# NCFE Level 1/2 Technical Award in in Business and Enterprise (603/7004/X)

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| **Teacher\Department** |  | **Content area** | 1: Entrepreneurship, Business Organisation and Stakeholders |
| **Guided Learning Hours (GLH)** | 16 GLH | **Lessons** | 16 x 1 hour lesson |

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| **Teaching content** |
| 1. **Entrepreneurship, Business Organisation and Stakeholders**    1. Entrepreneurship       1. Being an entrepreneur       2. Entrepreneurial motivators       3. Entrepreneurial skills and attributes    2. Business and enterprise aims and objectives       1. Reasons for aims and objectives       2. Financial aims and objectives       3. Non-financial aims and objectives    3. Structures       1. Legal structures       2. The impact on business and enterprise of different structural characteristics       3. The impact on business and enterprise of changes in structure    4. Stakeholders       1. Internal stakeholders       2. External stakeholders       3. Stakeholder engagement       4. Stakeholder conflict |
| **Opportunities to embed English and maths** |
| English is embedded throughout the resources, utilising literacy skills appropriate to the learners, and activities that also stretches and challenges their literacy. Vocabulary development is included in Lessons 7 and 8, for example, where learners learn new key terms and more advanced vocabulary. In all lessons learners are encouraged to present and/or discuss their research findings.  Maths is embedded where appropriate during the resources, such as during financial content. For example, learners are asked to calculate profit margin in Lesson 7. |
| **Opportunities to embed equality and diversity** |
| Equality and diversity are embedded throughout, using names of diverse backgrounds during the resources and activities, for example Asma in lesson 3, Jamal in lesson 4, Daiyu in lesson 5, and Derek in lesson 7. Stereotypes are challenged. Every lesson contains a case study featuring a different name and background of the entrepreneur, enabling learners to relate to the activities. |
| **Opportunities to embed Prevent duty and British values** |
| Values of tolerance and respect will be always promoted during lessons, promoting listening to others and their opinions.  Democracy is endorsed during each lesson. Learners are asked to present their findings and opinions to the class and engage in a democratic conversation, mutually respecting and tolerating others from diverse backgrounds and their opinions.  Rule of law is endorsed at the beginning of each lesson through embedding health and safety requirements as well as during Lesson 7 where business legal status is explored. |

| **Lesson** | **Learning activities**  Implementation | **Resources**  Support | **Assessment method**  Impact | **Mapping**  Teaching content |
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| 1 | **Housekeeping** - Complete the register and Health & Safety requirements.  **Starter Activity** - In groups, learners complete a mind map that considers the reasons that an entrepreneur might start a new business. Answers may include: to provide a service, to produce goods, to make money, and to fill a gap in the market.  **Teacher-led discussion** - Collate ideas from each group and discuss the reasons why an entrepreneur might start a new business, leading the discussion to how potential business opportunities may be identified, for example through conducting market research, and understanding what the target market of a business is.  **Introduction** – Introducethe **learning outcomes** of the lesson.  The learner will understand the role of the entrepreneur.  Learners must be able to:   * **Identify** potential business opportunities. * **Demonstrate** an understanding ofthe target market.   Learners might also be able to:   * **Evaluate** the viability of business opportunities. * **Make** decisions on the marketing mix.   **Activity 1** – In pairs, learners complete the case study to identify potential business opportunities and identify the most appropriate target market. Responses may include conducting market research to ask a range of people how often they pay for different beauty treatments, which treatments are more popular, what price range they would consider for each treatment, and how far they would travel to visit a beauty salon.  Megan could research the local competition to find out how many beauty salons operate in the area, what treatments and prices they offer, whether any beauty salons have closed recently, and what current trends are popular now, or are going to be popular in the next year.  The **Stretch and Challenge** task in Activity 1 asks learners to evaluate the viability of those business opportunities. Answers may include that Megan’s business opportunities may not be viable because there are already two beauty salons in the local area who have regular customers and charge low prices. Opening a third salon with similar services may not be viable as they are charging low prices and Megan may not receive a high volume of customers.  However, her potential business opportunities may be viable if she specialises in new treatments, such as the Inca Facial, if she charges a higher rate for a high-quality service, and if she targets older age groups in her target market who may have more disposable money and who would value facial treatments more than the younger age group. Suppliers have confirmed that salons are selling high volumes of products, and this may provide an additional opportunity.  **Teacher-led discussion** – Discuss answers to Activity 1, using the PowerPoint to lead the discussion. Refer to the reflective question, discussing whether learners would be willing to take the risks as an entrepreneur. Lead to discover the Marketing Mix. Learners to take notes in their workbooks.  **Activity 2** – Learners work individually to complete the marketing mix table for Megan’s Inca Facial, deciding on the viability of this product.  The **Stretch and Challenge** task in Activity 2 asks learners to explain the importance of the marketing mix. Answers may include that the marketing mix helps plan a successful product that meets customer needs, it allows a business to use their strengths, and it helps to plan marketing strategies.  **Teacher-led discussion** – Discuss answers to Activity 2, using the PowerPoint to lead the discussion. Learners to take notes in their workbooks.  **Progress Check –**Teacher leads quiz to reinforce learning and check progression.  Answers:   1. The 4 Ps of the Marketing Mix are Product, Price, Place, Promotion. 2. A target market the type of customer who the business is targeting. 3. An entrepreneur might start a new business to make money, to sell a product or service, to create a social enterprise, or a sustainable product or service. 4. A "gap in the market" is an area in the market where the demand for a product or a service is not currently being met. 5. Answer will vary dependent on opinion.   **Recap** - Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met. Explain which learning outcome will be covered in the next session.  **Stretch and Challenge** - Set Home Study question to prepare learners for the next lesson. Learners should research the term “factors of production” and make notes in their workbooks. Answers should refer to land, labour, capital, and enterprise. | Pens/Pencils  Ability to research  (Internet and tablet/mobile phone/computer or relevant study books) | Group presentation (Starter Activity)  Case Study and discussion (Activity 1)  Individual activity (Activity 2)  Teacher observation – continuous.  Teacher to consistently ask questions to individuals. | 1.1.1 |
| 2 | **Housekeeping** - Complete the register and Health & Safety requirements.  **Starter Activity** - In groups, learners complete a mind map that explores the factors of production and their importance in business. Learners should include land, labour, capital, and enterprise.  **Teacher-led discussion** - Collate ideas from each group and discuss the importance of land, labour, capital, and enterprise as important resources in business. Responses may include that a business needs each factor of production so that they can run the business and produce their goods or services. Lead to the content to define exactly what is meant by each factor of production and the provided examples.  **Introduction** - Introduce the **learning outcomes** of the lesson.  The learner will understand the role of the entrepreneur.  Learners must be able to:   * **Organise** resources/the factors of production. * **Identify** the possible risks.   Learners might also be able to:   * **Examine** how finances can be raised. * **Evaluate** how risks may be managed.   **Activity 1 –** In pairs, learners complete the case study regarding Tomasz’s pizza restaurant and will organise what resources are required in the business. Answers may include that Tomasz needs resources from the land, such as flour, yeast and water for the pizza, wood for the wood burning stove, gas for the oven, and the land which his restaurant stands on.  Tomasz will need the physical and mental labour of employees, making and serving food, delivering takeaways, taking payments. He will need the capital resources which may include an oven, a building, a delivery van, a cash register, and pizza boxes. He will need enterprise, creating innovative ideas in his business to make his pizzas stand out.  The **Stretch and Challenge** task in Activity 1 asks learners to examine how finances could be raised. Answers may include using savings, asking family or friends, using a bank loan, using credit cards.  **Teacher-led discussion** – Discuss answers to Activity 1, using the PowerPoint to lead the discussion, and referring to the reflective question. Learners to take notes in their workbooks.  **Activity 2** – Learners work individually to examine how finances can be raised and to identify risks of raising finance, relating to the example of Tomasz’s pizza restaurant in Activity 1. Answers may include that Tomasz can apply for a bank loan, overdraft, or credit card to raise finance, although the risks involved includes being charged interest and getting into debt if payments are not kept up to date.  Tomasz may eventually become bankrupt and risks losing everything he owns to pay back his debts. Tomasz could use personal savings or ask to lend money from friends or family, but he will have to pay back that money and what if his business is not a success? How will he pay back his family or friends? He risks ruining his relationships.  The **Stretch and Challenge** task in Activity 2 asks learners to evaluate how risks may be managed. Answers may include evaluating the risk of getting into debt with the bank loan and becoming bankrupt and managing this risk by ensuring that repayments are up to date and that a good credit history is maintained.  **Teacher-led discussion** – Discuss answers to Activity 2, using the PowerPoint to lead the discussion. Learners to take notes in their workbooks.  **Progress Check –**Teacher to lead quiz to reinforce learning and check progression.  Answers:   1. Things people use to produce goods or services. 2. Raw materials, water, gas, or lumber. 3. Employees working and providing a mental and physical human effort. 4. Machinery, tools, or buildings. 5. The ideas and innovation of an entrepreneur.   **Recap** - Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met. Explain which learning outcome will be covered in the next session.  **Stretch and Challenge** - Set Home Study question to prepare learners for the next lesson. Learners should consider what motivates an entrepreneur to create and to run a business, making notes in their workbooks. Responses may include that an entrepreneur is motivated to make money, enjoy their job, or create a new product or service. | Pens/Pencils  Ability to research  (Internet and tablet/mobile phone/computer or relevant study books) | Group presentation (Starter Activity)  Case Study and discussion (Activity 1)  Individual activity (Activity 2)  Teacher observation – continuous.  Teacher to consistently ask questions to individuals. | 1.1.1 |
| 3 | **Housekeeping** - Complete the register and Health & Safety requirements.  **Starter Activity** - In groups, learners complete a mind map that identifies different entrepreneurial motivators. Answers may include financial independence, job satisfaction, or to create a sustainable product.  **Teacher-led discussion** - Collate ideas from each group and discuss the importance of those entrepreneurial motivators that drive an individual to create and to run a business.  **Introduction** - Introduce the **learning outcomes** of the lesson.  The learner will understand entrepreneurial motivators and their importance.  Learners must be able to:   * **Identify** different entrepreneurial motivators. * **Define** the importance of entrepreneurial motivators.   Learners might also be able to:   * **Classify** entrepreneurial motivators. * **Evaluate** the importance of entrepreneurial motivators.   **Activity 1** –In pairs, learners complete the case study to identify Asma’s entrepreneurial motivators and decide on their importance. Answers may include that Asma is motivated to be financially independent as she is currently earning the national minimum wage, and she is motivated by job satisfaction, problem-solving and creativity as she wants to adopt new and innovative practices for customers to achieve high-quality results.  Asma’s entrepreneurial motivators are important as they give her a drive and determination to improve her own career and her own life, as well as improving services and treatments for customers.  The **Stretch and Challenge** task in Activity 1 asks learners to determine what they think is the most important entrepreneurial motivator in the case study. Answers will vary: an example may be that Asma is motivated by wanting to use creative and problem-solving methods that her current employer will not let her use.  **Teacher-led discussion** – Discuss answers to Activity 1, using the PowerPoint to lead the discussion and relate to the reflective question. Learners to take notes in their workbooks.  **Activity 2** – Learners should work individually to classify the entrepreneurial motivators from Activity 1 into financial motivators, personal motivators, and social and ethical motivators. A typical answer is that Asma wanting to improve her career is a personal motivator.  The **Stretch and Challenge** task in Activity 2 asks learners to evaluate the importance of entrepreneurial motivators and consider the positive and negative impact of entrepreneurial motivators. Answers may include that a financial motivator is a positive drive for an entrepreneur to want their business to succeed and expand, although it can be a negative motivator if an entrepreneur is solely measuring success on how much money is made.  **Teacher-led discussion** – Discuss answers to Activity 2, using the PowerPoint to lead the discussion. Learners to take notes in their workbooks.  **Progress Check –** Teacher to lead quiz to reinforce learning and check progression.  Answers:   1. "Entrepreneurial motivators" are what motivates and drives the entrepreneur to start a business. 2. Wanting to make money. 3. Finding a solution to a problem; loving what they do. 4. Wanting to change society for the better; make a sustainable product; reduce plastics. 5. Answer will vary dependent on opinion.   **Recap** - Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met. Explain which learning outcome will be covered in the next session.  **Stretch and Challenge** - Set Home Study question to prepare learners for the next lesson. Learners should consider what skills they think are important for an entrepreneur to possess, making notes in their workbooks. Responses may include having IT skills, communication skills. | Pens/Pencils  Ability to research  (Internet and tablet/mobile phone/computer or relevant study books) | Group presentation (Starter Activity)  Case Study and discussion (Activity 1)  Individual activity (Activity 2)  Teacher observation – continuous.  Teacher to consistently ask questions to individuals. | 1.1.2 |
| 4 | **Housekeeping** - Complete the register and Health & Safety requirements.  **Starter Activity** - In groups, learners complete a mind map that identifies different skills that an entrepreneur may possess. Examples may include communication skills, IT skills, or timekeeping skills.  **Teacher-led discussion** - Collate ideas from each group and discuss the skills that an entrepreneur may need to possess.  **Introduction** - Introduce the **learning outcomes** of the lesson.  The learner will understand the skills of an entrepreneur and their importance for business and enterprise.  Learners must be able to:   * **Identify** thedifferent skills of an entrepreneur. * **Outline** the importance of those skills for business and enterprise.   Learners might also be able to:   * **Justify** the need for different entrepreneurial skills. * **Evaluate** the importance of entrepreneurial skills for business and enterprise.   **Activity 1** –In pairs, learners complete the case study to identify the skills of an entrepreneur and advise Jamal. Answers may include IT skills, communication skills, management skills, financial skills, timekeeping skills, and sales skills.  The **Stretch and Challenge** task in Activity 1 asks learners to outline the importance of possessing those skills for an entrepreneur and advising Jamal. Answers may include that without IT skills, Jamal may not be able to record all the money going into and out of the business and then will not record his business accounts successfully, leading to repercussions with HMRC and the business may fail.  **Teacher-led discussion** – Discuss answers to Activity 1, using the PowerPoint to lead the discussion and refer to the reflective question. Answers to the reflective question may include that an entrepreneur can only be a success if they possess entrepreneurial skills although an entrepreneur can learn to develop those skills. Learners to take notes in their workbooks.  **Activity 2** – Learners should work individually to justify why an entrepreneur needs a range of skills to be successful, advising Daiyu.  Answers may include that communication skills are important to be able to talk to different people for different purposes, such as employees, suppliers, and others across the industry. Possessing good communication skills enables Daiyu to develop relationships with others across the industry, increasing the reputation of the business and subsequently increasing sales. Poor communication skills may mean that the business has a bad reputation due to a lack of successful business relationships, subsequently harming the sales of the business.  The **Stretch and Challenge** task in Activity 2 asks learners to evaluate the importance of entrepreneurial skills for business and enterprise. Answers may include that the positive impact of possessing IT skills is to maintain accounting records and to maintain communication with others. These skills increase awareness of the business and improve organisation and reliability.  If an entrepreneur does not have IT skills, they may miss instant communication and suffer from a lack of business presence and organisation, ultimately harming the reputation and sales of the business.  **Teacher-led discussion** – Discuss answers to Activity 2, using the PowerPoint to lead the discussion. Learners to take notes in their workbooks.  **Progress Check –** Teacher to lead quiz to reinforce learning and check progression.  Answers:   1. The skills an entrepreneur needs to become a success. 2. Being able to use Microsoft Excel, Outlook, for example. 3. Being able to successfully communicate and liaise with employees, suppliers, for instance. 4. Being able to record all money going into and out of the business, researching lowest costs, for instance. 5. An example of a timekeeping skill is meeting deadlines.   **Recap** - Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met. Explain which learning outcome will be covered in the next session.  **Stretch and Challenge** - Set Home Study question to prepare learners for the next lesson. Learners should consider what attributes they think are important for an entrepreneur to possess, making notes in their workbooks. | Pens/Pencils  Ability to research  (Internet and tablet/mobile phone/computer or relevant study books) | Group presentation (Starter Activity)  Case Study and discussion (Activity 1)  Individual activity (Activity 2)  Teacher observation – continuous.  Teacher to consistently ask questions to individuals. | 1.1.3 |
| 5 | **Housekeeping** - Complete the register and Health & Safety requirements.  **Starter Activity** - In groups, learners complete a mind map that identifies different attributes that an entrepreneur may possess. Examples may include confidence, decision-making, and independence.  **Teacher-Led Discussion** - Collate ideas from each group and discuss the attributes which an entrepreneur may need to possess.  **Introduction** - Introduce the **learning outcomes** of the lesson.  The learner will understand the attributes of an entrepreneur and their importance for business and enterprise.  Learners must be able to:   * **Identify** the different attributes of an entrepreneur. * **Outline** the importance of those attributes for business and enterprise.   Learners might also be able to:   * **Justify** the need for different entrepreneurial attributes. * **Evaluate** the importance of entrepreneurial attributes for business and enterprise.   **Activity 1 –** In pairs, learners identify the attributes of an entrepreneur and continue to advise Jamal. Each group identify an attribute and then outline the importance for Jamal to have that attribute.  Answers may include independence, determination, and risk-taking. A group may look at determination in more detail and identify what determination means in business, stating why an entrepreneur should be determined to succeed and make a success of their new business.  The **Stretch and Challenge** task in Activity 1 asks learners to outline the importance of possessing those attributes for an entrepreneur.  Answers may include the importance for an entrepreneur to be confident when they start a business on their own and make all necessary decisions confidently.  **Teacher-led discussion** – Discuss answers to Activity 1, using the PowerPoint to lead the discussion and then refer to the reflective question. Responses may include comments such as stating that attributes are not learned, in contrast to skills, and some learners may think that it takes a certain type of person who naturally possesses entrepreneurial attributes to become a success. Learners to take notes in their workbooks.  **Activity 2** – Learners should work individually to identify what attributes Daiyu does not have and justify why an entrepreneur needs a range of attributes to be successful. Answers may include that risk-taking is an important attribute for an entrepreneur to possess because starting a new business is a risk. A new business cannot reach its full potential without taking risks.  The **Stretch and Challenge** task in Activity 2 asks learners to evaluate the importance of entrepreneurial attributes for business and enterprise, advising Daiyu. Answers may include if an entrepreneur is independent then the positive impact is that they are strong enough to start a business alone and make decision alone, although the negative impact is that they may not listen to the advice of others and may be too stubborn to listen to other viewpoints.  **Teacher-led discussion** – Discuss answers to Activity 2, using the PowerPoint to lead the discussion. Learners to take notes in their workbooks.  **Progress Check –** Teacher to lead quiz to reinforce learning and check progression.  Answers:   1. The characteristics and qualities of an entrepreneur. 2. Launching a business by themselves and making decisions, for instance. 3. Being able to believe in a product or service, for instance. 4. Making the wrong decision, then reflecting and knowing what to do next time so that the same mistake is not repeated, for instance. 5. Choosing which product or service to use in the business, for instance.   **Recap** - Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met. Explain which learning outcome will be covered in the next session.  **Stretch and Challenge -** Set Home Study question to prepare learners for the next lesson. Learners should consider what they think defines an “aim” and what defines an objective, making notes in their workbooks. | Pens/Pencils  Ability to research  (Internet and tablet/mobile phone/computer or relevant study books) | Group presentation (Starter Activity)  Case Study and discussion (Activity 1)  Individual activity (Activity 2)  Teacher observation – continuous.  Teacher to consistently ask questions to individuals. | 1.1.3 |
| 6 | **Housekeeping** - Complete the register and Health & Safety requirements.  **Starter Activity** - In groups, learners complete the mind map which explores the reasons why a business or enterprise may set aims and objectives.  Answers may include that aims and objectives help the business to focus on what they are trying to achieve, all employees are “on the same page,” progress can be monitored and managed, among others.  **Teacher-led discussion** - Collate ideas from each group and discuss, outlining the reasons why a business or enterprise may set aims and objectives.  **Introduction** - Introduce the **learning outcomes** of the lesson.  The learner will understand the reasons why businesses and enterprises set aims and objectives.  Learners must be able to:   * **Identify** relevant aims and objectives. * **Outline** the reasons why businesses and enterprises set aims and objectives.   Learners might also be able to:   * **Evaluate** the reasons why businesses and enterprises set aims and objectives. * **Create** a set of aims and objectives relevant to business and enterprise.   **Activity 1 –** In pairs, learners research a business and identify their relevant aims and objectives and their mission statement, referring to SMART. For example, the mission statement of McDonald’s is “to provide a fun and safe environment where customers can enjoy good food made with quality ingredients at affordable prices.”  McDonald’s main aims are to “serve good food for great value in a friendly, fun environment,” “being socially responsible” and “providing good returns to shareholders.” Their objectives are to be profitable, provide a quality service, have a reputable image, provide customer satisfaction, provide community outreach, and be socially and environmentally aware. Learners may apply SMART to the objectives found.  The **Stretch and Challenge** task in Activity 1 asks learners to evaluate the reasons why businesses and enterprises set aims and objectives, referring to research in Activity 1. Answers will depend on research provided.  **Teacher-Led Discussion** – Discuss answers to Activity 1, using the PowerPoint to lead the discussion fer to the reflective question. Learners to take notes in their workbooks.  **Activity 2** – Learners should work individually to create a set of aims and objectives, and mission statement, for their chosen business, considering SMART. Answers will vary but there should be a clear mission statement, clear long-term aims, and clear short-term objectives.  The **Stretch and Challenge** task in Activity 2 asks learners to research the actual aims, objectives, and mission statement of the business chosen in Activity 2, comparing the aims, objectives, and mission statement they have created. Answers will differ, although some learners may find that they have created similar examples to the real examples they have subsequently researched.  **Teacher-led discussion** – Discuss answers to Activity 2, using the PowerPoint to lead the discussion. Learners to take notes in their workbooks.  **Progress Check –**Teacher to lead quiz to reinforce learning and check progression.  Answers:   1. A “mission statement” states the purpose of the business and their intentions towards the customer. 2. An “aim” is a long-term goal. 3. An “objective” is a short-term goal to meet the aim. 4. One purpose is to provide a focus, to help everyone involved understand where the business is going, for instance. 5. One purpose is to help manage progress, to take smaller steps to achieve the overall aim, for instance.   **Recap** - Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met. Explain which learning outcome will be covered in the next session.  **Stretch and Challenge** - Set Home Study question to prepare learners for the next lesson. Learners should research the following terms: “profit margin,” “revenue,” “liquidity.” | Pens/Pencils  Ability to research  (Internet and tablet/mobile phone/computer or relevant study books) | Group presentation (Starter Activity)  Research Activity and discussion (Activity 1)  Individual activity (Activity 2)  Teacher observation – continuous.  Teacher to consistently ask questions to individuals. | 1.2.1 |
| 7 | **Housekeeping** - Complete the register and Health & Safety requirements.  **Starter Activity** - In groups, learners complete the table that helps them to explore the following terms: “profit margin,” “revenue,” “value,” “costs,” and “liquidity.”  Answers may include that revenue is the money earned by a business, costs are what a business must pay; liquidity is being able to raise cash when needed; profit margin is how much sales revenue is left after the costs to make the products; value may be defined at this stage as what something is worth.  **Teacher-led discussion** - Collate ideas from each group and discuss the correct definitions of each term from the Starter Activity.  **Introduction** - Introduce the **learning outcomes** of the lesson.  The learner will understand the financial aims and objectives a business might have.  Learners must be able to:   * **Identify** relevant financial aims and objectives. * **Outline** the reasons why businesses and enterprises set financial aims and objectives.   Learners might also be able to:   * **Evaluate** the reasons why businesses and enterprises set financial aims and objectives. * **Create** a set of financial aims and objectives relevant to business and enterprise.   **Activity 1 –** In pairs, learners complete the case study to identify relevant financial aims and objectives of a business. Answers will vary but should identify aims and objectives related to increasing profits and decreasing costs.  The **Stretch and Challenge** task in Activity 1 asks learners to outline why a business or enterprise may set financial aims and objectives. Answers will vary but should identify that setting financial aims and objectives allows a business to focus on improving their financial position, whereas if financial aims and objectives were not set, the business may become vulnerable to failure and a worsening financial position.  **Teacher-led discussion** – Discuss answers to Activity 1, using the PowerPoint to lead the discussion and refer to the reflective question. Learners to take notes in their workbooks.  **Activity 2** – Learners work individually to create a set of financial aims and objectives for Derek, ensuring they are using a SMART approach. Answers may include that Derek should set an aim to increase profits, decrease costs and increase his profit margin, setting objectives to help him achieve these aims and then improve the financial situation of the business.  The **Stretch and Challenge** task in Activity 2 asks learners to calculate Derek’s profit margin and advise him what he should increase his profit margin to. Derek’s revenue is £2000, minus £1800 costs, leaving £200. To work out profit margin, £200/£2000 and then multiply by 100 to give 10%. 10% is an unhealthy profit margin and Derek should aim to increase his profit margin to 30%.  **Teacher-led discussion** – Discuss answers to Activity 2, using the PowerPoint to lead the discussion. Learners to take notes in their workbooks.  **Progress Check –**Teacher to lead quiz to reinforce learning and check progression.  Answers:   1. “Revenue” is the money the business earns. 2. “Cost” is the money that the business must pay out. 3. “Breakeven” is making enough money to pay all costs but before reaching a profit. 4. “Profit margin” is how much profit is left after costs. 5. “Liquidity” is being able to raise cash when needed.   **Recap** - Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met. Explain which learning outcome will be covered in the next session.  **Stretch and Challenge** - Set Home Study question to prepare learners for the next lesson. Learners should research definitions of the following terms: “positive reputation,” “increase market share,” “sustainability.” Learners should make notes in their workbooks. | Pens/Pencils  Ability to research  (Internet and tablet/mobile phone/computer or relevant study books) | Group presentation (Starter Activity)  Research Activity and discussion (Activity 1)  Individual case study (Activity 2)  Teacher observation – continuous.  Teacher to consistently ask questions to individuals. | 1.2.2 |
| 8 | **Housekeeping** - Complete the register and Health & Safety requirements.  **Starter Activity** - In groups, learners complete a table that helps them to explore the following terms: “positive reputation,” “increase market share,” “sustainability,” “supporting equality and diversity in the workplace,” and “reducing employee turnover.”  **Teacher-led discussion** - Collate ideas from each group and discuss the correct definitions of each term from the Starter Activity.  **Introduction** - Introduce the **learning outcomes** of the lesson.  The learner will understand the non-financial aims and objectives a business might have.  Learners must be able to:   * **Identify** relevant non-financial aims and objectives. * **Outline** the reasons why businesses and enterprises set non-financial aims and objectives.   Learners might also be able to:   * **Evaluate** the reasons why businesses and enterprises set non-financial aims and objectives. * **Create** a set of non-financial aims and objectives relevant to business and enterprise.   **Activity 1 –** In pairs, learners research a business to identify relevant non-financial aims and objectives. Answers may be that Starbucks has set aims and objectives to improve sustainability, including working with farmers to help reduce emissions, using recycled coffee cups, and sourcing ethical products. McDonalds aims to reduce employee turnover and improve employee retention through progression opportunities.  The **Stretch and Challenge** task in Activity 1 asks learners to outline why a business or enterprise may set non-financial aims and objectives. Responses may include that non-financial aims and objectives can help to improve reputation, which then increases the number of customers, which then increases the number of sales, which then turns into increased profits. Therefore, non-financial aims and objectives do eventually impact positively on finances.  **Teacher-led discussion** – Discuss answers to Activity 1, using the PowerPoint to lead the discussion, referring to the reflective question. Learners to take notes in their workbooks.  **Activity 2** – Learners work individually to create a set of financial aims and objectives for Derek, ensuring they are SMART. Answers may include that Derek can source clothes that are made ethically with sustainable materials and fair pay; he could provide progression opportunities for employees to reduce employee turnover; he could use paper bags to reduce plastics.  The **Stretch and Challenge** task in Activity 2 asks learners to evaluate why a business may set non-financial aims and objectives.  Responses may include that improving employee retention reduces training costs, improving sustainability, equality, and diversity improves reputation, leading to increased customers and increased sales, and therefore increased profits. Without non-financial aims and objectives, the business cannot spot areas of improvement and therefore cannot reach its full potential and profit maximisation.  **Teacher-led discussion** – Discuss answers to Activity 2, using the PowerPoint to lead the discussion. Learners to take notes in their workbooks.  **Progress Check –**Teacher to lead quiz to reinforce learning and check progression.  Answers:   1. “Positive reputation” is improving what customers think of the business which makes customers want to use the business more. 2. “Increased market share” is the percentage of sales of the business in contrast to the entire number of sales in that industry. 3. “Sustainability” is meeting the needs of the business and customers without compromising the ability of future generations to also meet their needs. 4. “Improving equality and diversity” means ensuring that all individuals have the same opportunities and are not discriminated against because of their characteristics. 5. “Reducing employee turnover” means reducing the number of employees who leave the business.   **Recap** - Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met. Explain which learning outcome will be covered in the next session.  **Stretch and Challenge** - Set Home Study question to prepare learners for the next lesson. Learners should research several types of legal structures available to business and enterprise, making notes in their workbooks. | Pens/Pencils  Ability to research  (Internet and tablet/mobile phone/computer or relevant study books) | Group presentation (Starter Activity)  Research activity and discussion (Activity 1)  Individual activity (Activity 2)  Teacher observation – continuous.  Teacher to consistently ask questions to individuals. | 1.2.3 |
| 9 | **Housekeeping** - Complete the register and Health & Safety requirements.  **Starter Activity** - In groups, learners complete a mind map that asks them to define different legal structures available to business and enterprise. Responses may include sole trader, partnership, private limited company, public limited company, franchise, and cooperative.  **Teacher-led discussion** - Collate ideas from each group and discuss the correct definitions of each term from the Starter Activity.  **Introduction** - Introduce the l**earning outcomes** of the lesson.  The learner will understand the defining features of the different legal structures available to business and enterprise. The learner will also understand the advantages and disadvantages of these different legal structures.  Learners must be able to:   * **Define** different legal structures available to business and enterprise. * **Select** the most appropriate legal structure available to business and enterprise.   Learners might also be able to:   * **Examine** the different legal structures available to business and enterprise. * **Evaluate** the advantages and disadvantages of these different legal structures.   **Activity 1 –** In pairs, learners complete the case study to select the most appropriate legal structure available to business and enterprise. Answers will follow the content in the workbook, defining each legal structure and whether limited or unlimited liability is present.  The **Stretch and Challenge** task in Activity 1 asks learners to select the most appropriate legal structure available to Tonia. Typically, a learner may suggest a sole trader legal structure with unlimited liability. Learners can choose any legal structure if they justify their answer.  **Teacher-led discussion** – Discuss answers to Activity 1, using the PowerPoint to lead the discussion. Learners to take notes in their workbooks.  **Activity 2** – Learners work individually to examine legal structures in greater depth and then evaluate the advantages and disadvantages of different legal structures available to business and enterprise. Learners to complete the boxes in the workbook, drawing together all content from the lesson.  The **Stretch and Challenge** task in Activity 2 asks learners to imagine they could start a business or enterprise today. Which legal structure would they choose and why? Would they choose to be a sole trader, a partnership, a franchise, etc.?  **Teacher-led discussion** – Discuss answers to Activity 2, using the PowerPoint to lead the discussion, referring to reflective question. Learners to take notes in their workbooks.  **Progress Check –** Teacher to lead quiz to reinforce learning and check progression. **(5 mins)**  Answers:   1. “Limited liability” means that your personal assets are safe if the business fails. 2. “Unlimited liability” means that you are liable for all business debts, and you may have to sell your own personal assets if the business fails. 3. An independent shop, for instance. 4. Doctors’ Practice, Solicitors, for instance. 5. A “franchise” is paying a fee to the owner to use their brand and their products.   **Recap** - Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met. Explain which learning outcome will be covered in the next session.  **Stretch and Challenge** - Set Home Study question to prepare learners for the next lesson. Learners should research the following terms in relation to business: "span of control,” “delegation,” “chain of command.” Learners should make notes in their workbooks. | Pens/Pencils  Ability to research  (Internet and tablet/mobile phone/computer or relevant study books) | Group presentation (Starter Activity)  Case Study and discussion (Activity 1)  Individual activity (Activity 2)  Teacher observation – continuous.  Teacher to consistently ask questions to individuals. | 1.3.1 |
| 10 | **Housekeeping** - Complete the register and Health & Safety requirements.  **Starter Activity** - In groups, learners complete a table that asks them to define the following terms in relation to structural characteristics: “flat,” “tall,” “span of control,” “delegation,” and “chain of command.” Answers should provide relevant definitions as presented later in the workbook.  **Teacher-led discussion** - Collate ideas from each group and discuss the correct definitions of each term from the Starter Activity.  **Introduction** - Introduce the learning outcomes of the lesson.  The learner will understand the impact on business and enterprise of different structural characteristics.  Learners must be able to:   * **Define** different structural characteristics * **Select** the most appropriate structural characteristics   Learners might also be able to:   * **Examine** the impact on business and enterprise of different structural characteristics   **Activity 1 –** In pairs, learners complete the table, matching the term with the correct definition. Correct definitions will align with the definitions stated in the Workbook.  The **Stretch and Challenge** task in Activity 1 asks learners to select the structure that they thinks is the most beneficial for a business, providing a reason for their decision. Answers may include a tall structure because it provides direction and clear management.  **Teacher-Led Discussion** – Discuss answers to Activity 1, using the PowerPoint to lead the discussion, referring to the reflective question. Learners to take notes in their workbooks.  **Activity 2** – Learners work individually to examine the impact on business and enterprise of different structural characteristics, advising Diego. Diego’s business is a chain of retail stores, employing 1,000 members of staff. Answers should focus on the tall and flat structures, examining the impact of each structure, and relating to chain of command, delegation, and span of control, advising which structure provides a more beneficial impact for Diego’s company.  The **Stretch and Challenge** task in Activity 2 asks learners to consider the impact on employees if a business changes their organisational structure and restructures the business. Responses may include that a restructure is worrying for employees because their employment is threatened, they may suffer without stringent direction and management in a tall structure.  **Teacher-led discussion** – Discuss answers to Activity 2, using the PowerPoint to lead the discussion. Learners to take notes in their workbooks.  **Progress Check –** Teacher to lead quiz to reinforce learning and check progression.  Answers:   1. “Span of control” is the number of staff a manager is responsible for. 2. “Chain of command” is the hierarchy of management, each link in the chain is responsible for the employees under them. 3. "Subordinate” is an employee who has a junior position to your own role. 4. “Delegation” is giving responsibility to others. 5. “Restructure” is changing the structure of the business.   **Recap** - Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met. Explain which learning outcome will be covered in the next session.  **Stretch and Challenge** - Set Home Study question to prepare learners for the next lesson. Learners should research “delayering” in relation to changes in structure. Learners should make notes in their workbooks. | Pens/Pencils  Ability to research  (Internet and tablet/mobile phone/computer or relevant study books) | Group presentation (Starter Activity)  Activity and discussion (Activity 1)  Individual activity (Activity 2)  Teacher observation – continuous.  Teacher to consistently ask questions to individuals. | 1.3.2 |
| 11 | **Housekeeping** - Complete the register and Health & Safety requirements.  **Starter Activity** - In groups, learners complete a table that asks them to define “delayering” as well as “communication,” “span of control,” “change in responsibilities,” and “changes to hierarchical order.” Correct definitions follow in the workbook.  **Teacher-led discussion** - Collate ideas from each group and discuss the correct definitions of each term from the Starter Activity.  **Introduction** - Introduce the **learning outcomes** of the lesson.  The learner will understand the impact on business and enterprise of changes in structure.  Learners must be able to:   * **Describe** an appropriate change in structure * **Assess** appropriate changes in structure   Learners might also be able to:   * **Evaluate** the impact on business and enterprise of changes in structure   **Activity 1 –** In pairs, learners complete the case study to explain to Agnes the process of delayering and the impact this will have on changes in hierarchy, changes in responsibility, span of control, chain of command, and impact on communication. Responses will refer to the explanations presented in the workbook to advise Agnes.  The **Stretch and Challenge** task in Activity 1 asks learners to determine which aspect of delayering provides the greatest impact (positive or negative) on a business or enterprise. Answers may include that span of control impacts the business the most as the manager is responsible for a greater number of employees, which is a positive impact for autonomy, control and career progression but is a negative impact in relation to increased workload and greater responsibility.  **Teacher-Led Discussion** – Discuss answers to Activity 1, using the PowerPoint to lead the discussion and refer to the reflective question. Learners to take notes in their workbooks.  **Activity 2** – Learners work individually to evaluate the impact on business and enterprise of changes in structure. Answers should evaluate the benefits of delayering for the business and separately the employees, the limitations of delayering for the business and employees, and providing an overall conclusion to summarise their evaluation.  The **Stretch and Challenge** task in Activity 2 asks learners to research which well-known companies have delayered their structure and what the impact has been on the business and their employees. For example, in 2014, Morrison’s delayered their management structure and faced 2,600 job losses, decreasing duty manager responsibilities, and impacting their employees.  **Teacher-led discussion** – discuss answers to Activity 2, using the PowerPoint to lead the discussion. Learners to take notes in their workbooks.  **Progress Check –**Teacher to lead quiz to reinforce learning and check progression.  Answers:   1. “Delayering” is removing a layer of management during a restructure. 2. A benefit of delayering is that it saves the business money, perhaps increased career prospects for some employees, among others. 3. A limitation of delayering may be job losses, greater responsibility, and wider span of control, among others. 4. Answers will differ but may suggest that an employee is impacted greater as they may lose their job, for instance.   **Recap** - Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met. Explain which learning outcome will be covered in the next session.  **Stretch and Challenge** - Set Home Study question to prepare learners for the next lesson. Learners should research the following terms: “redundancy,” and “reorganisation.” Learners should make notes in their Workbooks. | Workbooks  Pens/Pencils  Ability to research  (Internet and tablet/mobile phone/computer or relevant study books) | Group presentation (Starter Activity)  Case Study and discussion (Activity 1)  Individual activity (Activity 2)  Teacher observation – continuous.  Teacher to consistently ask questions to individuals. | 1.3.3 |
| 12 | **Housekeeping** - Complete the register and Health & Safety requirements.  **Group Starter Activity** - In groups, learners complete a table that asks them to explore the definitions of “redundancy” and “reorganisation.”  **Teacher-led discussion** - Collate ideas from each group and discuss the correct definitions of each term from the Starter Activity.  **Introduction** - Introduce the **learning outcomes** of the lesson.  The learner will understand the impact on business and enterprise of changes in structure.  Learners must be able to:   * **Describe** appropriate changes in structure * **Select** the most appropriate change in structure   Learners might also be able to:   * **Analyse** the impact on business and enterprise of changes in structure   **Activity 1 –** In pairs, learners complete research regarding a real–life business that has restructured, delayered, or gone through a merger or acquisition, tying in what was learnt last lesson regarding delayering. Learners should describe the changes in structure and identify the correct type of change in structure, assessing whether the restructure was a success.  An answer may look at the acquisition of Marvel Entertainment by Disney in 2009. This acquisition made Marvel more popular with people who were not comic book fans. Disney restructured the business and many staff faced redundancy because of this change in structure.  The **Stretch and Challenge** task in Activity 1 asks learners to select one type of change in structure and consider the advantages and disadvantages in business, tying in information learnt last lesson. An answer may be that delayering causes redundancies and may place staff under pressure, increasing span of control. Although the business saves money, delayering shortens the chain of command, and improves leadership in a flatter structure.  **Teacher-led discussion** – Discuss answers to Activity 1, using the PowerPoint to lead the discussion and refer to the reflective question. Learners to take notes in their workbooks.  **Activity 2** – Learners should work individually to research Apple’s reorganisation and acquisitions in the late 1990’s and then evaluate the impact on the business of its changes in structure. Answers may include that the co-founder of Apple, Steve Jobs, restructured and changed direction with branding. He increased the business’s marketing power whilst acquisitions brought skills and customer bases to Apple. The iMac launched in 1998, followed by the iPod in 2001, turned Apple into a success.  The **Stretch and Challenge** task in Activity 2 asks learners to consider the reasons why a business or enterprise may not choose to deploy changes in structure. Responses may include loyalty to the workforce, fear of change, or fear of losing customer base and brand success.  **Teacher-led discussion** – Discuss answers to Activity 2, using the PowerPoint to lead the discussion. Learners to take notes in their workbooks.  **Progress Check –**Teacher to lead quiz to reinforce learning and check progression.  Answers:   1. “Redundancy” is when employees lose their jobs when a business changes structure. 2. “Reorganisation” means changing the structure and reorganising the business to improve branding, increase sales, save money, among others. 3. Another term for “reorganisation” and changing structure is restructuring. 4. A “merger” is when two businesses combine. 5. An “acquisition” is when a business buys another business.   **Recap** - Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met. Explain which learning outcome will be covered in the next session.  **Stretch and Challenge** - Set Home Study question to prepare learners for the next lesson. Learners should research the term “internal stakeholders,” making notes in their workbooks. | Pens/Pencils  Ability to research  (Internet and tablet/mobile phone/computer or relevant study books) | Group presentation (Starter Activity)  Case Study and discussion (Activity 1)  Individual activity (Activity 2)  Teacher observation – continuous.  Teacher to consistently ask questions to individuals. | 1.3.3 |
| 13 | **Housekeeping** - Complete the register and Health & Safety requirements.  **Starter Activity** - In groups, learners complete a mind map that asks them to define an “internal stakeholder” and explore several types of internal stakeholder, giving examples. Learners should have completed this research for the Home Study task last lesson so should know the definition of an internal stakeholder and should be able to give at least one example, including employees, owners, managers.  **Teacher-led discussion** - Collate ideas from each group and discuss the correct definitions of each term from the Starter Activity.  **Introduction** - Introduce the learning outcomes of the lesson.  The learner will understand the internal stakeholders of a business and their aims and objectives.  Learners must be able to:   * **List** important internal stakeholders * **Describe** important internal stakeholders   Learners might also be able to:   * **Explain** the impact of aims and objectives of internal stakeholders   **Activity 1 –** In pairs, learners complete the task to research a business that is either well-known or is familiar to them. They should list the internal stakeholders of the business, describing how those stakeholders are important to the business.  An example may be that an employee is an internal stakeholder of KFC, they are important because they complete the work inside of the business and without employees there would be no food made to sell and no one to sell it to customers. KFC could not function without their employees.  The **Stretch and Challenge** task in Activity 1 asks learners to choose aims and objectives of an internal stakeholder. For example, the aim of the employee at KFC is to earn wages, and their objectives are to come to work on time, cook the required food, and serve customers.  **Teacher-led discussion** – Discuss answers to Activity 1, using the PowerPoint to lead the discussion, referring to the reflective question. Learners to take notes in their workbooks.  **Activity 2** – Learners work individually to complete the table, considering the aims and objectives of internal stakeholders of a business of their choice. Examples may be that the aim of a manager is to successfully increase productivity and improve performance, with their objectives including maintaining employee standards and training, ensuring discipline in the workplace, and improving customer service.  The **Stretch and Challenge** task in Activity 2 asks learners to explain the impact of internal stakeholders on a business or enterprise. For example, how does the manager’s aims and objectives in Activity 2 impact the business? The impact is to provide a way to measure and improve standards, to improve the business, and to increase sales.  **Teacher-led discussion** – Discuss answers to Activity 2, using the PowerPoint to lead the discussion. Learners to take notes in their workbooks.  **Progress Check –** Teacher to lead quiz to reinforce learning and check progression.  Answers:   1. “Stakeholders are people with an interest in the business. 2. “Internal stakeholders are people with a direct interest in the business. 3. Internal stakeholders can be employees, managers, owners. 4. Answers may include internal stakeholders are important as without them the business could not operate or function.   **Recap** - Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met. Explain which learning outcome will be covered in the next session.  **Stretch and Challenge** - Set Home Study question to prepare learners for the next lesson. Learners should research the term “external stakeholder,” making notes in their workbooks. | Pens/Pencils  Ability to research  (Internet and tablet/mobile phone/computer or relevant study books) | Group presentation (Starter Activity)  Research Study and discussion (Activity 1)  Individual activity (Activity 2)  Teacher observation – continuous.  Teacher to consistently ask questions to individuals. | 1.4.1 |
| 14 | **Housekeeping** - Complete the register and Health & Safety requirements.  **Starter Activity** - In groups, learners complete a mind map that asks them to define an “external stakeholder” and explore several types of external stakeholder, giving examples. Learners should have completed this research for the Home Study task last lesson so should know the definition of an external stakeholder and should be able to give at least one example, including customers, suppliers, government, shareholders.  **Teacher-led discussion** - Collate ideas from each group and discuss the correct definitions of each term from the Starter Activity.  **Introduction** - Introduce the l**earning outcomes** of the lesson.  The learner will understand the external stakeholders of a business and their aims and objectives.  Learners must be able to:   * **List** important external stakeholders. * **Describe** important external stakeholders.   Learners might also be able to:   * **Explain** the impact of the aims and objectives of external stakeholders.   **Activity 1 –** In pairs, learners complete the task to research a business that is either well-known or is familiar to them. They should list the external stakeholders of the business, describing how those stakeholders are important to the business.  An example may be that a customer is an external stakeholder of KFC, they are important because without customers KFC could not function as they could not sell any items or make any money. A business cannot operate without customers.  The **Stretch and Challenge** task in Activity 1 asks learners to choose aims and objectives of an external stakeholder. For example, the aim of the customer at KFC is to purchase food to eat, and their objectives will be to arrive at KFC, place an accurate order, pay for their food, receive their food, then eat their food.  **Teacher-led discussion** – Discuss answers to Activity 1, using the PowerPoint to lead the discussion, referring to the reflective question. Learners to take notes in their workbooks.  **Activity 2** – Learners work individually to complete the table, considering the aims and objectives of external stakeholders of a business of their choice. Examples may be that the aim of a supplier is to sell food and other equipment to KFC and their objectives include preparing an accurate list of goods, delivering them on time to the KFC branch, and invoicing the business for payment and then receiving payment.  The **Stretch and Challenge** task in Activity 2 asks learners to explain the impact of internal stakeholders on a business or enterprise. For example, how does the supplier’s aims and objectives in Activity 2 impact the business? The aim of the supplier to provide goods to KFC impacts the business because KFC have items to make food with and then sell to the customer. The objective is to be on time and ensure that KFC do not run out of stock. The aims and objectives of the supplier ensure that KFC can operate successfully.  **Teacher-led discussion** – Discuss answers to Activity 2, using the PowerPoint to lead the discussion. Learners to take notes in their workbooks.  **Progress Check –** Teacher to lead quiz to reinforce learning and check progression.  Answers:   1. “Stakeholders” are people with an interest in the business. 2. “External stakeholders” are people outside of the business who have an interest. 3. External stakeholders can be customers, suppliers, government, etc. 4. Answers may include external stakeholders are important as without them the business could not operate or function.   **Recap** - Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met. Explain which learning outcome will be covered in the next session.  **Stretch and Challenge** - Set Home Study question to prepare learners for the next lesson. Learners should research the term “stakeholder engagement,” making notes in their workbooks. | Pens/Pencils  Ability to research  (Internet and tablet/mobile phone/computer or relevant study books) | Group presentation (Starter Activity)  Case Study and discussion (Activity 1)  Individual activity (Activity 2)  Teacher observation – continuous.  Teacher to consistently ask questions to individuals. | 1.4.2 |
| 15 | **Housekeeping** - Complete the register and Health & Safety requirements. **(2 mins)**  **Starter Activity** - In groups, learners complete boxes that asks them to identify a variety of different stakeholders, drawing together what has been learnt in previous sessions. Learners should remember several internal stakeholders and several external stakeholders, remembering their differences and their impact on a business.  **Teacher-Led Discussion** - Collate ideas from each group and discuss the responses from the Starter Activity.  **Introduction** - Introduce the **learning outcomes** of the lesson.  The learner will understand the benefits of engaging with a variety of stakeholders.  Learners must be able to:   * **Identify** different stakeholders * **Select** the most appropriate way to engage with a specific stakeholder   Learners might also be able to:   * **Evaluate** the benefits of engaging with a variety of stakeholders.   **Activity 1 –** In pairs, learners choose a business and one of their stakeholders and follow the workbook plan to select appropriate methods to engage with a specific stakeholder. Examples of answers are given in the workbook so that learners understand the activity.  The **Stretch and Challenge** task in Activity 1 asks learners to consider the benefits of a business or enterprise engaging with stakeholders. For example, if a business engages better with suppliers, they will gain better service, reliable relationships, special loyalty deals.  **Teacher-led discussion** – Discuss answers to Activity 1, using the PowerPoint to lead the discussion. Learners to take notes in their workbooks.  **Activity 2** – Learners work individually to evaluate the benefits of a business or enterprise engaging with stakeholders, after listening to the answers of the Activity 1 Stretch and Challenge Activity.  The **Stretch and Challenge** task in Activity 2 asks learners to choose which stakeholder engagement provides the greatest, positive impact for a business or enterprise. Answers will vary.  **Teacher-led discussion** – Discuss answers to Activity 2, using the PowerPoint to lead the discussion. Learners to take notes in their workbooks.  **Progress Check –**Teacher to lead quiz to reinforce learning and check progression.  Answers:   1. “Stakeholder engagement” is engaging with stakeholders to get the most out of their relationships. 2. Owners are interested in survival and making money. 3. The government wants the business to follow legislation and to pay the correct amount of tax, fining the business if they do not. 4. A customer can boycott the business and not buy products. The business needs customers to survive.   **Recap** - Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met. Explain which learning outcome will be covered in the next session.  **Stretch and Challenge** - Set Home Study question to prepare learners for the next lesson. Learners should research the term “stakeholder conflict.” Learners should make notes in their workbooks. | Pens/Pencils  Ability to research  (Internet and tablet/mobile phone/computer or relevant study books) | Group presentation (Starter Activity)  Case Study and discussion (Activity 1)  Individual activity (Activity 2)  Teacher observation – continuous.  Teacher to consistently ask questions to individuals. | 1.4.3 |
| 16 | **Housekeeping** - Complete the register and Health & Safety requirements.  **Starter Activity** - In groups, learners complete a mind map to explore the term “stakeholder conflict.” Learners should have researched this in their Home Study. Typical answers should identify the same definition stated in the workbook.  **Teacher-led discussion** - Collate ideas from each group and discuss the responses from the Starter Activity.  **Introduction** –Introduce the **learning outcomes** of the lesson.  The learner will understand how stakeholder conflict may impact a business or enterprise.  Learners must be able to:   * **Outline** “stakeholder conflict” * **Identify** how the aims and objectives of stakeholders in a business may be incompatible or lead to conflict   Learners might also be able to:   * **Evaluate** how the aims and objectives of stakeholders in a business may be incompatible or lead to conflict   **Activity 1 –** In pairs, learners identify the stakeholder conflict present in the case study and how the aims and objectives of the owner are incompatible with other stakeholders. Answers may be that conflict is caused with the employees due to rotating shifts and the business being open 18 hours per day, community conflict with longer hours and the noise and traffic problems.  The **Stretch and Challenge** task in Activity 1 asks learners to consider the compromises that Ruth can make to reduce conflict, such as guaranteeing that employees will only have to work one early morning per week as part of their rotating shifts.  **Teacher-led discussion** – Discuss answers to Activity 1, using the PowerPoint to lead the discussion. Learners to take notes in their workbooks.  **Activity 2** – Learners work individually to evaluate how the aims and objectives of stakeholders can be incompatible and lead to conflict, referring to Activity 1 and whether any stakeholder interests are more important than others.  The **Stretch and Challenge** task in Activity 2 asks learners to think of real-life stakeholder conflicts that they have seen in the news or in their local communities.  **Teacher-led discussion** – Discuss answers to Activity 2, using the PowerPoint to lead the discussion. Learners to take notes in their workbooks.  **Progress Check –** Teacher to lead quiz to reinforce learning and check progression.  Answer:   1. “Stakeholder conflict” is when stakeholders’ aims and objectives are not compatible. 2. “Stakeholder engagement” is when a business engages successfully with a stakeholder. 3. “External stakeholders” are people or groups outside of the business with an interest. 4. “Internal stakeholders” are people or groups with a direct interest inside of the business.   **Recap** - Revisit the learning outcomes from the beginning of the session, explaining how these learning outcomes have been met. Explain which learning outcome will be covered in the next session.  **Stretch and Challenge** - Set Home Study question to prepare learners for the next lesson. Learners should research the term “target customer.” Learners should make notes in their workbooks. | Pens/Pencils  Ability to research  (Internet and tablet/mobile phone/computer or relevant study books) | Group presentation (Starter Activity)  Case Study and discussion (Activity 1)  Individual activity (Activity 2)  Teacher observation – continuous.  Teacher to consistently ask questions to individuals. | 1.4.4 |

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| **Learner Workbook: Knowledge Check Answers** |
| 1. What is an entrepreneur?   Answer – An entrepreneur is someone who sets up their own business and aims to achieve a profit despite risks involved.   1. Describe the following and provide examples   Answer – a. Entrepreneurial motivators are what motivates an entrepreneur such as financial motivators and personal motivators.  b. Entrepreneurial skills are what you do well such as communication skills and sales skills.  c. Entrepreneurial attributes are qualities or characteristics, such as confidence, decision-making, and determination.  3. Which of the following are financial aims and objectives?  Increasing revenue  Improving reputation  Improve liquidity  v  Increase market share  Answer – Financial aims and objectives are increasing revenue and improving liquidity.  4. Which of the following are non-financial aims and objectives?  Increasing revenue  Improving reputation  Improve liquidity  v  Increase market share  Answer – Non-financial aims and objectives are improving reputation and increasing market share.  5. Explain the different legal structures available to business and enterprise.  Answer – Different legal structures available to business and enterprise should cover all structures (including sole trader, partnership, PLC, franchise), explaining the differences between the different structures.  6. How can a “reorganisation” impact business?  Answer – A reorganisation is when a business changes the way that they do things to save money, for example (also called a restructure).  7. What is:  Answer – A merger is when two companies combine and become one. An acquisition is when a company buy another company and takes the company over.  8. Which of the following are external stakeholders?  Employees  Management  v  Government  Customers  Answer – External stakeholders are customers and government.  9. Which of the following are internal stakeholders?  Employees  Management  v  Government  Customers  Answer – Internal stakeholders are employees and management.  10. Explain the differences between stakeholder conflict and stakeholder engagement.  Answer – Stakeholder conflict is when the interests of one stakeholder conflicts with the interests of another stakeholder. Stakeholder engagement is when a business engages with stakeholders to understand their influence and impact and try to develop their trust. |

# Document information

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