**Principles of Business**

**Project 4 :: Business to the Rescue**





**Project 4 :: The Busy-ness of Business**

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**Driving Question:** Who are the “superheroes” of business, and what are their powers?

**Project 4: Business to the Rescue**

**Projection description:**

Working in teams, students will develop business “superheroes” representing the different activities—accounting, finance, marketing, human resources management, information management, operations, purchasing, production, and general management—that businesses perform. Each superhero will embody one of these nine activities. His/Her powers, garb, and equipment will reflect the corresponding business activity’s role and responsibilities within the organization.

After creating posters, a web site, social media profiles, or some other product of the team’s choice that explain these superheroes, each team will be presented with a “what-if” business scenario. Students will collaborate with their teammates to envision and illustrate (in a comic book, skit, story, etc.) how the nine superheroes would react and/or adjust when faced with this change. After completing this final deliverable, each team will share it with local fifth- and sixth-grade students.

In addition to the work done by their teams, students will also maintain individual business activity journals in which they discuss their teams’ decisions regarding the different superheroes and tie these decisions to what goes on in that function in the business world.

Finally, to wrap up the course, the class will use its newfound knowledge of the local business environment and community to take its first step in developing its own business venture.

**Time Frame:** Five weeks

**Project 4:**

* Group Contract - 20 pts. *(20 pts. for complete, 0 pts. for incomplete)*
* Project Plan – 60 pts. *(10 pts. per week of project – 10 pts. for complete, 0 pts. for incomplete)*
* Superhero Profiles – 100 points
* Business Activity Journal – 100 points
* “What if?” Scenerios – 100 points
* Quiz 4A –
* Quiz 4B –
* Quiz 4C –
* Quiz 4D –

**WEBXAM :: TBD**

See Schoology for vocabulary review document

**Sample Team Contract**

## Members

Carlie, Otis, Neff, Rennie, Joe, Vince

# Team Constitution

Forward: This contract is a binding legal document and governs the group until the assigned project deadline. If the group separates, or a member is fired, the basic contract laws remain intact for both parties. However, being fired may cause work responsibilities to shift.

Article I: Absence Policy

a. If a group member will be absent on a day in which work is due, they must tell another group member a day in advance and have all work that they are responsible for turned in. All group members must stick to the provided agenda to have the assignments completed on time. If there will be an unexpected absence, the group member is to complete the work from home and email another group member to let them know they are gone for the day.

b. Group members will contact one another if they are absent for any amount of period during the time allotted for working on the projects.

Article II: Work Policy

a. Any member that is mentally or physically disabled and can prove that they cannot complete the work assigned to them alone may acquire assistance from other group members to help complete it. This will only apply for work that is group work and not individual work, and work will only be finished by that group member, and the assisting group member will not write it.

b. Each group member will work to the best of their ability, making sure the completed work is up to standards, and that they complete it with punctuality.

c. If a group member commits plagiarism, they are solely responsible and incur the punishment on their own.

Article III: Leadership

a. At the beginning of the project, a leader will be voted upon democratically. If a group member is absent at the time of voting, they waive their right to participate in voting. The person who wins the most votes becomes the leader. If there is an unclear outcome (same number of votes for different people), the group will have no leader until one can be chosen by a revote.

1. By being elected leader, the person must perform the following duties:

1. Organize group meetings.

2. Create and enforce a group agenda to govern group progress.

3. Organize any out-of-school project efforts.

4. Provide communication between group members in order to help individuals work towards the project goal.

If they fail to perform these duties, or another person is also carrying them out, a revote may be taken to determine whether to obtain a new leader.

Article IV: Work Ethics

1. If a group member does not complete work they were assigned, the punishment for the infringement will be of detriment solely to the group member at fault. No negative grading shall be given to any other group members.

Article V: Member Dismissal

a. The following conducts will result in a group member being able to be dismissed:

1. Incomplete or missing group work
2. Plagiarism or any form of cheating
3. If group member decides to leave under his or her own will

b. Any group member leaving under their own will may submit all their own work, while the other group members may not. Any group member fired for breaking any of the conducts under Article V-a (i-iii) will have their work taken from their possession to be used at the discretion of the original group, but not for the individual being fired. In addition, any fired member may not use any work completed by other group members, subject to punishment under Article 2-c.

c. If a group member leaves under the stipulation of Article V-a (iv), they retain all the work they have already provided for the group. The original group cannot use this work or it is subject to punishment under Article 2-c.

Article VI: Signature

By signing this contract, the following group members abide to the articles above. If any member fails to abide by the articles of this contract, they may be fired from the group given at least a 50% vote in favor of firing the individual.

## Signatures:

Source: Novel Approach Consulting Group, www.novelapproachpbl.com

## Team Project Plan

This document serves two purposes in every project:

1. Project planning guide
2. Project status report

Instructions:

* Each team works together to determine
  + Project objective
  + Tasks to be completed for a successful fulfillment of the project objective
  + Resources needed to complete each task (if any)
  + Person(s) responsible for completing each task
  + Due date for each task
* The first four columns of the table below (task, responsible, resources, and due date) serve as the guiding document through the end of the project.
* At the end of each week, use one copy to fill in the last three columns of the table. This serves as a weekly status report for your teacher.

## Sample Team Project Plan

|  |  |
| --- | --- |
| **Members of my team:** |  |
| **Project Name:** |  |
| **Project Objective:** |  |

| **Task** | **Who Is Responsible** | **Resources**  **Needed** | **Due**  **Date** | **Status** | **Completed & Date turned in** |
| --- | --- | --- | --- | --- | --- |
| Research local retail business | Katie | Internet | 9/5 | Started | ⁯  🗸 |
|  |  |  |  |  | ⁯ |
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**Team Signatures:**

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**Rubric: Developing a Team Project Plan**

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| **Criteria** | **Professional** | **Experienced** | **Developing** | **Novice** |
| **Content**  The information communicated by the project plan  40 points | ❑ All components of the project plan were complete and in writing. | ❑ All components of the project plan were addressed in writing, but some aspects needed further description. | ❑ Most of the project plan’s components were in writing; the missing elements diminished the plan’s effectiveness. | ❑ Many of the project plan’s components lacked sufficient detail to take action or were missing altogether. |
| ❑ The project plan’s objective gave a clear, compre-hensive description of the project’s scope and schedule. | ❑ The project plan’s objective gave a clear description for the most part, but one of the items needed some clarification. | ❑ The project plan’s objective descriptions were difficult to follow/understand. | ❑ The project plan’s objectives were neither attainable nor measurable. |
|  | ❑ Needed resources were clearly identified. | ❑ Most resources were clearly identified. | ❑ Some critically needed resources were not identified. | ❑ Needed resources were too incomplete or were missing altogether. |
|  | ❑ The project plan contained specific activities/tasks. | ❑ For the most part, the project plan contained specific activities/tasks. | ❑ The project plan did not specifically contain all activities/tasks. | ❑ The project plan contained very few activities/tasks. |
|  | ❑ The project plan clearly specified persons responsible for each task. | ❑ For the most part, the project plan specified persons responsible for each task. | ❑ The project plan did not clearly specify persons responsible for each task. | ❑ The project plan did not specify persons responsible for each task. |
|  | ❑ The project plan contained specific deadlines. | ❑ For the most part, the project plan contained specific deadlines. | ❑ The project plan did not contain specific deadlines. | ❑ The project plan did not contain deadlines. |
|  | ❑ The project plan included easy-to-follow table or sequence-of-events flow chart. | ❑ The project plan included table or sequence-of-events flow chart, but some sections were not easy to follow. | ❑ The project plan included table or sequence-of-events flow chart, but it was too broad; important, smaller steps were omitted. | ❑ The project plan omitted table or flow chart; did not list sequence-of-events. |

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| **Rubric: Developing a Team Project Plan (cont’d)** | | | | |
| **Criteria** | **Professional** | **Experienced** | **Developing** | **Novice** |
| **Appropriateness**  Suitability; compatibility of one part of the plan with all other parts  35 points | ❑ The project plan’s objective was clear, attainable, and measurable. | ❑ The project plan’s objective was clear and measurable, but difficult to attain. | ❑ The project plan’s objective was stated in measurable terms. | ❑ The project plan’s objective was unclear and not stated in measurable terms. |
| ❑ All activities were logically sequenced and supported the project plan’s objective. | ❑ Most activities were logically sequenced and supported the project plan’s objective. | ❑ Several activities had gaps in sequence, were not in logical order, and/or did not support the project plan’s objective. | ❑ The sequence of activities made no sense and did not support the project plan’s objective. |
| ❑ Individual activity deadlines were realistic for achieving goals. | ❑ Most individual activity deadlines were realistic for achieving goals. | ❑ Several individual activity deadlines were not realistic for achieving goals. | ❑ Most individual activity deadlines were totally unreasonable. |
| **Organization**  How the information is put together; the flow of the project plan  10 points | ❑ Main points were easy to follow and logical with points building on each other. | ❑ Main points were generally easy to follow and logical. | ❑ Main points were generally logical but difficult to follow. | ❑ Main points were so difficult to follow that their logic could not be determined, or they were illogical. |
| **Communication Skills**  Ability to express oneself so as to be understood by others  15 points | ❑ Ideas were expressed clearly in language that was easy to understand. | ❑ Ideas were expressed clearly with only a few words being difficult to understand. | ❑ Both ideas and words required much effort to understand. | ❑ Ideas were vague and elusive, and language was difficult to understand. |
| ❑ The project plan was neat, grammatically correct, and error-free. | ❑ The project plan was neat but contained minor errors that did not detract from the total plan. | ❑ The project plan contained some spelling and gram-matical errors that were distracting. | ❑ The project plan was messy, with many errors in spelling and grammar. |

**Superhero Profiles**

Each team conducts secondary research regarding each of the different business functions (i.e., marketing, human resources management, information management, accounting, finance, operations, purchasing, production, and management). Upon completion of this research, each team creates nine “superheroes”—one representing each of the nine business functions.

Students choose their superheroes’ names (e.g., Accounting Man, Marketing Woman, etc.), identify their powers and responsibilities, determine what they should wear and what equipment they use, and discuss how the different superheroes are related (e.g., the purchasing and production superheroes might be the operation hero’s younger siblings or children).

After creating their superheroes, each team develops nine “Business Superhero” profiles. These profiles could take the form of mock social media profiles (Fakebook, <http://www.classtools.net/fb/home/page>, is great for this sort of thing), digital posters, a web site, etc. The teams’ target audience for this work is fifth- and sixth-grade students.



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| **Rubric: Superhero Profiles** | | | | | |
| **Criteria** | **Professional** | **Experienced** | **Developing** | **Novice** | |
| **Content**  The information communicated by the superhero profiles  50 points | ❑ The superhero profiles gave clear, comprehensive descriptions of the different superheroes. | ❑ The superhero profiles gave a clear description for the most part, but some items needed clarification. | ❑ The superheroes’ descriptions were difficult to follow/understand. | ❑ Some or all of the superheroes’ descriptions were missing. | |
| ❑ Meaningful supporting details regarding the superheroes’ powers, garb, and equipment were provided. | ❑ A few details regarding the superheroes’ powers, garb, and/or equipment were unclear but did not distract from the overall quality of the profiles. | ❑ Some information regarding the superheroes’ powers, garb, and/or equipment was vague. | ❑ Information regarding the superheroes’ powers, garb, and/or equipment was missing. | |
| ❑ The connection of each superhero to his/her corresponding business function was logical and very clear. | ❑ The connection of each superhero to his/her corresponding business function was mostly logical and clear. | ❑ The connection of each superhero to his/her corresponding business function was questionable and/or difficult to discern. | ❑ Little or no effort was made to demonstrate the connection of each superhero to his/her corresponding business function. | |
| **Organization**  The flow of text, graphics, and pictures; the way in which the profiles were put together  25 points | ❑ Coordinated elements aided in communicating a clear, straightforward, specific description of each superhero. | ❑ Coordinated elements communicated a general description of each superhero. | ❑ Elements lacked coordination but did not interfere with description of each superhero. | ❑ Elements lacked coordination, hampering the creators’ efforts to describe each superhero. |

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| **Rubric: Superhero Profiles (cont’d)** | | | | |
| **Communication Skills**  Ability to express oneself so as to be understood by others  25 points | ❑ Superhero descriptions were expressed clearly in language that was easy to understand. | ❑ Superhero descriptions were expressed clearly with only a few words being difficult to understand. | ❑ Super hero descriptions required much effort to understand. | ❑ Superhero descriptions were vague and elusive, and language was difficult to understand. |
| ❑ Profiles were grammatically correct and free of punctuation, spelling, and capitalization errors. | ❑ Profiles were free of grammar and spelling errors; punctuation and capitalization errors did not limit understanding of descriptions. | ❑ Profiles’ spelling and grammatical errors were distracting. | ❑ Profiles contained so many spelling, grammar, punctuation, and capitalization errors that the descriptions were hard to understand. |

**Business Activity Journal**

Throughout the project, each student maintains a business activity journal in which s/he explains why his/her team made the decisions it did regarding its nine superheroes. (For example, if a team created a nuclear-powered calculator for Accounting Man, the student could explain the reasons why an accountant might need a calculator to do her/his work.) When entering information into their journals, students must always remember to connect their teams’ decisions to real-life facts about each business function.

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| **Rubric: Business Activity Journal** | | | | |
| **Criteria** | **Professional** | **Experienced** | **Developing** | **Novice** |
| **Content**  The information communicated by the business activity journal  50 points | ❑ The information sufficiently summarized and explained the team’s different decisions. | ❑ Overall, the information adequately summarized and explained the team’s different decisions. | ❑ The information left some gaps in the summaries and explanations of the team’s different decisions. | ❑ The information failed to summarize or explain the team’s different decisions. |
| ❑ Connections of team’s decisions with actual business functions were logical and fully supported. | ❑ Connections of team’s decisions with actual business functions were reasonable but lacked support in a few cases. | ❑ Connections of team’s decisions with actual business functions were inconsistent in their logic and lacked support. | ❑ Unsupported, questionable connections of team’s decisions with actual business functions were reached. |
| **Communication**  Ability to express oneself so as to be understood by others  25 points | ❑ Ideas were expressed clearly in language that was easy to understand. | ❑ Ideas were expressed clearly with only a few words being difficult to understand. | ❑ Both ideas and words required much effort to understand. | ❑ Ideas were vague and elusive, and language was difficult to understand. |
| ❑ Journal was neat, grammatically correct,  and error-free. | ❑ Journal was neat but contained minor errors that did not detract from total journal. | ❑ Journal contained slight smudges, blurred letters, and grammatical errors that were distracting. | ❑ Journal was messy, with many errors in spelling and grammar. |
| **Organization**  How the information is put together; the flow of the journal entries  25 points | ❑ Main points were easy to follow and logical with points building on each other. | ❑ Main points were generally easy to follow and logical. | ❑ Main points were logical but difficult to follow. | ❑ Main points were so difficult to follow that their logic could not be determined, or they were illogical. |
| ❑ Journal entries were clearly identified, and material was easily located. | ❑ Journal entries were clearly identified and only a few items were difficult to locate. | ❑ Some journal entries were not identified, and several items were difficult to locate. | ❑ Journal entries ran together or were not identified, and material was difficult to locate. |

**“What if? Scenario**

As each team completes all of its superhero profiles, give it a “what-if” business scenario. (See below for sample scenarios.) The team collaborates to envision how its nine superheroes would react and/or adjust to the scenario. In essence, the team must determine what each superhero would do and how all of the superheroes would work together when faced with such a scenario.

Then, the team develops a comic book (try <http://www.comicmaster.org.uk/>, [www.comiker.com](http://www.comiker.com), [www.pixton.com](http://www.pixton.com), [www.bitstrips.com](http://www.bitstrips.com), or [www.toondoo.com](http://www.toondoo.com)), video, skit, written story, or other item of its choice that shows the different superheroes working together to react/adjust to the assigned “what-if” scenario. This deliverable should also be targeted at fifth- and sixth-grade students. Upon completion of its work, each team presents its creation to the target audience.

**Scenarios for the Business Superheroes**

1. Company sales decline by 40%
2. CEO leaves the company suddenly and unexpectedly
3. Major competitor introduces a product that is very similar to your top-selling good/service
4. New advertisement pulled from the air due to suitability of content for young viewers
5. Federal government applied Sarbanes-Oxley legislation to all businesses (increased documentation of financial activities)
6. Supplier increases its prices by 2% on all products
7. A government agency identifies your company as a major polluter
8. Your largest business customer requires you to accept return of unused product to keep the company as a customer
9. Order of raw materials for production did not arrive as scheduled
10. New CEO brings in department heads from previous place of employment

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| --- | --- | --- | --- | --- |
| **Rubric: “What If?” Scenario** | | | | |
| **Criteria** | **Professional** | **Experienced** | **Developing** | **Novice** |
| **Content**  The information that was communicated to the audience  50 points | ❑ Superheroes’ actions were entirely plausible, given the roles and responsibilities of their corresponding business functions. | ❑ Superheroes’ actions made sense for the most part, given the roles and responsibilities of their corresponding business functions.. | ❑ Superheroes’ actions were questionable, given the roles and responsibilities of their corresponding business functions.. | ❑ Little or no effort was made to make superheroes’ actions plausible, given the roles and responsibilities of their corresponding business functions. |
| ❑ Meaningful supporting information was provided for each key point. | ❑ Unsupported information did not limit understand-ability of students’ work. | ❑ Some information was vague or unsupported by evidence. | ❑ Information was vague and lacked supporting evidence. |
| **Organization**  How the information was put together; the flow of the “What If?” scenario comic book, video, skit, etc.  25 points | ❑ Students’ work was structured with a definite beginning, middle, and end. | ❑ Beginning, middle, and end were present but not clearly identified. | ❑ Beginning, middle, or end was difficult to discern. | ❑ Beginning, middle, or end was missing. |
| ❑ The main points were logical with points building on each other. | ❑ The main points were generally easy to follow and logical. | ❑ The main points were logical but difficult to follow. | ❑ The main points were so difficult to follow that their logic could not be determined, or they were illogical. |
| ❑ Introduction engaged audience and identified purpose of the students’ work. | ❑ Introduction was interesting and provided partial explanation of what the students’ work was about. | ❑ Standard introduction was presented and hinted at purpose of students’ work. | ❑ Introduction was uninteresting and did not identify the purpose of students’ work. |
| ❑ Material was suited to the media (e.g., comic book, video, etc.) used. | ❑ Material was fairly well suited to the media used. | ❑ Content appeared to be stretched or omitted to fit the media used. | ❑ Too much or too little information was presented due to the media used. |
| ❑ Students’ work came to a suitable conclusion with main points summarized. | ❑ Conclusion was satisfying, but not all main points summarized. | ❑ Conclusion seemed unsatisfying, or main points were vague. | ❑ Students’ work ended abruptly without a conclusion or summary of key points. |
| ❑ Meaningful supporting information was provided for each key point. | ❑ Unsupported information did not limit understand-ability of students’ work. | ❑ Some information was vague or unsupported by evidence. | ❑ Information was vague and lacked supporting evidence. |
| **Rubric: “What If?” Scenario (cont’d)** | | | | |
| **Criteria** | **Professional** | **Experienced** | **Developing** | **Novice** |
| **Communication Skills**  Ability to express oneself so as to be understood by others  25 points | ❑ Students’ work was expressed clearly in language that was easy to understand. | ❑ Students’ work was expressed clearly with only a few words being difficult to understand. | ❑ Students’ work required much effort to understand. | ❑ Students’ work was vague and elusive, and language was difficult to understand. |
| ❑ Students’ work was grammatically correct and free of punctuation, spelling, and capitalization errors. | ❑ Students’ work was free of grammar and spelling errors; punctuation and capitalization errors did not limit understanding. | ❑ Spelling and grammatical errors in students’ work were distracting. | ❑ Students’ work contained so many spelling, grammar, punctuation, and capitalization errors that it was hard to understand. |

**Becoming Entrepreneurs**

To wrap up *Principles of Business*, the class uses its newfound knowledge of the local business environment and community to take its first step in developing its own business venture. In teams, students generate three ideas for a business venture that they could open during their senior year. Each group presents its three ideas to the class for review and selection. The top three ideas are recorded and saved for use in subsequent High School of Business™ courses.

**Project 4 – Business to the Rescue**

*Performance Indicators and Objectives*

1. **Describe types of business activities** – ‘Strictly Business’- LAP
2. Define the following terms:

**Business** –

**Accounting** –

**Purchasing** –

**Management** –

**Production** –

**Marketing** –

1. Identify types of primary business activities –
2. Explain the importance of primary business activities –
3. Explain the interrelationship of business activities –
4. **Explain marketing and its importance in a global economy** – ‘Have it Your Way!’- LAP
5. Define the following terms:

**Marketing** –

**Marketing concept** –

1. Identify marketing activities –
2. Categorize items that are marketed –
3. Explain where marketing occurs –
4. Explain the elements of the marketing concept –
5. Explain the role of marketing in a private enterprise system –
6. Describe ways in which consumers and businesses would be affected if marketing did not exist –
7. Explain how marketing benefits our society –
8. **Discuss the nature of human resources management** – ‘People Pusher’ – LAP
9. Describe activities included in human resources management (i.e., employee benefits, employee relations, compensation, selection and staffing, and performance management and appraisal) –
10. Explain the importance of human resources management to business effectiveness –
11. Discuss reasons that the human resources management function is changing/evolving –
12. Describe the role of human resources management in strategic management –
13. **Discuss the nature of information management** – ‘In the Know’ – LAP
14. Explain the scope of the information management function –
15. Discuss the importance of information management to business success –
16. Identify challenges to information management –
17. Explain principles that can be used to ensure effectiveness of information management activities –
18. Describe factors driving industry-wide change in information management practices –
19. Discuss risks associated with information management –
20. Explain elements of an information management program –
21. **Discuss the concept of accounting** – ‘Show Me the Money’ – LAP
22. Define the following terms:

**Accounting** –

**Accounting system** –

**Cash accounting method** –

**Accrual accounting method** –

**Cost accounting** –

**Managerial accounting** –

1. Identify purposes of accounting –
2. Explain who uses accounting data –
3. Describe requirements that an accounting system should fulfill –
4. Differentiate between cash accounting method and accrual accounting –
5. Explain the nature of managerial accounting –
6. Discuss the nature of cost accounting –
7. Explain the steps of the accounting process –
8. **Explain the role of finance in business** – ‘Money Matters’ – LAP
9. Distinguish between accounting and finance –
10. Discuss the primary finance activities –
11. Explain the contributions of finance to business operations –
12. Discuss the relationship of finance with other business functions –
13. Distinguish between capital investment decisions and working capital management –
14. Describe the decisions that make up capital investment decisions –
15. Explain the use of cash conversion cycles in managing working capital –
16. Discuss the use of return on capital in managing working capital –
17. **Explain the nature of operations** – ‘Smooth Operations’ – LAP
18. Explain activities that make up the operations management function (i.e., purchasing, inventory control, quality control, storage, logistics and evaluations) –
19. Discuss the impact of a business’s product on operations management –
20. Describe how operations management principles apply to service businesses –
21. Explain the impact of operations management on other business functions –
22. Discuss the impact of technology on operations management –
23. **Explain the nature and scope of purchasing** – ‘Buy Right’ – LAP
24. Define the term **purchasing** –
25. Identify activities involved in purchasing –
26. Describe the importance of purchasing in the operation of a business –
27. Discuss the purchasing process used by businesses to obtain materials, equipment, and supplies used in their operation –
28. **Explain the concept of production** – ‘Can You Make It?’ – LAP
29. Define the following terms:

**Production** –

**Operations** –

**Inputs** –

**Outputs** –

1. Identify inputs used by organizations for production –
2. Distinguish between tangible and intangible outputs –
3. Describe the importance of production to an organization –
4. Identify production activities –
5. Explain the purposes of production activities –
6. Describe goals of production activities –
7. **Explain the concept of management** – ‘Manage This!’ – LAP
8. Define the following terms:

**Management** –

**Planning** –

**Organizing** –

**Staffing** –

**Directing** –

**Controlling** –

1. Explain the role of managers in business organizations –
2. Describe the categories of resources managed by businesses –
3. Explain the responsibilities of each level of management –
4. Identify management functions –
5. Describe the purposes of management functions –
6. **Explain the organizational design of businesses** – ‘Design to Work’ – LAP
7. Define the following terms:

**Line of command** –

**Line authority** –

**Staff authority** –

**Span of control** –

**Authority** –

**Responsibility** –

1. Explain principles of organizational design –
2. Identify types of organizational structures that businesses use –
3. Explain advantages/disadvantages of functional structures –
4. Discuss advantages/disadvantages of divisional structures –
5. Describe advantages/disadvantages of matrix structures –
6. Discuss advantages/disadvantages of lateral relations –
7. Describe circumstances in which organizational structures can be used effectively –