

UNIT TITLE: The Trouble Shooter
Applying Business Knowledge to an Operational Problem in a Small Business Context
(AS 90839)

YEAR: 11

CURRICULUM LEVEL/S: 6

DURATION: 16 lessons

Introduction
<p>Students will identify and outline the problem(s) that small businesses such as Paper Plus in Takapuna are faced with and be able to identify a range of possible solutions to these problems. Students will:</p> <ul style="list-style-type: none"> • Apply their business knowledge, skills and understanding to offer potential solutions. • Understand how internal and external factors impact upon the small business • Investigate how small business owners make operational decisions • Integrate all areas of the business when proposing options • Consider the respective consequences of decisions on the operational aspects and success of the small business.

Big Ideas in Business Studies		
Enterprise	<p>Students will:</p> <ul style="list-style-type: none"> • recognise and reflect on the important role of enterprise within the small business of Paper Plus in Takapuna • be able to understand and identify the key entrepreneurial qualities of a small business owner. 	
Sustainability	Citizenship	Globalisation
<p>Students develop an understanding that sustainability encompasses environmental, social, political and economic sustainability. This unit focuses on being a sustainable entity, students will:</p> <ul style="list-style-type: none"> • identify and analyse the impact the small business has on its surrounding environment • identify stakeholders that are affected by the operational decisions • consider how the possible solutions they arrive at allow the business to practise being sustainable. 	<p>Students will consider the position and the results of operational decisions the small business makes in the context of the impact on its wider community.</p>	

Values highlighted in this unit	How students will be encouraged to develop the selected value or values during the unit
Excellence – aiming high, persevering <input type="checkbox"/>	<p>Innovation - pupils have to identify, enquire and be curious about the effect of an operational problem on a small business and be innovative and enterprising in the solutions they suggest.</p> <p>Diversity – students are asked to consider differing perspectives of an operational problem and the effect these have on different stakeholders. They also investigate how Kawa and tikanga Maori are incorporated into the small businesses being studied.</p> <p>Care for the Environment – Students learn about the relationship and impact between a business and its external environment. They will consider why and how they should consider the environment a key stakeholder of business. How a small business practises kaitiakitanga.</p> <p>Integrity – when considering possible solutions to the operational problems faced by a small business they will explore how the decisions demonstrate integrity and are ethical.</p>
Innovation, enquiry and curiosity <input checked="" type="checkbox"/>	
Diversity – culture, language, heritage <input checked="" type="checkbox"/>	
Respect – for themselves and others <input type="checkbox"/>	
Equity – fairness and social justice <input type="checkbox"/>	
Community and participation for the common good <input type="checkbox"/>	
Care for the environment <input checked="" type="checkbox"/>	
Integrity – accountability, honesty, acting ethically <input checked="" type="checkbox"/>	

Key competencies highlighted in this unit	How students will be encouraged to develop the selected competency or competencies during the unit
<input checked="" type="checkbox"/> Managing Self - Self-motivation, personal goals, appropriate behaviour, resourcefulness, sense of self and importance of heritage	<p>Managing Self – students will work individually to investigate innovative solutions to given operational problems within a timeframe before snowballing their ideas.</p> <p>Relating to Others – Students complete a snowball activity to deepen their understanding of key issues.</p> <p>Participating and Contributing – a guest speaker will be invited to discuss their small business. Students will contribute their ideas for possible problems and solution options and participate in the discussions.</p> <p>Thinking – Students are invited to suggest an operational problem for a small business based on a situation presented to them and then innovatively investigate a possible solution. They will need to comprehensively understand the given situation and be able to apply their knowledge and understanding to aid the success of the given small business.</p> <p>Using Language, Symbols, & Text – Students will create a revision tool following their investigations and present this in an enterprising way to convey the key elements to their class peers.</p>
<input checked="" type="checkbox"/> Relating to Others – Listen actively, recognise different points of view, negotiate, share ideas	
<input checked="" type="checkbox"/> Participating and Contributing – Balancing rights, roles and responsibilities, and responding appropriately as a group member.	
<input checked="" type="checkbox"/> Thinking – Using creative, critical, meta-cognitive and reflective processes, drawing on personal knowledge and intuitions.	
<input checked="" type="checkbox"/> Using Language, Symbols, and Texts – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people’s understanding.	

ACHIEVEMENT OBJECTIVES									
Business Formation		Functions of Business		People in Business		Business Management		Business Environment	
Structure of Business	<input checked="" type="checkbox"/>	Business Planning	<input checked="" type="checkbox"/>	Interpersonal Communication	<input checked="" type="checkbox"/>	Financial Record Keeping	<input checked="" type="checkbox"/>	Legal Regulations	<input checked="" type="checkbox"/>
Sources of Business Advice	<input checked="" type="checkbox"/>	Market Research	<input checked="" type="checkbox"/>	Recruitment	<input checked="" type="checkbox"/>	Budgeting and Forecasting	<input checked="" type="checkbox"/>	Technological Advances	<input checked="" type="checkbox"/>
Location of Business	<input checked="" type="checkbox"/>	The Marketing Mix	<input checked="" type="checkbox"/>	Employee Satisfaction		Planning and Controls	<input checked="" type="checkbox"/>	Innovation and Change	<input checked="" type="checkbox"/>
Funding Options for Business	<input checked="" type="checkbox"/>	Production, Processes and Quality Control	<input checked="" type="checkbox"/>	Employment Law	<input checked="" type="checkbox"/>	Annual Reporting	<input checked="" type="checkbox"/>	Enterprise and Culture	<input checked="" type="checkbox"/>
		Customer Needs and Service	<input checked="" type="checkbox"/>	Leadership	<input checked="" type="checkbox"/>	Organisational Management	<input checked="" type="checkbox"/>	Global Environment	<input checked="" type="checkbox"/>
		Business Growth	<input checked="" type="checkbox"/>					Ethics and Social Responsibility	<input checked="" type="checkbox"/>
								Sustainability	<input checked="" type="checkbox"/>

This unit of work encompasses all of the Achievement Objectives at Level 6 due to the fact it asks pupils to apply their business knowledge to an operational problem. Pupils need to apply all their knowledge and understanding to a given context in an external examination. It is best taught at the end of the course to allow pupils to synthesis all their learning and demonstrate their skills. It also acts a powerful revision tool for students to identify (managing self) areas they may need to further develop in preparation for their NCEA external examinations.

PRINCIPLES

High expectations –

- Students are given the scaffolding to allow access and achievements of all levels.
- Students are exposed to peer learning and the opportunity to all practise Excellence level of responses.
- Students set their own targets for this external examination in consultation with their teacher.

Treaty of Waitangi - All students have ongoing opportunity to improve their knowledge of Te Reo (iwi and hapu, kawa, mahi, mana, taonga, kaitiakitanga). They will practise applying relevant Maori concepts to Paper Plus. They will consider the problems and solutions and integrating Maori concepts to aid successful operations of the small business. Students will focus on exploring the kaitiakitanga aspects of business operations with regard to operating in a sustainable manner.

Cultural diversity - The choice of small business to study reflect New Zealand's cultural diversity. The impacts of operating a small business in cultural diverse environment will be explored. The context of human resource problems in the business will allow focus and discussion in this area.

Inclusion - Inclusion

- is apparent in a gender or ethnic analysis of classroom interaction e.g. When questioning and co operative learning.
- Prior learning is assessed to ensure all pupils are included at a level where they can succeed using a differentiated approach in the classroom.

Learning to learn - Teaching and learning supports the development of students' cognitive ('thinking' and 'using language, symbols and text') competencies. The integration of their prior learning and application of understanding provides a forum for students to actively learn and explore solutions to the small business's operational problem in the classroom. Students will be able to use all forms of learning styles whilst participating in this unit.

Community engagement - The content of this unit has elements designed to connect to the wider lives of students e.g.

- Students identify small businesses they know of or that their whanau work for.
- two small business owners from the local community will be invited into school for the students to interview.

Coherence – This unit builds of the experiences, operational issues and problems that the students experienced themselves when operating their own small business for a Year 10 Market Day. As part of the Level 1 programme this unit prepares students for level 2 and 3 future study paths, specifically the operational aspects of running a business as the main concepts can be transferred to larger business operations.

Future focus -The concepts of enterprise, sustainability and citizenship are studied in the context of a small NZ business. Students will get the opportunity to explore their ideas and develop their business knowledge and understanding of these concepts with the small business of Paper Plus and the Pita Pit in Takapuna.

<p>Learning Outcomes</p> <p>Students will ...</p>	<p>Teaching and Learning Strategies</p> <p>Learning through ...</p>	
<ol style="list-style-type: none"> 1. Identify specific operational problems that may affect a small business. In particular the day to day issues affecting the small business in relation to issues like: <ul style="list-style-type: none"> • Recruitment of employees – poor candidate selection, cultural alignment. • Communication – technology failure, personality conflict. • Cash flow – bad debtors, low sales, credit tightening, slow payers. • Workplace incidents – workplace accidents. • Marketplace changes – new competitors, negative publicity. • Production issues – machinery breakdown. • Act of God – premises flooding, swine flu, power outage, earth quakes. 2. Apply the principals and concepts of kaitiakitanga to a small business. 3. Understand the type of internal and external factors that can impact upon a small local business. 4. Understand the considerations a small business owner must take into account when making operational decisions. 5. Discover the possible consequences of operational decisions upon the success of a small business and its owner. 6. Be able to consider all stakeholders in relation to the decisions the owner makes for their business. 7. Investigate the possible causes and impacts of an operational problem on the business operations. 8. apply their understanding and business knowledge to put forward a range of possible solutions and recommendations for addressing the operational problem 9. Identify how businesses organise their people and functions in order to best meet the business objectives. 10. Understand the business organisation as a part of a wider community and economy 11. Recognise that kawa (procedures) vary from business to business and identify kawa for a specified business. 	<p>Learning Modes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Graphs <input type="checkbox"/> Surveys <input checked="" type="checkbox"/> Case Studies <input checked="" type="checkbox"/> Field Work <input checked="" type="checkbox"/> Research <input type="checkbox"/> Role Play <input checked="" type="checkbox"/> Interviews <input checked="" type="checkbox"/> Posters <input checked="" type="checkbox"/> Audio/Video clips <input type="checkbox"/> Mentor <input checked="" type="checkbox"/> Guest Speaker <input type="checkbox"/> Constructing a Model 	<p>ICT skills</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PowerPoint <input type="checkbox"/> Excel <input checked="" type="checkbox"/> Publisher <input checked="" type="checkbox"/> Word <input checked="" type="checkbox"/> Internet Search engines <input type="checkbox"/> Moodle <input type="checkbox"/> Websites (list) Paperplus Pita Pit

Effective Pedagogy in Business Studies	
Mechanisms for Facilitating Learning	Specific Strategies Used
<p>Connections</p> <ul style="list-style-type: none"> - Building Connection with Community (<i>Linking with local businesses and community organisations</i>) - Engaging with Whanau & Iwi (<i>Entrepreneurial skills valued by Maori Culture</i>) - Culture Counts (<i>learning occurs when culture is reflected positively in resources</i>) - Ako (<i>acknowledging, respecting & valuing students' culture</i>) 	<p>Students are encouraged to draw upon their own experiences and knowledge of a small business. Using two small business owners and their respective organisations as examples and resources for students.</p> <p>Discussion about “the way we do things” and Kawa allows students to relate personal culture to a small business organisation. Integration of the concept of kaitiakitanga.</p> <p>Case studies available to be chosen for study by pupils that will be relevant to their lives and culture. (International options)</p>
<p>Alignment - aligning learning experiences to important outcomes.</p>	<p>Theory is aligned to the current unit of learning as students have to apply this to a new situation and produce valid outcomes. Simulate an example of a solution to a small business owner. Creating solutions requires a integrated approach of the operations of a business and a high level of problem-solving skills. By synthesising all the key concepts learnt so far, students are encouraged to revisit and consolidate all their understanding to date. Assessment opportunities are provided as check points for students and teacher at key points in the unit</p>
<p>Community – Sustaining a learning community which models a positive enterprising culture.</p>	<p>Students are encouraged to work co-operatively and also present information to others which promotes a positive enterprise culture in the learning environment. They are required to demonstrate effective team work (communication and respect for each other) for an assessed task.</p>
<p>Interest</p> <ul style="list-style-type: none"> - Providing diverse learning opportunities - Utilising Experiential learning (Experience – Reflect – Generalise/Abstract – Transfer) 	<p>A range of learning opportunities is provided including presenting, researching and class discussions. Students reflect on their experiences of research and the presentation of their learning. They are able to recommend improvements to their own practises and work ethic for future class tasks and their individual revision techniques.</p>

Key vocabulary				
Recruitment	Communication	Kaitiakitanga	Kawa	Mana
Kaipakihi	Kaiarahi	Pono	Matatika	Act of God
Tikanga Maori	Cash Flow	Selection	Bad Debts	Production
Workplace Incident	Market Place	Technology	Competitor	Medium
Stakeholders	Financial Records	Legislation	Job Batch Flow Methods	

KCRS Competencies - students should..	Intended topic related outcomes
Knowing – Understanding how learning happens (metacognition)	
<ul style="list-style-type: none"> • <i>Understand how learning happens</i> • <i>Appreciate depth of knowledge and be able to discriminate its intellectual quality and accuracy</i> • <i>Be able to organise knowledge in ways that help to retrieve and apply it</i> • <i>See knowledge not as an end to itself but as the way to further learning</i> • <i>Seek knowledge across a wide spectrum of endeavour</i> • <i>Continually demonstrate curiosity and accept challenges</i> 	<p>Links are made to previous lessons where students were given the key concepts of internal and external factors that can affect a small business.</p> <p>Clear learning objectives are given for each lesson. Active teaching will occur at times in the lessons and thinking tools will be promoted as a way of synthesising knowledge and revision tools.</p> <p>Choice of presentation of their learning will allow students to be creative and entrepreneurial in their approaches. Exploration and inquiry methods used to access prior knowledge and understanding.</p> <p>Plenary activity will allow reflection of the concepts covered in each lesson.</p>
Connecting - relating prior learning to make and create links in other contexts and to solve problems creatively	
<ul style="list-style-type: none"> • <i>Actively construct understanding based on personal experiences, past and present</i> • <i>Understand the relevance of learning</i> • <i>Develop a wide range of strategies for communicating meaning</i> • <i>Appreciate the value of personal narrative</i> • <i>Envision a personal future and proactively work towards it</i> • <i>Understand their place in the world</i> • <i>Develop persistence, resilience and independence</i> 	<p>Actively construct understanding based on personal experiences by evaluating their current level of understanding of the topic areas against their peers and teacher expectations.</p> <p>Students will be actively engaged with their learning as they are tightly time bound for each activity and presentation of findings.</p>
Relating – Applying prior learning to make and create links in other contexts and to solve problems creatively	
<ul style="list-style-type: none"> • <i>Apply knowledge across all areas of learning and appreciate the links between skills and understandings</i> • <i>Apply learning to personal needs and ambitions</i> • <i>Use assessment, appraisal and continual feedback to evaluate present learning successes and outcomes</i> • <i>Use knowledge to solve problems creatively</i> • <i>Listen to others' input and use knowledge wisely</i> • <i>Develop a global perspective and a sense of service</i> 	<p>They will develop a deeper understanding of the business problems using real life meaningful personal and business examples.</p> <p>They will all be encouraged to analyse the operational problems and consider possible creative solutions in the context of the small business they are considering.</p> <p>They will be working in pairs to benefit from each others input and encouragement to reach their own capabilities.</p> <p>They will have the opportunity to experiment, create and apply appropriate solutions to the problems and issues to allow the small business to be successful.</p> <p>They will investigate the impact of their solutions by discussing them with a guest speaker.</p>
Supporting –Being an active participant in a positive and collaborative learning environment that supports diversity and others' viewpoints	
<ul style="list-style-type: none"> • <i>Believe in the capability of all people to learn and recognise their individual talents and needs</i> • <i>Be consciously inclusive and promote a positive learning environment for all</i> • <i>Acknowledge cultural diversity and in particular the bi-cultural nature of the NZ context</i> • <i>Create and work in a collaborative learning environment. Be sensitive to issues related to ethnicity, gender, sexual orientation and cultural background</i> • <i>Be tolerant and encourage others' viewpoints, including opposing or alternative ones</i> 	<p>Abide by their classroom charter that they drew up at the beginning of the course – reminder of key principles at start of the unit – to establish a safe and positive learning environment in the classroom.</p> <p>Recognising individual talents and improvement areas by assessment outcomes.</p> <p>Be tolerant of others' viewpoints during class and group discussions.</p> <p>They will all work responsibly with different pupils to collaborate and encourage each other so that all learners are able to succeed.</p>

ASSESSMENT		
Note: "Assessment" is not synonymous with formal testing		
Diagnostic <i>What do they know? What can they do?</i>	Formative <i>Individual and group feedback & feedforward - What are they learning? What do they need to learn?</i>	Summative <i>What have they learned? Can the students explain how they learned it? (Opportunities for metacognition and student evaluation of activities.)</i>
<p>Working in a small group creating a brainstorm of each of the individual key topics to be covered in this unit.</p> <p>Class discussion to congratulate input of prior learning.</p> <p>Differentiated question and answer sessions to introduce each new topic area.</p>	<p>Working in pairs on each topic area they are to investigate the impact internal and external factors have on the operational decisions a small business makes. They will need to understand the effect on the success of the business by promoting their best solution to a small business owner and receiving feedback on their recommendations.</p> <p>Peer feedback will be widely promoted during the unit to encourage deeper understanding of the key concepts.</p> <p>Teacher feedback and informal assessment will occur at intervals throughout the unit.</p> <p>Create a revision tool to promote effective techniques and approaches that they have discovered to be effective when tackling case study situations.</p>	<p>From the feedback received and the response from the small business owners pupils will synthesise all aspects of the problem they were addressing and create a presentation (of their choosing – creativity) to show to their peers to 'teach' them their area of expertise.</p> <p>Create a revision mind-map for key concepts learnt.</p> <p>Students to practise answering examination style case study questions in class. Class completed answers to be assessed by peer marking to deepen pupils' understanding, improve their exam technique and improve their results following constructive feedback.</p> <p>External examination question to complete to allow teacher to assess current level of understanding, use of business terminology and skills of application and analysis in preparation for their external examination 1.3 feedback and specimen answers provided for different levels.</p> <p>Results of external examination AS 90839</p>

<p>Extension/enrichment activities provided for the following students:</p> <p>Identification of students by teacher or student request.</p>	<p>Activities provided:</p> <p>Pupils to work on extended written tasks.</p> <p>Used to peer coach other students to demonstrate their understanding and extend their ability to apply their learning to other situations.</p> <p>Write a number of questions to ask the guest speaker related to the local issues of the key concepts</p>
<p>Further support provided for the following students:</p> <p>1 x Low self esteem / low auditory understanding and organisation skills 1 x Poor concentration and low ability</p> <p>1 x ADD</p> <p>1 x Dyslexia</p>	<p>Support provided:</p> <p>Positive reinforcement with praise, ensure tasks are written down and provide scaffold framework. One-2-one assistance.</p> <p>Give small tasks and break down where possible. Provide scaffolding, and orally check understanding. Positive praise. ICT use. Check mediation with pupil if concerned. One-2-one assistance.</p> <p>ICT available for student to assist with written work. Extensions to deadlines for written work. Assistance with additional formal checking and feedback in relation to written work. One-2-one assistance.</p>

Teacher reflection and evaluation: What impact did my teaching have on student learning? What evidence do I have?

What do the students still need to learn/do/practise/understand?

Lesson Planner – Operational Problems in a Small Business

The format of the lessons will be the same for each key learning area to establish a routine of learning and an environment for differentiation so that all pupils can access the content and succeed.

<i>Lesson</i>	<i>Specific Learning Objective</i>	<i>Suggested Activities</i>	<i>Resources</i>
1	Introduction to the unit of learning and the format of the lessons which is aligned closely with the external examination. Guest speaker to relate learning to real world.	<ul style="list-style-type: none"> • Invite guest speaker to explain their most influential internal and external factors to the success of their business. • Word storms of key topic terms. • Pair work to investigate concept, discuss possible problems that could arise, produce a range of solutions available and the consequences of applying them to the success of the business. • Examination case study question on the topic – timed response. 	Guest speaker Topic key terms - bingo and dominoes. ICT for research & presentation. Exam Q and spec answers.
2	To understand the topic of Recruitment. Specifically issues such as poor candidate selection, cultural alignment.		
3	To present topic findings to the class and apply integrated written understanding to an exam question to an expected level.		
4	To understand the topic of Communication. Specifically issues such as technology failure and personality conflict	<ul style="list-style-type: none"> • Word storms of key topic terms. • Pair work to investigate concept, discuss possible problems that could arise, produce a range of solutions available and the consequences of applying them to the success of the business. • Examination case study question on the topic – timed response 	Topic key terms - bingo and dominoes. ICT for research & presentation. Exam Q and spec answers
5	To present topic findings to the class and apply integrated written understanding to an exam question to an expected level.		
6	To understand the topic of Cash flow. Specifically issues such as bad debtors, low sales, credit tightening and slow payers.	<ul style="list-style-type: none"> • As above format for all topics. 	Topic key terms - bingo and dominoes. ICT for research & presentation. Exam Q and spec answers
7	To present topic findings to the class and apply integrated written understanding to an exam question to an expected level.		
8	To understand the topic of Workplace incidents and Acts of God. Specifically issues such as workplace accidents, premises flooding, pandemic diseases, power outages and natural disasters – earthquakes.		
9	To present topic findings to the class and apply integrated written understanding to an exam question to an expected level.	<ul style="list-style-type: none"> • As above format for all topics. 	Topic key terms - bingo and dominoes. ICT for research & presentation. Exam Q and spec answers
10	To understand the topic of Production. Specifically issues such as machinery breakdown and quality issues.		
11	To present topic findings to the class and apply integrated written understanding to an exam question to an expected level.		
12	To understand the topic of marketplace changes. Specifically issues such as a new competitor and negative publicity.	<ul style="list-style-type: none"> • As above format for all topics. 	Topic key terms - bingo and dominoes. ICT for research & presentation. Exam Q and spec answers
13	To present topic findings to the class and apply integrated written understanding to an exam question to an expected level.		

<p>14</p>	<p>To demonstrate understanding of operational problems to a small business owner.</p>	<p>Invite guest speaker to consider students solutions to operational problems – feedback and discussion on internal and external factors that affect them.</p>	<p>Guest speaker</p>
<p>15 & 16</p>	<p>Revision and Summative Tasks</p>	<p>Students write up their notes from the guest speaker and apply their understanding to the key issues raised.</p> <p>Students use their work from the unit to create learning mind maps for a revision toll to cover the possible operational problems in a small business and the possible solutions that an owner could use to allow the outcome to be successful.</p>	<p>ICT access</p>