



Curriculum  
Council

# SMALL BUSINESS MANAGEMENT AND ENTERPRISE

(Year 12 E235)

*Teachers' Support Material*



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# **TECHNOLOGY AND ENTERPRISE**

## **TEACHER SUPPORT MATERIAL**

### **YEAR 12**

## **SMALL BUSINESS MANAGEMENT AND ENTERPRISE**

### **E235**

This document has been compiled through the collaborative efforts of the Curriculum Council, the Education Department and teachers trailing the subject. Thanks go to the writers of the document who accessed materials from trial teachers and contributed many of their own resources.

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## TECHNOLOGY AND ENTERPRISE: INTRODUCTION

Technology and Enterprise is the dynamic study of the application of knowledge, skills and resources to the development of practical solutions which meet the needs and wants of individuals and society. Through the process of technology, students solve real-life challenges through the activities of generating and developing ideas, researching and investigating, evaluating, making models, producing, documenting and critically analysing, all occurring in a dynamic manner. Such activities highlight the interaction between thought and action and contribute to students acquiring an understanding of the principles of design, the elements of design and how to develop design criteria.

The Technology and Enterprise subjects, and recent literature, refer to the technology process as an element of the key learning of this area. In many cases this is often referred to as the technology process or the design process. There has been a recent move away from these to the technology process, as the interpretation of technology process has been too restrictive and has been viewed as four separate components rather than an iterative process of learning, discovery and developing solutions to challenges.

The new post-compulsory subjects in the Technology and Enterprise area provide a range of contexts in which the key learnings in this area can be developed. These new subjects all follow the Common Assessment Framework approach, and teachers implementing these subjects should have a copy of the subject's syllabus document, *Common Assessment Tasks* booklet and, as it becomes available, the *Technology and Enterprise: Teacher Support Material*. Teachers should also have access to the Curriculum Council's *Key Competencies and Common Assessment Framework* booklet which provides valuable information on the implementation of assessment and grading in subjects developed using the Common Assessment Framework approach.

The following is a collection of material from various teachers involved in the trailing of the new Technology and Enterprise subjects. The teaching and learning programs, assessment tasks, methods of recording and reporting etc. are teacher support material only and are not to be seen as prescriptive. As can be seen by some of the sample approaches and tasks, the new subjects are very flexible in their interpretation, while still preserving the comparability in the outcomes achieved by students undertaking these subjects. These samples are available for use by schools but can be modified to suit the school's clientele and their clientele interests while still addressing the subject outcomes.

Different subjects in the Technology and Enterprise area had varying numbers of schools trailing, and this variation is reflected in the range of examples. Where possible two or more sample tasks have been included for each task, but this has not always been possible when only a few schools have been trailing and they have worked closely together. One reason for the material being presented in files is that as more good examples of tasks and programs are produced these can be added to the file, as can your own material.

What can be seen from the approaches taken is that teachers have responded to the need to change the methods used to assess. Where the emphasis moves to assessing process as well as product, the methods used to monitor, assess and record student achievement of outcomes also change. The section on recording and reporting provides examples of techniques used by teachers to do this.

It is important that you see this document as providing samples and suggestions only and that your school's program is not restricted by material in this document. The subject must be based on the subject outcomes and the Common Assessment Tasks as given in the syllabus: however, the actual activities implemented in doing these tasks and assessing the outcomes are a school decision.

## THE TECHNOLOGY PROCESS

One of the special features of teaching in the Technology and Enterprise area is that we can link student progress in cognitive skill development to concrete technological experiences. A strength of this area is the established combination of practical and thinking skills. The tangible results of these technological experiences are the products, systems and environments that students produce.

The technology process is used to help students develop a range of cognitive skills such as creativity, idea generation, model making, problem-solving, reflection, investigation, evaluation, research documentation and critical analysis. The development of these skills must be supported through the teaching of specific techniques: for example, brainstorming to help students generate ideas, or thinking skills to help students reflect on what they are doing. The evidence of the development of cognitive skills is not so obvious, and we often depend on the student portfolio for this evidence. As we go through a folio, the graphics, models, prototypes and notations are a concrete expression of the student's thinking processes and cognitive development. The folio then becomes the record of how students' thought and decision-making processes are developing. For example, the teacher can:

- review it with the pupil to examine where critical decisions are made
- examine the evidence that decisions are based on
- examine the points at which alternatives were possible.

So what is the technology process? In the past, the idea has been that there is a systematic process (e.g. technology process) which can be taught and learnt by all pupils who can then apply it to subsequent problems or situations. Research has revealed that it does not work this way, that what students do when they design in technology is a very convoluted and complex process, and is different every time they design something. Studies of designers working in technological fields also reject the notion that what they do can be represented by an algorithm. In the design situation where teachers insist on progressing through set stages, students in fact adopt their own strategies, but ritualistically use the teacher's approach to satisfy assessment demands. For example, in the common demand to sketch four design alternatives, a student may be interested in only one, and does the others just to satisfy the teacher. In this case the goal of generating creative ideas is not being achieved.

There is a range of activities which can make up the technology process. The activities depend on the learning style of the student, the context for learning and the intended learning outcomes, and are not done in a set order. These activities include generating ideas, research and investigation, evaluation, modelling, producing and documenting. It may be more appropriate to refer to these as *aspects* of the process rather than *stages*, which has a sequential connotation.

If the technology process is standardised and sequenced for all students for all projects, it may limit the opportunity for students to develop and demonstrate their cognitive skills and thus restrict their ability to demonstrate these skills through the documentation of their process.

How then can these aspects be taught if students are not all doing the same activity at the same time? Here are some ideas:

- Begin with large group activities where the sequence to be followed in a particular project is agreed to by discussion and consensus of the class. At the end of the project the teacher can then put a label on each of the activities that were undertaken, for example, 'when we looked at similar products on the market we were evaluating' or 'when you asked your friends and neighbours how much they would pay for the product, we were doing market research'.
- Do not expect too much too soon from students. In the early years students should not be expected to individually proceed through a self-directed technology process.

- Do not try and teach all the aspects of the technology process at once. Choose activities which emphasise particular aspects of the process so that students develop the necessary repertoire of skills over time. Not all student activities have to be full-blown design projects.
- As students are working on large projects which last for an extended period of time, introduce smaller support tasks in order to give practice in specific skills. For example, shorter tasks could include the development of a particular graphics skill, practice in identifying people's needs from a situation, or the identification of systems.
- Minimise the separation of theory and practice. The continual interaction between the thinking skills and the concrete realities is what enables the development of capability in technology and enterprise. This separation is often evident in timetabling, examinations, the use and design of work spaces and teaching methods.
- The technology process can begin at different places. It may begin with:
  - a brief already written by the teacher
  - an individual interest or need
  - exposure to a situation from which the students extract an opportunity
  - a description of the problem
  - an existing product, which is then evaluated for redesign.
- The point at which the technology process is initiated may dictate the beginning of the sequence of activities. For example, if a product is to be examined for redesign, then evaluation occurs first; if the activity results from personal need, then the generation of creative ideas may not be necessary – it may be appropriate to prototype ideas early in the process, then go back and revise the brief.
- The end result of the technology process may be a model or prototype or a graphic.
- The project should be authentic for the students in that it should be both personally meaningful and purposeful.
- Not all students will have the capacity to achieve all aspects of the technology process or use it in an interactive manner.

## **Assessment**

The nature of the assessment must be consistent with the nature of the activity. Of fundamental importance in technological activity is the quality of the total experience, which is a lot more than simply the sum of all the separate activities the student does. How all the students pull all the threads together to come up with a solution that satisfies the design criteria they began with is most important. Because this process is a very holistic one and is not simply a number of stages which follow each other, assessment must also be holistic. The essence of the activity is not captured in the aggregation of separate marks for different stages of the process. Teachers must depend on their professional judgement in coming up with an assessment of whether the student has achieved the outcome. This assessment must be supported by self-evaluation, peer evaluation, and documented or anecdotal evidence from the teacher's observation or from student work in a folio.

# Small Business Management and Enterprise

## Year 12 (E235)

### Time Plan/Program: Example 1

#### Term One

Week	Period	Lead up to Task	Content
1	1	1. Research Project	Course Outline Outcomes Assessment (V,H,S,ND) Performance Criteria
	2-3		Revision Worksheet
2	1-2		Revision Worksheet
	3		Brainstorm - Businesses in local area. Classify businesses into: - service - manufacturing - retail - export. Poster - Characteristics of each business type
	4		Continue with poster
3	1-2		Finish poster
	3		Research of report layout/parts. Handout - "Small Business Make Strong Contribution" (Extracted from Business Directions, Issues 70, December 1996) Export Package (Extracted from Business Directions, Issue 69, October 1996) Task One
	4		Task One
4	1-4		Task One
5	1-4		Task One
6	1-4		Task One
7	1-4		Task One
8	1	2. Design Folio	Brainstorm - what goes in a Business Plan Read pages 297-319 "Making Small Business Work For You" (Ian Birt, Roger Sleeman) Notes from reading Read pages 1-13 Chapter One - Understanding Business Planning, "Writing Your Plan for Small Business Success" (Ian Birt) Complete associated exercises
	2-4		Exercises - Chapter One - Understanding Business Planning
9	1-4		Read pages 38-45 - Chapter Three - Defining Business Objectives, "Writing Your Plan for Small Business Success" (Ian Birt) Complete associated exercises
10	1-4		Read pages 46-59 - Chapter Four - Formulating Establishment Strategies, "Writing Your Plan For Small Business Success" (Ian Birt)

			Complete associated exercises
11	1-4		Complete above exercises

### Term Two

Week	Period	Lead up to Task	Content
1	1	2. Design Folio	Complete exercises as per Term One Discuss - reasons for Business Plan - layouts of Business Plans - creation of Business Plans Demo - creative planner (computer program) Practice inserting information (mini plan)
2	1-4		Task Two
3	1-4		Task Two
4	1-4		Task Two
5	1-2		Task Two
	3	3. Group Project	Brainstorm - documents necessary to start a business. Research - documents necessary to start a business. h/o - Where to find information. Prepare faxes, letters etc
	3		Issue Task Three
	4		Task Three
6	1-4		Exams
7	1-4		Task Three
8	1-4		Task Three
9	1-4		Task Three
10	1-4		Task Three

### Term Three

Week	Period	Lead up to Task	Content
1	1	4. Major Project	h/o Accounting Notes - Source Documents and Journals Worksheet - Source Documents and Journals
	2-4		Source Documents and Journals exercises
2	1		h/o Accounting Notes - Ledger Worksheet - Ledger
	2		Ledger exercises
	3		h/o General Journal Worksheet - General Journal
	4		h/o Trial Balance Worksheet - Trial Balance
3	1		h/o Revenue Statement Worksheet - Revenue Statement
	2		h/o Balance Sheet Worksheet - Balance Sheet
3	3		Issue Task Four Video - "Close Encounters With Accounting - The Story of Baz and His Business"
4	4		Task Four Video "Close Encounters With Accounting - The Story of Baz and His Business" (Part Two)

5	1-4		Task 4
6	1-4		Task 4
7	1-2		Task 4
	3	5. Presentation	Video - "Acceptable Risk" Issue Task Five
	4		Task Four and Task Five
8	1-4		Task Four and Task Five
9	1-4		Task Four and Task Five
10	1-4		Task Four and Task Five

## Term One Time Plan/Program: Example 2

Week	Lesson Content	Handouts	Outcome
Term 1 1	Syllabus document Course outline (Tasks for the year) Assessment procedure Login/ID numbers Revision - Types of ownership - Business sector	“Business Organisations” Exercise	6
2	Small Business Statistics in Australia “Let’s Plan a Business” - text Contribution of small business to Australia Setting graphs in Excel Continue pie charts Complete rest of handout The economy and small business Notes: “Small business and the economy”	p. 126-129  “Contribution to Australian Growth” Excel pie charts  In-class notes	6  6  6
3	Task 1: Research Project Requirements and assessment Prepare questionnaire for Task 1 for whole of week 3. Use computers where necessary	Task sheet	1, 3, 6  1, 3, 6
4	Report Writing Excursion: Bunbury Town Students interview 3 businesses Review excursion Begin preparing outline of report using journal Intranet - “Building Business in WA” Continue Task 1	“Report Writing” Excursion  Intranet	3 3  3, 6  3, 6
5	Intranet - “Trade Performance” Design a questionnaire to ask Capel Vale Winery Excursion: Capel Vale Winery Review excursion trip and answers to questions Continue work on Task 1	Intranet  Excursion	3, 6  1, 3
6-8	Students continue Task 1 - during this time, check student journals		1, 3, 6
9	Location Industry Task 2: Design Folio Requirements and Assessment Business Plans	“Location & Economic factors” “Industry Business”  Task sheet “Structuring a Business Plan” “Beta Car Performance”	1, 3, 5, 6, 7
10	Work on Task 2 - journal, research topic of business		1, 2, 5, 6, 7
11	Task 2		1, 3, 5, 6, 7

## Task One: Research Project: Example 1

### Outcomes

Outcomes 1, 3 and 6 will be assessed in this task. Refer to syllabus document.

### Task

Students are required to individually research three small business opportunities.

### Task Description

Whilst the task requires students to investigate three business opportunities and submit notes as evidence of research, students are required to carry out a detailed analysis and type up a report on one in particular. Students are required to submit the following:

- research notes on the three different businesses
- reasons for selecting one particular business from the three investigated
- report showing a detailed analysis on a business chosen
- drafts.

### Performance Criteria

Refer to syllabus and marking key attached.

### Presentation

Apart from the requirements listed under Task Description be sure to include your references and a cover sheet on the report which must be typed.

You are also required to include this sheet and it is expected that it will show evidence of use by way of ticks and highlights.

Name: \_\_\_\_\_ Due: \_\_\_\_\_

## Task One: Research Project: Example 2

### Outcomes

1. Reports on the impact of technology on small business.
  - researches current and potential innovations of technology in small business
  - investigates technological advances which may create business opportunities.
3. Locates and uses suitable information to formulate decisions for small business enterprises.
  - collects and analyses relevant information using a variety of methods and strategies
  - presents information in a format to enable effective decision making.
6. Examines the importance of small businesses to the over economy.
  - recognises the diverse nature of small business
  - analyses the contribution of small business to the economy
  - explores the contribution of small business to exporting.

**V** Very high achievement

**H** High achievement

**S** Satisfactory achievement

**ND** Satisfactory achievement not demonstrated

### Task

An individual research project into three small business opportunities.

Jack and Jill Hill have decided to start up a business of their own but have no idea in what area (i.e. service, manufacture, retail, export etc). They have asked that you prepare a report for them that researches three small business opportunities. They have set out (below) a description of the task and some parameters for you to work within. They ask that you read these very carefully and follow the design brief supplied for the Technology Processes approach.

### Task Description

The task requires that the students submit the following work:

- research notes into three different business types
- a detailed analysis for the selection of one business type
- draft copies of final report design
- presentation of final report
- student self-evaluation
- a copy of all drafts.

### Task Parameters

- This task requires that students be given a project brief that follows the Technology Process approach.
- This task requires that students work individually.
- Students are to look at a range of small businesses.

### Authentication

- A student checklist will be used by the teacher for work carried out.
- Students must provide specific details of all their investigative work.

Please bear in mind the outcomes that need to be met in this project. The cover sheet shows very clearly what is being assessed. The performance criteria for outcomes assessed on the next page describes how they will be assessed. The design brief provided will help you with the process to go through. At the end,

please complete the student appraisal checklist and ensure this is handed in with everything else. Good luck!

## Performance Criteria for Outcomes Assessed

### Outcome 1: Reports on the impact of technology on small business.

Satisfactory	High	Very High
Identifies and reports on the impact of technological, environmental and social factors on small business.	The student investigates, analyses and reports on the impact of technological, environmental and social factors on small business.	Through investigation, the student discusses, analyses and makes predictions about the impact of technological, environmental and social factors on small business.

### Outcome 3: Locates and uses suitable information to formulate decisions for small business enterprises.

Satisfactory	High	Very High
The student researches suitable information to formulate decisions for small business enterprises.	The student researches and uses information to formulate decisions for small business enterprises.	The student researches, analyses and presents information to formulate decisions for small business enterprises.

### Outcome 6: Examines the importance of small business to the economy.

Satisfactory	High	Very High
The student explains the importance of small business to the economy.	The student explains the diverse nature of small business and its contribution to the economy.	The student explains the diverse nature of small business and its contribution to the economy, and the Australian export market.

## **Task Two: Design Folio: Example 1**

### **Outcomes**

Outcomes 1, 3, 5, 6 & 7 will be assessed in this task. Refer to syllabus document.

### **Task**

Students are required to individually produce a folio containing a business plan for one of the business types previously investigated.

### **Task Description**

Students are required to submit the following:

- a folio containing a completed business plan
- a list of all the documents included in the folio
- an outline of the technologies relevant to the business
- an evaluation of the business plan.

### **Performance Criteria**

Refer to syllabus and marking key attached.

### **Presentation**

Apart from the requirements listed under Task Description be sure to include your references and a cover sheet on the documents which must also be:

- computer generated
- annotated with references and
- collated in a logical order.

You are also required to include this sheet and it is expected that it will show evidence of use by way of ticks and highlights.

Name: \_\_\_\_\_ Due: \_\_\_\_\_

## Task Two: Design Folio: Example 2

### Outcomes

3. Locates and uses suitable information to formulate decisions for small business enterprises.
  - collects and analyses relevant information using a variety of methods and strategies
  - presents information in a format to enable effective decision making.
5. Uses appropriate technologies for small business.
  - evaluates existing processes and systems for specific applications
  - recommends processes/systems to facilitate the running of a small business.
6. Examines the importance of small businesses to the over economy.
  - recognises the diverse nature of small business
  - analyses the contribution of small business to the economy
  - explores the contribution of small business to exporting.
7. Develops a business plan.
  - generates ideas for business opportunities
  - recognises the qualities and skills necessary for small business success
  - analyses and utilises required information to complete a business plan.

**V** Very high achievement

**H** High achievement

**S** Satisfactory achievement

**ND** Satisfactory achievement not demonstrated

### Task

Produce a folio containing a business plan for one of the businesses previously investigated by the student.

Jack and Jill Hill have decided to leave the setting up of their business to you. They appreciate the effort you have put into Task One (the report you prepared for them on the different types of businesses). As you did such a good job on this, they have now asked that you prepare a business plan for the business of your choice. Once again they have set out (below a description of the task and some parameters for you to work within. Please read these very carefully before beginning work. There is actually more to this task than just preparing the business plan.

### Task Description

The task requires that you:

- submit a folio containing a completed business plan
- submit a list of all documents included in your folio
- explore technologies relevant to your business
- present documents in a logical order with references annotated
- use technologies to produce documents
- evaluate the completed business plan.

### Task Parameters

- This task requires that you follow the Technology Process approach.
- You must meet all aspects of the course outcomes.
- The task requires that you work individually.

### Authentication

- A student checklist will be used by the teacher for work carried out.

- Students must provide specific details of all their investigative work.

Please bear in mind the outcomes that need to be met in this project. The cover sheet shows very clearly what is being assessed. The performance criteria for outcomes assessed on the next page describes how they will be assessed. The design brief provided will help you with the process to go through. At the end, please complete the student appraisal checklist and ensure this is handed in with everything else. Good luck!

### Performance Criteria for Outcomes Assessed

#### Outcome 3: Locates and uses suitable information to formulate decisions for small business enterprises.

Satisfactory	High	Very High
The student researches suitable information to formulate decisions for small business enterprises.	The student researches and uses information to formulate decisions for small business enterprises.	The student researches, analyses and presents information to formulate decisions for small business enterprises.

#### Outcome 5: Uses appropriate technologies for small business.

Satisfactory	High	Very High
The student uses appropriate technological processes for the small business situation.	The student uses and appraises appropriate technological processes for the small business situation.	The student justifies the selection of, and uses appropriate technological processes for the small business situation.

#### Outcome 6: Examines the importance of small business to the economy.

Satisfactory	High	Very High
The student explains the importance of small business to the economy.	The student explains the diverse nature of small business and its contribution to the economy.	The student explains the diverse nature of small business and its contribution to the economy, and the Australian export market.

#### Outcome 7: Develops a business plan

Satisfactory	High	Very High
The student uses information to generate ideas and produces a business plan.	The student produces a business plan which contains the necessary details to implement the ideas generated.	The student produces a business plan which contains detailed information to implement the ideas generated and specifies the qualities and skills needed for small business success.

## Design Brief

1. What do you have to do?  
Consider:
  - The problem
  - The purpose
  - Plan of action
  
2. What do you have to work with?  
Consider:
  - Time frame
  - Resources/materials available
  - Skills learned
  - Equipment/hardware/software available
  
3. How are you going to solve the problem?  
Consider:
  - Range of possible solutions
  - Range of acceptable standards
  - Research background
  - Range of samples (i.e. brochures) or drafts
  
4. Which solution works best?  
Consider:
  - Testing range of samples or drafts
  - Refining range of samples or drafts
  - Consequences of samples or drafts
  
5. Producing the best solution.  
Consider:
  - Best alternative
  - Justifying best alternative
  
6. Appraising the problem solving process?  
Consider:
  - Standard of the production/document(s) produced
  - Personal role in the process
  - Group role in the process (if applicable)
  
7. Marketing the product.  
Consider:
  - The purpose for which the product was created
  - Is the product justified (market research)
  - The target market

## Task Three: Group Project: Example 1

### Outcomes

Outcomes 7, 8, 9 & 10 will be assessed in this task. Refer to syllabus document.

### Task

Students are required, as a group, to select a small business and prepare all the necessary documentation to commence business.

### Task Description

The group is required to submit the following:

- notes which show the group's decision process
- a list of the documentation contained in the folder
- the business plan which may show any modifications to it
- proformas of all documents to be used - produced with computer software
- a document which clearly shows the responsibilities and work carried out by each team member
- a plan showing the steps that will be taken to put the business into practice
- a review of the team performance and human resource issues that arose.

Each individual is required to submit the following:

- a report on a particular aspect - for example marketing strategies, finance, target market
- evidence of their own contribution, work and organisation.

### Performance Criteria

Refer to syllabus and assessment guidelines attached.

### Presentation

Apart from the requirements listed under Task Description be sure to include a cover sheet and collate work into clearly labelled sections. It is also expected that most of the materials will be produced using computer software and placed into individual and a group folder.

You are also required to include this sheet and it is expected that it will show evidence of use by way of ticks and highlights.

Name: \_\_\_\_\_ Due: \_\_\_\_\_

## Task Four: Major Project: Example 1

### Outcomes

Outcomes 2, 4, 8, 9 & 10 will be assessed in this task. Refer to syllabus document.

### Task

Students are to run a small business enterprise, as a group, and maintain all necessary records.

### Task Description

Students are required to:

- run a small business
- produce day-to-day records
- document operational practices and changes
- produce final accounts to determine profit or loss
- complete an overall business evaluation including future directions and human resource issues.

### Performance Criteria

Refer to syllabus, assessment guidelines attached and business evaluation checklist.

### Presentation

Apart from the requirements listed under Task Description be sure to:

- word process your evaluation
- label sections clearly and collate in a logical order
- place work in a suitable folder and ensure that sections can be easily identified and read.

You are also required to include this sheet and it is expected that it will show evidence of use by way of ticks and highlights.

Name: \_\_\_\_\_ Due: \_\_\_\_\_

## Task Five: Group Presentation: Example 1

### Outcomes

Outcomes 1, 2, 4 & 5 will be assessed in this task. Refer to syllabus document.

### Task

Students, as a group, are to explore a range of health and safety issues in small business.

### Task Description

The group is to submit:

- the presentation - this may be in the form of a video, poster, speech, role play or multimedia presentation - e.g. Powerpoint or Authorware
- the production plan
- an outline of group roles.

Each student is to submit:

- a draft of their research
- an evaluation of how the team worked and each individual's contribution in it (a form will be supplied for some of this).

### Performance Criteria

Refer to syllabus, assessment guidelines attached and business evaluation checklist.

### Presentation

Apart from the requirements listed under Task Description be sure to:

- practise and test the presentation
- note any changes made to the presentation as a result of feedback obtained during testing
- provide a suitable cover sheet to identify the presentation and individual work
- place work in a suitable folder and ensure that sections can be easily identified and read.

You are also required to include this sheet and it is expected that it will show evidence of use by way of ticks and highlights.

Name: \_\_\_\_\_ Due: \_\_\_\_\_

## Task Five: Presentation: Example 2

### Outcomes

2. Evaluates health and safety practices in a variety of small business enterprises.
  - identifies health and safety requirements of individuals in work places
  - accounts for the health and safety of self and others
  - applies and reviews ergonomic factors to improve comfort and productivity.
  
4. Demonstrates role flexibility within a project team.
  - negotiates the roles and responsibilities of members of a work group
  - monitors the achievement of the project goals
  - participates effectively as a team member, leader or manager.
  
5. Uses appropriate technologies for small business.
  - evaluates existing processes and systems for specific applications
  - recommends processes/systems to facilitate the running of a small business.

- V Very high achievement**  
**H High achievement**  
**S Satisfactory achievement**  
**ND Satisfactory achievement not demonstrated**

### Task

Either as a group or individually, explore the health and safety issues in small business.

### Task Description

- Plan a presentation (either a video, posters, role play or media board) to demonstrate the changes in health and safety issues.
- Either in a group or individually, prepare a presentation (a video, posters, role-play or media board) that examines the changes in health and safety issues. You will need to submit your presentation, a draft of the research that examines the changes in health and safety issues, a production plan and all draft copies. If you do your presentation as a group you will also need to include an outline of the group roles.
- Individually evaluate how your team worked (on the appraisal sheet provided) and submit your evaluation along with an evaluation of your presentation.
- Make your presentation to the class.

Please bear in mind the outcomes that need to be met in this project. The cover sheet shows very clearly what is being assessed. The performance criteria for outcomes assessed describe how they will be assessed. The design brief provided will help you with the process to go through. At the end, please complete the student appraisal checklist and the group appraisal checklist and ensure this is handed in with everything else and your journal. Good luck!

### Performance Criteria

#### Outcome 2: Evaluates health and safety practices in a variety of small business enterprises.

Satisfactory	High	Very High
The student evaluates appropriate health and safety practices in various small business situations.	The student evaluates the appropriateness of health and safety practices in a variety of enterprises.	The student recommends improvements to existing health and safety practices in a variety of enterprises.

**Outcome 4: Demonstrates role flexibility within a project team.**

<b>Satisfactory</b>	<b>High</b>	<b>Very High</b>
The student works individually and as a team member.	The student works individually as well as negotiating team roles.	The student works effectively in a range of roles within the team.

**Outcome 5: Uses appropriate technologies for small business.**

<b>Satisfactory</b>	<b>High</b>	<b>Very High</b>
The student uses appropriate technological processes for the small business situation.	The student uses and appraises appropriate technological processes for the small business situation.	The student justifies the selection of, and uses appropriate technological processes for the small business situation.

## RESOURCES

### Useful Texts and Other Resources for Small Business Subjects

*A Guide for Operating a Small Business* Small Business Development Corporation

Alger, G, Diamontopoulos, B and Birt, I, *VCE Business Management Book One* Oxford University Press 1994

Alger, G, Diamontopoulos, B and Birt, I, *VCE Business Management Book Two*, Oxford University Press, 1995

Allen, Roger E, *Winnie-the-Pooh on Management* (light-hearted!), Methuen 1995

*ANZ Guide for Small Business* ANZ Bank, 1995

*Basic Finance and Bookkeeping Module 12.1* , Student workbook and teacher manual, AUSMUSIC, 1996

Birt, Ian, *Making Small Business Work For You*, Rigby Heinemann Reed International, 1995

Birt, Ian, *Writing your Plan for Small Business Success*, Rigby Heinemann Reed International

Boniwell, R, Weedon, J, Cornell, A, Bruce, F and McCormack, A, *Business Management Human Resource Management and Corporate Management* ,VCE Units 3 & 4 The Jacaranda Press 1996

Brookes, L and Taylor, J, *Small Business Case Book* VCTA, Melbourne, 1988

Brooks, A, Collings, S, Gonzales, P, *Accounting for Small Business: A Single-entry Approach* VCTA, Melbourne, 1990

Burkett, Larry, *Business by the Book* Thomas Nelson, Nashville, 1990

*Business Focus Series* BEWA 1995-1996

*Business Management Applications and Tasks*, VCTA

*Business Reference Manual*, Chamber of Commerce and Industry WA, 1993

Calandra, A and Ciavarello, G *Business Management and Marketing in Australia* Longman Cheshire

Chestnut, W and King, P, *Production Management* Oxford University Press

*Choices at Work* (Folder of leaflets), Department of Productivity and Labour Relations

Clark, David, *Student Economic Briefs* Financial Review Library, 1995

Collings and Barrile, *Up and Running* 3rd edn VCTA

Conneley and Rock, *Managing Australian Business* VCTA

Connoley, R and Rock, P, *Managing Australian Business: Human Resources and Corporations Teacher Manual*, VCTA Melbourne, 1991

*Don't Touch Wood* (worksheets and video), ANZ Bank, 1995

Dunn, Colin, *Let's Plan A Business*, VCTA, 1994

English, J W, *How to Organise & Operate a Small Business in Australia*, Allen & Unwin 1995

*Financial Management for Small Business* - revised edition, CCH Books, Australia, 1995

Fleming, L, et al, *Excel HSC 2 Unit Business Studies*, Pascal Press, 1994

Gaujers, R., Harper, J. and Browne, J., *Managing Your Small Business*, Innovative Business Resources, PO Box 619 Scarborough WA 6019 or fax: 9246 7036.

Gaujers, R., Harper, J. and Browne, J., *Small Business Management*, Innovative Business Resources, PO Box 619 Scarborough WA 6019 or fax: 9246 7036.

Gaujers, R., Harper, J. and Browne, J., *Small Business Management Modules*, Innovative Business Resources, PO Box 619 Scarborough WA 6019 or fax: 9246 7036.

Grace, Damian and Cohen, Stephen, *Business Ethics* Oxford University Press, 1995

Greene, Brad and Watson, Andrew *Introducing Business Organisation and Management 1*, Heinemann

Greene, Brad and Watson, Andrew *Windows into Business Australian Case Studies* Heinemann 1996

Harrington, S., Arcodia, C. and Rizzo, N., *Introducing Business Communication and Technologies*, Heinemann

Hunt, Evans, Smith and Golding, *Dress to Impress* Pitman

Kaplan, Cyndi, *Awaken your Business Creativity* Millenium Books, 1995

Kong, *Mind Your Own Business* Pitman

Kramar, Robin, *Human Resource Management*, Oxford University Press

Lincoln, Clive A, *HSC Essentials Business Studies*, Oxford University Press , 1994

Maddux, Robert B, *Team Building An Exercise in Leadership*, Revised edn., Crisp Publications, 1992

*Managing the Small Business Series*: many booklets of use to this subject, Small Business Development Corporation, Australian Government Publishing Service

Martin, C, *Starting Your New Business* Crisp Publications, 1988

McLaughlin, Y, *Australian Management*, Third Edition Vic, Collingwood: TAFE Publications, 1994

McMahon, Richard, *Financial Management for Small Business* 2nd edition CCH Australia Limited 1995

Miles, S and Sullivan, D, *People Going Somewhere: An Introduction to Business Management* Edward Arnold, 1990

*NPDP Resources for Business Education* NPDP Project Team 1996

Periodical: *Business Directions* 09 388 8188

*Principles of Marketing module 18.1* +teacher notes, AUSMUSIC, 1996

*Principles of Retailing module 5.1* + teacher notes, AUSMUSIC, 1996

Richardson, Jim, *The Farm as a Business* Inkata Press (division of Butterworth Heinemann Australia, Melbourne) 1996

Rose, Alison, *101 ways to make money* Hodder & Stoughton, 1995

Sheppard, Marj, *Enterprise Connections* VCTA 1990

*Starting Up and Running or Expanding Your Own Business* Commonwealth Bank, 1995

Sykes, D, *Business Studies An Introduction*, Longman Cheshire

Taylor, M, *Getting the Message Across: Marketing, Communications and PR in Business* VCTA, Melbourne 1991

*The Job Guide Western Australia* Department of Employment, Education and Training, annual

*The Small Business Management Book*, Macmillan Education Australia

Weiers, Ronald, *Marketing Research* 2nd edn., Prentice-Hall International Editions

Wigg, Roy, *Keeping Account*, VCTA Melbourne, 1995

## Internet Resources List

The following resources may be useful for research assignments for Small Business Management and Enterprise. The list was accurate when compiled. As sites are changed, however, some may not be valid by the time of publication. Refer to newspaper articles in the local and national press, and to computing periodicals such as PC User, Australian PC World and Australian Personal Computer for up-to-date information including business and general educational locations. New sites become available regularly and students should scan advertisements and the local press regularly to find new site addresses, as part of their research for business information.

<b>Topic/Content</b>	<b>Location</b>
ABC Online	<a href="http://www.abc.net.au">http://www.abc.net.au</a>
Aboriginal Economic Development in W.A.	<a href="http://www.wa.gov.au/commerce/aed/drafstr.html">http://www.wa.gov.au/commerce/aed/drafstr.html</a>
Advance Bank	<a href="http://www.advance.com.au">http://www.advance.com.au</a>
Agricultural information by Rural Press	<a href="http://www.rpl.com.au">http://www.rpl.com.au</a>
Ansett Australia	<a href="http://www.ansett.com.au">http://www.ansett.com.au</a>
Arthur Andersen Real Estate	<a href="http://www.arthurandersen.com/resg">http://www.arthurandersen.com/resg</a>
Austrade World Direct	<a href="http://www.austrade.gov.au">http://www.austrade.gov.au</a>
Australian Business OnLine	<a href="http://www.abol.net.au">http://www.abol.net.au</a>
Australian Financial Services directory	<a href="http://www.afsd.com.au">http://www.afsd.com.au</a>
Australian Securities Commission	<a href="http://www.asc.gov.au">http://www.asc.gov.au</a>
Australian Society of Certified Practising Accountants	<a href="http://www.cpaon-line.com.au/cpahome.htm">http://www.cpaon-line.com.au/cpahome.htm</a>
Australian Stock Exchange home page: has an education section	<a href="http://www.asx.com.au/welcome.html">http://www.asx.com.au/welcome.html</a>
Australian Stocks and Shares	<a href="http://www.wantree.com.au/~tpauleyg/shares.html">http://www.wantree.com.au/~tpauleyg/shares.html</a>
Australian Tax Office	<a href="http://www.webaustralia.com.au/ato/atohp/htm">http://www.webaustralia.com.au/ato/atohp/htm</a>
Bad debts equals bad business	<a href="http://www.amp.com/au/2c.htm">http://www.amp.com/au/2c.htm</a>
BankWest	<a href="http://www.bankwest.com.au">http://www.bankwest.com.au</a>
Basic Facts about W.A.	<a href="http://www.wa.gov.au/commerce/invest/invest7.html">http://www.wa.gov.au/commerce/invest/invest7.html</a>
BHP corporate site	<a href="http://www.bhp.com.au">http://www.bhp.com.au</a>
Building Business in W.A.	<a href="http://www.wa.gov.au/home.html">http://www.wa.gov.au/home.html</a>
Coles (information resource on supermarket chains)	<a href="http://www.coles.com.au">http://www.coles.com.au</a>
Commonwealth Bank	<a href="http://www.combank.com.au">http://www.combank.com.au</a>
Compaq educational resource page	<a href="http://www.commsol.com.au/compaq/ed/">http://www.commsol.com.au/compaq/ed/</a>
Cu-seeme schools (fun and interesting)	<a href="http://www.gsn.org/gsn/cu/">http://www.gsn.org/gsn/cu/</a>
Economy: resource catalogue	<a href="http://iinet.net.au/~catalog/hooah/econ.html">http://iinet.net.au/~catalog/hooah/econ.html</a>
Fairfax Group (publishers of Sydney Herald, etc)	<a href="http://www.market.fairfax.com.au">http://www.market.fairfax.com.au</a>
Financial planning (from AMP)	<a href="http://www.amp.com/au/2a.htm">http://www.amp.com/au/2a.htm</a>
Flight Centre	<a href="http://www.flightcentre.com.au">http://www.flightcentre.com.au</a>
Home Building Society	<a href="http://homebs.com.au">http://homebs.com.au</a>
Index of miscellaneous business sites	<a href="http://www.i-net.com.au/business">http://www.i-net.com.au/business</a>
Insurance News Network (US but information useful)	<a href="http://www.insure.com/">http://www.insure.com/</a>
Lawyers News Page	<a href="http://www.lawnet.com/au">http://www.lawnet.com/au</a>

Links to Accountancy Resources: wide variety of interesting links including ATO and ASX	<a href="http://www.jcu.edu.au/~blagd/accountant.html">http://www.jcu.edu.au/~blagd/accountant.html</a>
MLC	<a href="http://www.mlc.com.au">http://www.mlc.com.au</a>
Morgan and Banks International	<a href="http://www.morganbanks.com.au">http://www.morganbanks.com.au</a>
National Mutual: Insurance	<a href="http://www.nm.com">http://www.nm.com</a>
NRMA (car, travel, insurance and financial services information)	<a href="http://www.nrma.com.au">http://www.nrma.com.au</a>
On-line Better Buy site (cars)	<a href="http://www.obb.com.au">http://www.obb.com.au</a>
On-line Small Business Workshop (Canadian)	<a href="http://www.sb.gove.bc.ca/smallbus/workshop/">http://www.sb.gove.bc.ca/smallbus/workshop/</a>
OnQual (quality assurance)	<a href="http://www.q2000.com.au/OnQual">http://www.q2000.com.au/OnQual</a>
PC User School site	<a href="http://www.pcuser.com.au/spc_toc.htm">http://www.pcuser.com.au/spc_toc.htm</a>
People and Population Statistics including W.A.	<a href="http://www.wa.gov.au/commerce/futures/ch1-1.html#WA">http://www.wa.gov.au/commerce/futures/ch1-1.html#WA</a>
Professional Services: legal	<a href="http://www.austlii.edu.au">http://www.austlii.edu.au</a>
Regional Perspectives on W.A.	<a href="http://www.wa.gov.au/gov/regional/persp/index.html">http://www.wa.gov.au/gov/regional/persp/index.html</a>
Safety Line (Worksafe Australia)	<a href="http://www.wt.com.au/safetyline">http://www.wt.com.au/safetyline</a>
Small Business Success magazine	<a href="http://www.yellowpages.com.au/sbs/aut96/1_96cont.htm">http://www.yellowpages.com.au/sbs/aut96/1_96cont.htm</a>
Squirrel Australian Business Internet Directory	<a href="http://www.squirrel.com.au/austbus/">http://www.squirrel.com.au/austbus/</a>
Telstra Home Page (phone books, articles, product information)	<a href="http://www.telstra.com.au/">http://www.telstra.com.au/</a>
The Yellow Net shopping	<a href="http://www.yellow.net.au/">http://www.yellow.net.au/</a>
Toowoomba City Council Business: directory and information	<a href="http://www.toowoomba/qld.gov.au">http://www.toowoomba/qld.gov.au</a>
Top 50 UK Publishers	<a href="http://mediator.pira.co.uk/newsfocus/top50ukpub/content.html">http://mediator.pira.co.uk/newsfocus/top50ukpub/content.html</a>
Toyota Site	<a href="http://www.toyota.com.au">http://www.toyota.com.au</a>
Trimming your costs for better business (AMP Finance for small business)	<a href="http://www.amp.com/au/2b.htm">http://www.amp.com/au/2b.htm</a>
UK Business and Economics Teachers Resource	<a href="http://bized.ac.uk/studskil/ryeconomics/text/notes.htm">http://bized.ac.uk/studskil/ryeconomics/text/notes.htm</a>
Why Invest in W.A.?	<a href="http://www.wa.gov.au/commerce/invest/invest5.html#Perth">http://www.wa.gov.au/commerce/invest/invest5.html#Perth</a> and forwards (don't forget the button at the bottom of the home page!)
Wine information	<a href="http://www.lindemans.com.au">http://www.lindemans.com.au</a>
Women's Wire: Business Page	<a href="http://www.women.com/">http://www.women.com/</a>
Woolworths The Fresh Food People (dietary information, recipes, a food additive list)	<a href="http://www.woolworths.com.au">http://www.woolworths.com.au</a>
Working Systems Australia (HR)	<a href="http://www.people.enternet.com.au/~jdtaylor">http://www.people.enternet.com.au/~jdtaylor</a>
Yellow Pages Small Business Resources	<a href="http://www.yellowpages.com.au/sbr/">http://www.yellowpages.com.au/sbr/</a>
ABC Shop	<a href="http://www.abc.net.au/abcshops">http://www.abc.net.au/abcshops</a>
Victorian Farmers Federation	<a href="http://www.vff.org.au/welcome1.html">http://www.vff.org.au/welcome1.html</a>
Australian Financial Review	<a href="http://www.afr.com.au">http://www.afr.com.au</a>
Economist	<a href="http://www.economist.com">http://www.economist.com</a>
Commonwealth Bank	<a href="http://www.commbank.com.au">http://www.commbank.com.au</a>
Telstra	<a href="http://www.telstra.com.au">http://www.telstra.com.au</a>
Australian Tourism Commission	<a href="http://www.aussie.net.au">http://www.aussie.net.au</a>
Travel Shopper	<a href="http://www.travel.com.au">http://www.travel.com.au</a>



## A Selection Of Videos\* That May Be Useful With Small Business Management And Enterprise

Advertising Layout, Parts 1 and 2	Video Classroom
Backyard Starters	VEA Australia
Better Balance (Accounting Principles illustrated by a small business case study)	VEA Australia
Beyond the Seams No 5: Marketing Sportsgirl	VEA Australia
Communication in the Office	VEA Australia
Communication Skills at Work	VEA Australia
Conducting a Survey	VEA Australia
Corporate Management	VEA Australia
Corporate Management 2: The Sportsgirl Experience	VEA Australia
Dynamic Nature of Business	VEA Australia
Electronic Office Technologies in the 90s	VEA Australia
Family Business	VEA Australia
Franchising	Video Classroom
Introducing Business	VEA Australia
Introduction to Marketing	ABC Open Learning
Investigating Small Business	VEA Australia
Marketing - an Introduction	VEA Australia
Minding my own Business series, Inspiration, Planning	Video Classroom
Open for Business	VEA Australia
Our People: Our Business	VEA Australia
Ripcurl, Business Surfing Style	VEA Australia
Small Business Case Files	VEA Australia
Starting Your Own Business	VEA Australia
Taking The Initiative: Case Studies of Business	National Curriculum Services
Tapping Small Business Money Sources	Institute of Chartered Accounting
Technology at Work	Team Video Pacific
The Business of Hospitality (10 videos in series)	EMA Open Learning Pty. Ltd.
The Business Organisation	VEA Australia
The Packaging and Design Process	City of London Polytechnic Centre for and Training in Retail Distribution in Association with Media and Educational Technology
Research	VEA Australia
The Role of the Office (Office Skills series)	VEA Australia
Working Today	Team Video Pacific
Doing Business Small Business Management in Australia, ABC Audio Tape	Open Learning

\*Refer to the Activities section for suggestions as to when to introduce some of these videos.