



Curriculum
Council

MANAGEMENT AND MARKETING

(Year 12 E232)

Teachers' Support Material

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TECHNOLOGY AND ENTERPRISE

TEACHER SUPPORT MATERIAL

YEAR 12

MANAGEMENT AND MARKETING

E232

This document has been compiled through the collaborative efforts of the Curriculum Council, the Education Department and teachers trialing 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 trialing 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 trialing, 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 trialing 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 (eg. 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.

A TEACHER'S PERSPECTIVE

The Management and Marketing subject contains subject outcomes which are designed to enable students to demonstrate achievement of these outcomes.

Outcomes based learning means that the students will be active learners, participating in and taking responsibility for their own achievements. For some students (and teachers), the transition from traditionally 'chalk and talk' teaching to student centered, investigative learning is quite challenging.

Bear in mind the following points when delivering this subject:

- Initially, small research and fact-finding activities may be given: such as finding out what terms such as 'management' and 'marketing' mean. Engage students in practical activities where possible.
- Before preparing the details for each of the Common Assessment Tasks, it is essential to analyse each of the outcomes to be assessed. Make sure that the task allows students to demonstrate each of the required outcomes.
- After analysing the outcomes, engage students in developmental activities planned to assist students to understand and demonstrate the outcomes.
- Students have the opportunity of demonstrating each subject outcome at least twice during the subject.
- It is also necessary to cover all components for each outcome at least once, but it is not necessary to include every component each time an outcome is assessed.
- Where possible, use computers to give students the opportunity to electronically produce material.
- The selection of tasks provided in this support material is taken from actual tasks used previously - tasks that worked for the teachers who trialed them. Materials in this package may be used directly or adapted for your students.

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TEACHING/LEARNING PROGRAMME – EXAMPLE 1

Time Allocated	Content	Tasks	Outcomes
<p>Term One</p> <p>Weeks 1 – 5</p>	<p><u>Introduction</u></p> <p>What is a business Aim and purpose of business Sources of information How/by whom are decisions made</p> <p><u>Developing and Marketing a business product</u></p> <p>What is a product The technology process The meaning and process of marketing</p>	<p>Marketing Project – Task 2</p>	<p>3, 4, 5, 6</p>
<p>Weeks 6 – 9</p>	<p><u>Budgeting</u></p> <p>Profit and liquidity The benefits of planning Use of spreadsheet programmes Preparation of cash and profit budgets</p>	<p>Performance Reports – Task 3</p>	<p>4, 5</p>
<p>Week 10</p>	<p><u>Revision and Consolidation</u></p>		
<p>Term Two</p> <p>Weeks 1 - 4</p>	<p><u>Business and its environment</u></p> <p>The social and environmental impacts of business Responsibilities to stakeholders The influence of outside organisations Government regulation</p>	<p>Report – Task 1</p>	<p>1, 2, 7</p>

Time Allocated	Content	Tasks	Outcomes
Weeks 5 - 6	<u>Human Resource Management</u> Role and purpose of HRM Relationship to other business activities		
Week 7	<u>Exams</u>		
Weeks 8 – 10	<u>Human Resource Management</u> Incentives Resolving conflict, negotiating terms Recruitment, selection, training	Human Resources Study – Task 4	2, 3
Term Three Week 1	<u>Human Resource Management</u> Review – Conflict Resolution		
Weeks 2 - 4	<u>Use of Financial Information</u> Data recording methods Profitability and stability The main financial reports Analysis and interpretation of financial data Decision making using financial data Sources of information		
Weeks 5 - 7	<u>Australian Firms Operating Overseas</u> Identify Australia’s main trading partners Constraints of firms operating abroad – political, social, economic Political, economic and social characteristics of Australia’s trading partners in the region	Investigation – Task 5	1, 6, 7
Weeks 8 - 9	<u>Revision</u>		

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TEACHING/LEARNING PROGRAMME – EXAMPLE 2

Time Allocated	Content	Tasks	Suggested Activities	Outcomes	Ongoing Skills
Term One Week 1	<u>Overview and Revision</u> <ul style="list-style-type: none"> • Aim and purpose of business • Characteristics of business (Types, Sectors, Methods of Operation) 				Setting personal goals Appraising personal goals Time management Communication Skills Technology Process
Weeks 2 - 10	<u>Social and Environmental Impact of Business</u> <ul style="list-style-type: none"> • Need for ethical behaviour by an organisation • Impact of business decisions on the community • Outside organisations associated with the operation of business (Agencies, Government Departments, Environmental Groups, Pressure/Lobby Groups, Others) • Role of outside organisations associated with the operation of business • Government intervention into the operation of business • Challenges facing Australian business in the Asia/Pacific Region • Social and economic characteristics of Australia’s main trading partners in the Asia/Pacific Region • Human Resource issues facing organisations trading in the Asia/Pacific 	1	Report Study, from press and other reports, an instance of conflict between business and the community in issues such as environmental, financial or cultural. Investigation of issues facing a particular business operating in the Asia/Pacific Region. Investigation of problems common to business operating in the Asia/Pacific Region. Draw up an employment contract for an Australian	1, 2, 7	As above

	Region		working in an Asian country.		
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Time Allocated	Content	Tasks	Suggested Activities	Outcomes	Ongoing Skills
Term Two Weeks 1 - 3	<u>Human Resource Management</u> <ul style="list-style-type: none"> • HRM functions and activities • Relationship between HRM and other business activities • Employee incentives • Strategies for resolving interpersonal conflict • Negotiation of working conditions • Recruitment strategies for employees • Process for selection of potential employees 				As above
Weeks 4 - 5	Consolidation Exams Work Experience				As above
Weeks 6 - 7	Revision of Weeks 1 – 3	4	Role-playing various stages of the selection process. Selection/training manual. Design of a board game incorporating HRM issues	2, 3	As above
Weeks 8 – 10	<u>Marketing</u> <ul style="list-style-type: none"> • Elements of the planning process • Marketing decisions • Significance of research and development • Need for new products • Manager’s role in fostering innovation • Steps involved in the development of an innovative product • Development of systems to effectively operate as a team member in a variety of 	2	Design or modify a product Business simulations <ul style="list-style-type: none"> • Teacher controlled • Computer software Critically examine an existing product	3, 4, 5, 6	As above

Time Allocated	Content	Tasks	Suggested Activities	Outcomes	Ongoing Skills
Term Three Weeks 1 - 3	As for Term Two, Weeks 8 – 10				
Weeks 4 - 9	<p><u>Financial Management and Planning</u></p> <ul style="list-style-type: none"> • Elements of the planning process • Investigation of business management and marketing decisions • Information required to aid decision making • Presentation of financial and other information: Profit Report, Balance Sheets, Budgets • Analysis and interpretation of given information • Selection of appropriate course of action on the basis of the interpretation of financial information • Selection of appropriate sources of finance for given situations 	3	<p>From given information draw up a budget for a firm and use it to make controlling decisions</p> <p>As part of Task 2, draw up financial projections and compare these with actual results</p> <p>Graph and analyse financial data for a listed company over a number of years and relate it to significant decisions made during the period.</p> <p>Examine current financial reports and use this information to predict future performance</p>	4, 5	As above
Week 10	<p><u>Australian Business Operating Overseas</u></p> <ul style="list-style-type: none"> • Need for ethical behaviour in overseas trade • Impact of business decisions on the Australian community • Agencies, Government Departments and other outside organisations associated with the operation of a business involved in overseas trade • Role of each of these agencies • Social and economic characteristics of 	5	<p>Draw up a proforma profile of a foreign country in which an Australian firm might be proposing to invest/set up a business.</p> <p>Draw up and send out a questionnaire to a number of firms operating overseas, and analyse and report on the results</p>	1, 6, 7	As above

	Australia's main trading partners <ul style="list-style-type: none"> • The affect these characteristics have on the way Australian business operate 				
Time Allocated	Content	Tasks	Suggested Activities	Outcomes	Ongoing Skills
Term Four Weeks 1 - 2	As for Term Three, Week 10				

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ASSESSMENT STRUCTURE

Name:

Task	Task Description	Outcomes						
		1	2	3	4	5	6	7
One	Report							
Two	Marketing Project							
Three	Performance Report							
Four	Human Resources Study							
Five	Investigation							
Final Outcome Achievement								

Notes of Record of Performance

Enter the appropriate code (V, H, S or ND) to indicate the level of achievement of each outcome on each task.

V	Very High Achievement
H	High Achievement
S	Satisfactory Achievement
N	Satisfactory Achievement not demonstrated
D	Outcome not related to this task

Rating Procedure

The final rating achieved for each outcome is determined using the following guide. For all outcomes, a performance criteria of:

- V Is attained when at least 50% of ratings are at a Very High level, and at least 50% of the remainder are at a High level or better.
- H Is attained when at least 50% of ratings are at a High level or better, and at least 50% of the remainder are at a Satisfactory level or better.
- S Is attained when at least 50% of ratings are at a Satisfactory level or better.
- ND Is attained when more than 50% of ratings are at a Not Demonstrated level.

REPORT

MANAGEMENT AND MARKETING 12

COMMON ASSESSMENT TASK 1

Specific Outcomes

One	Investigates and reports on the social and environmental impacts of business.
Two	Identifies the role of human resource management and explores ways of maximising the effectiveness of the human resources within an organisation.
Seven	Explores challenges facing Australian business in the Asia-Pacific region.

Task

Collect and present data to illustrate the relationship between a business, its employees, the surrounding community, both within Australia and overseas.

Task Description

Select an organisation or industry for your investigation. Obtain information from various sources to show the impact the organisation/industry has on the environment and on the local community. Present your finding in the form of a written report.

In completing the above it is recommended that the following aspects are covered:

- General background information - type of organisation/industry, main business activity, organisational structure, community involvement/sponsorship.
- Type of behaviour displayed by the organisation/industry - ethical or otherwise.
- Impact on the community of business decisions made by the organisation/industry.
- Whether the organisation/industry may be in conflict with community interests.
- Relationship between the organisation, its activities and the role of the employees.
- Organisation/industry's involvement in overseas markets.
- Effects of trends overseas on the activities of the organisation/industry.
- Identification of Government Departments and other agencies that may influence the operation of the organisation/industry and the roles each plays.

Assessment Requirements

For assessment you must complete the following documentation and include it in your submission with the final product:

- ⇒ Research notes
- ⇒ Working Drafts

- ⇒ Evidence of the planning process you undertook (timeplan, journals, etc)
- ⇒ Reference list

Performance Criteria

Outcome 1 Investigates and reports on the social and environmental impacts of business.

Satisfactory	High	Very High
The student identifies desirable ethical behaviour by a business organisation, with reference to given data.	The student evaluates given business decisions from an ethical standpoint and suggests appropriate modifications.	The student investigates and analyses a situation where business and ethical considerations are in conflict, evaluates decisions taken, and suggests appropriate solutions.

Outcome 2 Identifies the role of human resource management and explores ways of maximising the effectiveness of the human resources within an organisation.

Satisfactory	High	Very High
The student identifies the role of human resource management and recruitment processes suitable for a business as well as training/development needs which will exist in employment situations.	The student identifies and evaluates recruitment strategies and training/development needs.	The student applies human resource management practices to meet identified training/development needs and suggests possible alternative models.

Outcome 7 Explores challenges facing Australian business in the Asia-Pacific region.

Satisfactory	High	Very High
The student identifies the nature and characteristics of Australia's trade relationships with other countries in the Asia-Pacific region.	The student identifies and explains the nature and characteristics of Australia's trade relationships with other countries in the Asia-Pacific region.	The student evaluates Australia's trade relationships with other countries in the Asia-Pacific region.

MANAGEMENT AND MARKETING 12

ASSESSMENT TASK 1

REPORT

Collect and present data to illustrate the inter-relationship between a business, its employees, and the surrounding community, both within Australia and

Outcomes	Assessment	Comments
1		
2		
7		

MANAGEMENT AND MARKETING 12

ASSESSMENT TASK 1

REPORT

You will investigate a Swan Valley winemaking business in order to find out the following:

- a) who its stakeholders are;
- b) what its responsibilities are to those stakeholders, and how it meets them;
- c) any conflict the business may have with the local community and how this conflict is resolved;
- d) the government agencies and other organisations that have an influence on the business, what the requirements of these organisations are and the impact they have on the business.

Having gathered your information, you will present it in the form of a written report. This report should include sections on:

- a) the future: what changes you would expect in the relationship between the business and outsiders, including stakeholders, within the next 20 years or so;
- b) your opinion (backed up by reasoned arguments) as to whether or not the business is behaving ethically.

Your report is likely to consist of at least four pages of material. You should include any appropriate diagrams and tables.

Sources of Information

You may obtain information from wherever you wish, including the following:

- Our visit to the business, planned for (*date*)
- The Resource Centre
- Industry sources
- Government Departments
- The internet

Timing

You must produce a rough draft for me to check on (*date*).

The final product must be in my hands at the end of the period on (*date*). If for any reason, you believe you will have difficulty meeting this deadline, you must see me during the preceding week.

The specific outcomes that must be achieved by you, and their components, are listed below, together with the criteria that will be used to assess your performance.

Outcome 1: Investigates and reports on the social and environmental impacts of business.

This outcome is demonstrated when the student

- Identifies desirable, ethical behaviour by an organisation
- Appraises the impact of recent business decisions in the broader community
- Investigates a situation where business interests may be in conflict with community interests.

Satisfactory	High	Very High
The student identifies desirable ethical behaviour by a business organisation, with reference to given data.	The student evaluates given business decisions from an ethical standpoint and suggests appropriate modifications.	The student investigates and analyses a situation where business and ethical considerations are in conflict, evaluates decisions taken, and suggests appropriate solutions.

Outcome 2 Identifies the role of human resource management and explores ways of maximising the effectiveness of the human resources within an organisation.

Satisfactory	High	Very High
The student identifies the role of human resource management and recruitment processes suitable for a business as well as training/development needs which will exist in employment situations.	The student identifies and evaluates recruitment strategies and training/development needs.	The student applies human resource management practices to meet identified training/development needs and suggests possible alternative models.

Outcome 7 Explores challenges facing Australian business in the Asia-Pacific region.

Satisfactory	High	Very High
The student identifies the nature and characteristics of Australia's trade relationships with other countries in the Asia-Pacific region.	The student identifies and explains the nature and characteristics of Australia's trade relationships with other countries in the Asia-Pacific region.	The student evaluates Australia's trade relationships with other countries in the Asia-Pacific region.

MARKETING PROJECT

MANAGEMENT AND MARKETING 12

COMMON ASSESSMENT TASK 2

Specific Outcomes

Three	Applies effective interaction skills to establish a decision making procedure and uses it to make decisions and solve problems.
Four	Implements the planning process as a management and marketing function.
Five	Identifies and uses information for the control of the business.
Six	Demonstrates an understanding of the significance of research and development and of innovation in the marketing process.

Task

Participate in a group project that demonstrates an understanding of the technology process in the development and marketing of business products.

Task Description

Investigate a product of your choice with regard to its design, production and marketing. Present your findings in the form of a report - either written or oral. You may utilise any medium you wish, or combination of media, to get your message across.

In completing the above it is recommended that the following aspects are covered:

- the need for modification of your chosen product due to consumer demand/need.
- investigation of the production process - materials/ingredients used, costs, methods used, environmental considerations and any other related matter.
- investigation of the marketing techniques used - pricing, promotions, packaging, place, etc.
- a detailed outline of the steps you followed in the modification process.

Assessment requirements

For assessment you must complete the following documentation and include it in your submission with the final product:

- ⇒ Research Notes
- ⇒ Working Drafts
- ⇒ Evidence of the planning process you undertook (timeplan, journals, etc)
- ⇒ Detailed outline of each group member's responsibility
- ⇒ Reference List

Performance Criteria

Outcome 3: Applies effective interaction skills to establish a decision making procedure and uses it to make decisions and solve problems.

Satisfactory	High	Very High
With minimal guidance, the student works effectively with others in a group decision-making situation.	The student works effectively with others in a group decision-making situation.	The student shows the capacity to initiate, and contributes positively to, an effective decision-making process for a small group.

Outcome 4: Implements the planning process as a management and marketing function.

Satisfactory	High	Very High
The student designs a budget and communicates the value of planning in successful management and marketing.	The student designs a budget and selects and applies planning and marketing strategies for a particular business/product/service.	The student designs a budget and devises an innovative management and marketing strategy for a particular business/product/service.

Outcome 5: Identifies and uses information for the control of the business.

Satisfactory	High	Very High
From given information, the student identifies the information needed to control a business and makes decisions for the effective control of the business.	The student identifies and explains the information needed to control a business, and selects and uses information about a given business to make controlling decisions.	The student identifies and evaluates the information needed to control a business and locates and selects appropriate data to make controlling decisions for a business.

Outcome 6: Demonstrates an understanding of the significance of research and development and of innovation in the marketing process.

Satisfactory	High	Very High
The student lists the reasons for the development of new products and identifies the main steps in the development of a new product.	The student identifies the reasons for, and the process of, product innovation, and shows how this process would take place for a given product and market situation.	The student explains and evaluates the process of product research, development and innovation, and applies it to a product selected by him/herself.

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ASSESSMENT TASK 2

MARKETING PROJECT

Participate in a group project that demonstrates an understanding of the technology process in the development and marketing of business products.

Outcomes	Assessment	Comments
3		
4		
5		
6		

MANAGEMENT AND MARKETING 12

ASSESSMENT TASK 2

MARKETING PROJECT

You are required to design, make and market a product within the School.

The specific outcomes that must be achieved by your group are listed on the back of this sheet, together with the criteria that will be used to assess your performance. This is a group project, but your performance will be assessed individually. It is therefore important that you identify the contributions made by each member of your group.

At the conclusion of the project, you will make a presentation, either in written or oral form to the class.

Your project will need to include:

- An assessment of the market, identifying the need that your product will meet
- A design specification spelling out the nature of the product, materials to be used in its production, costs, and any other matters relative to the production process
- A marketing plan indicating just how you propose to market the product
- A final report showing just what you did, how successful it was, and what you think should be changed to make the process more successful.

Timeline

(date)	Market research and design to be completed
(date)	Marketing plan completed and put into effect
(date)	Marketing product: preparation of final report
(date)	Presentation of final reports

Performance Criteria

The performance criteria detailed below will be used to rate student performance of the outcomes in relation to this task.

Outcome 3: Applies effective interaction skills to establish a decision-making procedure and uses it to make decisions and solve problems.

Satisfactory	High	Very High
With minimal guidance, the student works effectively with others in a group decision-making situation.	The student works effectively with others in a group decision-making situation.	The student shows the capacity to initiate, and contributes positively to, an effective decision-making process for a

		small group.
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Outcome 4: Implements the planning process as a management and marketing function.

Satisfactory	High	Very High
The student designs a budget and communicates the value of planning in successful management and marketing.	The student designs a budget and selects and applies planning and marketing strategies for a particular business/product/service.	The student designs a budget and devises an innovative management and marketing strategy for a particular business/product/service.

Outcome 5: Identifies and uses information for the control of the business.

Satisfactory	High	Very High
From given information, the student identifies the information needed to control a business and makes decisions for the effective control of the business.	The student identifies and explains the information needed to control a business, and selects and uses information about a given business to make controlling decisions.	The student identifies and evaluates the information needed to control a business and locates and selects appropriate data to make controlling decisions for a business.

Outcome 6: Demonstrates an understanding of the significance of research and development and of innovation in the marketing process.

Satisfactory	High	Very High
The student lists the reasons for the development of new products and identifies the main steps in the development of a new product.	The student identifies the reasons for, and the process of, product innovation, and shows how this process would take place for a given product and market situation.	The student explains and evaluates the process of product research, development and innovation, and applies it to a product selected by him/herself.

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ASSESSMENT TASK 2

MARKETING PROJECT

Name:

Outcome 3:	Applies effective interaction skills to establish a decision-making procedure and uses it to make decisions and solve problems.	
	<i>ND</i>	<i>Was unable to work effectively with others</i>
	<i>S</i>	<i>Works effectively with guidance</i>
	<i>H</i>	<i>Works effectively with minimal guidance</i>
	<i>VH</i>	<i>Initiates and contributes positively to group decision-making</i>
Outcome 4:	Implements the planning process as a management and marketing function.	
	<i>ND</i>	<i>Failed to demonstrate an ability to plan nor an understanding of the value of planning</i>
	<i>S</i>	<i>Was able to demonstrate an understanding of the value and methods of planning</i>
	<i>H</i>	<i>Successfully applied planning strategies for a given purpose</i>
	<i>VH</i>	<i>Set goals and devised a strategy to meet those goals</i>
Outcome 5:	Identifies and uses information for the control of the business.	
	<i>ND</i>	<i>Did not demonstrate an understanding of the development process</i>
	<i>S</i>	<i>Was able to show an understanding of the reasons for the development of new products, and the main steps in product development</i>
	<i>H</i>	<i>Was able to justify and delineate the development process for a given product</i>
	<i>VH</i>	<i>Was able to explain and evaluate the development process in relation to the given product</i>
Outcome 6:	Demonstrate an understanding of the significance of research and development and of innovation in the marketing process.	
	<i>ND</i>	<i>Did not demonstrate an understanding of the significance of research and development</i>
	<i>S</i>	<i>Was able to list reasons for the development of new products and identified the main steps in the development of a new product</i>

	<i>H</i>	<i>Was able to identify the reasons for, and the process of product innovation, and demonstrated this process for a given product</i>
	<i>VH</i>	<i>Was able to explain and evaluate the process of product research, development and innovation, and apply it to a product selected by him/herself.</i>

MANAGEMENT AND MARKETING 12

ASSESSMENT TASK 2

PERFORMANCE REPORT

(Sample Questionnaire for visit to business)

- 1 Name of the business:
- 2 How long has the business been operating:
- 3 What does the business produce/sell:
- 4 Whom does the business sell to:

Locally:
Overseas:
- 5 How and from whom is the product purchases:
- 6 How is the product sold/distributed:
- 7 How do you obtain information about existing or potential markets:
- 8 What do you do in the way of advertising/promotion:
- 9 How do you determine your prices:
- 10 Is your market very competitive
- 11 How do you compete (price, quality, service, etc):
- 12 In what ways has your product changed in recent years:
- 13 What plans do you have for the future

Short-term (1 – 2 years)
Long-term (3 – 10 years)
- 14 What would you say, in a nutshell, was your attitude to product development:

MANAGEMENT AND MARKETING 12

ASSESSMENT TASK 2

PRODUCT DEVELOPMENT WORKSHEET

NAME:

PRODUCT:

What is the principal market for this product (ie. what sorts of people mainly buy it)?

What need(s) does it satisfy?

Why do people buy this product rather than a competing one (tick as many as you think apply)?

- *Taste*
- *Price*
- *No real alternative*
- *Convenience*
- *Successful advertising*
- *Other reasons (specify)*

How is it sold (tick as many as you think apply)?

- *Dedicated retail outlet (eg. shoes from a shoe-shop)*
- *Large multi-purpose store (supermarket, Kmart, etc)*
- *Local convenience store (eg. deli, service station)*
- *Direct from producer to consumer*
- *Other (specify)*

What factors do you consider significant in selling this product?

- *Advertising*
- *Packaging*
- *Word-of-mouth*
- *Other (specify)*

Are you aware of changes in the past few years in:

- *The nature of the product*
- *The way it is sold*
- *The packaging*
- *The market it is aimed at*
- *Anything else (specify)*

Would you expect this product to be the same in 10 years time? If not, what changes would you expect?

Some suggestions for overhead transparencies: Main points in note form

STEPS IN PRODUCT DEVELOPMENT

- Market research
- Design, model, and price the product
- Test market the product
- Promote and sell the product
- Follow-up market research to determine acceptability of the product
- Modify design if necessary

FACTORS CONTRIBUTING TO NEED FOR NEW PRODUCTS

- Social influences – health, the environment
- Technological change
- Availability of resources
- Competition
- Taste, fashion, advertising
- Economic change
- Demographic factors

TACTICAL PLAN

- What needs to be done?
- When will it need to be done?
- Who will be responsible for doing it?
- How much will it cost?

ELEMENTS OF THE PLANNING PROCESS

- Outline the general environment
- Identify your objectives
- Determine available resources and constraints
- Evaluate alternative ways of achieving your objectives and decide on the best one
- Draw up a detailed plan, identifying the assumptions on which it is based

CHARACTERISTICS OF AN EFFECTIVE TEAM MEMBER

- Always be prepared to contribute thoughtfully
- Ready to listen to others' opinions
- Prepared to do whatever he/she can to help
- Encouraging and positive at all times
- Not afraid of hard work
- Willing to take responsibility for his/her actions and decisions

PERFORMANCE REPORT

MANAGEMENT AND MARKETING 12

COMMON ASSESSMENT TASK 3

Specific Outcomes

Four	Implements the planning process as a management and marketing function.
Five	Identifies and uses information for the control of the business.

Task

Demonstrate an understanding of the process and significance of financial planning.

Task Description

Prepare a financial budget and use it to make controlling decisions in relation to an organisation.

Assessment requirements

For assessment you must complete the following documentation and include it in your submission with the final product:

- ⇒ Research Notes
- ⇒ Working Drafts
- ⇒ Evidence of the planning process you undertook (timeplan, journals, etc)
- ⇒ Reference List

Performance Criteria

Outcome 4: Implements the planning process as a management and marketing function.

Satisfactory	High	Very High
The student designs a budget and communicates the value of planning in successful management and marketing.	The student designs a budget and selects and applies planning and marketing strategies for a particular business/product/service.	The student designs a budget and devises an innovative management and marketing strategy for a particular business/product/service.

Outcome 5: Identifies and uses information for the control of the business.

Satisfactory	High	Very High
From given information, the student identifies the information needed to control a business and makes decisions for the effective control of the business.	The student identifies and explains the information needed to control a business, and selects and uses information about a given business to make controlling decisions.	The student identifies and evaluates the information needed to control a business and locates and selects appropriate data to make controlling decisions for a business.

MANAGEMENT AND MARKETING 12

ASSESSMENT TASK 3

PERFORMANCE REPORT

Prepare a budget for a business and show how it is used to control the firm.

Outcomes	Assessment	Comments
4		
5		

MANAGEMENT AND MARKETING 12

ASSESSMENT TASK 3

PERFORMANCE REPORT

This task requires you to prepare a cash and a profit budget for a business, the details of which appear below. The task will be in two parts:

1. Preparation of the budgets and a commentary discussing any problems you can foresee, and the possible means of overcoming them;
2. Comparison between your budgets and some actual results (which I will provide) and a report making this comparison and suggesting how your business should react.

Part 1. Is to be completed by *(date)*. Your budgets will be returned to you together with the additional 'actual' performance data on *(date)*. Part 2. Is to be completed by *(date)*.

The specific outcomes that must be achieved by you are listed on the back of this sheet, together with the criteria that will be used to assess your performance.

Certain information about your business is given below. You will, however, need to know much more than this if you are to prepare the required budgets. I have all the information you need, but it is up to you to ask me for it – I will not tell you unless I am asked.

Basic Information About Your Business

You have decided to set up a business (which you are to call?) to sell electric power washers for sale to workshops, farms, garages, etc. The washers are manufactured by a company in South Australia and come in two models, the XL 1046 and the more powerful XL 2046. You have arranged to lease a small factory unit with an office attached in Bellevue. This is connected to all services (power, phone, water) but is completely unfurnished.

The washers are going to be brought in by container from Adelaide and assembled and tested in your workshop before being sold. You are going to advertise in local industry and rural magazine, as well as going to farms, factories, agricultural shows, etc, to promote your product. You are also going to need to provide after-sales service, both at the customers' places of business and when they bring their machines in to your factory.

Budgets required

1. A cash budget on a monthly basis for the first 12 months from *(date)* to *(date)*.
2. A profit budget on a six-monthly basis for the first year (ie. a forecast profit report for the six months ending *(date)* and a similar report for the six months ending *(date)*).

Performance Criteria

The performance criteria detailed below will be used to rate student performance of the outcomes in relation to this task.

Outcome 4: Implements the planning process as a management and marketing function.

This outcome is demonstrated when the student:

- Identifies the elements of the planning process
- Investigate business management/marketing decisions
- Designs and presents a budget for a business

Satisfactory	High	Very High
The student designs a budget and communicates the value of planning in successful management and marketing.	The student designs a budget and selects and applies planning and marketing strategies for a particular business/product/service.	The student designs a budget and devises an innovative management and marketing strategy for a particular business/product/service.

Outcome 5: Identifies and uses information for the control of the business.

This outcome is demonstrated when the student

- Investigates and locates information to aid decision-making
- Selects and presents appropriate financial and other information
- Analyses and uses information to make appropriate controlling decisions for a business

Satisfactory	High	Very High
From given information, the student identifies the information needed to control a business and makes decisions for the effective control of the business.	The student identifies and explains the information needed to control a business, and selects and uses information about a given business to make controlling decisions.	The student identifies and evaluates the information needed to control a business and locates and selects appropriate data to make controlling decisions for a business.

MANAGEMENT AND MARKETING 12

ASSESSMENT TASK 3

BUDGET INFORMATION

Cost of washers		
▪ XL 1046	\$480	
▪ XL 2046	\$650	
Freight cost per container (50 machines)	\$2 500	
Rent of factory	\$2 000	per month payable three-monthly in advance
Electricity cost	\$400	per month payable two-monthly in arrears
Wages		
▪ Clerical worker	\$1 950	per month
▪ Salesperson	\$1 000	per month plus 5% of gross sales
▪ Technician	\$2 500	per month
Advertising		
▪ The Countryman	\$200	Per edition weekly
▪ Chamber of Commerce Magazine	\$150	Per edition monthly
▪ Television (GWN)	\$8 000	Per advertisement plus \$4 000 per screening
▪ Billboard – rent	\$150	Per month
▪ Construction	\$500	
Purchase of furniture	\$1500	Basic
	\$4 000	Computer
Purchase of workshop equipment	\$6 000	
Purchase of security system	\$1 500	
Insurance		
▪ Fire and general	\$1 000	
▪ Public liability	\$400	
▪ Employer's liability		3% of annual wage bill in advance
Vehicle purchase cost	\$22 000	
Vehicle running costs		
▪ Petrol, Oil Licensing	\$500	Per month
▪ Tyres	\$500	Every six months
▪ Repairs and service	\$250	Every other month
Water rates	\$50	per month payable two-monthly in arrears
Postage and stationery	\$80	per month
Purchase of spares for pumps	\$5 000	must be bought first up, then can be sold at a mark-up of 50% at a rate of \$5 (cost) per month per pump sold, replacements being purchased in the following month
Owner's drawings	\$1 500	per month
Owner's initial capital	\$50 000	

MARKET INFORMATION

Price of competitors' products		
▪ A (more basic than the 1046)	\$700	
▪ B (between the 1046 and 2046)	\$900	
▪ C (more powerful than either)	\$1 200	
Estimated total annual WA market		
▪ Factories	3 000	
▪ Farms	1 200	
▪ Other	800	

MANAGEMENT AND MARKETING 12

SOURCES OF FINANCE

CASE STUDY – LOMBARDI'S SAWMILLS PTY LTD

You are the shareholders and directors of Lombardi's Sawmills Pty Ltd, a small private company that owns a milling and furniture-making operation just north of Perth. An opportunity has arisen to export dressed timber and furniture to the Philippines. In order to take advantage of this opportunity it will be necessary to expand and modernise your factory at an estimated total cost of \$1.2 million. The expansion will take about 9 months before reaching full production and, when it does, is expected to increase the business' net profit by approximately \$250 000 per annum before financing costs.

The most recent Balance Sheet of Lombardi's Sawmills and the summarised Profit and Loss Statement for the past three years are given below:

Balance Sheet at 30 June 1997

Current Assets	\$
Cash	23 000
Inventories	196 000
Accounts receivable	<u>102 000</u>
	<u>321 000</u>
Non-current Assets	
Land and Buildings	536 000
Plant and Equipment	832 000
Vehicles	87 000
Furniture and Fittings	<u>9 000</u>
	<u>1 464 000</u>
TOTAL ASSETS	<u>1 785 000</u>
Current Liabilities	
Accounts Payable	183 000
Bank Loan	<u>40 000</u>
	<u>223 000</u>
Non-Current Liabilities	
Mortgage	<u>160 000</u>
TOTAL LIABILITIES	<u>383 000</u>
NET ASSETS	<u>1 402 000</u>
Owner's Equity	
Capital	<u>1 402 000</u>

Profit Summary – years ended 30 June

	1995	1996	1997
	\$	\$	\$
Sales	1 965 000	1 840 000	1 890 000
<u>Less</u> Cost of Sales	<u>1 140 000</u>	<u>1 210 000</u>	<u>1 200 000</u>
Gross Profit	825 000	630 000	690 000
<u>Less</u> Operating Expenses	<u>480 000</u>	<u>501 000</u>	<u>475 000</u>
NET PROFIT	<u>345 000</u>	<u>129 000</u>	<u>215 000</u>

You are required to decide how this expansion should be financed. List the alternatives, with their advantages and disadvantages, and then make your final recommendation. Your financial adviser (me) can provide you with information such as interest rates, etc.

MANAGEMENT AND MARKETING 12

PROFIT AND LOSS STATEMENT

Purpose

The purpose of the Profit and Loss Statement is to show the revenue and expenses, and hence the profit or loss, for a particular period of time (month, quarter, six months, year). Revenue and expenses are usually broken down into individual items or categories to enable problems to be identified and put right in the future.

In the case of a trading business, the statement will identify the gross profit or margin on trading, being the sales less the cost of sales (including purchases and any other buying expenses).

Example: Trading Business

Manmark Trading Profit and Loss Statement for Year ended 30 June 199-

		\$	\$
Sales			xxx xxx
Less	<u>Cost of Sales</u>		
	Purchases	xxx xxx	
	Other Buying Expenses	<u>xx xxx</u>	<u>xxx xxx</u>
	GROSS PROFIT		xxx xxx
Add	Other Operating Revenue		<u>x xxx</u>
			xxx xxx
Less	<u>Operating Expenses</u>		
	Wages	xxx xxx	
	Office Expenses	xx xxx	
	Repairs	x xxx	
	Insurance	xx xxx	
	Interest Expense	x xxx	
	Sundry Expenses	<u>xxx</u>	<u>xxx xxx</u>
	NET OPERATING PROFIT		xx xxx
Add	Non-operating Revenue		<u>x xxx</u>
			xx xxx
Less	Non-operating Expense		<u>x xxx</u>
	NET PROFIT		<u>xx xxx</u>

Example: Service Business

Manmark Trading Profit and Loss Statement for Year ended 30 June 199-

		\$	\$
Fees			xxx xxx
Add	Other Operating Revenue		<u>x xxx</u>
			xxx xxx
Less	<u>Operating Expenses</u>		
	Wages	xxx xxx	
	Office Expenses	xx xxx	
	Repairs	x xxx	
	Insurance	xx xxx	
	Interest Expenses	x xxx	
	Sundry Expenses	<u>xxx</u>	<u>xxx xxx</u>
	NET OPERATING PROFIT		xx xxx

Add	Non-operating Revenue	<u>x xxx</u>
		xx xxx
Less	Non-operating Expense	<u>x xxx</u>
	NET PROFIT	xx xxx

MANAGEMENT AND MARKETING 12

THE BALANCE SHEET

Purpose

To show the value of the firm's assets (items of value that it owns) and liabilities (what is owes) and hence the value of the owner's interest in the business (Owner's Equity or Proprietorship) at a particular date.

Assets of different types will be shown separately, and will be classified as Current (cash, or likely to be turned into cash, or consumed, within 12 months) or Non-current (not expected to be turned into cash or used up within 12 months). Similarly, Liabilities will be classified as Current (needing to be paid within 12 months) or Non-current (due to be paid in more than 12 months' time).

Example

Manmark Trading Balance Sheet at 30 June 199-

	\$
Current Assets	
Bank	x xxx
Accounts Receivable (Debtors)	xx xxx
Inventories	<u>xx xxx</u>
	<u>xx xxx</u>
Non-current Assets	
Vehicles	xx xxx
Land and Buildings	xxx xxx
Furniture	x xxx
Investments	<u>x xxx</u>
	<u>xxx xxx</u>
TOTAL ASSETS	<u>xxx xxx</u>
Current Liabilities	
Accounts Payable (Creditors)	xx xxx
Bank Loan	<u>xx xxx</u>
	<u>xxx xxx</u>
Non-current Liabilities	
Mortgage	<u>xxx xxx</u>
TOTAL LIABILITIES	<u>xxx xxx</u>
NET ASSETS (Assets – Liabilities)	xxx xxx
Proprietorship	
Capital	xxx xxx
Current (profit earned less drawings)	xx xxx
	<u>xx xxx</u>

Note:

The Balance Sheet will 'balance'; in other words the NET ASSETS will be the same as the total PROPRIETORSHIP.

MANAGEMENT AND MARKETING 12

CASH FLOW STATEMENT

Purpose

The purpose of the Cash Flow Statement is to show how the firm's cash holding have changed over a period (month, quarter, six months, year) and explain these changes by listing the various sources and destinations of cash flowing into and out of the business during the period.

The cash flows will be separately identified and are usually classified to distinguish that arising from Trading operations, Investing activities (the purchase and sale of assets), and financing activities (cash flowing to and from the owner and to and from lenders).

Example

Manmark Trading
Statement of Cash Flows for the year ended 30 June 199-

Cash flows from operating activities	\$	\$
Receipts from customers	xx xxx	
Payments to suppliers and employees	<u>(xx xxx)</u>	
Cash provided by operating activities		xxx xxx
Cash flows from investing activities		
Payment for purchase of assets	(xx xxx)	
Receipts from sale of assets	<u>xx xxx</u>	
Cash used in operating activities		(xx xxx)
Cash flows from financing activities		
Drawings by owner	(xx xxx)	
Repayment of loan	(xx xxx)	
Proceeds of loan	<u>xx xxx</u>	
Cash used in financing activities		<u>(xx xxx)</u>
Net increase in cash holdings during the year		x xxx
Cash holdings at beginning of year		<u>xx xxx</u>
Cash holdings at the end of the year		<u>xx xxx</u>

Notes

Flows out of the business (payments) are usually shown in brackets, flows inwards (receipts) without brackets. A negative cash balance (ie an overdraft) is also shown in brackets. Cash holdings include bank accounts (including overdraft) and short-term deposits that can be cashed at short notice.

HUMAN RESOURCES STUDY

MANAGEMENT AND MARKETING 12

COMMON ASSESSMENT TASK 4

Specific Outcomes

Two	Identifies the role of human resource management and explores ways of maximising the effectiveness of the human resources within an organisation.
Three	Applies effective interaction skills to establish a decision making procedure and uses it to make decisions and solve problems.

Task

Demonstrate an understanding of the role of Human Resource Management in a business and the manner in which employees may best be selected, trained and motivated.

Task Description

Investigate general motivational and organisational theories and then, as a member of a group, set out to demonstrate a strategy for recruiting suitable personnel for a business.

You are members of the Human Resource Department of your organisation and are required to recruit a new employee. For your organisation you must:

- Decide on the requirements for the vacancy you are going to fill. Draw up a Job Description.
- Investigate the potential recruitment strategies.
- Draw up a job advertisement.
- Formulate interview questions.
- Carry out interviews and make an informed decision using some type of selection process and criteria.

Assessment requirements

For assessment you must complete the following documentation and include it in your submission with the final product:

- ⇒ Research Notes
- ⇒ Working Drafts
- ⇒ Evidence of the planning process you undertook (timeplan, journals, etc)
- ⇒ Detailed outline of each group member's responsibilities
- ⇒ Reference List

Performance Criteria

Outcome 2: Identifies the role of human resource management and explores ways of maximising the effectiveness of the human resources within an organisation.

Satisfactory	High	Very High
The student identifies the role of human resource management and recruitment processes suitable for a business as well as training/development needs which will exist in employment situations.	The student identifies and evaluates recruitment strategies and training/development needs.	The student applies human resource management practices to meet identified training/development needs and suggests possible alternative models.

Outcome 3: Applies effective interaction skills to establish a decision making procedure and uses it to make decisions and solve problems.

Satisfactory	High	Very High
With minimal guidance, the student works effectively with others in a group decision-making situation.	The student works effectively with others in a group decision-making situation.	The student shows the capacity to initiate, and contributes positively to, an effective decision-making process for a small group.

MANAGEMENT AND MARKETING 12

ASSESSMENT TASK 4

HUMAN RESOURCES STUDY

Participate in a group exercise to investigate and put into effect appropriate resource management strategies.

Outcomes	Assessment	Comments
2		
3		

MANAGEMENT AND MARKETING 12

ASSESSMENT TASK 4

HUMAN RESOURCES STUDY

In a group of three or four you are to carry out an investigation and produce a report that will demonstrate your understanding of the Human Resources Management function within a business.

The specific outcomes that must be achieved by your group are listed on the back of this sheet, together with the criteria that will be used to assess your performance. This is a group project, but your performance will be assessed individually. It is therefore important that you identify the contributions made by each member of your group. You will be asked to complete an assessment sheet at the conclusion of the project that will help with the assessment of your achievement of Outcome 3.

Nature of the task

You are the members of a small committee entrusted with the HRM function of an organisation that needs to recruit a new employee. The organisations and jobs are as follows (your group must choose one):

- ABC Senior High School – Assistant Registrar
- Shire of ABC – Health and Building Supervisor
- Woolworths, ABC Shopping Centre - Manager, Fruit and Vegetables
- Bankwest – Loans Officer

This serves as an example only. Select your own organisations to suit your location

For your chosen organisation, you must:

1. Find out what the requirements of the job are and draw up a job description;
2. Prepare a specification of a suitable person for the job;
3. List the potential sources for suitable employees;
4. Decide where the job would be advertised and draw up a job advertisement;
5. Draw up an application form which applicants would be asked to fill in to provide the essential information you need to judge their suitability;
6. Outline the wage/salary package that you will offer the successful candidates, justifying each component in terms of its motivational impact on the employee;
7. Outline a training and development plan for the applicant you will select.

Timing

Draft to be ready to be discussed in class on (date).

Final presentations to be made during class on (date).

Performance Criteria

The performance criteria detailed below will be used to rate student performance of the outcomes in relation to this task.

Outcome 2	Identifies the role of human resource management and explores ways of maximising the effectiveness of the human resources within an organisation.
------------------	--

This outcome is demonstrated when the student:

- Identifies HRM functions and activities
- Explores relationships between HRM and other business activities
- Investigates different incentives for employees
- Participates in strategies for resolving interpersonal conflict
- Investigates alternative means of reaching agreement on working conditions.

Satisfactory	High	Very High
The student identifies the role of human resource management and recruitment processes suitable for a business as well as training/development needs which will exist in employment situations.	The student identifies and evaluates recruitment strategies and training/development needs.	The student applies human resource management practices to meet identified training/development needs and suggests possible alternative models.

Outcome 3	Applies effective interaction skills to establish a decision-making procedure and uses it to make decisions and solve problems.
------------------	--

This outcome is demonstrated when the student:

- Identifies and demonstrates the characteristics of an effective team member in a variety of roles
- Evaluates the performance of others in a group decision making situation
- Establishes and uses systems for effectively working with others on minor/major projects.

Satisfactory	High	Very High
With minimal guidance, the student works effectively with others in a group decision-making situation.	The student works effectively with others in a group decision-making situation.	The student shows the capacity to initiate, and contributes positively to an effective decision-making process for a small group.

MANAGEMENT AND MARKETING 12

ASSESSMENT TASK 4

HUMAN RESOURCES STUDY

Name:

Outcome 2		Identifies the role of human resource management and explores ways of maximising the effectiveness of the human resources within an organisation.
	<i>ND</i>	<i>Was unable to explain the role of HRM within an organisation</i>
	<i>S</i>	<i>Was able to explain the role of HRM and relate it to other activities of a business</i>
	<i>H</i>	<i>Was able to explain the role of HRM and identify ideas/techniques which contribute to effective HRM</i>
	<i>VH</i>	<i>Was able to use appropriate techniques to make effective HRM decisions within a business</i>
Outcome 3		Applies effective interaction skills to establish a decision-making procedure and uses it to make decisions and solve problems
	<i>ND</i>	<i>Was unable to work effectively with others</i>
	<i>S</i>	<i>Works effectively with guidance</i>
	<i>H</i>	<i>Works effectively with minimal guidance</i>
	<i>VH</i>	<i>Initiates and contributes positively to group decision-making</i>

INVESTIGATION

MANAGEMENT AND MARKETING 12

COMMON ASSESSMENT TASK 5

Specific Outcomes

One	Investigates and reports on the social and environmental impacts of business.
Six	Demonstrates an understanding of the significance of research and development and of innovation in the marketing process.
Seven	Explores challenges facing Australian business in the Asia-Pacific region.

Task

Research the ways Australian firms develop products or modify operations to suit the social and economic characteristics of the countries in which they are operating.

Task Description

Gather and analyse information about a firm or firms operating in one or more overseas countries, and about the social and economic characteristics of those countries. Show how these characteristics have affected the way the firm(s) operate.

In completing the above it is recommended that the following aspects are considered:

- Definition of trade.
- The reasons why countries participate in overseas trade.
- Australia's major trading partners.
- What products/processes do we import and export.
- Restraints/Constraints imposed on trade - International Conventions, laws, social customs, religion, language and how the firm(s) develop products or modify operations to overcome these constraints.
- Government controls on international trade - tariffs, subsidies, embargoes, quotas, etc.

Assessment requirements

For assessment you must complete the following documentation and include it in your submission with the final product:

- ⇒ Research Notes
- ⇒ Working Drafts
- ⇒ Evidence of the planning process you undertook (timeplan, journals, etc)
- ⇒ Reference List

Performance Criteria

Outcome 1: Investigates and reports on the social and environmental impacts of business.

Satisfactory	High	Very High
The student identifies desirable ethical behaviour by a business organisation, with reference to given data.	The student evaluates given business decisions from an ethical standpoint and suggests appropriate modifications.	The student investigates and analyses a situation where business and ethical considerations are in conflict, evaluates decisions taken, and suggests appropriate solutions.

Outcome 6: Demonstrates an understanding of the significance of research and development and of innovation in the marketing process.

Satisfactory	High	Very High
The student lists reasons for the development of new products, and identifies the main steps in the development of a new product.	The student identifies the reasons for, and the process of, product innovation, and shows how this process would take place for a given product and market situation.	The student explains and evaluates the process of product research, development and innovation, and applies it to a product selected by him/herself.

Outcome 7: Explores challenges facing Australian business in the Asia-Pacific region.

Satisfactory	High	Very High
The student identifies the nature and characteristics of Australia's trade relationships with other countries in the Asia-Pacific region.	The student identifies and explains the nature and characteristics of Australia's trade relationships with other countries in the Asia-Pacific region.	The student evaluates Australia's trade relationships with other countries in the Asia-Pacific region.

MANAGEMENT AND MARKETING 12

ASSESSMENT TASK 5

INVESTIGATION

Research the ways Australian firms develop products or modify operations to suit the social and economic characteristics of the countries in which they are operating.

Outcomes	Assessment	Comments
1		
6		
7		

MANAGEMENT AND MARKETING 12

TEAM APPRAISAL FORM

Team Members:

Task:

DUTIES PERFORMED BY EACH TEAM MEMBER		
Team Member One Name:	Team Member Two Name:	Team Member Three Name:

APPRAISAL OF YOUR TEAM'S PERFORMANCE



LIST OF RESOURCES

Books

- Barlow, R. *International Business*, Thomas Nelson Australia, 1994
- Barrile, S. and Cameron T. *Business Management Applications and Tasks*, VCTA, 1992
- Bellas, et al, *Australian Business an Introduction*, Moreton Bay Publishing, West End 1987
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 - (2) Operations Management
 - (3) Business Organizations and Their Environments
 - (4) Introduction to Management and Entrepreneurship
 - (5) Financial Management
 - (6) Marketing Management
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Stone, Gerald (Editor-in-Chief), *The Bulletin*, ACP Publishing Pty Ltd., GPO Box 3957, Sydney 1028.

Centre for Economic Education, PO Box 334, Albert Park 3200

Forests

The Environment

People and Plastico

Making Paper

Recycling

Business and Companies

Postal Services

Markets and Marketing

Wealth

Behind the Supermarket

A Mining Company

An International Company in Australia

(Class sets available free of charge)

Guest Speakers

BP Kwinana - Management and Environmental Issues

Water Authority - Management and Environmental Issues

Farmer Jacko - Marketing and Management

Nutri-Metrics/Tupperware - Marketing

Sarich Industries - Management

Telstra - Management

Organisations to Visit

MacDonalds/Pizza Hut, etc.

CocaCola

Peters Ice Creamery

Telstra

Swan Brewery

Small Business Development Corporation

Alcoa

BHP

Videos

An extensive range of videos is available from the following two (2) suppliers:

Video Classroom, 572a St Kilda Road, Melbourne, 3004. E-mail: vcmedia@vcmedia.com.au.

Video Education Australia, 111a Mitchell Street, Bendigo 3550, E-mail: vea@vea.com.au.

(See Small Business Resource List for further materials)

RESOURCES - Useful Articles from *Business Date Magazine*

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Warrigal Publications
PO Box 336
FITZROY 3065

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“The Challenging Face of Business - Environmental Impact - Recycling”

Wendy Sutcliffe Pages 5-7

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Jane Jeffreys Pages 1-4

“Avon - Meeting the Changing Markets”

Bettina Lister Pages 5-7

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Carolyn Rance Pages 1-4

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Professor John Smart Pages 5-7

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John Lee Pages 6-7

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Rob Barnett Pages 1-4

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Braham Dehscheck Pages 5-6

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David Marks Pages 1-4

“Marketing Case Study”

Mike Slater Pages 5-7

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Georgie Allen Page 4

“Marketing an Individual
Ricky Nixon Pages 5-7

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“Making Employee Involvement Work”
Trevor Gage Pages 5-7

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Apple Computers Pages 1-4

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Jenny Grayling Pages 1-3

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Meredith O’Neill Pages 1-4

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Barbara Nelson Pages 4-6

“MacDonald’s Staff Training - A Case Study”
Page 7

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“If it’s good for the Environment - it’s good for Business - ANI”
Pages 1-4

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Andrew McGregor Pages 1-3

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Lina Robertson Pages 4-6

“Visible Managers Save Lives”
John Mcilwraith Page 8

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Dr Malcolm Brown Pages 1-3

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Kristin Daffy Pages 1-4

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Rob Taranto Pages 5-7

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Tony Drinan Page 8

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“The Role of the Human Resource Manager in a Manufacturing Environment”

Luke Murphy Pages 1-4

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Carmen McGone Pages 5-7