

(Plain English) Business Studies – One World—Big Business

The Nature and Scope of Large Scale Organisations

Unit Three & Four / Phase 6: Year 12.



STUDENT'S BOOKLET

This module

What is your “Y”?

Big Business

The nature of Multinationals

Culture and Cultural DNA

Operations Management

The Human Resource
Manager

Managing change

Globalisation



Exploring THE WORLD OF BIG BUSINESS

What is “Big Business”? Where did the concept start? Why is it such a dominant force in our world? How would you define “Big Business”?

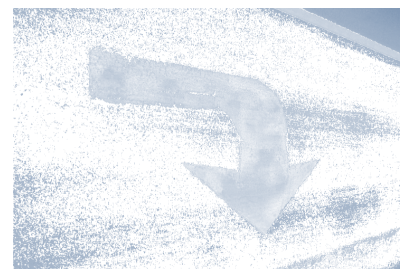
What are the costs and what are the benefits for being a Large Scale Organisation (an L.S.O.)? In your town, how many big businesses are there? What is a “multi-national”? How and what do they contribute to the “global marketplace”? What is “slave labour”? Does “business” have “moral obligations”.... Or is it all about “profit”? These are some of the questions that relate to the concept and the operation of what we call BIG BUSINESS.... Read on!

A LETTER TO THE STUDENTS AND THEIR PARENTS (AND TEACHERS!):

When we wrote this booklet, we wanted you to be able to understand it. The English we use is aimed for students that can read up from Year 7 (but no higher than) Year 10 Level English. There are a couple of pages (especially in the Module Resources section) that get up to Year 11-13 standard. Especially where we have quoted something someone else has written. The “Business bits” are what you will add to the Core Vocabulary and Terminology pages, as you progress. All the rest of the module has been simplified, so you can “get down to business” in “Plain English!” We hope this makes your task a little easier! What is your task? Why!! To pass your Year 12 studies with flying colours! [This book covers material based on the proposed National Curriculum, “Business Management Studies”].



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Why this particular Business Studies text?

Firstly, it is written for this generation of students. The text design is based around the latest research into how students of this generation read and learn most effectively. You (more than likely) and certainly I, grew up in what has been called a “One Screen” generation. That is, we had television as a means of accessing data (other than at school). This generation is a “Three-screen” generation. Students nowadays, live in a “Three screen” environment. My daughter watches her tv, her laptop and her I-Phone and parallels the three “screens”.

They “scan-read”. The way in which students read a page nowadays, is much more visual than for us.

We can use digital technology (as with this book). We use a lot of dvd material to illustrate examples of the text material. Most of this is very easily accessible via multi-media, dvd and You-Tube.

By the way. The English on this page is Year 8 level!

Daffydd Wiesner-Ellox.



Why “Plain English” Business Studies?



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Understanding “Readability” and why...



What is...?

Unfortunately, NAPLAN results show declines in literacy and numeracy. This is NOT, by the way, solely the fault of teachers! The “curriculum system” that we employ does not help! (But that is another matter).

The fact is that we have students in year 12, that have a reading age more like Year 9, or maybe Year 8. fortunately there is a system that helps us to write our materials aimed at a certain “reading age”. I thought I would explain, so that teachers, parents and other educators, understand how this works.

Readability and “common words”.

Since the 1930’s, various psychologists and educators have tried to make sense of how we “comprehend” the written and spoken word. There are a couple of factors that make a “word” difficult:

1. The number of syllables in the word. Consider: “dog” and “antidisestablishmentarianism”. The first has “1” syllable; the second has “10”! Now you might look at the second and say, ‘I can’t say it, let alone know what it means! And therein lies the problem! But it can be shorter words than that.. Edgar dale and Jeanne Chall (60 years ago) found that there were about 750 words that Year 4 students held as a common (understood) vocabulary. In the mide-90’s this expanded to 3000. Any outside that “core vocabulary” were considered “difficult”.
2. So: The length of a word. Second: The number of words in a sentence. Using a computer program, we can determine the “reading age” of apiece, and then—knowing that—using assecond program I have, can adjust the reading age down! Thus a text allows students to “get down to business”!

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Wherever you see a successful business, someone once made a courageous decision.

Peter Drucker



What is your motivation for doing this course? What is the major outcome for you? Do you want to be in “business”? What sort of business? Do you want to be a Leader, or a manager?

Y?

You are about to embark upon the first stages of a Senior Business program. WHY? Why are you going to do this?

Is there some program you wish to pursue after Year 12?

Is there a career that you long to be part of that requires “business” as a subject? Is it just a “filler” for Year 11, to get you to a Further Education program?? (Or something similar??)

Whatever it is, I want you to contemplate the “Y” of the coming year.

One thing is certain, if your “Y” is weak, when the going gets tough, you will find it harder to maintain your focus and your energy—when you need it most. This is also true of being “in business”.

So for a couple of minutes, just think about the “Y” of the next 12—24 months for you. My “Y”s: _____

I want you to sign off on this. This is YOUR commitment with YOURSELF, to pursue this year with diligence, persistence, power and passion. If you have any doubts, review this page regularly and remind yourself of what is at stake!

Name: _____

Signed: _____

Date: _____/_____/20____

