

## Internal Operations of a large Business

**Focus of learning:** Explore how and why large businesses in New Zealand make operational decisions in response to internal factors

**Year: 12**

**Level: 2**

**Approx Duration: 8 Weeks**

**Principles:**

**High expectations** Students are setting their own "stretch" goals for future learning, in consultation with their teacher or parent

**Treaty of Waitangi** All students have ongoing opportunity to improve their knowledge of Te Reo ( iwi and hapu, kawa, mahi, mana, taonga, kaitiakitanga)

**Cultural diversity** The choice of large business to study reflect New Zealand's cultural diversity

**Inclusion** Inclusion is apparent in a gender or ethnic analysis of classroom interaction e.g. When questioning and co operative learning

**Learning to learn** Teaching and learning supports the development of students' cognitive ( 'thinking' and 'using language, symbols and text') competencies

**Community engagement** The class programme has elements designed to connect to the wider lives of students e.g. small business the students knows of who parents own

**Coherence** prepares students for level 3 , ( international)

**Future focus** the concepts of enterprise, sustainability and citizenship are studied in the context of a large NZ business

**Values:**

**Innovation, inquiry, and curiosity** developing these qualities by seeking and testing knowledge in practical business situations and in this case why is a business successful and another is not.

**Diversity** students learn about diversity through co-operative learning activities

**Equity** understanding of equity though understanding the views of stakeholders and responding to their needs

**Community and participation** students being actively involved in their communities

**Care for the environment** how large businesses take into account the needs of their local community groups.

**Integrity** students come to understand the importance of dealing fairly with others in a business context

**Respect of others** *students learn to respect themselves and others through self-reflection*

**Key Competencies:**

**Thinking** assimilate business theory and other, related knowledge of a large business, recognising the need for reciprocity e.g by engaging with others and utilising their strengths, think laterally – 'outside the square', take risks, e.g by making decisions when they are uncertain of the best response ( that is knowing what to do when they don't know what to do), critical analyse a business situation, reflect on and evaluate their own or group decisions, demonstrate resilience by learning from their mistakes and transferring this learning into new contexts.

**Using language, symbols, and texts** Appropriate business studies language, ability to relate to other cultures in a small business setting ( cultural intelligence), effective communication both written and oral

**Effective Pedagogy**

**Connection** relating the large businesses to the students cultural backgrounds and encouraging students to draw on their own work, consumer, and life experiences

**Building connections with the community** by bringing in representatives from local large businesses

**Engaging with whānau and iwi** discussing business generated as a result of Waitangi tribunal claims and the entrepreneurial skills and qualities values by Māori culture

**Alignment** ensuring theory is aligned to learning activities, revisiting concepts, helping students develop negotiation, communication, problem-solving, and decision-making skill, identifying opportunities to assess the teaching and learning that is occurring

<p><b>Big Ideas in Business Studies</b></p> <p><b>Sustainability</b> How the internal factors contribute to the sustainability of large business in this context.</p> <p><b>Citizenship</b> Good citizenship in the business context involves operational decision making that takes account of the needs of internal stakeholders</p> <p><b>Globalisation</b> As a result of internal factors New Zealand large business owners make operational decisions that have consequences for the success of their businesses and this happens to other businesses globally</p>	
<p><b>Achievement Objective:</b></p> <p>LO 7.1 Explore how and why large businesses in New Zealand make operational decisions in response to internal and external factors.</p> <p>Indicators</p> <ul style="list-style-type: none"> <li>Investigate the application of motivational theory in a business</li> <li>Debates that entrepreneurs are 'born, not made'</li> <li>Compare the benefits of purchase of technology versus leasing</li> <li>Interview a philanthropist</li> <li>Explore the importance of sustaining Maori language and/or tikanga in Maori business.</li> </ul> <p>Context elaborations</p> <ul style="list-style-type: none"> <li>Rainbows end</li> <li>Tip Top</li> <li>Les Mills</li> <li>McDonalds</li> </ul>	<p><b>Standard Specifications:</b></p> <p>2.1 90843 Demonstrate understanding of the internal operations of a large business.</p> <p><i>Demonstrate comprehensive understanding typically involves:</i></p> <ul style="list-style-type: none"> <li>fully explaining and justifying the internal operations</li> <li>integrating examples to fully support explanations</li> <li>integrating business knowledge relevant to the internal operations to fully support explanations</li> <li>integrating a Māori business concept(s) where relevant to the internal operations to fully support explanations</li> </ul> <p><i>Internal operations</i> refer to business formation, functions, people, management and environment.</p> <p><i>A large business</i> refers to any business operating in New Zealand with more than twenty employees or with a regional or national significance</p>
<p><b>Maori Concepts:</b></p> <p>Tikanga Turanga Rangatiratanga</p>	<p>Putake Kaitiakitanga</p>
<p><b>Learning outcomes:</b> Students will have a comprehensive understanding of the internal operations of a large business knowledge, concepts, and content.</p> <ul style="list-style-type: none"> <li>Types and features of organisational structures of businesses and their advantages and disadvantages (hierarchical, matrix, narrow, wide, flat, tall)</li> <li>Growth strategies and their advantages and disadvantages ) internal, external, horizontal, vertical, conglomerate)</li> <li>Factors in relation to the production process (input, output, job, batch, flow, productivity and efficiency, lean production, economies of scale, capacity issues)</li> <li>Motivation theories and practice (monetary, non-monetary, Mayo, Maslow, Taylor, Herzberg)</li> <li>The roles of managers and leaders</li> <li>Organisational culture</li> <li>Financial information for controlling, reporting and decision making (break even, costing methods, budgets, ratio analysis)</li> <li>Need for internal controls</li> <li>Corporate Social responsibility and philanthropy.</li> </ul>	

<b>Assessment</b>		
<i>Case study questions relating to the topic covered, examination practice questions, peer marking, group analysis, peer feedback, self-reflection, group presentations.</i>		
<b>Diagnostic</b>	<b>Formative</b>	<b>Summative</b>
Pre-test/case study assessment. Class discussion on prior learning	Question and answer sessions in class, group presentations, Individual/group student feedback,	Practice examination questions, case study questions, Mock External examination
<b>Extension/enrichment activities:</b>		
<i>Extension activities</i> <i>Differentiated tasks</i> <i>Achieved, merit, excellence level questions and responses</i> <i>Peer grouping by ability</i>		<b>ICT Integration:</b> <i>You tube clips, Business related DVD's, PowerPoint presentations (Teacher and student), internet research, shared wiki spaces or online portfolio) use of personal devices for note taking or research.</i>
<b>Support for ESOL/Slow Learner:</b> <i>Analysis text for reading level and complex words</i> <i>Provide writing frames</i> <i>Allowing students to create glossaries in own language.</i> <i>Create vision dictionaries</i> <i>Peer grouping</i> <i>Key word matching activities/word families.</i>		<b>Maori Students</b> <i>Group work</i> <i>Maori exemplars (Maori businesses)</i> <i>Treaty of Waitangi</i> <i>Maori concepts</i>
<b>Career Pathways</b>		
Business studies case studies Preparation for level 3 studies Guest speakers from Industry Industry Visits		