AS Business Studies 9707
2AS: People in Organisations

Recommended Prior Knowledge
Although there is no requirement for prior knowledge for this unit, it could be useful to cover this unit after the foundations of business have been covered in 1AS. Students may be able to draw from their personal lives for issues such as leadership and motivation. Parents and teachers are often valuable sources of ideas for this unit. Some teachers may prefer to teach this unit as the second unit (after 1AS), other teachers may prefer to do 3AS before 2AS.

Context

This unit provides an understanding of the role of people in businesses. People are the most valuable resource of most organisations, so it is important to understand their roles, how they are managed and motivated. People in organisations should not be seen in isolation – clearly financial, marketing and production decisions can have impacts on the people in organisations and vice versa.

Outline
Management is studied in terms of roles, leadership and styles. Management and leadership are distinguished through supporting theories. However it is important that theories are applied in practical situations. Ideas are developed into motivation in practice, again supported by a range of theories. The role and functions of human resource management is studied and it is important to remember that it may be carried out formally in an HRM department (as in most large businesses), or less formally as in small businesses

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 from this book, these are only suggestions – there are many other useful activities that can be undertaken including others in the endorsed textbook and associated CD-ROMs and in other recommended textbooks.

AO	Learning outcomes	Suggested Teaching activities	Learning resources
2AS.1	**Management and Leadership** • Management • Leadership • Choice of leadership style	The management and leadership topics can be taught together. It is, though, important to draw a distinction between management and leadership. Management is about roles and functions. Leadership is more about personal qualities. Good leadership is an important quality of a successful manager. There are different theories associated with each of the two topics. As well as the case material shown under Learning Resources, class activities can include: discussion of 'what makes a good leader?', 'what makes a good manager?', 'what's the difference?', and a school/college manager talking about their role and functions. Students can be given a task, in teams, with each team having a leader briefed in a different style of management or leadership. Discussion of the outcomes (the effectiveness of the team as a whole, the experiences of the team leader, the experiences of team members) should produce lively discussion and bring up various learning points. Theorists on leadership should include McGregor, while theories on management should include Mintzberg. Useful activities include: • What makes a good leader? (page 141) • All Styles department store (page 144) • Disaster at the bakery (page 147)	Chapter 8 The Student links at http://www.hrmguide.co.uk provides useful resources for the whole of this unit. There are some useful case studies at http://www.osl-ltd.co.uk/casestudies/index.asp but they take a bit of finding (6, 8 and 12) – some of these are useful for other units. http://www.bized.co.uk/learn/business/hrm/leadership/index.htm is a good starting point. http://www.thetimes100.co.uk/case-study--developing-people-through-decision-making--107-372-1.php provides useful discussion points. http://www.thetimes100.co.uk/case-study--using-range-management-styles-to-lead-business--96-299-6.php gives a good insight into management at Enterprise Rentacar. Mintzberg is usefully covered at: http://www.provenmodels.com/88/ten-managerial-roles/mintzberg
	• Emotional intelligence	Understanding and application of the ideas of Goleman.	http://en.wikipedia.org/wiki/Emotional_intelligence is useful for Emotional Intelligence. As is http://www.businessballs.com/eq.htm

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	REINFORCEMENT	Revision topics + Leadership styles at McNuggets (page 152)	Examination questions: • May 2006 Paper 1 Q 6 • May 2008 Paper 1 Q 6 • Nov 2007 Paper 3 Q 2(a) A level • Nov 2008 Paper 1 Q 5(b)
2AS.2	**Motivation** • Motivation as a tool of management/leadership • Human needs • Motivation theories • Motivation methods in practice: financial motivators, non-financial motivators	Introductory activities: • How important is pay for motivating workers? (page 154) • Business expansion needs workforce support (page 167) • Different jobs, different pay systems (page 169) Motivational theories will need some formal input and there are useful resources available for this from web sites. Theories should include: Maslow, Taylor, Mayo, Herzberg, McClelland, Vroom as well as links with management/leadership theories. Application of the theories is more important than being able to quote the theories so the ideas should be studies in real-life situations. Visiting speakers (local businesses, multinationals, the school/college principal, parents) can be a very useful way of giving students an insight, although these have to be managed carefully. Case studies drawn from web resources, newspaper articles and so on can also be very useful. In some respects, some of the aspects of motivation can be based on the culture of a business and, indeed, the country in question. Teaching resources should, therefore, ideally be based locally, in the candidates' own country. Issues of pay can be discussed by getting students to rank the likely pay (top footballers, women footballers, teachers, nurses, doctors, lawyers, shop workers, prime ministers, for example) and then to explore the differences and their reasons. Useful activities include: • Quality circles in operation (page 172)	Chapter 9 http://www.tutor2u.net/blog/index.php/business-studies/comments/video-case-study-google-non-financial-methods-of-motivation/ is also useful http://www.thetimes100.co.uk/case-study--product-development-through-continuous-improvement--56-338-1.php has a useful case study.

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	REINFORCEMENT	Revision + • Unrest at the factory (page 175) • Staff turnover increases at Telemarketing Ltd (page 176) • Why women are happier in their work than men (page 177) • Redundancies fail to hit morale at Technoloc Ltd (page 178)	Examination questions • May 2007 Paper 1 Q 5(b) • Nov 2007 Paper 1 Q 6 • Nov 2007 Paper 2 Q 1(b)
2AS.3	**Human resource management** • Purposes and roles of HRM • Recruitment and selection • Job descriptions, person specifications, job advertisements	Unless handled imaginatively, this can be a 'dry' subject. Activities should be designed so that students are 'doing' rather than 'listening'. The scene can be set using Australia and China (page 180). Job descriptions (and person specifications) can be developed using 'real-life' job positions, perhaps in the school/college or other situations with which students might be familiar. A specific job can be investigated and the job description (and person specification) can be drawn up to match that job/role. Students can then carry through the process of recruitment and selection through designing advertisements, evaluating ways of advertising the post. Other students can then 'apply' for the job and experience whatever selection process has been chosen. Review of these activities becomes all-important. A useful job might be 'Teacher of Business Studies'. Useful activities includes: • Manpower planning at Cameron Sweets Ltd (page 184) • Staff vacancies at Select College (page 192)	Chapter 10 Recruitment resources can include local and national newspapers. If the recruitment simulation is for a teacher then http://www.tes.co.uk or some local equivalent could be useful.
	• Employment contracts • Disciplinary procedures • Redundancy and dismissal	Employment contracts, disciplinary procedures and the redundancy/dismissal process will differ significantly between countries. It will always be useful to approach these topics from the perspective of the students' own country. What is important for students to understand is that such procedures/processes do exist and that they impact on	

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		employer behaviour and employer/employee relationships. Detailed understanding of local laws or UK laws is not required. A useful approach can be to watch a TV programme ('soap operas' can be useful, for example) in which there are 'problems' in the work place, or to use examples of employment disputes from newspapers.	
	• Staff morale and welfare	This can be explored via web sites of companies who give information about how they look after their staff. Top brand name companies, such as BP, Coca Cola, McDonalds and Tesco, for example, all have web pages outlining their attitudes to their workforce.	Local web sites would be best but www.bp.com , www.mcdonalds.com , www.coca-cola.com could be useful starting points. The John Lewis 'Working for Us' page provides an insight into a business with high concern for staff welfare: http://www.johnlewispartnership.co.uk/Display.aspx?&MasterId=869aa67c-f6e6-42b4-98ca-0a1b16d906bb&NavigationId=547
	• Staff training	Realistic business situations can be explored (possibly using the businesses identified above) to identify training needs, possible methods of training and desired outcomes. This can be linked in with marketing (customer care) and finance (costs).	http://www.skillset.org/companies/training is a useful starting point. Some case studies on training can be found at: http://www.investorsinpeople.co.uk/MediaResearch/CaseStudy/Pages/default.aspx but these are all UK based. http://www.thetimes100.co.uk/case-study--how-training-development-supports-business-growth--132-359-1.php provides useful case material.

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	REINFORCEMENT	Revision + • Human resource crisis at the hotel (page 189) • E and B Engineering (page 193)	Examination questions: • Nov 2006 Paper 2 Q 1(c) • Nov 2007 Paper 2 Q 2(d) • Nov 2008 Paper 2 Q 2(c) Nov 2008 Paper 3 Q 2(a) A level