AL Business Studies 9707
2AL: People in organisations

Recommended Prior Knowledge
This unit builds on the AS units. It is particularly important that 2AS.3 is completed before this unit. There is no additional extension material for 2AL.1 and 2AL.2 but it is important that students' skills of analysis and evaluation continue to be developed and that these topics are seen in a strategic context. The topic links in with 6AL.

Context

This unit should build on the topics in 2AS. As far as possible it is useful to develop topics in the context of the students' own country. Ideas relating to industrial disputes, the use and over-use of the target culture and developments in modern communications can be put in the context of recent, current or likely future developments. This can be achieved through use of the media, visits, visiting speakers and other means of exposure to the 'real world'. Where possible topics should be taught in a decision making context.

Outline
Work on HRM extends to cover the use of targets as a management tool. The unit then develops ideas related to management/labour relations. Organisational structures are developed in a practical way, as are business communications.

References to the endorsed textbook, A level Business Studies, 2nd edition by Peter Stimpson and Al Farquharson are in RED. Although activities have been selected these are only suggestions – there are many useful activities that can be undertaken including others in the endorsed textbook and in other recommended textbooks.

AO	Learning outcomes	Suggested Teaching activities	Learning resources
2AL.1 2AL.2	**Management and leadership** **Motivation**	*No topics beyond AS level. However, at A level teaching should develop the AS topics in terms of greater depth of analysis and evaluation.*	
2AL.3	**Human Resource Management**	Introductory activity: Productivity gaps still exist in North American car production (p 195) Note: Workforce planning appears closer to the start of this Scheme of Work unit than the order in which it appears in the syllabus.	Chapter 11 http://www.1000ventures.com/business_guide/mgmt_mbo_main.html provides a useful link to MBO with a further link to a case study at INTEL.
	• Workforce planning	Workforce planning (sometimes known as manpower planning) can be developed around practical issues facing the school or college or other suitable 'real life' organisations familiar to students.	http://www.buzzle.com/editorials/9-12-2004-59200.asp has some useful ideas on manpower planning as does http://www.managementstudyguide.com/manpower-planning.htm . A useful case study can be found at http://www.thetimes100.co.uk/case-study--workforce-planning-at-british-gas-services--137-330-4.php
	• Measures of employee performance	Concepts relating to employee performance should be linked in with management, motivation and objectives. Ideas can be developed by means of case studies. Visits to businesses can also be fruitful in getting practical ideas. Useful activities: • Improving employee performance at low-cost airline Asian Airlines (p 199)	Although over-detailed http://www.opm.gov/perform/wppdf/handbook.pdf does have some useful material for developing ideas on improving employee performance.
	• Management by Objectives	Students could look at the role of a teacher and develop suitable objectives and compare these with a non-teaching member of staff such as a receptionist. There could be discussion about difficulties measuring performance against objectives and achieving them. For example, how much do the results of a class depend on the teacher? How much does	http://www.12manage.com/methods_smart_management_by_objectives.html is useful for MBO

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		the success of a school depend on the receptionist?	
	• Labour legislation	The topic of labour legislation should be tied in with Political and Legal external influences in unit 1AL. The topic should be taught from the perspective of how labour laws influence business decisions rather than a detailed study of the laws themselves – which inevitably differ from country to country. Students could take a concept such as a minimum wage and analyse in class how this may act as a constraint (extra costs, distorted wage structure etc) and an enabler (fairer work place, more motivated workforce etc).	http://www.bized.co.uk/learn/business/hrm/employ/index.htm is useful but it is entirely UK based.
	• Cooperation between management and workforce • Role of trade unions in HRM • Negotiation • Single union deals	In some countries the nature of trades unions is highly developed while in others they have little scope or impact. It may be necessary, therefore, to draw on examples from other countries in some instances. A comparison between countries of the role of trade unions might be a fruitful exercise using web based materials.	http://www.tuc.org.uk is a starting point for UK unions. http://www.cosatu.org.za is useful for South African unions. Other countries may have umbrella organisations for trade unions.
	REINFORCEMENT	Useful activity: Cathay Pacific avoids damaging strikes (p207) Trade union? India's BPO workers say "no" (p203) Revision + Safeguard Investments Ltd (p208)	Examination questions: • May 2006 Paper 2 Q 2(d) • May 2006 Paper 3 Q5 • Nov 2006 Paper 3 Q 6 • May 2007 Paper 1 Q 5 • May 2008 Paper 3 Q1(a) • Nov 2008 Paper 3 Q 2(b)

2AL.4	**Organisation structure**
	• Relationship between objectives, people, structure
	• Types of structure
	   o Functional
	   o Hierarchical
	   o Matrix
		Introductory activity: Penang Valley Cars Ltd.(p214)
		
		Potentially a 'teacher led' topic; however, it is better to develop through practical activities. Drawing the structure of the school or college, discussing possible alternatives and recommending improvements could be a useful activity. A visit to a business to try to study its structure and other HRM issues could also help. If this is not possible then a visiting
			Chapter 12
			
			http://www.learnmanagement2.com/organisational%20structures.htm has some basic information on structures together with advantages and disadvantages.

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	• Formal and informal organisations	speaker might do the job just as well – if effectively briefed. Students may well find some of these issues difficult to grasp due to lack of their own experience and may have fairly simplistic views on how people behave in the work place. It could be useful to set up classroom simulations in which students have to act out situations (e.g. a project that has gone wrong because mangers thought they had delegated tasks and workers who did not know what to do).	http://www.thetimes100.co.uk/case-study--how-roles-functions-contribute-to-organisational-performance--109-355-1.php is a useful case study.
	• Delegation and accountability • Control, authority and trust • Centralisation/decentralisation • Line and staff management	Useful activity: MAS must change strategy says new boss. (p221) Useful activity: Majestic Cinemas plc (p218)	
	REINFORCEMENT	Revision + Mitsubishi Motors to rejig structure (p223)	Examination questions: • May 2006 Paper 1 Q 6 • May 2006 Paper 2 Q 1(a) • Nov 2006 Paper 1 Q6 • May 2008 Paper 3 Q 1(b)
2AL.5	**Business communication** • Purpose • Methods • Channels • Barriers • The role of management in facilitating communication	Introductory activity: BP pinning hopes on electronic notice board (p226) Students can be organised to undertake a number of communication tasks. For example: sit students back to back in pairs, one student does a drawing unseen by the other, the other student attempts to reproduce the drawing from verbal instructions by the first student. A game called Whisper down the Lane (see Wikipedia web site) can illustrate the same effects of communication. Students can be asked to evaluate the various means of communication within their school/college: notice boards, letters, emails, announcements and so on.	Chapter 13 Useful links include: http://en.wikipedia.org/wiki/Chinese_whispers http://www.positive-way.com/business/communic.htm http://www.bized.co.uk/learn/business/hrm/communication/index.htm

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		Useful activities include:	
		• E-mails are ruining my day (p231) • Palm Nut Oils Ltd.(p233)	
	REINFORCEMENT	Revision + • We all seem to be working in the dark (p237) • Switching off is no way to handle job losses (p238)	