

Applied Business – Scheme of Work

Certificate/Extended Certificate

**Unit 4: Managing and leading people Unit type:** Externally Assessed

**Guidance notes**

This Scheme of Work (SoW) illustrates how the unit content could be delivered over 60 GLH. It is best if the Managing and leading people unit is delivered either before or at the same time as the Unit 5 Developing a business proposal unit and the chosen optional unit, which is where skills and knowledge are synoptically brought together.

This SoW should be used in conjunction with the qualification Delivery Guidance document. You should also note that it follows the GLH Breakdown section of the unit specification in relation to the apportionment of teaching time to unit content.

Scheme of Work Unit 4

AQA Level 3 Applied Business

**Specification reference**

**Number of hours**

1 AO1

Investigate the roles of managers and leaders in a changing environment

**Key learning objectives**

Consider inclusion and differentiation (as appropriate and relevant) **Equality and Diversity in BLUE** (to be enhanced by unit teacher as appropriate for learner group)

To understand the role of managers within a business.

**Learning activities and resources**

What will be learner led? What will be tutor led? Topics for plenary? Homework?

Classroom based or off-site? Employer engagement?

**Stretch and challenge in RED** (to be enhanced by unit teacher as appropriate for learner group)

Starter – with pictures of various managers of businesses

on the PP ask learners what is the link between them all, and if possible to identify them – learners could do this on their own on mini white boards or discuss in groups.

Ask each group to feedback their idea of the link and then

ask if the learners can hold up whiteboards identifying the people.

Main activities:

60 second challenge – learners in groups to come up with as many ideas of what a manager’s role is – feed these back to the group.

AQA theory – teacher to run through the different roles

that AQA state the learner needs to know for the exam – basic input. Drag and drop used on the SMART board to match descriptions and key terms.

Learner led activity – case study of manager’s roles put

into news headlines, learners in groups of 4 to study the headlines and answer question which are based on outcomes – or identify, analyse, compare and contrast and evaluate. Case study can be made up or based on a real

**Plenary**

How will learner progress be checked?

Evidence requirements?

Plenary – last man standing activities, for example a description of reporting etc. learners to be presented with various management

situations and to use

the mini white boards to indicate how many they will have got correct. Teacher to then ask learners to stand and stay standing until their number is called out.

**Embedding or contextualising**

(opportunities for skills development)

**Maths in PURPLE Transferable Skill**

**opportunities in**

**ORANGE**

Communication shown throughout the lesson

Oral and written literacy shown throughout the lesson

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|  |  |  | manager from the starter. Place headlines into envelopes and ask learners to share in groups. Learners to then complete tasks on lesson handout – colour coordinated with tasks on the board. Each time a group completes a task they are to indicate this by placing a post-it-note for their team colour on the board, this way the teacher can track progress from each group.  Learners to then feedback ideas from the task to the  group.  Post-it-notes – use the post-it-notes to assess learner understanding, individually learners to answer a question on the board of the most important role etc. from their case study and to justify it and place on the white board –  names on back of the post-it-note so teachers can assess  understanding.  Shown through case study activity – differentiated tasks matching colours of the learning outcomes. |  |  |
| 2 | AO1  Investigate the roles of managers and | To identify the different approaches to problem solving.  To identify and analyse | Starter – using white boards ask learners to recap on the work that they did last lesson by describing the roles and identify each with the ones from the AQA specification. Main activities – teacher to show the video looking at | Plenary – peer marking of the shorter answer questions and then the teacher to | Written and oral communication |

**Specification reference**

**Number of hours**

leaders in a changing environment

2 AO1

Investigate the roles of managers and leaders in a

**Key learning objectives**

Consider inclusion and differentiation (as appropriate and relevant) **Equality and Diversity in BLUE** (to be enhanced by unit teacher as appropriate for learner group)

different management roles.

To identify the role of a leader

To explain how the leader inspires and motivates others to implement a

**Learning activities and resources**

What will be learner led? What will be tutor led? Topics for plenary? Homework?

Classroom based or off-site? Employer engagement?

**Stretch and challenge in RED** (to be enhanced by unit teacher as appropriate for learner group)

business canvas model.

<https://www.youtube.com/watch?v=QoAOzMTLP5s>Then use the template and ask learners to use the template to plan out a business problem – a case study could be used also to support this. [http://www.businessmodelgeneration.com/downloads/busi ness\_model\_canvas\_poster.pdf](http://www.businessmodelgeneration.com/downloads/business_model_canvas_poster.pdf)

Teacher to select a variety of past exam questions for the

learners to attempt – a variety of short answer and analysis questions – shorter answers can be peer marked and longer questions marked by the teacher. [http://www.aqa.org.uk/subjects/business-subjects/as-and- a-level/applied-business-8610/past-papers-and-mark- schemes](http://www.aqa.org.uk/subjects/business-subjects/as-and-a-level/applied-business-8610/past-papers-and-mark-schemes)

Good opportunity to introduce the exam skills here. Stretch and challenge shown with the variety of exam questions.

Starter – pictures on the smart board of leaders and managers – Teacher can use example of local SME leaders, but also for example Terry Leahy and Philip Clarke, Steve Jobs and Tim Cook to support – ask learners what is the difference.

**Plenary**

How will learner progress be checked?

Evidence requirements?

mark the longer analysis question.

Leaners to use white board to explain the difference between managers and leaders and to give examples

**Embedding or contextualising**

(opportunities for skills development)

**Maths in PURPLE Transferable Skill**

**opportunities in**

**ORANGE**

Written and oral communication

Communication shown throughout the lesson

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|  | changing environment | business vision.  To analyse the need to change a business vision due to risk and uncertainty | Main activities – teacher input into the different types of leaders from the AQA specification.  Teacher to show video of Steve Jobs and his vision. <https://www.youtube.com/watch?v=MBW6tYevdCM>Case study of Steve Jobs  [http://www.theguardian.com/technology/2015/may/17/tim- cook-apple-commencement-george-washington- university-iphone](http://www.theguardian.com/technology/2015/may/17/tim-cook-apple-commencement-george-washington-university-iphone) Ask learners to consider why he would be seen as a visionary and how he encouraged others to implement the vision. <https://www.youtube.com/watch?v=f60dheI4ARg>Introduce the concept of risk to learners – Steve Jobs’ death – how does it change a business vision? Does it change a business vision? | from their own lives and state why. |  |
| 2 | AO1  Investigate the roles of managers and leaders in a changing environment | To identify the different types of change  To analyse the impact of managers and leaders in this change | Starter – give 2 examples of change on the smart board and ask learners to identify the differences between each Main activities – split the class into 2 groups – incremental and disruptive – focus this lesson on internal change. Devise 2 case studies so half the class looks at an example of each type of change. The groups can be designed so that one case study is more difficult than the other to enable you to stretch and challenge the class. | 321  3 things you have learnt.  2 ways you will consolidate today’s learning.  1 question you still | Written and oral communication |

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|  |  |  | Once the class has completed the case and questions they can switch groups and share the information with the others groups in the room. Questions on the case study will differentiate. | need answering. |  |
| 2 | AO1  Investigate the roles of managers and leaders in a changing environment | To understand the concept of force field analysis  To explain the impact of  external forces on business change | Starter – ask learners to write down examples of how businesses they know have been affected by external factors. Use local SME examples where possible. Main activities – focus the lesson on external change  Teacher to lead input into the idea of force field analysis. [http://www.change-management-coach.com/force-field- analysis.html](http://www.change-management-coach.com/force-field-analysis.html) [http://www.tutor2u.net/business/reference/models-of- change-management-lewins-force-field-model](http://www.tutor2u.net/business/reference/models-of-change-management-lewins-force-field-model)  Teacher to create a variety of mini case studies – learners  to complete a table looking at each scenario, identifying the different forces affecting the change. These case studies can vary in difficulty and can be colour coded to meet different abilities and learners can choose which they want to work on first. | Tweet what you have learnt in the lesson today. | Written and oral communication |
| 2 | AO1  Investigate the roles of | To describe the role of managers and leaders in a changing environment. | Starter – photos of Marissa Myer and Harriet Green and brief detail about each, ask learners to identify and explain the differences. Use local SME examples if possible. | Newsflash – learners in small groups to devise a newsflash | Written and oral communication |

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|  | managers and leaders in a changing environment | To evaluate role of managers and leaders in a changing environment | Main activities – Teacher to lead input into the changing economic environment.  Thomas Cook and Yahoo to be used as case studies for change – Marissa Myer and Harriet Green to be used. Case studies can vary in difficulty, and different ones given to different groups. Videos also can be used to support the leader of the two companies. YouTube has lots of different ones. Learners to debate how the two have had a role in the change of the businesses (technological, economic, social all aspects covered by these 2 businesses) over the past 2 years and what that role was. Again differentiated questions for the case study. | about what they have learnt in the lesson today. |  |
| 1 | AO1  Investigate the roles of managers and leaders in a changing environment | To understand the role of managers and leaders in a changing environment | Starter – dominos of the key terms used in exam questions. Teachers use the trigger words for exams to make dominos.  Teachers to plan an assessment for learners looking at AO1. Past papers can be used along with the specimen papers on the AQA website. [http://www.aqa.org.uk/subjects/business-subjects/applied- general/business/assessment-resources](http://www.aqa.org.uk/subjects/business-subjects/applied-general/business/assessment-resources) and [http://www.aqa.org.uk/subjects/business-subjects/as-and-](http://www.aqa.org.uk/subjects/business-subjects/as-and-a-level/applied-business-8610/past-papers-and-mark-schemes) | Marked assessment by the teacher. | Written communication |

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|  |  |  | [a-level/applied-business-8610/past-papers-and-mark- schemes](http://www.aqa.org.uk/subjects/business-subjects/as-and-a-level/applied-business-8610/past-papers-and-mark-schemes) |  |  |
| 2 | AO2  Investigate the factors affecting the  performance of  employees within organisations. | To understand the difference between a tall and a flat structure.  To identify the chain of command and span of control in tall and flat structures.  To analyse the impact of  organisational performance due to these structures. | Starter – sort cards to be used, and learners to build s structure based on the cards – top CEO for example and bottom assistants with varied layers in between such as supervisors, finance managers etc.  Main activities – ask learners to draw the structure for their  college/school. Intro video to structures here –  <https://www.youtube.com/watch?v=Chb3Mk7wVVQ>  Teachers to split class into 2 groups one to investigate a flat structure and the other a tall structure – advantages and disadvantages and which situations would suit each and why. Ideas to be shared after this to the other group. Past exam questions to be looked at from the AQA website – learners to practice a question on flat/ tall and peer mark. | Post-it-notes – ask a question that your partner has to answer at the start of next lesson. | Written and oral communication |
| 2 | AO2  Investigate the factors affecting the  performance of | To understand the difference between a centralised and decentralised structure. To explain the | Revisit video – As a starter ask learners to answer questions again – mini case study at the start. <https://www.youtube.com/watch?v=Chb3Mk7wVVQ>  Main activities – Teacher to introduce the concepts – using  the information here. | Facebook style update. | Written and oral communication |

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|  | employees within organisations. | communication and where decisions are made in a matrix structure.  To analyse the impact of  organisational performance due to these structures. | [http://www.tutor2u.net/business/reference/centralised- versus-decentralised-structures](http://www.tutor2u.net/business/reference/centralised-versus-decentralised-structures) and [http://www.tutor2u.net/business/reference/centralised-and- decentralised-decision-making-revision-presentation](http://www.tutor2u.net/business/reference/centralised-and-decentralised-decision-making-revision-presentation) Learners asked to complete tables comparing each type of structure – learners then asked to compare the different types of organisations suited to each.  Teacher to introduce the concept of matrix structures –  [www.tutor2u.net/business/reference/matrix-structures](http://www.tutor2u.net/business/reference/matrix-structures) and again ask learners to complete table looking at  advantages and disadvantages and identify businesses that would use this type of structure.  Extension tasks – short answer past exam questions on  these types of structures. |  |  |
| 2 | AO2  Investigate the factors affecting the  performance of  employees within organisations. | To identify the key aspects of the Johnson & Scholes cultural web.  To analyse how this could impact on employee motivation | Starter – using mini white boards – ask learners to draw or describe the school/ college.  Main activities – Teacher to introduce the concept of culture in the organisation.  Then to talk through the use of this model.  [www.mindtools.com/pages/article/newSTR\_90.htm](http://www.mindtools.com/pages/article/newSTR_90.htm) and [http://www.growthbusiness.co.uk/growing-a- business/leadership-and-mentors/2496486/the-modern-](http://www.growthbusiness.co.uk/growing-a-business/leadership-and-mentors/2496486/the-modern-rulebook-putting-purpose-vision-and-values-at-the-heart-of-a-business.thtml) | Dominos of key terms/concepts learnt this week/lesson. | Written and oral communication |

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|  |  |  | [rulebook-putting-purpose-vision-and-values-at-the-heart- of-a-business.thtml](http://www.growthbusiness.co.uk/growing-a-business/leadership-and-mentors/2496486/the-modern-rulebook-putting-purpose-vision-and-values-at-the-heart-of-a-business.thtml)  Synthesis task – learners to summarise case study into 4 key points.  Learners to use the information provided to consider the impact this will have on motivation. |  |  |
| 2 | AO2  Investigate the factors affecting the  performance of  employees within organisations. | To explain the hygiene factors and motivators of Herzberg’s theory.  To describe Maslow’s  hierarchy of needs.  To apply the motivation theories to real situations. | Starter – ask the learners to use the white boards and make a list of the top 6 things that motivates them and to explain why.  Main activities – Teacher to use notes and video here to  explain concepts of the Hierarchy of needs. [http://study.com/academy/lesson/the-needs-theory- motivating-employees-with-maslows-hierarchy-of- needs.html](http://study.com/academy/lesson/the-needs-theory-motivating-employees-with-maslows-hierarchy-of-needs.html)  Learners in groups to complete a table for the hierarchy ensuring they have business examples for each one, thus making it easier to identify in a case study.  Teacher to introduce the concept of two factor theory. <http://www.businessballs.com/herzberg.htm>  Case study given to learners adapted from a past exam paper – 3 coloured questions used again in an envelope  on the desks – learners to choose the colours they want to | Huge dice – ask learners to put questions about the lesson on post-it-notes and throw dice around room so each learner has to roll the dice and answer a question. | Written and oral communication |

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|  |  |  | start with and to see if they can answer some harder colours by the end. |  |  | |
| 2 | AO2  Investigate the factors affecting the  performance of  employees within organisations. | To explain the concept of Vroom’s expectancy theory  To describe Locke’s motivation theory.  To analyse the impact the theories have on the motivation of employees. | Starter – recap what motivation is and Maslow and  Herzberg on a handout from the previous lesson.  [Main activities – teacher to introduce the concept of Vroom](http://study.com/academy/lesson/vrooms-expectancy-theory-of-employee-motivation.html)  [://study.com/academy/lesson/vrooms-expectancy-theory- of-employee-motivation.html](http://study.com/academy/lesson/vrooms-expectancy-theory-of-employee-motivation.html)  And also the theory of Locke. <https://www.mindtools.com/pages/article/newHTE_87.htm>Learners to complete revision sheets of each motivation – comparing and contrasting each theory to ensure that they know the differences between each theory.  Extension tasks – mini case studies for the learners to  identify which theory is being used. | Mini white boards Q&A based on the lesson – multiple choice or true/ false. | Written and oral communication | |
| 2 | AO2  Investigate the factors affecting the  performance of  employees within organisations. | To identify the financial and non-financial factors that affect motivation.  To analyse the financial  and non-financial factors affecting motivation. | Starter – Ask learners to again list what motivates them, rank in order and identify if financial or non-financial. Main activities – Split learners into groups, mixed or by  ability level. Learners to be allocated a financial and a non-  financial method of motivation, and to look at the advantages and disadvantages of each. Then to complete a market place activity where learners move around the room to ensure they have a full list of every one by | Key terms and definition cards to be matched up and put under the heading of financial or non- financial. | Written and ora communication | l |
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|  |  |  | speaking to the rest of the class. [http://www.tutor2u.net/business/reference/financial- methods-of-motivation](http://www.tutor2u.net/business/reference/financial-methods-of-motivation) and [http://www.tutor2u.net/business/reference/people- management-non-financial-motivation-methods](http://www.tutor2u.net/business/reference/people-management-non-financial-motivation-methods) |  |  |
| 2 | AO2  Investigate the factors affecting the  performance of  employees within organisations. | To explain the composition of teams. To analyse the factors  affecting the performance of teams in organisations. | Starter – Ask learners to recap matrix and the use of cross functional teams and benefits of this.  Main activities – Teacher led lesson PP showing the composition of cross functional teams – ask learners to give examples of businesses where these maybe used – link to the starter.  Learners to complete a table looking at the factors affecting business performance from the spec – 6 factors and then to make a judgement on the biggest factor. | Tweet something you learnt in this lesson. | Written and oral communication |
| 2 | AO2  Investigate the factors affecting the  performance of employees within | To understand the factors affecting the performance of employees. | Starter – recap covering all of AO2.  Main activities – Revision session covering AO2, learners to work in ability groups. Case studies to be used from past papers and the specimen paper – these can be adapted by the teacher if needed. Case studies given to learners with a choice of questions according to ability – peer mark or teacher to mark those weaker ability | Triangle reflection – what have you learnt from what you have seen, heard and done in the lesson today. | Written and oral communication |

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|  | organisations. |  | learners. |  |  |
| 2 | AO2  Investigate the factors affecting the  performance of employees within organisations. | To understand the factors affecting the performance of employees within organisations. | Starter – dominos of the key terms used in exam  questions teachers and use the trigger words for exams to make dominos.  Teachers to plan an assessment for learners looking at AO2. Past papers can be used along with the specimen papers on the AQA website. [http://www.aqa.org.uk/subjects/business-subjects/applied- general/business/assessment-resources](http://www.aqa.org.uk/subjects/business-subjects/applied-general/business/assessment-resources) | Teacher to mark the test that the learners have completed and feedback to the class. | Written communication |
| 2 | AO3  Assess the ability of managers to lead and empower employees | To identify the stages of the Tannenbaum and Schmidt continuum.  To analyse the leadership  styles in the continuum and how they can affect motivation.  Variety of different leadership scenarios used. | Starter – ask learners on whiteboards to describe different types of leaders they know giving examples.  Main activities – teacher led input introducing the  continuum [http://www.tutor2u.net/business/reference/leadership- styles-tannenbaum-and-schmidt-continuum-of-leadership](http://www.tutor2u.net/business/reference/leadership-styles-tannenbaum-and-schmidt-continuum-of-leadership) Teacher to blow up onto A3 sheet the continuum, mini descriptions of leaders given to the learners, work in pairs to place them onto the continuum. Smart Art used by learners to drag and drop on the smart board where they think the scenarios can go – learners to debate whether they agree. Differentiated scenarios used.  Handout and table used by learners to consider the impact | White boards used to draw the continuum and label with leaders from the lesson today  – teacher can ask at random learners to expand on points. | Written and oral communication |

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|  |  |  | of the different stages of the continuum on levels of motivation. |  |  |
| 2 | AO3  Assess the ability of managers to lead and empower employees | To identify different types of power.  To analyse the impact of the different types of power have on employees.  Variety of different power leaders used on the smart board. | Starter – have a range of different people in power on the board – these can be anything from royalty, to CEO’s, to sports people. Ask the learners to consider the link between them.  Main activities – Link  [http://quickbase.intuit.com/blog/2011/08/26/the-5-types-of- power-in-leadership/](http://quickbase.intuit.com/blog/2011/08/26/the-5-types-of-power-in-leadership/)  To finish [http://www.businessinsider.com/the-7-types-of-](http://www.businessinsider.com/the-7-types-of-power-that-shape-the-workplace-2013-7?IR=T)  [power-that-shape-the-workplace-2013-7?IR=T](http://www.businessinsider.com/the-7-types-of-power-that-shape-the-workplace-2013-7?IR=T) use this article and ask learners to synthesise into 5 key points. Teacher can adapt article to ensure all types of power from the spec are covered. | Newsflash what has been learnt today – learners to look at in groups and present. | Written and oral communication |
| 2 | AO3  Assess the ability of managers to lead and empower employees | To explain how leadership styles depend on the motivational needs of employees.  To understand the  different motivational needs of employees. | Starter – learners to be given different scenario cards and asked what motivates each of the people in the case study.  Main activities – show the 2 videos – look at Shake Shack  <https://www.youtube.com/watch?v=HbDQ7n6xIPM>and Ocado <https://www.youtube.com/watch?v=5pKwGvTEBf0>as 2 examples of businesses that motivate employees. Consider the different leadership styles that are used and | Mini scenarios to be used for each group at the end and ask learners to consider the leadership styles that could be adopted and why. | Written and oral communication |

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|  |  |  | the needs of the employees.  Differentiation questions to be used based on the different case studies. |  |  | |
| 2 | AO3  Assess the ability of managers to lead and empower employees | To identify the concept of empowerment  To analyse the benefits of empowerment in motivating employees.  Variety of people working at google and female engineers at google. | Starter – Recap on motivation – ask learners to use white board to make a list of non-financial methods of motivation Main activities – Teacher to introduce the concept of empowerment. <http://www.tutor2u.net/business/reference/empowerment-1>  Google used as a case study for empowerment show the video <https://www.youtube.com/watch?v=wsnSBhWEyK4>and ask learners to make notes on how they empower – [http://www.forbes.com/sites/laurahe/2013/03/29/googles- secrets-of-innovation-empowering-its-employees/](http://www.forbes.com/sites/laurahe/2013/03/29/googles-secrets-of-innovation-empowering-its-employees/) [http://beyondphilosophy.com/can-learn-googles- empowered-culture/](http://beyondphilosophy.com/can-learn-googles-empowered-culture/) Learners to use the articles as case studies with differentiated questions linked to the specification. | True/ false Q&A looking at empowerment and google. | Written and oral communication | |
| 2 | AO3  Assess the ability of managers to  lead and | To explain circumstances when empowerment should be used.  To describe the problems  when using | Starter – recap Q&A whiteboards considering what empowerment is and what was.  Main activities – Teacher to devise varying case studies which would outline issues with empowerment. Learners to work in ability groups to focus on differing case studies | Feedback from the synthesise task – learners to move around the room and  compare key points | Written and ora communication | l |
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|  | empower employees | empowerment. | these case studies should allow learners to apply their knowledge of empowerment to each of the different scenarios.  [http://smallbusiness.chron.com/pro-cons-empowerment-](http://smallbusiness.chron.com/pro-cons-empowerment-organization-13397.html)  [organization-13397.html](http://smallbusiness.chron.com/pro-cons-empowerment-organization-13397.html) To finish use the article to synthesise into 4 key points. | and come up with the best on the desk and be prepared to explain why. |  | |
| 2 | AO3  Assess the ability of managers to lead and empower employees | To describe the meaning of empowerment, rewards and power with employees.  To analyse the use of  empowerment in practice. | Starter – learners to consider the benefits and problems of empowerment onto a table.  Main activities – Teacher to give some background to Innocent Drinks and the leadership of the company. [http://www.thejobcrowd.com/employer/innocent- drinks/best-worst](http://www.thejobcrowd.com/employer/innocent-drinks/best-worst)  [http://engageforsuccess.org/case-study-employee-](http://engageforsuccess.org/case-study-employee-innovation-at-innocent)  [innovation-at-innocent](http://engageforsuccess.org/case-study-employee-innovation-at-innocent)  Case study Innocent Drinks video - learners to complete differentiated question whilst watching the video. <https://www.youtube.com/watch?v=SFcCqkT4ATQ> | MCQ based on the lesson today and Innocent Drinks. | Written and oral communication | |
| 2 | AO3  Assess the ability of managers to  lead and | To identify circumstances when empowerment  could be used.  To analyse situations where employees are not | Starter – ask learners to write down what they know about Amazon and how it is led/managed. Use of relevant local SME examples also encouraged.  Main activities – Case study of Amazon  <https://www.youtube.com/watch?v=CXWJ4GfQ22E> | Tweet what you have learnt this lesson. | Written and ora communication | l |
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**Specification reference**

**Number of hours**

empower employees

2 AO3

Assess the ability of managers to lead and empower employees

2 AO3

Assess the ability of managers to lead and empower employees

2 AO4

Assess the

**Key learning objectives**

Consider inclusion and differentiation (as appropriate and relevant) **Equality and Diversity in BLUE** (to be enhanced by unit teacher as appropriate for learner group)

empowered and the impact of this.

To assess the ability of managers to lead and empower employees.

To understand the ability of managers to lead and empower employees.

To understand the types of organisational change. To identify different types

**Learning activities and resources**

What will be learner led? What will be tutor led? Topics for plenary? Homework?

Classroom based or off-site? Employer engagement?

**Stretch and challenge in RED** (to be enhanced by unit teacher as appropriate for learner group)

learners to watch video – 30 minutes to consider the effect

when employees are not empowered and how the business may change to consider the motivation of employees.

Starter – dominos of key terms across the whole of AO3

Main activities – learners to create presentations picking a business of their choice and leader of their choice. Learners to work in ability groups to stretch and challenge, they should prepare for an hour and then present in pairs for the remainder of the lesson.

Teachers to plan an assessment for learners looking at AO3. Past papers can be used along with the specimen papers on the AQA website. [http://www.aqa.org.uk/subjects/business-subjects/applied- general/business/assessment-resources](http://www.aqa.org.uk/subjects/business-subjects/applied-general/business/assessment-resources) and [http://www.aqa.org.uk/subjects/business-subjects/as-and- a-level/applied-business-8610/past-papers-and-mark- schemes](http://www.aqa.org.uk/subjects/business-subjects/as-and-a-level/applied-business-8610/past-papers-and-mark-schemes)

Starter – Learners to use the whiteboards to consider the types of change.

Main activities – Teacher to introduce the idea of different

**Plenary**

How will learner progress be checked?

Evidence requirements?

Presentations given by learners and assessed by the teacher.

Teachers to mark the test and feedback to learners.

Gap fill looking at organisational change

**Embedding or contextualising**

(opportunities for skills development)

**Maths in PURPLE Transferable Skill**

**opportunities in**

**ORANGE**

Written and oral communication

Written and oral communication

Written and oral communication

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|  | use of leadership and empowerment to implement organisational change | of change for varying scenarios. | types of change. Video and notes here. [http://study.com/academy/lesson/organizational-change- causes-types-challenges-for-managers.html](http://study.com/academy/lesson/organizational-change-causes-types-challenges-for-managers.html) and [http://www.cliffsnotes.com/study-guides/principles-of- management/managing-change/types-of-organizational- change](http://www.cliffsnotes.com/study-guides/principles-of-management/managing-change/types-of-organizational-change)  Learners then split into ability groups and given different  case studies. Learners to match up and analyse the different types of change in the case study. | Q&A throughout the lesson. |  |
| 2 | AO4  Assess the use of leadership and empowerment to implement organisational change | To explain the factors that can resist organisational change.  To compare and contrast  factors resisting organisational change. | Starter – Wordsearch to recap the previous lesson [http://puzzlemaker.discoveryeducation.com/WordSearchS etupForm.asp](http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp)  Main activities – Teacher to introduce the factors that  resist change within an organisation [http://www.change-management- coach.com/resistance\_to\_change.html](http://www.change-management-coach.com/resistance_to_change.html) and [http://smallbusiness.chron.com/causes-resistance-change- organization-347.html](http://smallbusiness.chron.com/causes-resistance-change-organization-347.html)  Local SME case studies to be used but also case studies  of Thomas Cook, Royal Mail and Toyota used to identify how factors can resist organisational change. Learners to design posters to consider the different aspects that could | True and false cards used to determine learner progress – link to the factors identified on the syllabus. | Written and oral communication |

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|  |  |  | have resisted change in these organisations – teachers can adapt scenarios to fit with the lesson. |  |  | |
| 2 | AO4  Assess the use of leadership and empowerment to implement organisational change | To explain the concept of  ADKAR  To analyse the importance of this to employees. | Starter – Gap fill based on introduction to the topic and the use of ADKAR.  Main activities – show this video introduce the concept – <https://www.youtube.com/watch?v=u2vXc4HEUBs>Create a scenario of change within the school or college  (scenarios could be made more difficult or not depending  on the group) – use this handout to ask learners to work through the ADKAR process – [http://www.change- management.com/adkar-business-worksheet.pdf](http://www.change-management.com/adkar-business-worksheet.pdf)  Then ask learner to design their own change and create a poster on flip chart paper considering the change and the process using ADKAR – present back to the rest of the group. | Post-it-notes Q&A  from the lesson today. | Written and oral communication | |
| 2 | AO4  Assess the use of leadership and empowerment to implement  organisational | To identify the financial and operational constraints on the ability to implement organisational change. To evaluate the factors that constrain | Starter – White boards – ask learners to recap the ADKAR  process from the previous lesson.  Main activities – Ask learners to recap what financial and operational constraints are. Use headlines from the (local) news about business change (more difficult and complex sets of headlines can be used for a variety of different ability groups) – this can be anything that is currently up to | Tweet what has been learnt in the lesson. | Written and ora communication | l |
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|  | change | organisational change | date. Give the headlines to each of the class groups in envelopes and ask them to identify the financial and operational constraints for each headline and to explain why it has an impact. Once they have done this ask learners to rank the most important constraints and to argue why – these can be compared amongst the groups. |  |  |
| 1.5 | AO4  Assess the use of leadership and empowerment to implement organisational change | To examine how leadership and empowerment can be used to implement organisational change. | Starter – Comic strip – give learners a strip with bubble comments and ask them to design their own comic strip, looking at how constraints learnt last lesson can impact on organisational change.  Main activities – Use sort cards of the different leaders –  maybe use the ones from the Tannenbaum and Schmidt activity. Ask learners to identify the different types of leadership, they can then debate the ways that the different types of leaders can implement organisational change – different groups can share their ideas.  Different scenarios can then be given to learners – with  varying degrees of difficulty and they can suggest how different leaders would each approach the situation in different ways. | Traffic light cards held up to indicate learners understanding of the different topics in AO4 to indicate what they need to understand. | Written and oral communication |
| 1.5 | Mock exam | To complete a mock exam paper. | Use the specimen exam paper that is on the AQA website- [http://www.aqa.org.uk/subjects/business-subjects/applied-](http://www.aqa.org.uk/subjects/business-subjects/applied-general/business/assessment-resources) | Specimen paper marked using the | Written communication |

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|  |  | To understand how managers can organise, motivate and lead employees through organisational change to achieve business objectives. | [general/business/assessment-resources](http://www.aqa.org.uk/subjects/business-subjects/applied-general/business/assessment-resources) | mark scheme on the website. |  |
| 1 | Feedback  Mock | To understand reasons why the grade was given for the mock exam.  To identify how to  improve and areas to revise. | Teacher led lesson – Use the mark scheme to review the mock exam papers. Feedback sheets and reflection by learners to be completed. [http://www.aqa.org.uk/subjects/business-subjects/applied- general/business/assessment-resources](http://www.aqa.org.uk/subjects/business-subjects/applied-general/business/assessment-resources) | Feedback forms used to identify any areas that learners need to focus on ahead of the real exam. | Written and oral communication |