



Summary

Business Management

Business Organization and Environment

Subject Year

Start date Year 12. Year 13 Week 1, September Duration

9 weeks

Course Part



Inquiry & Purpose



Essential Understandings

The role of business (AO2) The main business functions and their roles (AO2) Primary, secondary, tertiary and quaternary sectors (AO2) The nature of business activity (AO2) Reasons for starting up a business (AO2) Common steps in starting a business (AO2) Problems that a new business or enterprise faces (AO2) The role of entrepreneurship and intrapreneurship in overall business activity (AO3)

The distinction between the private sector and public sector (AO2) The main features of the following types of for-profit (commercial) organizations: sole traders, partnerships and companies, corporations (AO3) The main features of the following types of for-profit social enterprises: cooperatives, microfinance providers, public-private partnership (PPP) (AO3) The main features of the following types of non-profit social enterprises: non-governmental organizations, charities (AO3)

Ethical objectives and corporate social responsibility (AO1) Vision statement and mission statement (AO2) Aims, objectives, strategies and tactics and their relationships (AO3) The need for organizations to change objectives in response to changes in internal and external environments (AO3) The reasons why organizations set ethical objectives and the impact of implementing them (AO3) The evolving role and nature of CSR (AO3) SWOT analysis of a given organization (AO3) Ansoff matrix for different growth strategies of a given organization (AO3)

SWOT analysis of a given organization (AO4) Ansoff matrix for different growth strategies of a given organization (AO4) The interests of internal stakeholders (AO2) The interests of external stakeholders (AO2) Possible areas of mutual benefit and conflict between stakeholders' interests (AO3) STEEPLE analysis of a given organization (AO2, AO4) Consequences of a change in any of the STEEPLE factors for a business's objectives and strategy (AO3)

The main types of economies and diseconomies of scale (AO2) The difference between internal and external growth (AO2) The relative merits of small versus large organizations (AO3) External growth methods: mergers and acquisitions and takeovers (AO3) The role and impact of globalization on the growth and evolution of businesses (AO3) Reasons for the growth of multinational businesses (MNCs) (AO3) The impact of MNCs on host countries (AO3) The following planning tools in a given situation: Fishbone diagram, Decision tree, Force-field analysis, Gantt chart (AO3) The value to an organization of these planning tools (AO3) Examples of these planning tools (AO4)

(?) Inquiry Questions

Туре	Inquiry Questions
Content-based	Why do companies choose a specific legal organizational type?
Concept-based	What does it mean Ethic for businesses and why it is important?



Туре	Inquiry Questions
Concept-based	Why is CSR so important for businesses
Skills-based	What are the external factors influencing the expansion of a business in a foireign country?
Debatable	To what extent business tools help in making a decision?

Transfer goals

- What is a business and what are differences between the different legal organizations
- How to use and apply business tools
- How to make analysis and evaluation of quantitative and non quantitative factors

Missed concepts/misunderstandings

The first e and most common misunderstanding is about the analysis and evaluation skills. Students need to understand memorizing information from the textbook is not enough; they are required to apply content and concepts to contexts individuated by real test cases.

Curriculum



First Assessment 2024

Develop as confident, creative and compassionate business leaders, entrepreneurs, social entrepreneurs and as change agents

Foster an informed understanding of ethical and sustainable business practices

Explore the connections between individuals, businesses and society

Engage with decision-making as a process and a skill

First Assessment 2023

Enable the student to recognize that the content and methodologies of the individuals and societies subjects are contestable and that their study requires the toleration of uncertainty

Empower students to think critically and strategically about individual and organizational behaviour

Promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations

Objectives

First Assessment 2024

AO1: Knowledge and understanding

business management tools and theories

AO2: Application and analysis

business management tools and theories

AO3: Synthesis and evaluation

business management tools and theories

business problems, issues and decisions

stakeholder interests to reach informed business decisions

AO4: Use and application of appropriate skills

Select and apply relevant business management tools, theories and concepts to support research into a business issue or problem.

Communicate analysis, evaluation and conclusions of research effectively.

First Assessment 2023

Demonstrate knowledge and understanding of

the business management tools, techniques and theories specified in the syllabus content

the six concepts that underpin the subject

real-world business problems, issues and decisions

the HL extension topics (HL only)

Demonstrate synthesis and evaluation of

business strategies and practices, showing evidence of critical thinking

business decisions, formulating recommendations

the HL extension topics (HL only)

Demonstrate a variety of appropriate skills to

produce well-structured written material using business terminology

select and use quantitative and qualitative business tools, techniques and methods

select and use business material, from a range of primary and secondary sources

Syllabus Content

Unit 1: Introduction to business management

Conceptual Understandings

Change is essential for businesses to achieve their desired aims

Creative business planning can lead to organizational success

Ethical business behaviour improves a business' image as well as customer loyalty

Sustainable business practices can enhance a business' existence

1.1 What is a business?

The nature of business

Primary, secondary, tertiary and quaternary sectors

Challenges and opportunities for starting up a business

1.2 Types of business entities

Distinction between the private and the public sectors

The main features of the following types of organizations.

Sole traders

Partnerships

Privately held companies

Publicly held companies

The main features of the following types of for-profit social enterprises.

Private sector companies

Public sector companies

Cooperatives

The main features of the following type of non-profit social enterprise.

Non-governmental organizations (NGOs)

1.3 Business objectives

Vision statement and mission statement

Common business objectives including growth, profit, protecting shareholder value and ethical objectives

Strategic and tactical objectives

Corporate social responsibility (CSR)

1.4 Stakeholders

Internal and external stakeholders

Conflict between stakeholders

1.5 Growth and evolution

Internal and external economies and diseconomies of scale

The difference between internal and external growth

Reasons for businesses to grow

Reasons for businesses to stay small

External growth methods.

Mergers and acquisitions (M&As)

Takeovers

Joint ventures

Strategic alliances

Franchising

1.6 Multinational companies (MNCs)

The impact of MNCs on the host countries

Unit 1: Business organization and environment

1.1 Introduction to business management

The role of businesses in combining human, physical and financial resources to create goods and services

The main business functions and their roles: human resources, finance and accounts, marketing, operations

Primary, secondary, tertiary and quaternary sectors

The nature of business activity in each sector and the impact of sectoral change on business activity

The role of entrepreneurship (and entrepreneur) and intrapreneurship (and intrapreneur) in overall business activity

Reasons for starting up a business or an enterprise

Common steps in the process of starting up a business or an enterprise

Problems that a new business or enterprise may face

The elements of a business plan

1.2 Types of organizations

Distinction between the private and the public sectors

The main features of the following types of for-profit (commercial) organizations: sole traders, partnerships, companies/ corporations

The main features of the following types of for-profit social enterprises: cooperatives, microfinance providers, publicprivate partnerships (PPP)

The main features of the following types of non-profit social enterprises: non-governmental organizations (NGOs), charities

1.3 Organizational objectives

Vision statement and mission statement

Aims, objectives, strategies and tactics, and their relationships

The need for organizations to change objectives and innovate in response to changes in internal and external environments

Ethical objectives and corporate social responsibility (CSR)

The reasons why organizations set ethical objectives and the impact of implementing them

The evolving role and nature of CSR

SWOT analysis of a given organization

Ansoff matrix for different growth strategies of a given organization

1.4 Stakeholders

The interests of internal stakeholders

The interests of external stakeholders

Possible areas of mutual benefit and conflict between stakeholders' interests

1.5 External environment

STEEPLE analysis of a given organization

Consequences of a change in any of the STEEPLE factors for a business's objectives and strategy

1.6 Growth and evolution

Economies and diseconomies of scale

The merits of small versus large organizations

The difference between internal and external growth

The following external growth methods: mergers and acquisitions (M&As) and takeovers, joint ventures, strategic alliances, franchising

The role and impact of globalization on the growth and evolution of businesses

Reasons for the growth of multinational companies (MNCs)

The impact of MNCs on the host countries

1.7 Organizational planning tools (HL only)

The following planning tools in a given situation: fishbone diagram, decision tree, force field analysis, Gantt chart

The value to an organization of these planning tools

Content

Different types of legal organizations, reasons for a failure of a business, analysis and planning tools, ethics and corporate social responsibilty in business

Skills

Analysis, evaluation and critical skills

① Concepts

Globalization, Ethics, Strategy, Innovation



Connections

International Mindedness

In this unit we will explore a business tool for the analysis of the external factors that influence businesses; among the aspects investigated there are Social, Ethical and Environmental.

Academic Integrity

When we cover the chapter about ethics and Corporate Social Responsibility, we underline the importance of an ethical behaviour and the consequences for not having it.

Information Communication Technology

Technological aspect (IT mainly) is one of the aspect investigated in the STEEPLE analysis that is mean to cover the external factors that affect a business.

Canguage and learning

Activating background knowledge Scaffolding for new learning Acquisition of new learning through practice

We introduce new words; were possible we make translations from these words in English to the corresponding words in Russian; talking about the different types of legal organizations makes the students think about what they already know, but from a different perspective. This background knowledge is used to to better understand new concepts.

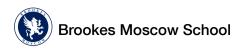
TOK Connections

How important is the sense of perception when making business decision

Metacognition

Reflection on content Reflection on concepts

In this unit I stress the importance of the 6/4 concepts and the understanding of the basic content that will be the foundation for the entire syllabus





ATL Skills



Approaches to Learning



Thinking

- In this unit, we will

ask students to formulate a reasoned argument to support their opinion or conclusion give students time to think through their answers before asking them for a response ask open questions set students a task which required higher-order thinking skills (such as analysis or evaluation) require students to take an unfamiliar viewpoint into account when formulating arguments ask questions that required the use of knowledge from a different subject from the one you are teaching



Social

- In this unit, we will

support students in resolving a conflict in a team

have students discuss their understanding of a text or idea among themselves and come up with a shared understanding

provide an opportunity for students to analyse the impact of their behaviour on the class or on a group performance encourage students to consider alternative points of view or to take the perspective of others provide opportunities for students to make decisions



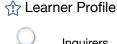
Communication

- In this unit, we will

ask students to explain their understanding of a text or idea to each other assess or give feedback on speaking or writing concisely encourage or require students to plan a response before they begin ask students to formulate arguments clearly and coherently encourage all students to contribute to discussions



Developing IB Learners



Inquirers



Knowledgeable

Brookes Moscow School





Thinkers



Communicators



Principled



Risk-takers (Courageous)



Balanced



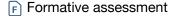
Reflective

Description

Since the beginning students are required to look for test cases to be included in their portfolio. Those test cases will be used by the students in their answers to the Paper 2 Section C question (Inquirers, Reflective, Knowledgeable). Students are also invited to discuss in class test cases and to prove their points (communicators). In the first unit students are taught about the impact of decisions on different stakeholders and the consequences for them of these decisions (thinkers, principled, reflective, balanced). In their answer, they are taught to be balanced, to consider plus and minus of each option and the relative consequences; they are also taught that each decision has a quantitative and a qualitative component, and often this qualitative component involves ethics (principled)



Assessment



All the activities in the textbook will be discussed together during the lesson. Each student is expected to give his contribution to the discussion.



Year 12A - BM - Unit 1 - Activity 1.3.2



HL SL Formative Homework

Friday at 1:15 PM

Discussion about SMART objectives



Year 12A - BM - Unit 1 - Activity 1.3.6

HL SL Formative Homework

Tuesday at 10:40 AM

Dear students,

Even though I am in school, I can attend your lesson.

Please read the activity 1.3.6 on the textbook and write your answers in your workbook.

Pay attention to table of figures that needs to be used as a stimulus material.

APR 19

Year 12A - BM - Unit 1 - Ustiniya Base Assessment

HL SL Formative Homework

Wednesday at 3:05 PM

S Summative assessment

For each chapter of the unit, there will be a summative test with some question about the contents of the chapter studied, and a Paper 2 / Section C question. The goal is to train students from the very beginning how to answer the Paper 2 / Section C question and to build their own portfolio of test cases that they can refer in answering this question.

Peer and self assessment

In each test case discussion, students are asked to assess the answers of their peer and to argument their assessment

Standardization and moderation

Students are informed, since the first lessons, of the criteria used in the assessments. They are provided with the IB Business Management Guide and they are requested to read it periodically. The content of this guide is also explored together in class since the very first lesson, to inform students about the syllabus, the Internal Assessment, the Extended Essay, the exams and the expectations.

Assessment criteria

First Assessment 2024

SL Criteria

SL Criteria

Internal Assessment: Business Research Project

- B: Supporting documents
- C: Selection and application of tools and theories
- D: Analysis and evaluation
- E: Conclusions

HL Criteria

HL Criteria

Internal Assessment: Business Research Project

- C: Selection and application of tools and theories
- D: Analysis and evaluation
- E: Conclusions
- F: Structure

First Assessment 2023

SL Criteria

Internal Assessment

- B: Choice and application of business tools, techniques and theories
- C: Choice and analysis of data and integration of ideas
- D: Conclusions
- E: Evaluation

External Assessment

Paper 1 (Units 1-5) Section B

Structured question based mainly on additional stimulus material

Paper 2 (Units 1-5) Section A

Structured questions based on stimulus material with a quantitative focus

HL Criteria

Internal Assessment

- C: Use of tools, techniques and theories
- D: Analysis and evaluation
- E: Conclusions
- F: Recommendations

External Assessment

Paper 1 (Units 1-5 including HL extension topics) Section B

Structured question based mainly on additional stimulus material

Paper 1 (Units 1-5 including HL extension topics) Section C Extended response questions

- A: Knowledge and understanding of tools, techniques and theories
- B: Application
- C: Reasoned arguments
- D: Structure
- E: Individuals and societies

Paper 2 (Units 1-5 including HL extension topics) Section C Extended response questions

- A: Knowledge and conceptual understanding
- B: Application
- C: Reasoned arguments
- D: Structure
- E: Individuals and societies

Description

The end of each chapter of the unit is followed by a summative assessment. The summative assessment is a mix of Paper 1 / Paper 2 test. There is a test case with some stimulus materials provided and questions that require different level of answers: from the simple definition, to a balanced answer with a conclusion and recommendation. There is also a Paper2 / Section C question, but for the second time in two years, this section was stripped off so, while I know that I do not need to teach this to 11DP students, I am wondering if I have to do it for 10DP students, since a new syllabus for BM is coming





Learning Experiences



Prior learning experiences

The subject is entirely new for students. What is required as a prerequisite is a good command on English language and a basic knowledge of mathematical concepts like ratios and equations.

Pedagogical approaches

I often give questions to my students and ask them to think about it and give an answer. This improve their thinking skills and their inquisitive skills. Often understanding comes from the ability to make the right question.

Feedback

All the activities are discussed during the lessons. Students will receive immediately my feedback.

Student expectations

Students are informed and reminded on a regular basis about what they are expected to do; the reminders will be verbal and written. Their level of understanding is constantly checked out during the formative assessments sessions (discussion in class of real test cases)

Support materials

Examples

Templates

Sample Exam Questions

Mark Schemes

Mark Schemes are shown and explained from the very beginning. The syllabus is made of many real test cases; templates of business documents are provided and students are required to answer exam type questions during their assessment



P Learning Process

Lecture

PowerPoint lecture/notes

Student lecture/leading

Interdisciplinary Learning

There are no small groups. The whole class is one team and it is expected to work as a team



☼ Differentiation

Scaffold learning

Extend learning

I often give suggestions about how is it possible to use study in a smarter way, how to use schemes to organize ideas and concepts. The use of technology is encouraged to improve their learning process