Business studies Stage 6 HSC course

Operations influences using a business case study

This resource has been designed to support teachers by providing a range of tasks based on syllabus content. Tasks can be incorporated into context driven teaching and learning programs in full or can be used to supplement existing programs. All content is textbook non-specific to ensure equity.

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# Outcomes

A student:

* **H1** critically analyses the role of business in Australia and globally
* **H2** evaluates management strategies in response to changes in internal and external influences
* **H3** discusses the social and ethical responsibilities of management
* **H4** analyses business functions and processes in large and global businesses
* **H5** explains management strategies and their impact on businesses
* **H6** evaluates the effectiveness of management in the performance of businesses
* **H7** plans and conducts investigations into contemporary business issues
* **H8** organises and evaluates information for actual and hypothetical business situations
* **H9** communicates business information, issues and concepts in appropriate formats

**Students learn to** investigate aspects of business using hypothetical situations and actual business case studies to:

* assess the relationship between operations and the other key business functions in two actual businesses.

**Students learn about** influences on operations management such as:

* globalisation, technology, quality expectations, cost-based competition, government policies, legal regulation, environmental sustainability
* corporate social responsibility
* the difference between legal compliance and ethical responsibility
* environmental sustainability and social responsibility.

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## The business case study

One of the objectives of the Business Studies Stage 6 syllabus states:

‘Through Business Studies, students will develop skills to:

* investigate, synthesise, and evaluate contemporary business issues and hypothetical and actual business situations'.

In the HSC course students must access case studies of global businesses such as Qantas, Apple, Ikea or McDonald’s. These could also be a business that the student, class or school has formed a learning partnership with though an excursion or incursion.

Business case studies provided in the learning sequence are a suggestion only. A relevant business case study that promotes interest and connectedness could be selected by students or the teacher.

The application of theory to business case studies and contemporary business issues is specifically required in section 4 of the HSC examination, the extended response. However, inclusion of relevant business case studies may strengthen responses in section 2 of the HSC, short answer responses. For further information please refer to NESA for [Assessment and reporting in Business Studies Stage 6](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/business-studies/assessment-and-reporting) and [sample past HSC exam papers in Business Studies](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers).

**Note: this learning sequence does not cover all of the Operations topic. It is focused on the ‘influences’ on** Operations only and is designed to take 2 to 3 weeks. Activities can be completed concurrently or following delivery of syllabus theory. Using student made summary notes is recommended. Tools such as a [Frayer diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/553) or [Cornell notes](https://thinkinsights.net/consulting/cornell-method-great-notes/) could be used to develop these. Course work and summary notes should include reference to theory, business case studies and **the implications of influences on the business.** **Links to articles used in the learning sequence below can be retained and used to support the delivery of syllabus theory applied to case studies throughout the Operations topic as well as the 3 other HSC course topics as suitable.**

# Learning sequence – influences on operations management using business case studies

**Students learn about** influences on operations management such as:

* globalisation, technology, quality expectations, cost-based competition, government policies, legal regulation, environmental sustainability
* corporate social responsibility
* the difference between legal compliance and ethical responsibility
* environmental sustainability and social responsibility.

## Globalisation

* Create a paragraph outlining the influence of globalisation on operations using the terms provided
* barriers
* movement
* removal
* technology
* increasing
* labour
* globalisation
* facilities
* countries
* economies.

**Suggested response:** globalisation relates to the removal of barriers to trade between countries. Globalisation is characterised by an increasing integration or movement between national economies and the transfer of capital (facilities, machinery), labour, ideas, financial resources, and technology. The influence of globalisation can lead to increased competition in areas such as product and service, cost and price, changed target markets and use of technology, as well as how and where a good is produced, financed and marketed. All these aspects of globalisation can help a company to increase its market share due to reduced barriers and increased movements of people, ideas and products between countries and their economies.

Read [Coca-Cola's micro-distribution system in Africa – servicing small shops.](https://thesupplychainlab.blog/2019/09/30/update-coca-colas-micro-distribution-model/#:~:text=The%20Coca%2DCola,difficult%20and%20expensive.)

Locate 3 images that represent what you have read. They should demonstrate the global influence of Coca-Cola’s operations in and on Africa. Annotate each image, considering the following questions:

* What is communicated in the image?
* How does it show the influence of Coca-Cola on the lives of people in Africa?
* Does the image represent a positive or negative influence? Why? Provide evidence.

**Note:** the article below may need to be differentiated for varying literacy levels. Consider using [graphic organiser](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.ZG1GTaz6Tig.link) tools or a cooperative learning strategy such as a [jigsaw](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/546#.ZG1FxnXt2LI.link). The article’s table of contents can be used to target student abilities. More information on how to complete a high-five summary can be found by accessing the [lead4ward strategies playlist](https://lead4ward.com/instructional-strategies/). The task could be completed as a [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645#.ZG1GTWiZgh4.link).

Use the headings under the table of contents as a guide when reading [How Coca-Cola became one of the most successful brands in history](https://www.cascade.app/strategy-factory/studies/how-coca-cola-became-successful). Complete a [high-five summary](https://lead4ward.com/strategy-high-five-summary/) in response to the question: How has globalisation influenced the success of Coca-Cola?

For the high-five summary, record the following ideas:

* thumb: main ideas that relate to the question
* pointer: 3 important words or phrases from the website
* middle: visuals or more key terms (3 to 5)
* ring: something important about the globalisation of Coca-Cola
* pinkie: impact of the globalisation of Coca-Cola
* palm: five-sentence response to the question.

## Technology

Watch [Inside Amazon's Smart Warehouse (10:49)](https://www.yout-ube.com/watch?v=IMPbKVb8y8s).

Identify the technologies used by Amazon in their fulfilment centre. If the name of the technology is not known, describe what it does. Refer to [An inside look at the innovations that power Amazon’s operations and delivery networks](https://www.aboutamazon.com/news/transportation/an-inside-look-at-the-innovations-that-power-amazons-operations-and-delivery-networks) for assistance in identifying some of the technology used. Create a [Plus, Minus, Interesting (PMI) chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/551) of the technology used in Amazon’s operations. Use the PMI chart to:

* identify the benefits for Amazon in using technology
* identify the limitations or concerns for Amazon in using technology
* create a short response to the question: How does technology influence Amazon’s operations?

Sentence starters and linking sentences for this response could include:

* Technology used by Amazon includes …
* The reason for this is …
* Amazon uses technology such as … in their smart warehouse. They use this so that … can occur. This in turn leads to …
* As a result of Amazon’s use of technology such as …, then … occurs.

## Quality expectations

Create a list of at least 10 clothing and footwear brands that you have quality expectations of. Your list could be based on the brand’s design, look, comfort, and functionality.

Complete your responses in a 2-column table with the following headings:

* My quality clothing or footwear brand
* Why I think they are a quality clothing or footwear brand.

View [15 Ways to Recognize And Avoid Low Quality Clothing (11:25)](https://youtu.be/8WxfPM_VVX0). Use the information to examine how quality expectations influence the operations processes and complete Table 1. Viewing at least 5 tips is required to complete the table. An example has been provided.

Table 1 – recognising quality clothing to meet expectations

|  |  |  |
| --- | --- | --- |
| Tip to avoid low quality clothing | Effect on the quality expectation of a garment? | Influence on the operations process? |
| Patterns match up | Creates imperfections in print over whole garment. | More cloth and attention to detail by employees may be needed to ensure consistent pattern across whole garment, especially at seams and pockets. |
|  |  |  |

## Cost-based competition

Read the article [Target Australia to become mostly online retailer as stores close down](https://www.news.com.au/finance/business/retail/target-australia-to-become-mostly-online-retailer-as-stores-close-down/news-story/96d0041e54fd6dc27dc877f4cabdbb59). Then use the headings below to record facts from the article:

* statistical facts
* facts leading to change
* facts related to the influence of technology
* competition-based facts.

Work with another person to complete a [concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577) that shows how cost-based competition can influence a business. Use [Woolworths steps up supermarket price wars by cutting prices on more than 400 products for autumn](https://thewest.com.au/business/retail/woolworths-steps-up-supermarket-price-wars-by-cutting-prices-on-more-than-400-prices-for-autumn-c-13761933) and [Target Australia to become mostly online retailer as stores close down](https://www.news.com.au/finance/business/retail/target-australia-to-become-mostly-online-retailer-as-stores-close-down/news-story/96d0041e54fd6dc27dc877f4cabdbb59) to assist with adding business case study examples.

## Government policies

In response to the then emerging COVID-19 pandemic of 2020–2021, federal and state governments in Australia introduced policies restricting movement of people, as well as how and when businesses were able to operate. The aviation industry was greatly impacted by these policies.

Use the graph below to complete the related learning activities.

Graph 1 – Australian domestic air services – July 2019 to July 2021

Graph of Australian domestic air services from July 2019 to 2021. April 2020 saw a significant drop in airplane seats and passengers. For example in March 2020 there were approximately 4 million passengers who flew on domestic air services. By April 2020 this had dropped to less then 100 000 domestic passengers. In January 2021 there was again a decline in both Australian domestic air service passengers and seat capacity due to the Sydney northern beaches COVID-19 cluster.
From May to July 2021 another steep decline is noted in the graph due to NSW and Victoria extended lockdowns. This period saw passengers numbers in May 2021 of approximately 3.3 million fall to 1 million by July 2021.Source: Bureau of Infrastructure and Transport Research Economics: Australian domestic airline activity from [Australian Competition and Consumer Commission: COVID restrictions bring domestic airline industry to a standstill, 29 September 2021](https://www.accc.gov.au/media-release/covid-restrictions-bring-domestic-airline-industry-to-a-standstill).

* Identify the number of Australian domestic passengers in July 2019. What is significant about this date?
* In what months and years were covid restrictions most felt by the domestic aviation industry? How many passengers flew domestically at these times?
* Locate 3 images that represent the impact on aviation-based companies due to government mandated lockdowns. Complete a [See, Think, Wonder](https://pz.harvard.edu/resources/see-think-wonder) for each.

Engage with the article [Qantas in 'survival of fittest' as it slashes global flights, grounds planes amid coronavirus crisis](https://www.9news.com.au/national/qantas-cuts-capacity-by-quarter-grounds-a380-planes-coronavirus-impact-reroutes-sydney-to-london-route/8ebb9ce0-f7bd-453f-a978-ceab98b27863) and the embedded video. Both outline some of the impacts on Qantas and the broader aviation industry at the start of the COVID-19 pandemic in 2020. At this time countries like Australia were starting to implement policies banning the arrival of passengers from countries highly affected by COVID-19.

* List at least 5 examples of key statistical data relating to the impacts on Qantas and the aviation industry due to the influence of government policy related to COVID-19.
* Create a short response to the following question: What were some impacts of COVID-19 on Qantas and the broader aviation industry?

In your response list 2 to 3 specific examples with clear impacts.

**Suggested response:** at the beginning of the pandemic in 2020 there was a significant fall in demand to fly resulting in declining passenger numbers. As a result, Qantas grounded 8 of their 12 A380 airplanes.

Share your response with a partner. Work together to create an extended response to the following question: How did these impacts influence Qantas, and its stakeholders? Use the article and your own experiences or recollections of the COVID-19 pandemic. Consider the impacts on the following stakeholders:

* employees
* management
* services and routes provided
* tourism
* consumers.

## Legal regulation

In 2010 the *Trade Practices Act 1974* was replaced by the *Australian Competition and Consumer Act 2010* (*ACCC Act 2010*). The Australian Consumer Law is part of the *ACCC Act 2010.* This law covers rights and responsibilities, consumer protections, competition regulations and business operations and costs.

Read or listen to the information in [Compliance and enforcement priorities](https://www.accc.gov.au/about-us/accc-priorities/compliance-and-enforcement-priorities). It contains relevant information about the *ACCC Act 2010*. Complete a [WWWWH chart](https://www.hmhco.com/blog/5-ws-graphic-organizer-chart) on plain packaging of tobacco using the following prompts:

* who
* what
* why
* when
* how.

After you have gathered information to the prompts above, complete [the explanation game.](https://pz.harvard.edu/resources/the-explanation-game) Focus on explaining why the Australian government introduced the law.

* List 5 words that describe how you feel when you observe 2024-25 priorities.
* With the focus on product safety, what quality control measures may a business need to implement to ensure alignment with the compliance and enforcement priorities?
* How do the 2024-25 priorities and *ACCC Act* 2010 impact the operations key business function interrelatedness with the other key business functions of businesses? Use a diagram to show the interrelatedness in your response.

## Environmental sustainability

View [Nike Releases Environmental Apparel Design Tool to Industry (2:25)](https://youtu.be/poHDtsBKh80). Complete a [4 C’s thinking routine](https://pz.harvard.edu/resources/the-4-cs). The 4 C’s to consider in relation to Nike are:

* Connections: What connections can you draw from the video and your understanding of environmental sustainability? You might begin your response with, ‘I can see that Nike has …’
* Challenge: Thinking about what you have viewed, what would you like to challenge or argue with? You might begin your response with, ‘While Nike has … I wonder if …’
* Concepts: What key concepts or ideas from the video do you think are worth extending? You might begin your response with, ‘It would be beneficial if Nike could next …’
* Changes: What changes in attitudes, thinking or action are suggested by the video for other companies and consumers? You might begin your response with, ‘For the lead Nike has taken to have industry-wide influence on business operations and consumer expectations, the next steps are to …’

Share your own ideas and your responses to the [4 C’s thinking routine](https://pz.harvard.edu/resources/the-4-cs) in a class [brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542) considering the question: How does an increased awareness of environmental sustainability influence business operations and consumer expectations?

## Corporate social responsibility

### The difference between legal compliance and ethical responsibility

The article [Aboriginal fashion brand Clothing the Gap to rebrand after two-year legal battle with US clothing giant Gap](https://www.abc.net.au/news/2021-04-16/aboriginal-fashion-brand-rebrand-after-legal-fight-us-gap/13305336) provides insight into the difference between legal compliance – requiring businesses to follow the letter of the law and ethical responsibility – meeting legal obligations as well as recognising, interpreting and acting upon multiple principles and values according to the standards within a given business.

Use the article to complete Table 2. To extend your responses refer to [Clothing the Gaps: About us](https://www.clothingthegaps.com.au/pages/about-us) or view [Clothing the Gaps -– Locally Made Collection (2:12)](https://youtu.be/Iwl1YVL4EWQ).

Table 2 – the influence of legal compliance and ethical responsibility at Clothing the Gaps fashion brand

|  |  |
| --- | --- |
| Legal compliance demonstrated by Clothing the Gaps | Ethical responsibility demonstrated by Clothing the Gaps |
|  |  |

### Environmental sustainability and social responsibility

Explore:

* [Starbucks Stories & News](https://stories.starbucks.com/stories/people/). Use the ‘People’ and ‘Planet’ tabs.
* [Ikea: A sustainable everyday](https://www.ikea.com/au/en/this-is-ikea/sustainable-everyday/). Investigate the webpage headings:
* second life furniture
* sustainable food
* sustainable materials
* Ikea Australia Sustainability Report 2023
* In small groups complete 2 [brainstorms](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542): one on environmental sustainability and the other on social responsibility.
* Complete a [Venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599) showing the 2 concepts with notes compiled in the brainstorms.
* Use information from your note making to complete a [Plus, Minus, Interesting (PMI) chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/551) in response to the question: How are global businesses influenced by environmental sustainability and social responsibility? Make the ‘I’ stand for implications rather than interesting.

# References

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