

**AQA
Business Studies**

Units 2 and 3

Case Study for June 2005

Chinatown

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6 April 2005

Distant water won't quench your immediate thirst
Chinese Proverb seen on the wall of the Jack Lisle restaurant

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.

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

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 Lelevant!*" (*Apologies to any Chinese readers...*)

Bonus Part: *There will be a role playing exercise that will stimulate discussion when Part Six has been issued.*

The approach

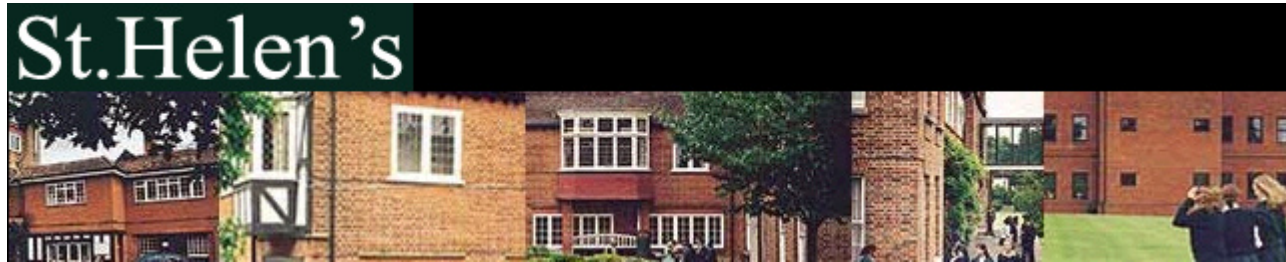
The approach of this analysis so far has been to take a pupil/group of pupils' summary, comment on the summary, suggest an alternative and then develop questions and links from there. In addition 'curious' areas or 'controversy' or 'some things to be considered' will be highlighted.

By this stage pupils should be experienced in relating the syllabus to text (and vice versa)...so we'll try something different. This time we will look at Mind Maps created by pupils, expand and then comment. THEN we'll look at individual branches and ask questions about the branches. Again the emphasis is on pupil participation so photocopy at will...and discuss.

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

Section E: Running the business

On the 10th May I am running a one day revision course at St Helen's School, in Northwood:



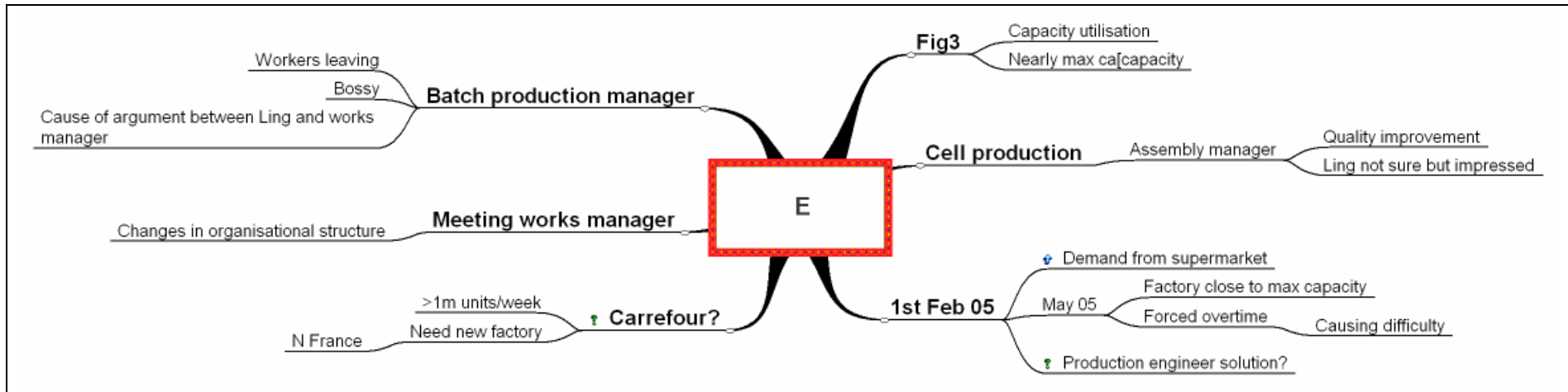
Source: <http://www.sthelensnorthwood.co.uk/index.htm>

This one day course will focus entirely on a case study and the topics covered will be dealt with in depth. The day is entirely geared round the students: far better than going to a crowded, sweaty packed conference in London where little is listened to and even less is learnt! This is the fourth year I have been invited by St Helen's: a tribute to the success of this conference method.

For more details please see: www.oxford-conferences.com

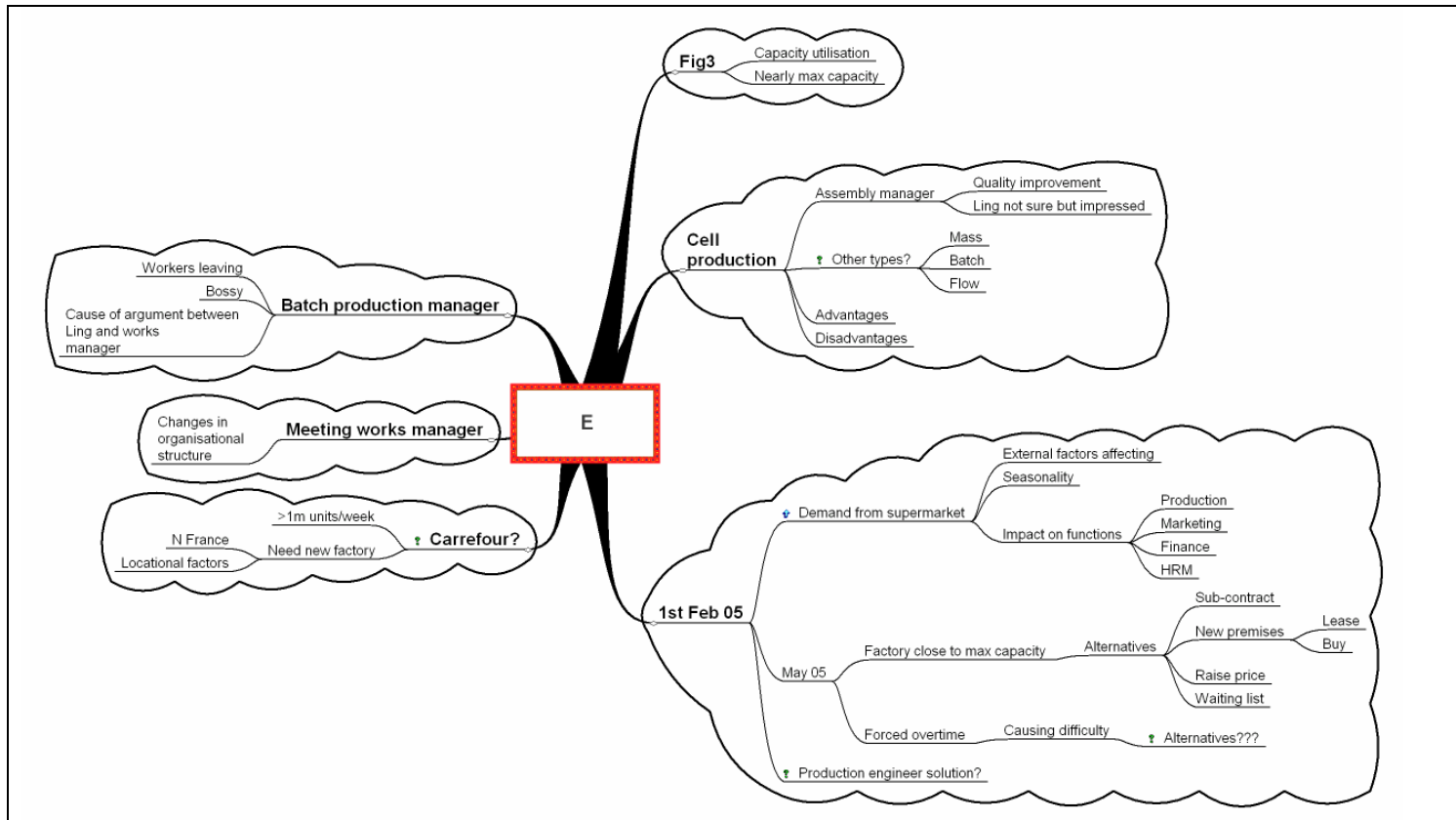
One of the things we will be doing will be to Mind Map various areas of the Case Study for discussion. Even though Mind Maps are included here in this analysis, it always helps if pupils create (and explain) their own. This analysis is a catalyst for discussion not a solution. Pupils that can think, that can discuss and can arrive at their own solutions are far more likely to progress in business Studies than those that simply regurgitate a 'package' photocopied and handed round.

There: rant over. Now onto the Mind Maps!



Comments ... you may want to enlarge the above picture on screen to make it a bit easier to read

The above map is exactly how it was drawn. Even a few simple changes/modifications would be an improvement. See below how simple changes make even an unplanned map 'seemingly' clearer:

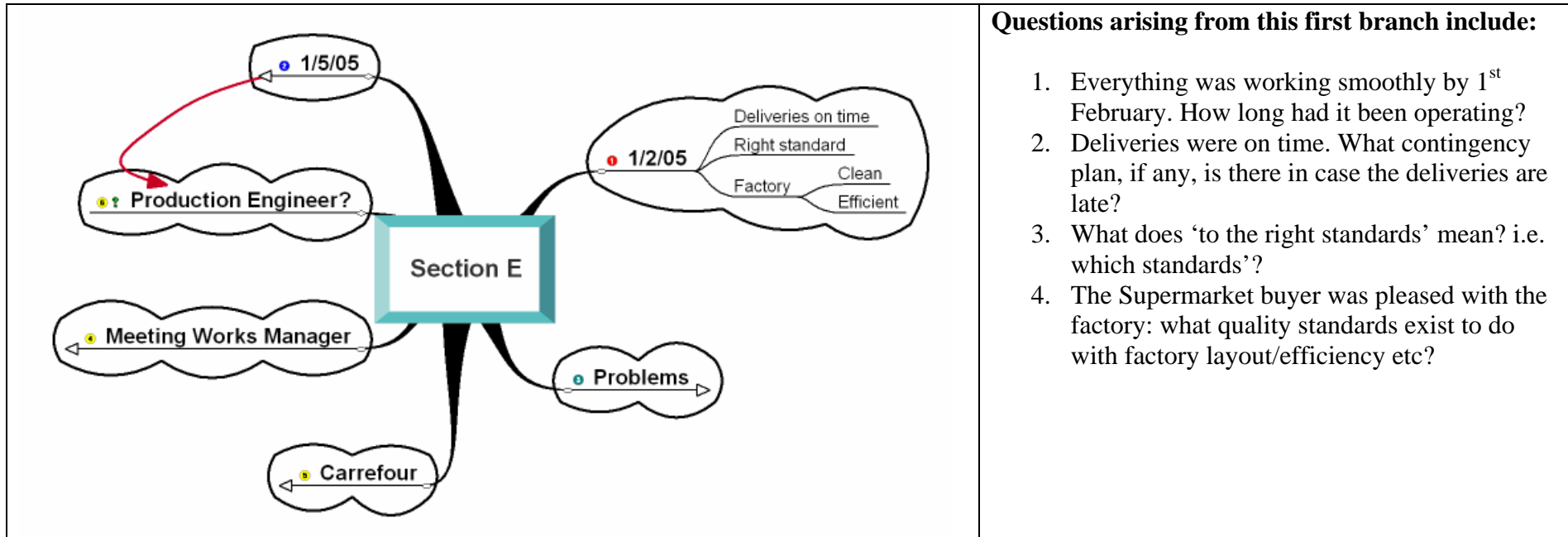


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What I have done is take the original Mind Map created by the pupils and add on areas where there can be an expansion. Thus with ‘cell production’ I present the opportunity of discussion about the different types of production. In this way I am using a resource created by the pupils to further extend discussion. Ideally pupils will themselves be able to expand and thus the summary also becomes a tool for revision. I have also made a few cosmetic changes to the original to aid clarity.

Another approach is to draw the Mind Map yourself (as was discussed in the previous Case Study instalment) and go through the various stages for discussion. Thus a ‘beginner’ mind map, then a more complicated one etc.

The approach favoured here (more for variety) is to deal with each branch on its own. The branch could then be expanded on and/or questions written based on the branch. Even better, in the opinion of the author, is for the pupils to write the questions based on their own branch...



Questions arising from this first branch include:

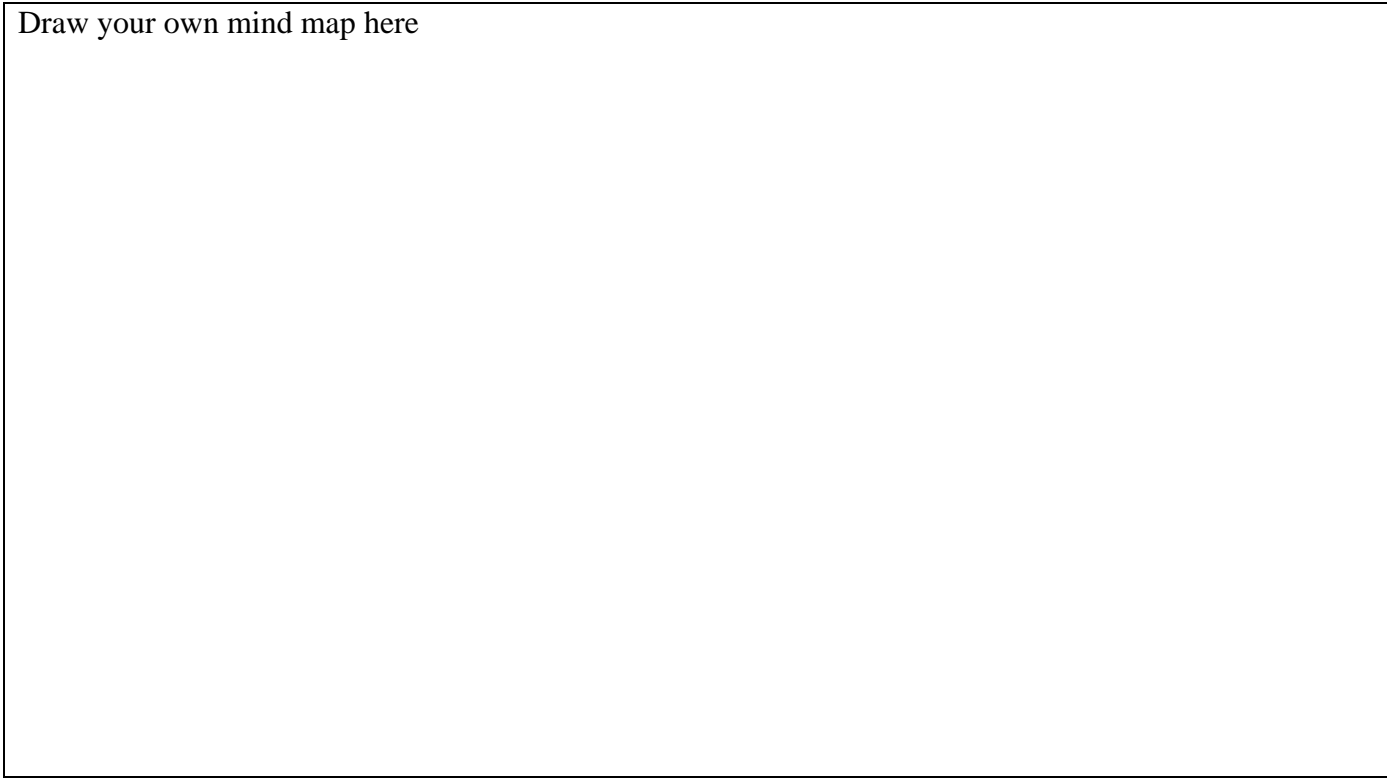
1. Everything was working smoothly by 1st February. How long had it been operating?
2. Deliveries were on time. What contingency plan, if any, is there in case the deliveries are late?
3. What does ‘to the right standards’ mean? i.e. which standards’?
4. The Supermarket buyer was pleased with the factory: what quality standards exist to do with factory layout/efficiency etc?

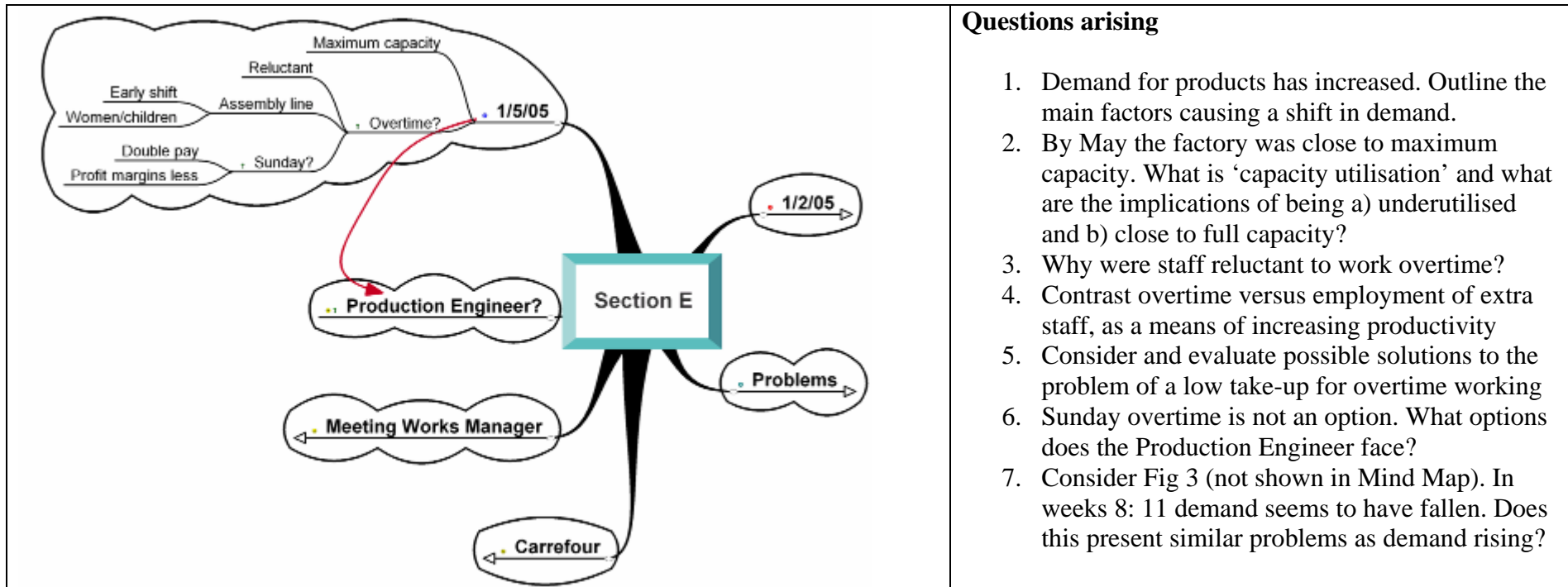
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The above is merely a map with the first branch expanded. Other branches are shown (maybe pupils could expand on those branches?).

This same approach may then be followed with the next ‘branch’: you try first:

Draw your own mind map here





Questions arising

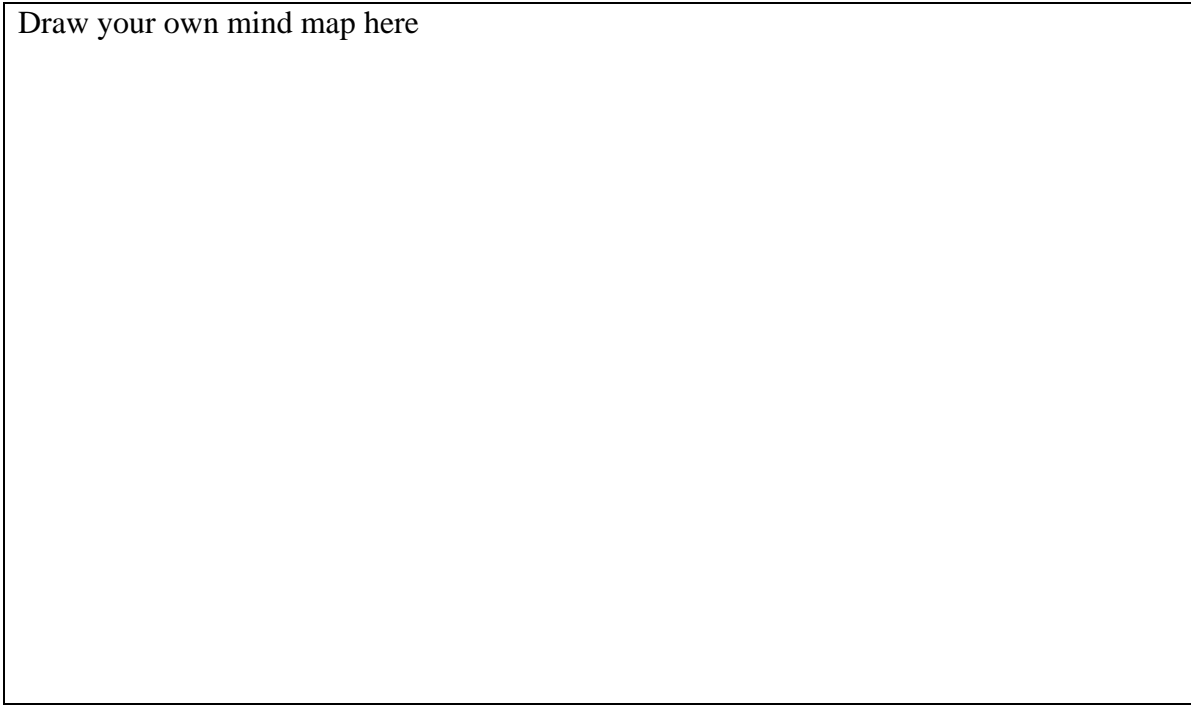
1. Demand for products has increased. Outline the main factors causing a shift in demand.
2. By May the factory was close to maximum capacity. What is ‘capacity utilisation’ and what are the implications of being a) underutilised and b) close to full capacity?
3. Why were staff reluctant to work overtime?
4. Contrast overtime versus employment of extra staff, as a means of increasing productivity
5. Consider and evaluate possible solutions to the problem of a low take-up for overtime working
6. Sunday overtime is not an option. What options does the Production Engineer face?
7. Consider Fig 3 (not shown in Mind Map). In weeks 8: 11 demand seems to have fallen. Does this present similar problems as demand rising?

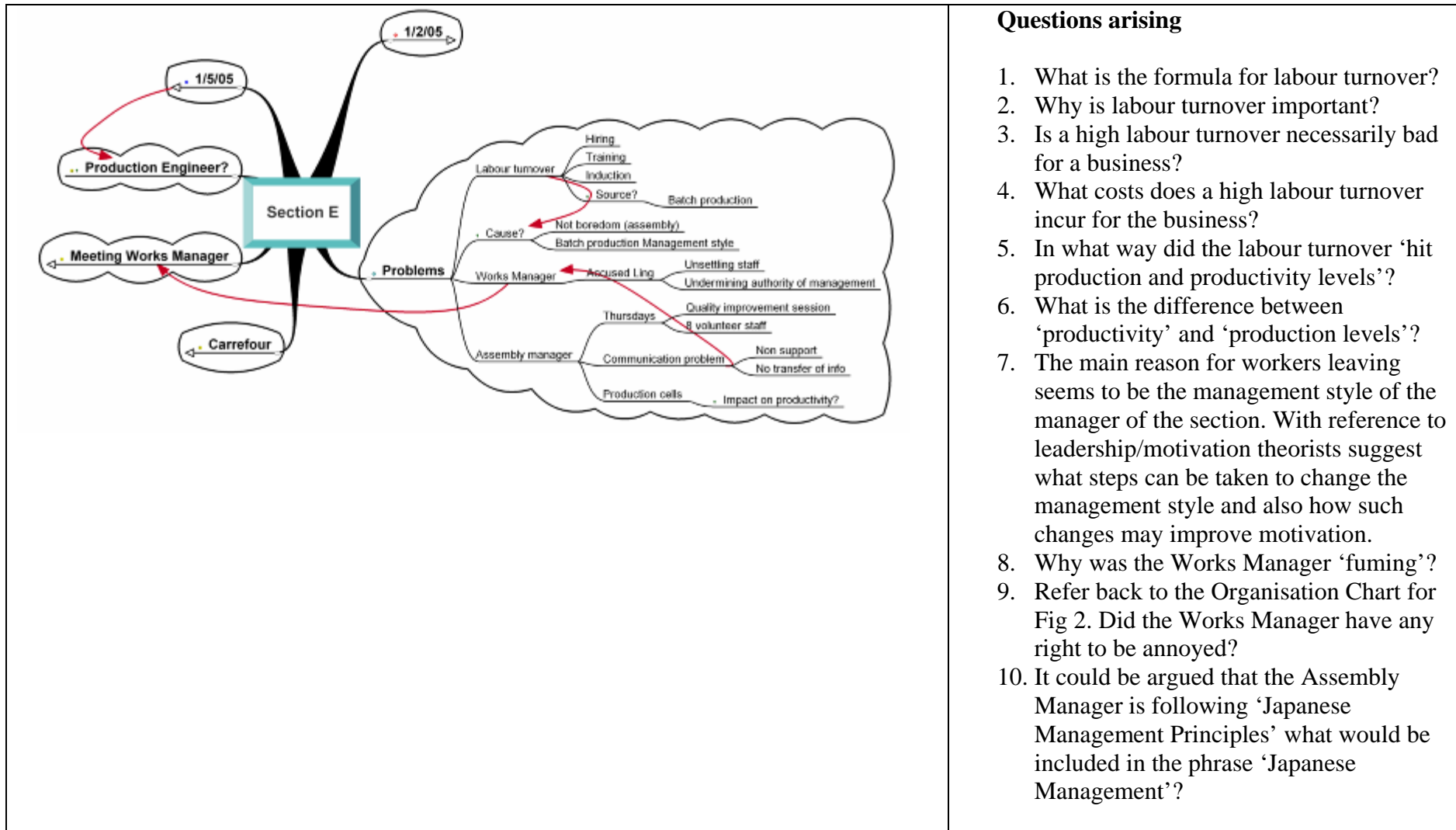
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We now move to the next branch. Note for this the link between ‘Problems’ and the Meeting with the Works Manager. This meeting would include discussion about communication as the Works Manager had not ‘passed the information further up the hierarchy to the MD’. How can communication be improved? Pupils may care to explore the possible ‘changes to organisational hierarchy’ (refer back to Fig 2) that arose out of the meeting.

Again, you try the branch summary first...

Draw your own mind map here





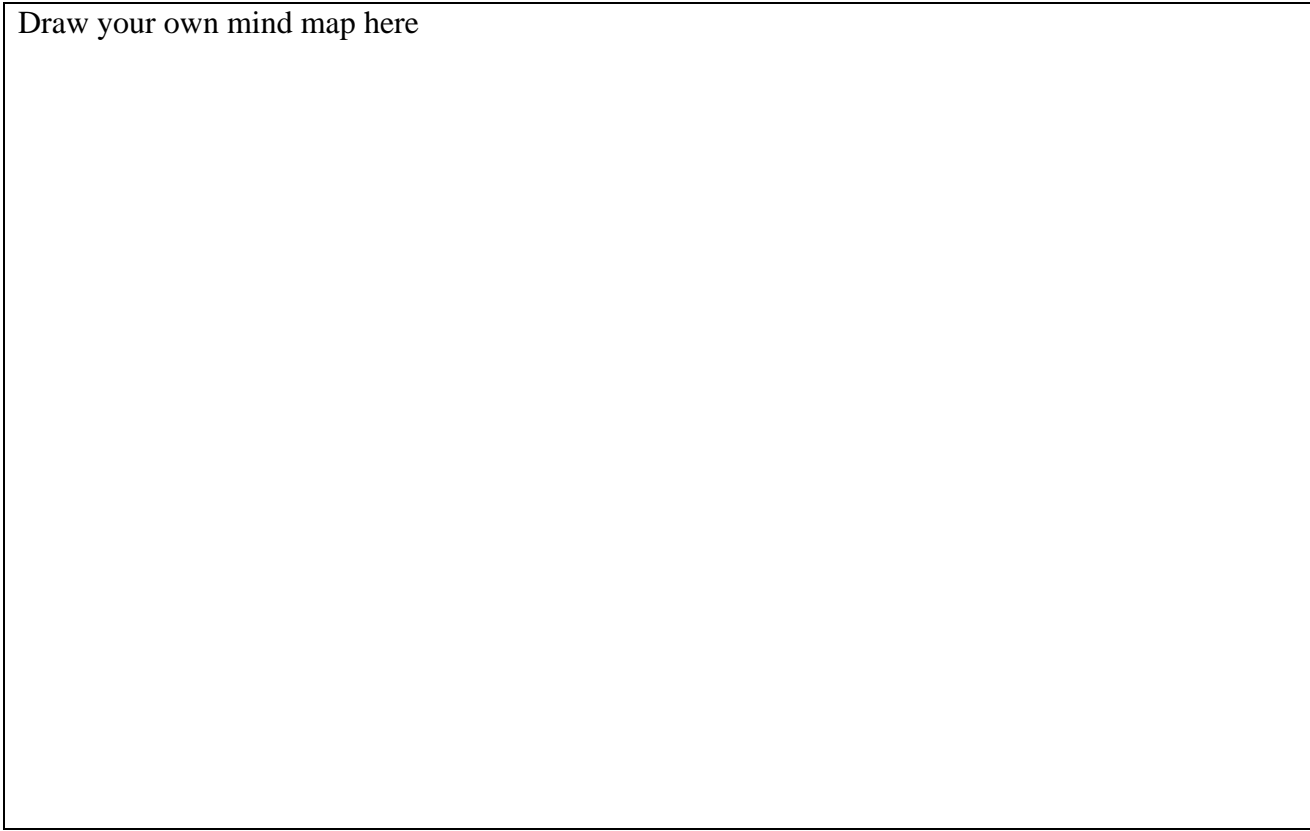
Questions arising

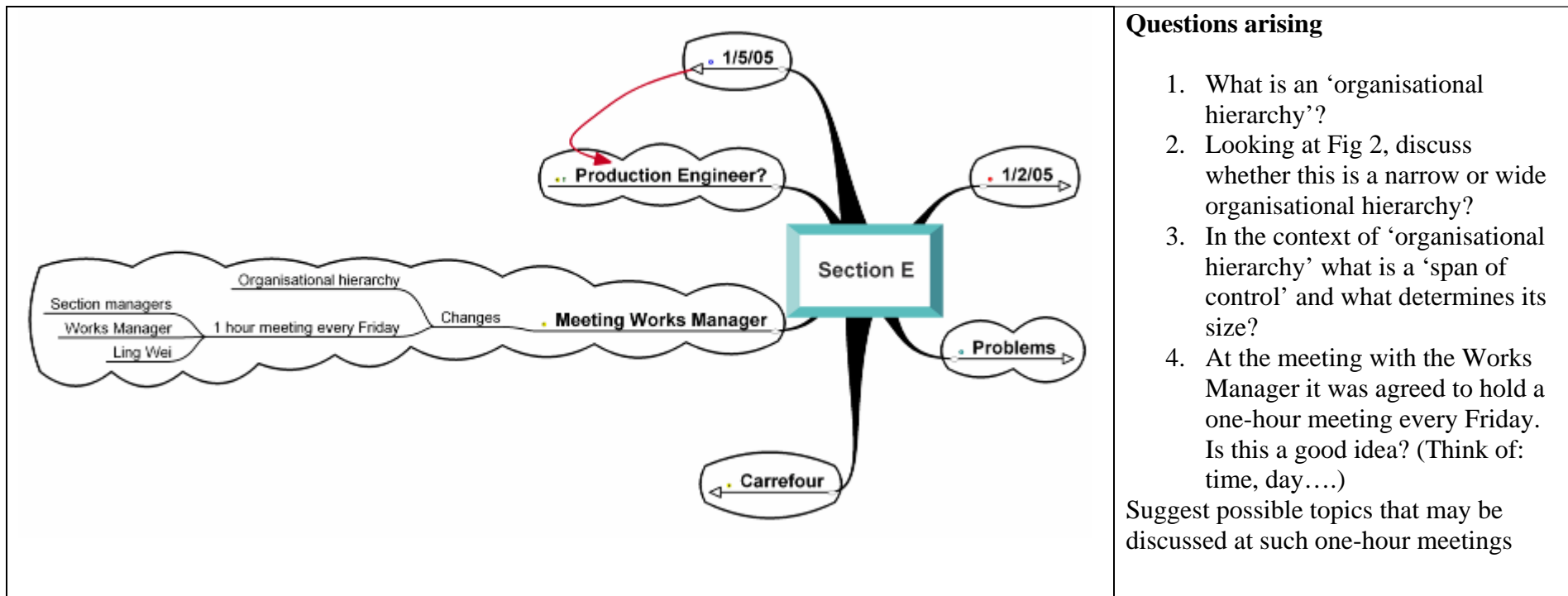
1. What is the formula for labour turnover?
2. Why is labour turnover important?
3. Is a high labour turnover necessarily bad for a business?
4. What costs does a high labour turnover incur for the business?
5. In what way did the labour turnover ‘hit production and productivity levels’?
6. What is the difference between ‘productivity’ and ‘production levels’?
7. The main reason for workers leaving seems to be the management style of the manager of the section. With reference to leadership/motivation theorists suggest what steps can be taken to change the management style and also how such changes may improve motivation.
8. Why was the Works Manager ‘fuming’?
9. Refer back to the Organisation Chart for Fig 2. Did the Works Manager have any right to be annoyed?
10. It could be argued that the Assembly Manager is following ‘Japanese Management Principles’ what would be included in the phrase ‘Japanese Management’?

Comments ... you may want to enlarge the above picture on screen to make it a bit easier to read

We now move to the next branch: again it is suggested you try your own first. Remember we are looking for a summary of the section PLUS anything (from the syllabus) that could be added on for discussion.

Draw your own mind map here





Questions arising

1. What is an 'organisational hierarchy'?
2. Looking at Fig 2, discuss whether this is a narrow or wide organisational hierarchy?
3. In the context of 'organisational hierarchy' what is a 'span of control' and what determines its size?
4. At the meeting with the Works Manager it was agreed to hold a one-hour meeting every Friday. Is this a good idea? (Think of: time, day....)

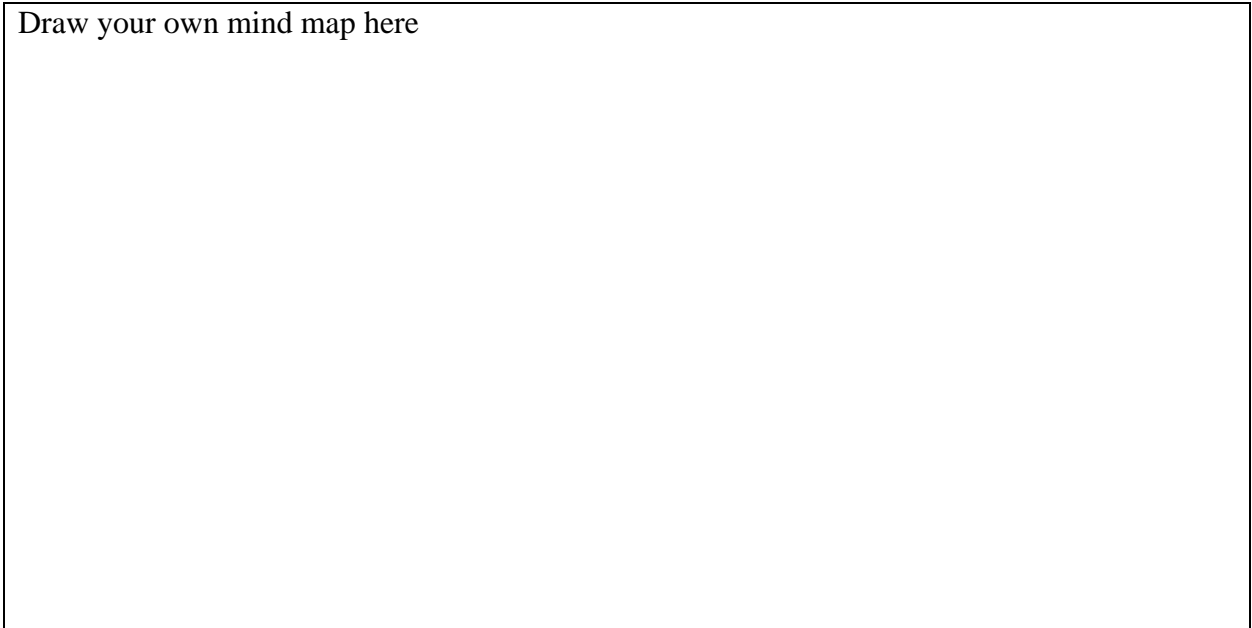
Suggest possible topics that may be discussed at such one-hour meetings

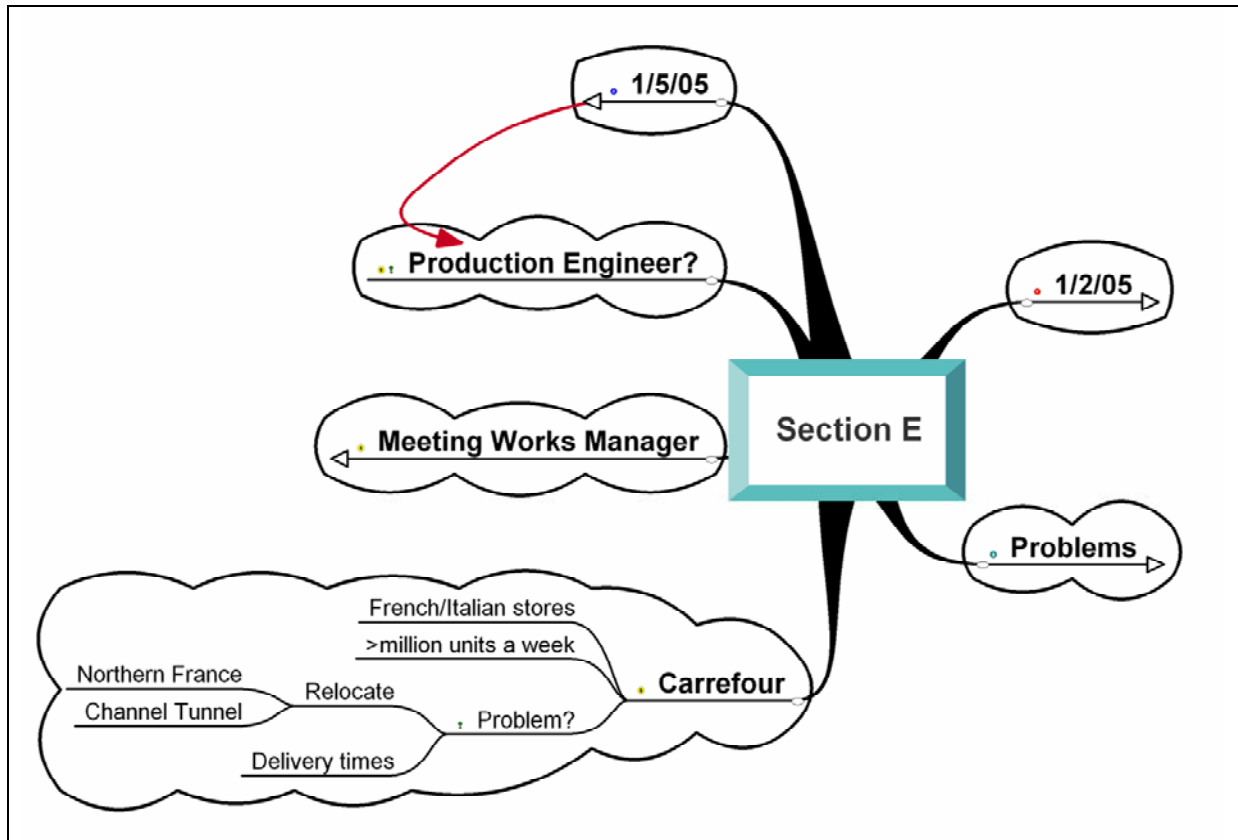
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We now move onto the final section. This concerns the phone call from Carrefour. You will see from the map below that another branch is Production Engineer. This is a separate branch, with nothing added, because the Case Study says: "*Ling brought back her Consultant Production Engineer to see if he could find a solution*" without expanding on that point i.e. looking at solutions offered. This 'suggests' (and I use the term loosely) that a question could be asked for candidates to suggest (and evaluate) solutions available....only a suggestion, though!

As before, you do the summary first:

Draw your own mind map here





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Je pense ... I wonder

What help is there for businesses seeking to invest in France (as this would reduce the risk Jack has worries about in Section E)

Invest in France Agency

Mission Statement / Mrs Clara Gaymard, President of IFA
Welcome to France.
Invest in France Agency provides free assistance to all companies interested in finding business solutions in the European market of France. Contact us!
 Read More...

Newsletter
 > latest issue
 > subscribe
 > archives

UK office | about us | newsroom | choosing France | partners | doing business | key sectors | living in France

IFA network
 IFA websites

Languages
 all languages

Tools
 Search
 sitemap
 job postings

Why choose France?
Top 7 Reasons
 REASON 2 / The world's fifth largest economy
 more...

How to succeed in France?
Ask the experts
 your request
 your name | your company
 your e-mail | send
 contact finder | faqs | advanced form

What's new?
Latest investments
 propulsion systems at their site in Romorantin-Lanthenay (Centre region).
 23-12-2004: Mecachrome, of Montreal,
Hot News
 09-02-2005: French Government Unveils 35 New Measures To Further Increase France's Business Appe...
 12-11-2004: Invest in France Agency's advertising campaign in the UK
 11-11-2004: New image

Success Stories
 /spotlight on **Eli Lilly**
 Headquarters: United States
 French location: Fegersheim, Alsace
 Industry: Pharmaceuticals
 Type of project: Production
 more...

Opportunities
 /spotlight on **Illkirch**
 Exceptional facility for new electronic products
 more...

Living In France
 /spotlight on **Health**

Doing Business
 /spotlight on **Taxation**
 Fiscal policy in France is

Source: <http://www.investinfrance.org/UK/>

Worth a second look perhaps.....?

What to do next

This stage of the analysis differs from previous stages. This time we have looked at individual branches and asked questions related to the branches. There has been no attempt to match key areas of the syllabus to the text. This is deliberate as the approach is always to encourage pupil involvement. It is assumed: indeed, encouraged that this analysis is photocopied and handed round the class. After all this is a 'working document' not a '*prescribed set of notes to be regurgitated with little thought except the perceived success this will bring*'. Therefore why not do the exercise yourself ie match the syllabus to the text/text to the syllabus as has been done in previous stages? Another area to start looking at is the integrated nature of the case study. When looking at Section E pupils are encouraged to refer back to Section D and the organisation chart; to refer forward to Table 1 and the exchange rate movements. As we approach the final section, section F, pupils will be encouraged even more to think of the Case Study as a whole, a series of interconnecting parts rather than discrete segments. After all, the approach I always follow in teaching is not to differentiate between the sections any more than I have to, to satisfy examination requirements but rather to teach 'Business Studies', not *Business Studies in compartments*. That, I have always believed is the route to success.

Conclusion

The above merely provides some ideas as to how to approach this Case Study, Section E. 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 where we can more fully explain the ideas contained therein?



Once the confusion over Ling's non-attendance at quality Sessions was explained, Ling and the Assembly Manager Became friends ...