most or all of the information that learners interact with is drawn from the Internet. Web quests are designed to ensure that learners use their time well, to focus on using information rather than looking for it, and to support them in their analysis, synthesis and evaluation of information.

  There are also opportunities for students to use interactive websites to test their business management knowledge and understanding, and for teachers to access lesson plans, resources and activities. Sample interactive websites for Business Management teachers and students include: www.vcta.asn.au and www.bized.com.uk

- Using CD-ROMs. Students can access a range of CD-ROM resources such as the ATO Tax Files for use in the Introductory accounting for small business option in area of study 3, Unit 1.

KEY COMPETENCIES AND EMPLOYABILITY SKILLS

Students undertaking the following types of assessment, in addition to demonstrating their understanding and mastery of the study, typically demonstrate the following key competencies and employability skills.

Assessment task	Key competencies and employability skills
Analytical exercises	Planning and organisation, (written) communication
Business research (print and online)	Planning and organisation, (written) communication, self-management, technology
Business simulation exercise	Initiative and enterprise, self-management, problem-solving, planning and organisation, technology, (written and oral) communication, teamwork
Business survey and analysis	Self-management, planning and organisation, collecting and analysing, written communication
Case study analysis	Planning and organisation, (written) communication
Computer applications and simulations	Technology, self-management, problem-solving
Development of a business plan	Planning and organisation, (written) communication
Essay	Planning and organisation, (written) communication
Interview and report on contact with business	Problem-solving, planning and organisation, self-management, (written) communication, collecting and analysing
Media analysis	Planning and organisation, (written) communication, collecting and analysing
Report (multimedia)	Planning and organisation, technology, (written and oral) communication
Report (written, visual, oral)	Planning and organisation, (written and oral) communication
Short-term business activity	Initiative and enterprise, self-management, teamwork, problem-solving, planning and organisation, (written and oral) communication
Structured questions	Planning and organisation, (written) communication
Test	Planning and organisation, (written) communication

LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Examples highlighted by a shaded box are explained in detail in accompanying boxes. The examples that make use of information and communications technology are identified by this icon .

Unit 1: Small business management

AREA OF STUDY 1: Business concepts

Outcome 1	*Examples of learning activities*
Explain and apply a set of generic business concepts to a range of businesses.	complete an introductory hypothetical quiz about small business to gain student interest and provoke discussion of the role small 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 question that '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 etc.
	pin student questions on the wall about small business and how it operates; use them 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 small businesses face
	view *Business Sunday* on Channel 9 and identify issues facing small business managers
	construct an A3 concept map, or poster, illustrating elements from the macro and operating environments impacting on small business, using 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
	investigate, via the business channel website on the Internet (www.businesschannel.vic.gov.au), 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
	investigate the ninemsn website (www.ninemsn.com.au) and the information provided on the small business section of the website
	analysing corporate examples, identify and discuss the causes of business success and failure using business videos
	examine recent case study material and judge a business's success according to financial and non-financial performance indicators, and their ethical and social impacts

Detailed example

SMALL BUSINESS HYPOTHETICALS – DISCUSSION AND DEBATE

In the following exercise students answer hypothetical quiz questions about what they would do if they were the small business manager of a local take away restaurant, and the following events occurred. Each student writes down his/her 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.

A range of sample questions is provided, which could obviously be tailored to reflect students' interests and experiences.

- You discover mice in your food stores but no-one else knows. What do you do?

- Some of your food is undercooked and will need 30 minutes to be ready. 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?

- A local charity is asking for help at a local fundraising event where they want you to provide the food for free to help out their good cause. What do you do?

- A competitor starts up operation right next door to you. What do you do?

- A health and safety officer has asked you to install a ventilation flue kit to protect your chef's health, but to do so it will cost you $17,000! What do you do?

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

Outcome 2	***Examples of learning activities***
Apply decision-making and planning skills and evaluate the successful management of an ethical and socially responsible small business.	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 they are effective choices for each of these businesses
	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 their findings
	invite small business managers to discuss their experiences of running their own small businesses, and the opportunities and challenges they faced

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

arrange an excursion to the nearest business incubator site (visit website www.businessaccess.vic.gov.au for details of the nearest site) to witness innovative new businesses and 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

complete a five-minute PowerPoint group presentation 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 stall

undertake a business simulation program, for example, Australian Business Week Practical or Online Program, Australian Network of Practice Firms, E-Team etc.

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

construct a website for e-commerce small business, outlining goods or services offered and how to place an order

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

Detailed example

RUNNING A SCHOOL-BASED BUSINESS

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

- Planning a school-based business activity.

- Working cooperatively and/or individually on a business enterprise.

- Performing a business activity.

- Evaluating the quality of the performance of the planned activity.

This practical exercise involves planning a business within school time, and running it at school or in the wider community. Some suggestions on the possible scope and range of such small business ventures include: a sausage sizzle stall, a market day with student stalls competing against each other in a lunchtime market, planning and running a year-level formal, running a school comedy night, constructing and selling student designed websites to local businesses.

Due to the potential implications of this activity on the students' time within and outside of school, financial issues, and potential implications 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.

In developing such an activity it is suggested that students follow these steps.

- Generate a business idea.

- Devise a set of objectives and goals for the activity, a company name and a formal agreement/partnership agreement between the group members.

- Conduct market research into the feasibility of the business idea.

- Identify the resources required to undertake the activity.

- Estimate potential financial costs and revenue from the business.

- Develop a business submission which gains the teacher's, and all other stakeholders' approval for this activity. This should be signed before proceeding any further.

- Generate a full and detailed business plan.

- Develop an effective marketing strategy for the business.

- Run and operate the small business.

- Review the small business 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	*Examples of learning activities*
Explain and apply the day-to-day activities associated with the ethical and socially responsible operation of a small business.	one possible teaching strategy for this area of study is rather than studying only one of the options, the class could be separated into groups which will each investigate one option; the students investigate that area, construct a presentation which must include the use of video, multimedia or overhead projector slides, and construct a test for their area; the students then in turn peer teach their area to the rest of the class, before an overall test on all of the areas is conducted which includes the students pre-designed questions
	detailed examples are provided for two of the options
	Introductory accounting for small business
	analyse a real business's financial reports (sourced directly or from annual reports) and suggest strategies to improve its results
	design and develop spreadsheets to track cash flow and generate accounting reports
	research and report on the role of a major bank in providing a source of finance to small business; investigate, via the Internet or via an excursion, the small business section of a national bank, and the steps required to obtain finance from them; determine, using their interest rate calculators, the costs of repayments on a loan, and the rate of return needed from the business to meet these repayments
	investigate the impact of the GST on small business via a selection of newspaper and media articles, and then ask a small business advisor to demonstrate the process of completing BAS statements
	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
	complete an Internet investigation of the legal requirements small businesses must comply with in terms of employees, minimum wage restrictions, equal opportunity provisions, Occupational Health and Safety requirements etc., and 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; investigate the area of interviews and then 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

Future development and growth in small business

construct a SWOT analysis for a case study business, describing in detail potential opportunities for its growth

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

investigate the Austrade website (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

using the resource 'Exporting For The Future – Years 11 & 12' from Austrade, complete the collection of practical learning activities in Chapter 4 'Export Marketing' on preparing a business to engage in export agreements

Information and communications technologies in small business

assign student groups to create a web quest task for other students to complete which investigates the role information and communications technologies play in small business

design a spreadsheet package which outlines a cost / benefit analysis of using ICT in small business

create a set of business stationery documents for a virtual company including letter heads, business cards, invoice forms, sales receipts, payroll records etc. using ICT

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 small business

Introduction to legal responsibilities in offering goods and services in small business

investigate an area of law that impacts on small business, for example; consumers and the Fair Trade Act, building approvals and zoning location; students construct a multimedia presentation and then design a quiz or test for their area of knowledge; an expert speaker is assigned for each area who then presents this key knowledge; after all presentations are completed a test is conducted to ensure class understanding using the student-designed questions

invite guest speakers (such as lawyers, solicitors, Citizen Advice Bureau representative) to talk to the class about legal issues that impact on small business

construct a sample business contract and have it checked for its legal standing by a lawyer or solicitor

conduct a mock court for a case study of a Business Manager who has acted unethically and illegally and is being sued by a customer for negligence

Dynamic management of small business

construct an historical timeline outlining different management approaches and beliefs over the past century

complete a portfolio of 10 current business managers and classify them according to their management approaches

conduct library and Internet research on the beliefs and background of one of the creators of a school of management, before constructing a poster which outlines his/ her achievements

in groups, create the key values and beliefs of a management theory which the students believe will meet the needs of business managers in 50 years time

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Detailed example

FINANCIAL PLANNING – INVESTIGATION INTO OBTAINING A BUSINESS LOAN

Students are to research and report on the role of a major bank in providing a source of finance to small business.

Using the Internet, students go to the small business section of a major bank or finance provider (e.g. the National Bank, www.national.com.au).

- Using the website ascertain the total costs required to set up a business of your choice: purchase of premises, business furniture, computers, advertising budget, electricity bills etc. (most bank websites have a checklist of these, otherwise use a general small business information site such as www.businesschannel.vic.gov.au).

- Identify the steps required to obtain finance from the financial institution.

- Construct a checklist of criteria which must be met for a small business preparing to ask for finance to expand their business.

- From research, and possibly with the help of a guest speaker, such as a bank manager, construct a series of questions a bank manager might ask an applicant for a business loan.

- Determine, using the website's interest rate calculators, the costs of the business's repayments to meet this loan.

- Continue to use these calculators to research methods to reduce the length and cost of these repayments. Consider changing payment frequencies, additional weekly payments of $50 etc. Write some advice to business managers as a result of your research.

- Calculate the rate of return needed from the business to meet these repayments and also make a profit.

- Using your information, act out a role-play of a request for financial assistance by a small business manager.

- Draw up a table which outlines the advantages and disadvantages of alternative forms of financial assistance for small business managers.

Detailed example

STAFF – OCCUPATIONAL HEALTH AND SAFETY SURVEY

Obtain a map of the school and its grounds, and then allocate a group of students to research one area or aspect of it, for example the school gymnasium or assembly hall. The students are to inspect their designated area and make a detailed record of any possible concerns from a health and safety perspective and outline suggestions for their potential remedy, for example, disused furniture blocking a classroom fire exit could be moved to the maintenance area.

Students return to their class with the findings, and construct an excel spreadsheet to record all their observations.

A class report is then written or presented to the Principal/OH&S representative outlining the issues of concern.

Unit 2: Communication and management

AREA OF STUDY 1: Communication in business

Outcome 1	***Examples of learning activities***
Explain and apply a range of effective communication methods and forms in business-related situations.	complete corporate team-building and communication problem-solving activities such as 'blindfold square' to investigate the importance of good communication in business and the factors which may negatively impact upon it
	assign a student witness to record the communication methods and flow during a typical business management class; have him/her tabulate the results for the class to then discuss
	devise a set of clear and unambiguous interview questions and complete role-plays of recruitment interviews from both a manager and employee perspective; these interviews could be video recorded and reviewed to enable the students to learn from them
	investigate a company's website to analyse the effectiveness of their communication to the general public, and create a more user-friendly homepage for that company, which better communicates its message
	conduct a quiz on a company logo and slogans; assess their effectiveness in communicating the company's image to the public, and create an alternative logo for those deemed not to be effective
	analyse a range of case study material of memos, business letters, faxes, business reports etc., and 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, for example, school bulletins, assembly announcements, emails; the report should also include detailed recommendations for improvements to these processes and procedures

watch public speaking or interviewing instructional videos and create a checklist for individuals preparing to conduct these activities

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Detailed example

BLINDFOLD SQUARE – AN EXPERIENTIAL COMMUNICATIONS ACTIVITY

The aim of this activity is for students to experience the problems of ineffective communication, and work through their own solutions to them.

The two key pieces of equipment required prior to running this activity are:

- A roughly 7 m length of rope (for 20 students). The length of rope is dictated by allowing each student to be able to have both hands   on the rope at the same time – car tow rope is ideal, providing it is not too heavy to handle for an extended period of time.

- Blindfold scarves for each student, alternatively school ties could be used, or with a very trustworthy group, simply the instruction to keep their eyes closed for the duration of the activity.

Steps in running this activity

1. Take the students to a clear area of approximately 8–10 m square. Lay the rope out in a perfectly straight line and line the students up behind it, equally spaced down the length of the rope. Have the students put on their blindfolds and then reach down, pick up and hold their piece of the rope with both hands.

2. Read out the group's instructions very clearly to them: 'you are a manufacturing company and I am a customer. As your customer I want to buy a PERFECT blindfold square of rope from you. As producers of blindfold squares, you must take your length of rope and without anyone letting go of the rope or looking, you must arrange yourselves so that when you next put the rope down you have produced for me a perfect blindfold square'.

3. The team is now left to organise themselves, blindfolded, into position. This requires a significant level of team involvement, and can lead to all sorts of conversations and issues as the group tries to solve the problem. It is a good idea to mentally record some of these moments to use for the discussions later as to how people felt during the communication process.

4. When the group has finally resolved the issue as best they can, have them set down the rope in position, take a step back and then look at the end product. Again this can have a wide range of reactions depending on their level of success.

5. Have them discuss how they felt the process went, paying particular attention to how they felt the group's communication process went – sample discussion questions are shown here which can either be verbally discussed or individually answered.

6. Have the class then put an approximate price on their blindfold square for the level of work they believe they put into it.

7. To highlight the issue of differing customer and producer viewpoints, have the students turn on the spot and look at the square with fresh eyes now as 'buyers' of 'PERFECT blindfold squares', and that if they were in the market for PERFECT blindfold squares how much they would pay for one. This is often very different to their previous answer, and again an excellent topic for discussion.

8. Have the group discuss how they would improve the process, and then have them repeat it to see if the communication process has improved.

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Detailed example (continued)

9. Return to the class, and then make the links to the theoretical aspects of communication, and how barriers to effective communication can come from environmental, social, and cultural impacts etc., and how this situation could be representative of workplace communication, and the methods by which communication could be improved in a workplace.

Discussion questions

1. How successful did you feel the group's communication process was? Why?

2. How did you personally feel during the activity? What did it sound like during the process?

3. Did you understand the instructions communicated to you by the team? Why/why not?

4. What made the communication process difficult?

5. Was there a leader? Did that make it easier or harder?

6. What other sounds could you hear around you? Did they distract or help you to concentrate on the task at hand? What other distractions were there? How did this impact on you?

7. What could you have done individually to improve the communication process?

8. How could you as a team improve the task of producing PERFECT blindfold squares?

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AREA OF STUDY 2: Managing the marketing function

Outcome 2	***Examples of learning activities***
Apply and analyse effective marketing strategies and processes.	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
	ICT collect a folio of print and online advertisements, and evaluate the effectiveness of the marketing strategies used within them
	analyse marketing case studies and compile a folio of them, creating a checklist of strategies which make for successful marketing campaigns
	create a diary of the television advertisements watched during a week; have the students record the date and time of the advertisement screening, and the preceding and proceeding television programs; tabulate the information on the company being advertised, the marketing strategies used to convey the message, its target audience, and a rating of how effective the advertisement was; compile the class's week results, and observe and discuss trends in terms of what was shown, when, and what strategies were used
	conduct a product taste test to determine whether students can distinguish home brand versus brand name products and discuss the importance attached to branding
	ICT analyse the effectiveness of current marketing strategies which make use of the Internet

using $1 reject shop products with no clearly discernible purpose; have students create a marketing plan for a simulated business product and devise a marketing strategy for it

ICT use marketing simulation games

ICT create a website which advertises a real or simulated product

compile a collection of product advertisments ranging from consumer goods to services such as holidays; construct a table of the products and guess their prices; reveal the actual prices and 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 the customer's hands; discuss strategies for reducing this delivery time or increasing the effectiveness of the distribution channel

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

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

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

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Detailed example

INVESTIGATE TELEVISION ADVERTISING – TRENDS AND STRATEGIES

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

- Have the students record the date and time of the series of advertisements screened, and the preceding and proceeding television programs.

- Discuss which strategies were the most effective, and whether there were any advertisements which appeared unethical or could be seen to negatively impact on an aspect of society.

- Investigate the famous Benetton series of advertisements 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 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 advertisement. Have the students discuss whether they 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	*Examples of learning activities*
Apply and analyse effective public relations strategies and tactics.	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 companies' 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
	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 company, 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 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 a television show and will be asked about the company's atrocious profit results, and his/her personal resignation payout of $21 million announced at the same time
	create a newspaper advertisement which explains the need for a product recall 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

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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 company, 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 'publics'.

3. Describe the organisation's current image.

4. Analyse the current public relations position of the company via a 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 Key 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	Examples of learning activities
Describe and analyse the context in which large-scale organisations operate.	brainstorm a list of large-scale organisations and categorise them according to their business type and objectives
	collect and analyse a range of print and online newspaper and media reports related to the activities of a single large-scale organisation; maintain this folio for the duration of the year
	construct classroom 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 documentation 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 PowerPoint presentation 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 CEO or organise guest speakers to understand 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 manufacturing fields to develop understanding 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 activities on the organisation's stakeholders
	students develop their own personal goals for the future and a statement broadly outlining their values and future life aspirations; relate these personal statements to corporate goals and mission statements
	watch videos or documentaries on 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

MEDIA PORTFOLIO OF A LARGE-SCALE ORGANISATION

Collect and analyse a portfolio with a range of online and media reports related to the activities of a large-scale organisation. Add to this portfolio over the duration of the year as issues arise. This will provide students with examples which they can then draw upon for the end-of-year examination.

To start this portfolio, research the following introductory material on the company and present it at the start of your file.

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.

Then, over the course of the year, watch the newspapers and online media resources and collect any articles that arise on the organisation.

Media analysis questions

For each of the media articles complete the following analysis:

1. Construct a brief outline of the issues raised in the article, and which area of the course they relate to, or could be used, in the exam.

2. Discuss the impacts of the management decisions within this article on their key stakeholders. Were they efficient or effective in what they did?

3. Describe how you believe the strategy/issue could have been improved for some of these stakeholders.

4. Describe whether the company acted in an ethical or socially responsible way.

5. Describe how the organisation could evaluate the success of its management decisions/ strategies.

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

Outcome 2	*Examples of learning activities*
Describe and analyse major aspects of the internal environment of large-scale organisations.	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 discuss the efficiency and effectiveness of each group, and the management roles they performed
	develop a grid which compares characteristics of a variety of management styles
	perform a group role-play activity 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
	develop a school policy on the correct wearing of school uniforms, for example, outline the process by which the policy could be formed, and explain how you would go about gaining a commitment from all stakeholders to establish it
	investigate your school as a large-scale organisation; identify cultural and management styles within the school and compare to other organisations

Detailed example

SITUATION ANALYSIS – MANAGEMENT STYLES AND SKILLS

1. Have the students conduct an investigation into the school as an example of a large-scale organisation. Have them identify and describe the culture of the school from its traditions, values, symbols, gestures etc. Have the students draw up a table where they identify the management styles that exist in the teachers of the school. The students then examine and discuss why the teachers use these management styles and the effectiveness of the styles.

    Conduct a class brainstorm and discussion of 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 and the management of them.

2. After this practical discussion have the students create a grid concept map which identifies the advantages and disadvantages of each management style, and the management skills which would be used to support them.

Style	Advantage	Disadvantage	Supporting Skills
Autocratic			
Persuasive			
Consultative			
Participative			
Laissez-faire			

Detailed example (continued)

3. Have the students read the following management situations and suggest the **appropriate styles** and **skills** which would allow for their optimum resolution. Have the students justify their selection.

    a) A manager has been given a deadline to achieve and she has a young and inexperienced team which she must use to assist her in achieving the company's objectives.

    b) A marketing director has been asked to submit an advertising proposal to a potential client. She has a very experienced team working for her.

    c) An inexperienced public relations officer is promoted to a position of PR manager in a very well established team.

    A competitor has launched a new product which is taking the market by storm, and unless the management team reacts quickly the company will lose all its market share.

AREA OF STUDY 3: The operations management function

Outcome 3	*Examples of learning activities*
Identify and evaluate practices and processes related to operations management.	develop a glossary of key terms
	complete a class operations management investigation, undertake an experiment 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 the Ford Alive program in Geelong and Broadmeadows, 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; one such example is the Cameron Balloons company www.bized.com.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 organisation you are aware of, 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 as outlined in the Unit 3 material

Detailed example

CLASSROOM ACTIVITY – OPERATIONS MANAGEMENT AT QUALITY CAKES BAKERY

This activity is 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 will 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 make a microwave-able cake, although this activity could very easily be adjusted to individual school needs, whether the students make chocolate cornflake balls, build a Lego castle, make paper towers or any other activity where the students 'manufacture' a product or provide a service. The key considerations in whichever task is chosen, however, remain to:

- ensure resources for the product are **not** instantly at hand – this will form a key part of their learning

- have groups competing against each other in a business environment to produce the best quality product in the shortest time.

Preparation:

Prior to the lesson, the following resources are required
- 1 microwave oven
- 1 mixing bowl and spoon per group
- 1 microwave cake mix per group and the ingredients and utensils specified in the instructions on cake mix packet.

INSTRUCTIONS FOR STUDENTS

1. Arrange yourselves into groups of 4–5. Your mission is to produce the best quality cake (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 alternatively made into a worksheet before beginning the class discussion.

a. As a group of cake producers, rate out of $10 (maximum) the value of your cake in terms of the effort and work you put into it.

b. What leads you to this belief?

c. Now pretend you are a consumer coming in to buy a perfect, delicious high quality cake. How much would you pay for your cake? (max $10)

d. Explain why there is a difference, if there is one, between your answer to questions a. and c. Do you believe this also applies to real workplaces?

e. If you could change anything about the activity, what five things would you change to ensure you produced the highest quality cake in the shortest time?

f. 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	***Examples of learning activities***
Indentify and evaluate practices and processes related to human resource management.	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
	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
	complete industrial relations role-plays for both centralised and decentralised industrial relations; have the students conduct the role-plays and then evaluate the advantages and disadvantages of using each approach
	construct a timeline of the different approaches to industrial relations in Australia and the laws that have been passed impacting on them over the past 100 years
	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 and present examples of key disputes and how they were resolved
	investigate the Internet for information about contemporary human resource/employee relations issues

Detailed example

JIGSAW ACTIVITY FOR THE EMPLOYMENT CYCLE

This activity is designed to allow students to gain a basic overview of the whole employment cycle and how aspects of it fit together, prior to completing a more in-depth 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 in one of seven areas; human resource planning and needs analysis, recruitment, selection, induction, training and skills development, career development and appraisals, and termination. The students assigned to each specialist area then form a mini-group of specialists, e.g. for recruitment. Their job is to work together to use their textbook and library resources to research and become an expert in their field.

After the experts have acquired their area of knowledge their job is to then 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.

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 human resource management 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	*Examples of learning activities*
Analyse and evaluate the management of change in large-scale organisations.	conduct an opening discussion about people's possible reactions to change in their lives
	brainstorm 10 major changes that the class believe will impact on large-scale organisations in the next 20 years; discuss how organisations could best prepare themselves to take advantage of these opportunities
	conduct an investigation into an 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 media portfolio, both print and online, 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
	identify a recent change and conduct a role-play or debate; allocate different large-scale organisation stakeholder roles within the group such as: customers, competitors, managers, employees, unions, and then 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 force-field 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 for this area of study (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

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, that allows students to experience how employees may respond to change issues.

Preparation

Prior to the lesson, but without pre-warning the students or giving them any communication as to the purpose of this activity, set up the classroom in a completely different arrangement, e.g. table arrangements, structure, teaching position, classroom procedures, maybe leave a couple of seats missing etc. 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 to the change, 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 resultant viewing of the video should present plenty of opportunities for classroom discussion: on individual's and group's reaction to change, the importance of prior, during and post-change communication, the importance of good management/leadership through the process of change etc.

The following could be used as a guide for facilitation of this activity, or alternatively, 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 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.

Approaches to assessment

In Units 1 and 2 of Business Management teachers must select assessment tasks from those designated for each unit.

Unit 1: Small business management

Designated assessment tasks

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on a selection of the following tasks:

- 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

- report (written, visual, oral)

Examples of assessment tasks

Outcome 1
Media analysis, interview and report on a direct contact with business, case study analysis.

Outcome 2
Short-term business activity, business simulation exercise.

Outcome 3
Multimedia report, business research online.

Unit 2: Communication and management

Designated assessment tasks

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on a selection of the following tasks:

- case study analysis

- business research (print and online)

- development of a business plan

- interview and report of a 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

- report (written, visual, oral)

Examples of assessment tasks

Outcome 1
Case study analysis, business simulation exercise.

Outcome 2
Development of a business (marketing) plan.

Outcome 3
Business simulation exercise.

SCHOOL-ASSESSED COURSEWORK

In Units 3 and 4 teachers must select appropriate tasks from the assessment table provided for each unit. Advice on the assessment tasks and performance descriptors to assist teachers in designing and marking assessment tasks will be published by the Victorian Curriculum and Assessment Authority in an assessment handbook. The following is an example of a teacher's assessment program using a selection of the tasks from the Units 3 and 4 assessment tables.

Outcomes	Marks allocated	Assessment tasks
Unit 3		
Outcome 1 Describe and analyse the context in which large-scale organisations operate.	25	A test which enables students to analyse various aspects of the context in which large-scale organisations operate.
Outcome 2 Describe and analyse major aspects of the internal environment of large-scale organisations.	50	Two short written media analysis pieces conducted in class time, which examine the various practices and processes undertaken by management inside large-scale organisations.
Outcome 3 Identify and evaluate practices and processes related to operations management.	25	A contemporary case study on a large-scale organisation and its operations management policy.
Total marks for Unit 3	**100**	
Unit 4		
Outcome 1 Identify and evaluate practices and processes related to human resource management.	60	An essay which examines the various practices and processes undertaken by human resource management.
Outcome 2 Analyse and evaluate the management of change in large-scale organisations.	40	A report in written or multimedia format that draws on research to examine the response to a pressure for change on a large-scale organisation.
Total marks for Unit 4	**100**	

SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

BOOKS

Alger, G, Delahunty, J & Diamantopoulos, A 2001, *VCE Business Management Units 1 & 2*, 4th edn, Oxford University Press, Melbourne.

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JOURNALS

Australian Financial Review

Business Review Weekly, Fairfax Publications, Sydney

Businessdate, Warringal Publications, Melbourne

Compak, Victorian Commercial Teachers Association, Melbourne

Daily newspapers' business sections

Management, Australian Institute of Management, Melbourne

AUDIOVISUAL

Ansett – The Collapse of an Aussie Icon 2002, Video Education Australasia, Bendigo.

Arnotts Goes Global – Managing Change in Large Organisations 1995, Video Education Australasia, Bendigo.

Case Studies of Change in Human Resource Management 1996, Video Education Australasia, Bendigo.

Creating the Car of the Year 1997, Video Classroom, Melbourne.

Fashioning a New Future 1997, Video Classroom, Melbourne.

Globalisation and Australian Business. Rip Curl – A Case Study 2001, Video Education Australasia, Bendigo.

Greengrocer.com.au – E Commerce in Action 2000, Video Education Australasia, Bendigo.

Human Resource Management at Rebel Sport – Teamwork 2000, Video Education Australasia, Bendigo.

Introducing Operations Management – Case Study Rip Curl 2000, Video Education Australasia, Bendigo.

Marketing that Works 2001, Video Education Australasia, Bendigo.

Small Business Case Studies 2002, Video Education Australasia, Bendigo.

The Merchants of Cool – Marketing to Teens 2001, Video Education Australasia, Bendigo.

Tough at the Top – Business Management Styles 1999, Video Education Australasia, Bendigo.

WEBSITES

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are both suitable and applicable to the courses they teach, and to check these addresses prior to allowing student access.

It is not possible to organise this list in any more than general terms. Sites with links to other sites are listed first, single-interest sites are listed later. Generally the title given is the title of the page; where this is not possible a description of the content is given.

Asia-Pacific Economic Cooperation (APEC) Globalisation Guide
www.globalisationguide.org

Austrade
www.austrade.gov.au

Australian Competition and Consumer Commission (ACCC)
www.accc.gov.au

Australian Council of Trade Unions
www.actu.asn.au   especially www.worksite.actu.asn.au

Australian Financial Review
www.afr.com.au

Australian Industrial Relations Commission
www.airc.gov.au

Business Council of Australia
www.bca.com.au

Business Review Weekly
www.brw.com.au

ComNet, Victorian Commercial Teachers Association
www.vcta.asn.au

Institute for Learning and Research Technology, University of Bristol, Biz/ed Consortium
http://bized.ac.uk

The Age
www.theage.com.au

The Australian
www.theaustralian.news.com.au

ORGANISATIONS

A diverse range of government and non-government organisations and agencies provide support, resource materials in print form and/or websites, videos and/or guest speakers for teachers and students of Business Management. Organisations include:

The Age
250 Spencer Street
Melbourne Vic 3000
Tel: (03) 9600 4211
Website: www.theage.com.au

Australian Bureau of Statistics
Level 6
CU Tower
485 LaTrobe Street
Melbourne Vic 3000
Tel: (03) 9615 7000
Website: www.abs.gov.au

Australian Competition and Consumer Commission (ACCC)
Level 35
360 Elizabeth Street
Melbourne Vic 3000
Tel: (03) 9290 1800
Website: www.accc.gov.au

Australian Council of Trade Unions (ACTU)
Level 4
393 Swanston Street
Melbourne Vic 3000
Tel: (03) 9664 7360
Website: www.actu.asn.au

Australian Enterprise Education Centre
Burwood Road
Hawthorn Vic 3122
Tel: (03) 9251 4389
Website: www.aeec.org.au

Australian Industrial Relations Commission
Nauru House
80 Collins Street
Melbourne Vic 3000
Tel: (03) 8661 7777
Website: www.airc.gov.au

Australian Institute of Management
Management House
181 Fitzroy Street
St Kilda Vic 3182
Tel: (03) 9534 8181

Business Council of Australia (BCA)
Level 16
379 Collins Street
Melbourne Vic 3000
Tel: (03) 9610 4222
Website: www.bca.com.au

Small Business Victoria
Level 5, 55 Collins Street
Melbourne Vic 3000
Tel: (03) 9651 9888

Victorian Commercial Teachers Association (VCTA)
33–37 Hotham Street
Collingwood Vic 3066
Tel: (03) 9419 9622
Website: www.vcta.asn.au

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