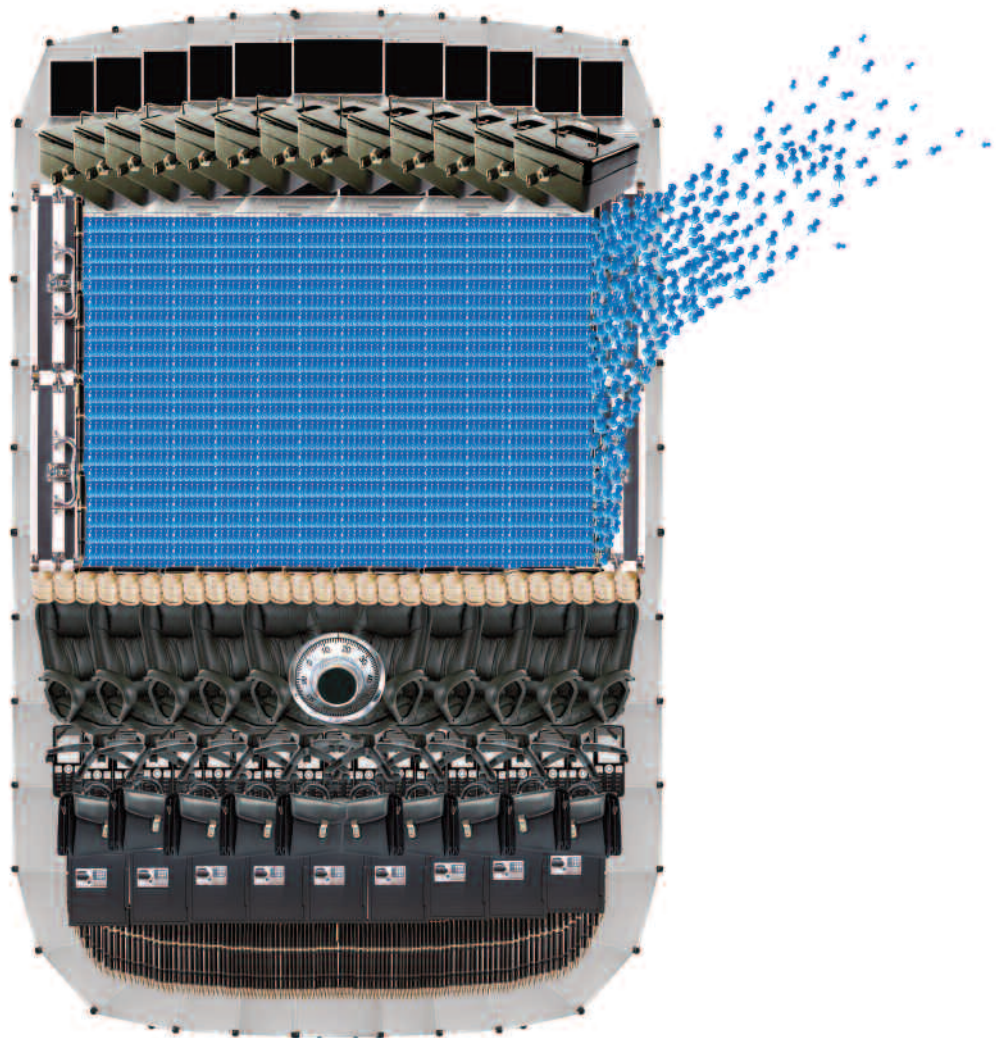


BUSINESS, ADMINISTRATION AND FINANCE

Unit 7: Managing business in a changing world



Business, Administration and Finance


Level 3 Unit 7: Managing business in a changing world

Sample scheme of work

This is an example of a possible scheme of work. You can use it as it is, adjust it or extract content to create a scheme of work to suit your delivery needs. It can also be adjusted by adding theory workshops to support learners who have/need additional learning time.


This unit is assessed by means of a one hour thirty minute written examination. It is important that some time is made available for learners to practise the type of questions asked in the examination paper.

Total GLH	60
Delivery model	<p>This scheme of work is divided into topics and each topic is assigned an approximate number of hours. The topics can then be split according to the duration of sessions and the period of delivery.</p> <p>A list of resources is provided at the end of this document.</p>
Aim	To introduce learners to corporate social responsibility (CSR) and the ethical issues surrounding it. The unit explores the concept of CSR, the issues facing business today and in the future, and the principles underpinning business practices.
Notes	<p>It is suggested that learners are introduced to this topic towards the end of the learning programme as it builds on knowledge and concepts covered in the other units.</p> <p>Under FS (functional skills):</p> <ul style="list-style-type: none"> * indicates opportunities for assessment in English of speaking and listening and/or written communication + indicates opportunities for use of mathematics in analysing, interpreting and presenting information 🖨 indicates opportunities for assessment in ICT.

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
<p>1 Key ethical issues currently facing businesses and the likely ethical issues that may be faced in the future</p>	<p>Group activity using newspapers and magazines. Learners are to identify ethical issues facing business. These could be listed under headings, such as environmental, human, animal rights, political.</p> <p>Groups can report their findings back to the class. This could be followed by a discussion about the likely ethical issues in the future.</p>	AC1a			5
<p>2 The principles underpinning ethical corporate practices and difference between 'ethical' and 'unethical' business practices</p>	<p>Class discussion on the difference between ethical and unethical business practices.</p> <p>Learners could be asked to collect the CSR statements for several leading companies opening up a good area for debate. What are the reasons for high profile businesses being so open with these policies? Likewise for debating purposes, are learners concerned with where their clothes come from or simply the price?</p>	AC1b		*	4
<p>3 The purpose of codes of corporate practice, external kite marks and external accreditation of organisations as a means of securing competitive advantage, and the benefits of these</p>	<p>In groups, learners could give a short presentation of one external kite mark or external accreditation, identifying their purposes and benefits.</p>	AC1c		 *	4

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
4 The impact of ethical and unethical corporate practices on business and communities nationwide and internationally	Case studies from newspapers and the internet involving best and worst practice could be considered and their effect on stakeholders.	AC1d	IE3		5
5 The internal and external factors that can drive change in a business	Using case studies from newspaper articles or the internet, learners could work in groups to identify internal and external factors that lead to change. Models such as PEST could be used to ensure that all possibilities have been considered.	AC2a			4
6 The main current theories of change management	Teachers must use the theories stated in the specification. Case studies can be used to illustrate different ways in which change can be implemented. It would be a useful exercise for learners to justify which theory a company is following given a number of scenarios.	AC2b			6
7 Assess the impact which change can have on the organisation	This could be delivered retrospectively in the light of case studies or through a series of 'What if?' scenarios. Learners could consider what might be the likely reaction in an organisation if changes were to be introduced.	AC2c			4
8 How individuals respond to change and explain their part in making the implementation successful	This would be a good opportunity to interview a senior member of staff at the learning institute who is (or has been) involved with change at a strategic level. There might also be opportunities to use speakers from local businesses who have implemented change.	AC2d	IE5		4

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
9 Why CSR is an important issue	Learners should take a stakeholder approach in deciding why CSR is an important issue. A PEST analysis given a set scenario would be a good way of introducing this topic.	AC3a			5
10 The relationship between business and society in the United Kingdom and how this has evolved over time	This changing picture has been brought about in part by increased consumer awareness of environmental issues such as global warming, GM foods and even the humble plastic bag. What was not considered important 5 or 10 years ago is now firmly on society's 'radar'. The externalities caused by businesses and society's attitude towards them need to be considered. Learners could take one area/issue that highlights the relationship between business and society and write a short article suitable for a magazine or give a short presentation.	AC3b		*	4
11 The ways in which businesses can invest in their local community	This could be approached through genuine examples of best practice. If a local social enterprise is available, an interview or visit would be an excellent source.	AC3c			5
12 Evaluate different types of responsible business practice, including sustainability, which contribute towards CSR	Learners should use the CSR statements of leading companies in determining the key components of a CSR policy.	AC3d			5

Topic	Activities, assignments, assessments	LO and AC	PLTS	FS	GLH
<p>13 The impact on business performance of implementing responsible business practices, including promoting diversity and inclusion</p>	<p>There are several high profile firms that have successfully adopted this approach over a period of time. In groups, learners could investigate a particular business from case study material and assess how its performance has changed and the contribution that responsible business practices have made to its position in the market place. Each group could give a short presentation of their findings to the class.</p>	AC3e			5

RESOURCES

Topic 1

Websites

The Times: http://business.timesonline.co.uk/tol/business/industry_sectors/need_to_know/ (useful link for topical business news)

The Times 100: www.thetimes100.com/ (useful case study on Anglo American, which covers many of the aspects of ethics and CSR)

The Co-operative bank: www.goodwithmoney.co.uk/why-do-we-need-ethical-policies/ (The Co-operative bank website highlights what many of its customers believe to be current ethical issues)

Bhopal Information Center: www.bhopal.com/ (the Bhopal disaster and the statement by Union Carbide)

BBC News: <http://news.bbc.co.uk/2/hi/programmes/bhopal/default.stm>

Topic 2

Website

The Times: http://business.timesonline.co.uk/tol/business/career_and_jobs/best_100_companies/best_100_tables/ (article from an employee viewpoint on Britain's best companies to work for, which takes into account a number of factors)

Topic 3

Websites

bemoreeco: www.bemoreeco.com/2009/06/observer-ethical-award-winners-announced/ (There are a number of websites that make awards for ethical behaviour, eg the bemoreeco awards. Learners should consider the benefits to the businesses of being listed.)

The Ethical Trading Initiative: www.ethicaltrade.org/resources (The Ethical Trading Initiative provides a toolkit to help firms raise awareness of their ethical behaviour. The kit includes a video clip)

Topic 4

Website

The Times: http://business.timesonline.co.uk/tol/business/industry_sectors/need_to_know/ (useful link for topical business news)

Topic 5

Websites

The Times100: www.thetimes100.com/ (article on how First group manage external influences)

Business Eye: www.busesseye.co.uk/stories/?issueid=54&storyid=256: (article on a business succeeding during recession)

Use the following websites to keep up-to-date with economic variables:

ONS (Office for National Statistics): www.statistics.gov.uk OR www.statistics.gov.uk/instantfigures.asp

The Economist: www.economist.com/

BBC: <http://news.bbc.co.uk/1/hi/business/economy/default.stm>

The Telegraph: www.telegraph.co.uk/finance/economics/

The focus must be on 'how economic variables affect businesses', rather than the causes and theories. Be wary of sources that are based on pure economic theory (some articles in The Economist will fit into this category).

Journals

Business Review

Volume 15, Number 3, February 2009, pages 14–15. (article by Mark Burns on the recovery stage of the trade cycle)

Volume 15, Number 3, February 2009, pages 34–36. (article by Naomi Birchall on the impact of unemployment on businesses)

Volume 11, Number 4, April 2005, pages 8–9. (article by Malcolm SurrIDGE on the impact of exchange rates on UK businesses)

Volume 12, Number 4, April 2006, pages 19–21. (article by James Messer focusing on some common problems in interpreting economic data)

Volume 10, Number 3, February 2004, pages 6–7. (article by Malcolm SurrIDGE on analysing economic data)

Topic 6

Websites

tutor2u: <http://tutor2u.net/business/strategy/change-management-introduction.html> (introduction to change)

tutor2u: <http://tutor2u.net/business/strategy/change-management-resistance-barriers.html> (barriers and reasons for resistance to change)

a2zpsychology.com: www.a2zpsychology.com/articles/kurt_lewin%27s_change_theory.htm (excellent materials on the theorists outlined in the specification)

Rapidbi: <http://rapidbi.com/created/changemanagement.html> (more material on the theorists outlined in the specification)

Biz/ed: www.bized.co.uk/educators/16-19/business/hrm/activity/leadertypes.htm (PowerPoint and activity on leadership)

BBC: www.bbc.co.uk/worldservice/learningenglish/work/handy/handy.shtml (BBC radio programme (or transcript) of Handy's ideas on leadership styles)

Businessballs: www.businessballs.com/tuckmanformingstormingnormingperforming.htm (background on factors influencing leadership styles)

Leadership champions: <http://leadershipchamps.wordpress.com/2008/04/27/what-is-tannenbaum-schmidt-continuum-theory-says/> (summary of Tannenbaum and Schmidt's continuum of leadership)

Topic 7

Websites

Learnmanagement2.com: www.learnmanagement2.com/culture.htm (brief PowerPoint to introduce culture and a brief quiz)

BNET: <http://dictionary.bnet.com/definition/culture.html> (introduction and link to articles on culture)

Journals

Business Review

Volume 13, Number 4, April 2007, pages 32–34. – 'Hofstede's cultural dimensions' (article by Lisa Walkley).

Volume 13, Number 2, November 2006, pages 24–26. (case study on Innocent Drinks by Neil Eastcote – features the importance of corporate culture)

Volume 9, Number 3, February 2003, pages 2–3. (article by Simon Harrison on corporate culture)

Topic 8

Websites

Biz/ed: www.bized.co.uk/educators/16-19/business/strategy/lesson/strategic1.htm (introduction and overview of corporate plans and business strategy)

Ibis Associates: www.ibisassoc.co.uk/contingency-planning.htm (background to contingency planning)

Businessballs: www.businessballs.com/project.htm (introduction to project management)

Journals

Business Review

Volume 12, Number 4, April 2006, pages 8–10. – ‘Contingency Planning’ (article by Neil Eastcote).

Volume 13, Number 4, April 2007, pages 26–27. – ‘Change management and force field analysis’ (article by Paul Hoang).

Topic 9

Websites

Real Business: www.realbusiness.co.uk/news/how-to-guides/page_4/4788721/27-waysyou-can-learn-from-tesco.shtml (article on Tesco’s strategy and its approach to stakeholders)

Businessballs: www.businessballs.com/pestanalysisfreetemplate.htm (a useful template for conducting a PEST analysis; it can be adapted for PESTLE use)

Journal

Business Review

Volume 12, Number 4, April 2006, pages 24–25. – ‘Corporate Social Responsibility’ (article by Andrew Gillespie).

Topic 10

Websites

Ethical Consumer: www.ethicalconsumer.org/ (good source for topical examples on business ethics)

Biz/ed: www.bized.co.uk/current/pbl/2006_07/050307.htm (problem-based learning exercise based on business ethics and cigarettes)

Biz/ed: www.bized.co.uk/educators/16-19/business/external/lesson/technology.htm (introduction to the impact of social and technological change)

Use company websites for information on corporate social responsibility (CSR).

Journals

Business Review

Volume 13, Number 4, April 2007, pages 20–22. – ‘The business implications of immigration’ (article by Nigel Watson).

Volume 13, Number 3, February 2007, pages 36–37. (article by Peter Stimpson on the ethics of marketing to children)

Volume 11, Number 4, April 2005, pages 8–9. – ‘Environmental Accounting’ (article by Anthony Emery).

Volume 11, Number 1, September 2004, pages 4–5. – ‘Business ethics and the farming industry’ (article by Gwen Coates).

Volume 10, Number 3, February 2004, pages 2–3. (article by Alex Grant on ethical issues)

Topic 11

Website

The Times: http://business.timesonline.co.uk/tol/business/career_and_jobs/best_100_companies/best_100_tables/ (article on Britain’s best companies to work for taking into account a number of factors)

Topic 12

Website

The Times100: www.thetimes100.com/ (article on Syngenta, looking at sustainability and associated theory)

Topic 13

Website

The Co-operative Bank: www.goodwithmoney.co.uk/why-do-we-need-ethical-policies/ (example of a firm that has benefitted from using responsible business practice)