

**AQA
Business Studies
Units 2 and 3
Case Study for June 2005
Chinatown**

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Teachers open the door for you,
but you must enter by yourself.

Chinese Proverb seen on the wall of the Jack Lisle
restaurant

Chinatown: choose from the menu

Introduction

This Case Study analysis is divided into SIX parts. Each section will be released over the next SIX days: with the first section being free.

The approach taken is to provide the teacher with a set of ‘teaching tools’ that will allow easy delivery of the Case Study, the aim being to ensure maximum class participation and learning. We do not provide answers: we do provide questions and the means of encouraging pupils to ask even more.

Therefore each day’s ‘release’ will deal with a section of the Case Study in a fashion that will allow instant application by the teacher.

If you are someone studying by yourself then you could still follow the ideas here: but you’ll have to be your own critic!

As my Chinese students say: “Remember the SKILLS formula: *simply keep it logical and relevant!*” (Apologies to any Chinese readers...)

The approach

The approach of this analysis is take a pupil/group of pupils' summary, comment on the summary, suggest an alternative and then develop questions and links from there. In addition 'curious' areas or 'controversy' will be highlighted.

The aim of all this is to encourage pupils to THINK because when the examination comes regurgitation of someone else's expertise will only gain you marks if the question is appropriate. However, develop your own questioning skills and you'll be able to develop your own insights and answers.

The format of this analysis is on landscape paper to allow for frequent jottings as pupils work through what follows.


Section B: Great Leap Forward

“Add legs to the snake after you have finished drawing it.”
Chinese proverb seen on the wall of Jack’s bigger restaurant.

Introduction


This analysis of section B ‘A Great leap Forward’ is in the same format as before ie student input (already received), comment, questions, and ‘something to think about’.

On the 12th April I am due to give a conference at:



The Astley Cooper School

"Aiming for effective learning in a well-ordered, secure and caring environment"

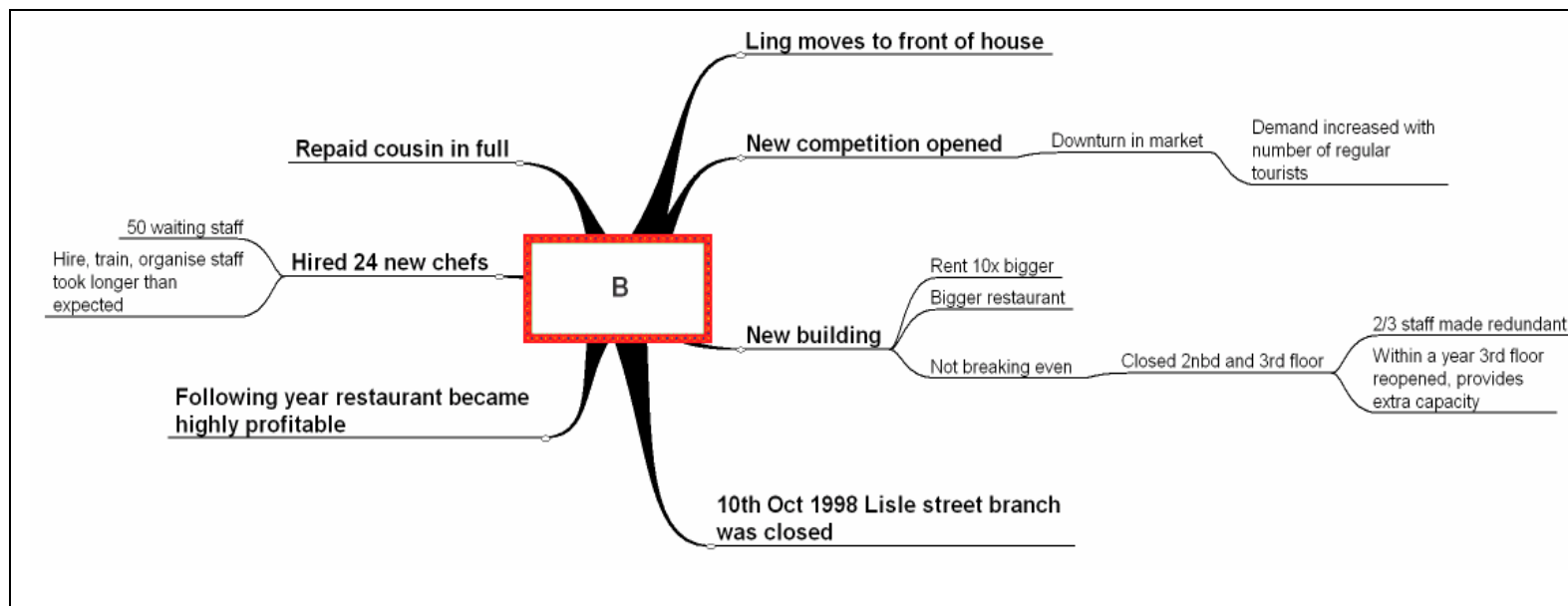


The school is named after a prominent local figure, Sir Astley Paston Cooper, who, in his work as a surgeon in the early part of the 19th century, raised medical surgery from a primitive state to a science.

Source: <http://www.astleycooper.herts.sch.uk/main.htm>

Maybe I will be talking about Chinatown. This conference was booked through www.oxfordconferences.com

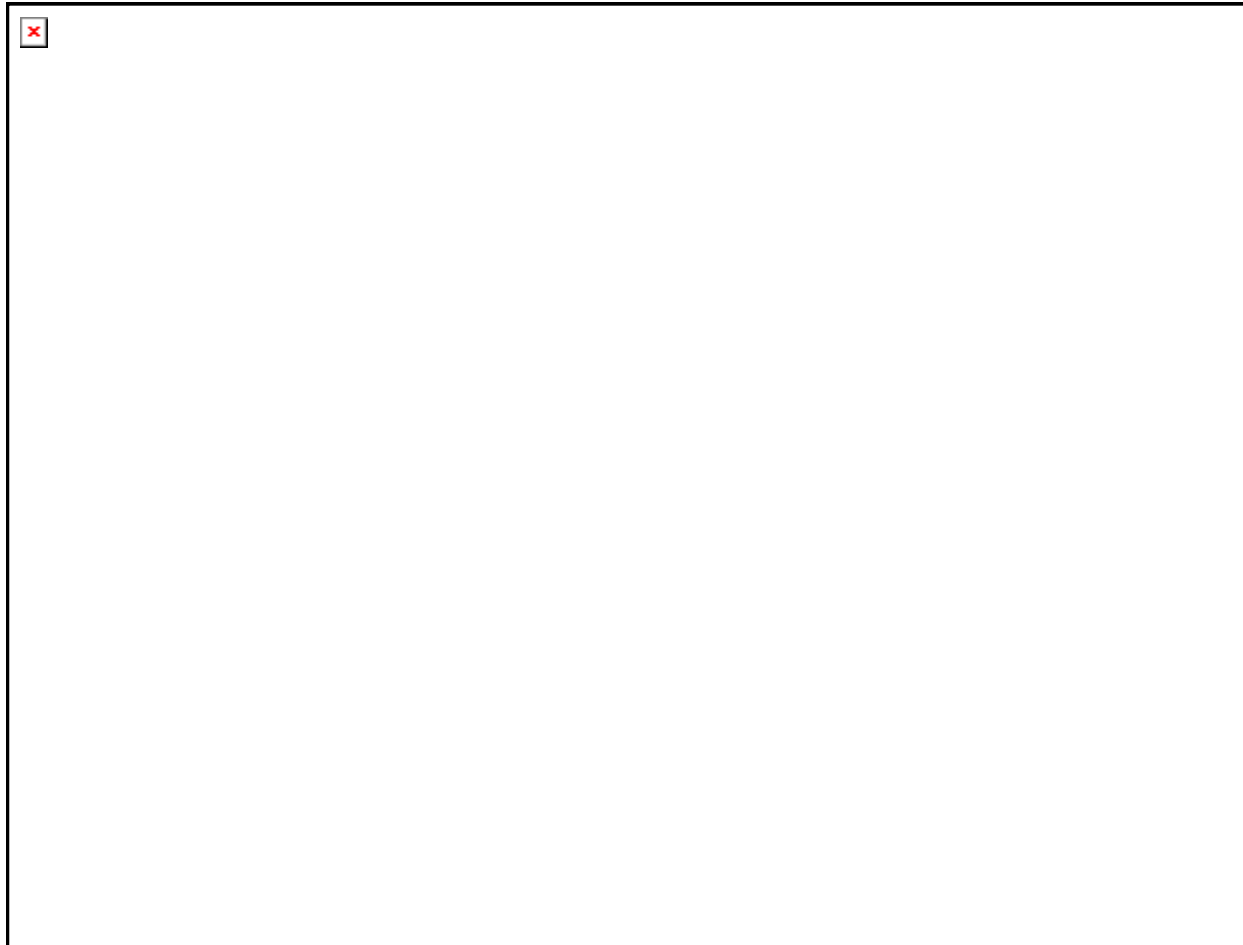
At a previous school a group of pupils summarised section B ‘A Great leap Forward’ as follows:



Comment on Mind Map:

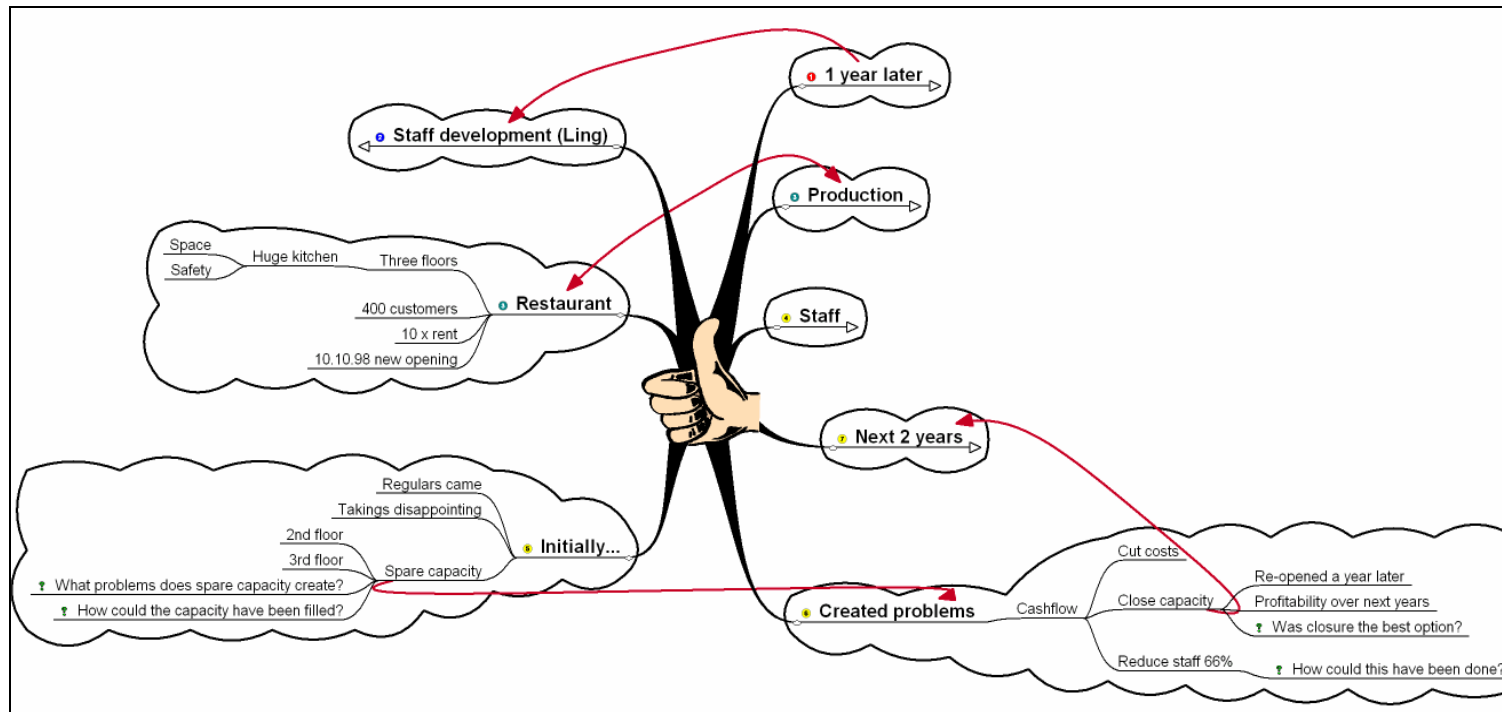
Too many branches. There is no clear connection between ideas. Difficult to see a logical development and also to add on further information, questions etc.

Teacher Version

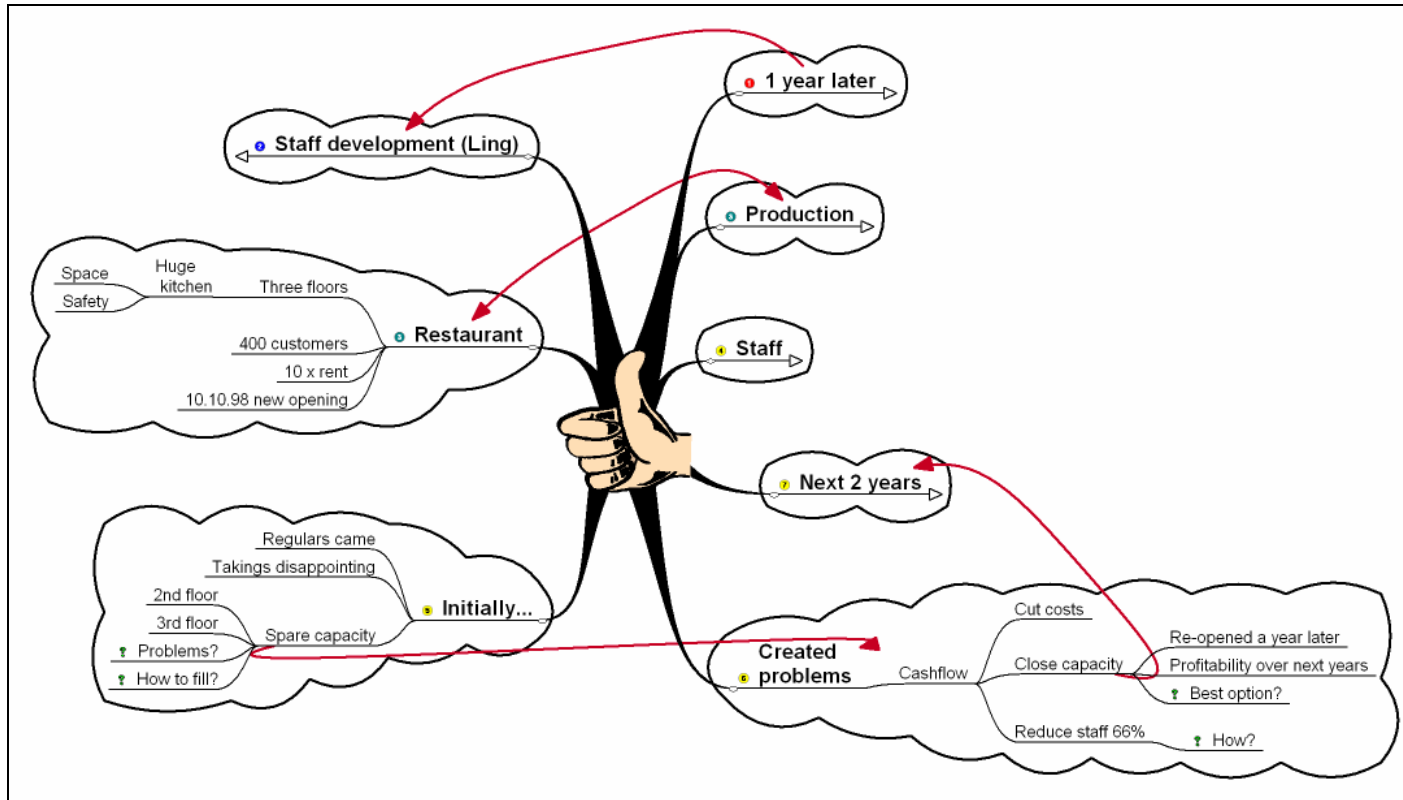


Comments: *this Map shows the links between the actions and also how some events happened at the same time e.g. the move to bigger premises and the need for 'batch production'.*

Some of these branches can be expanded on:



This could further be re designed to make things even clearer:



Please note: the above are just possible expansions of PART of the Mind Map. One suggestion would be to re create only the main stems and allow pupils to make their own expansions, ask their own questions.

Following on from this, pupils could be asked to relate each 'branch' to an area of the syllabus. Thus we could end up with:

1. 1 year later...

Branch: 1 year later	Module 2	Module 3
Payback cousin in full		Practical problems of start ups: finance// interest rates?
Capital to expand	Economies of scale?	Identifying an opportunity
Spectacular wedding ceremony	Herzberg? (praise)	Short term objective/long term aim?

2. Staff development

Branch: staff development	Module 2	Module 3
Wanted to leave job	Leadership style	
Manage waiting staff	Maslow: esteem; Herzberg: promotion; management style	Responsibilities to employees?

3. Restaurant/production

Branch: restaurant/production	Module 2	Module 3
Three floors	Economies of scale	Excess capacity?
	Capacity utilisation	
Production	Batch; simultaneous engineering	
Fluctuating demand	Stock control	Business cycle Exchange rates (tourism) Interest rates (discretionary income)

4. Staff

Branch: Staff	Module 2	Module 3
24 chefs	Workforce planning	Law on Safety
Recruitment took a long time	Recruitment process	Unemployment// employment law//competition
Redundancies	Motivation?	Demand in economy
Method of dealing with redundancies	Management style/corporate culture	Employment law

5. Initially...

Branch: initially...	Module 2	Module 3
Regulars came. takings disappointing	Stock control: waste?	Competition?
Spare capacity	Capacity utilisation	

6. Created problems...

Branch: created problems	Module 2	Module 3
Cash flow problems		Finance: start ups
Reduce staff	Workforce planning//motivation	Employment law
Reduce capacity	Ways of increasing usage?	Demand in economy

7. Next 2 years...

Branch: next 2 years...	Module 2	Module 3
Problems		Downturn in market
		Increased competition
Steady regulars	Customer loyalty: motivated staff	
Tourism		Exchange rates? State of economy

Notes:

The above boxes would clearly change if the Mind Map is drawn differently. As an exercise for pupils, they could all draw their own Mind Map and carry out their own analysis as I have done above. Although the boxes will be in a different order, the overall content should be the same. Having identified the key areas of the syllabus (and perhaps with the same headings, your pupils may find more connections) these areas can be refreshed: in the context of the Case Study. Thus the syllabus is being revised but also being related to the Case Study (as opposed to learning the Case Study and then relating it to the syllabus). As this Section B deals with cash flow problems pupils may wish to revise:

- a. cash flow management
- b. distinction between cashflow and profit
- c. sources of finance

From Module 1

There is also the problem of capacity underutilisation. As Module 2 says: “*Capacity utilisation: impact of under utilisation; ways of increasing usage*” then, also from module 1, pupils may revise:

1. Niche versus mass marketing
2. Adding value
3. Marketing mix: pricing, promotion, place and product
4. Elasticity of demand

Although pupils may not be taking Module 1 this summer (as they passed well in January) revision of the module will help in preparation for A2 plus reinforce the integrated nature of the subject. At the time of writing, the General Election has been called for May 5th. Although not specifically mentioned in the Case Study candidates may care to think about how a government style/policy has an impact on

- a) a business
- b) customers and
- c) costs.

“...candidates should be aware of the economic, environmental, ethical, governmental, legal, social and technological issues associate with business activity. Candidates should understand that Business Studies draws on a variety of disciplines and that these perspectives and disciplines are interrelated...”

Source: **AQA Specification**

So far one lesson may have been spent going over the Section B, drawing the Mind Map, changing and adapting it etc.

Another lesson spent relating it to the syllabus then refreshing these areas of the syllabus, using the Case Study as a reference point.

A third lesson may have been spent on expanding the ‘stems/branches’ of the Mind Map: perhaps the teacher could just put the 7 core branches on the board and pupils have to expand on them accordingly? Another idea would be to have a massive sheet of paper on the wall and pupils add branches as you go through the case study. Maybe even TWO sheets, one either side of the classroom and then at the end half the class explain their Map to the other half and vice versa.

The approach as always, is to provide a structure in which learning takes place thus it is the pupils who do the ‘linking’ to the syllabus NOT the teacher ‘telling’ the pupils the links. Each link made must of course be justified and explained and in this way key areas of the syllabus will be revised.

Now for some discussion!

Apart from emotional ties, why else would Jack have wanted Ling to head the 'front of the house' section of the new restaurant?

Your initial comments:

Customer space was about 7 x greater than at Lisle Street yet rent was 10 x greater. Does the move represent a cost effective decision?

Your initial comments:

Why did 'scale' necessitate 'more batch production'?

Your initial comments:

Is having 'many chefs to cope with surges in demand at lunchtime and the evening' a wise strategy?

Your initial comments:

Suggest possible reasons for ‘...the expectation of continuing high demand for Jack’s style of cooking...’

Your initial comments:

Outline the main elements of the recruitment process that ‘take time’. Why might the hiring and training of staff have taken ‘longer than expected’? Does this ‘longer than expected’ illustrate poor management?

Your initial comments:

Initially Jack’s restaurant had spare capacity. Evaluate the options available to Jack at that time when faced with the problems of under utilised capacity.

Your initial comments:

Comment on the different approaches favoured by Jack and Ling, when dealing with redundancies. Do #’redundancies’ suggest poor workforce planning?

Your initial comments:

Explain the phrase ‘downturn in the market’; given your explanation explain why there was a ‘huge rise in the number of restaurant openings’?

Your initial comments:

Something to consider for later

“It seems to me that the changes in the macro economy as forecasted in Table 2 would have no impact at all on any decision making in the case Study.”

- Head of Economics

Do you agree?

Conclusion

The above merely provides some ideas as to how to approach this Case Study, Section B. in no way are the mind maps here supposed to be the ideal: the ideal is a mind map drawn by YOUR pupils and fully understood by them.

You are urged to visit www.osl ltd.co.uk and <http://www.duncanwil.co.uk/> and browse through the extensive resources there. Also: why not book a conference at: www.oxford conferences.com ?

“Education's responsibility is to replace an empty mind with an open one.”

Malcolm Forbes