**Little Heath Sixth Form**

**Applied Business** Personal Learning Checklist

**Student Name: ……………………….…………………………………..………**

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| **Unit Name: Investigating People at Work** | **Unit Code: 6916** |
| *Minimum Target Grade:* | *Aspirational Target Grade:* |

*KEY:* ***Red =*** *with difficulty* ***Amber*** *= not sure* ***Green*** *= yes*

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| **GCSE Re-Cap (Skills and Knowledge)** | **Red** | **Amber** | **Green** |
| * Know the difference between Sole Traders, Partnerships, LTDs and PLCs.
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| * Understand the different stages in the recruitment and selection process.
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| * Understand the different strategies used by business to motivate their staff.
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| **Skills**  | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * **Use appropriate business terminology in your work.**
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| * **Apply your business knowledge to different case studies.**
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| * **Effectively research a range of businesses that can be referred to in detail during the examination.**
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| * **Be able to extract and interpret information from graphs and charts.**
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| * **Analyse the benefits and drawbacks to a business of different strategies, techniques and actions.**
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| * **Develop arguments and make judgements and decisions based on evidence.**
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| **Knowledge/Specification**  | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| **Section A: Business aims, objectives and organisation** |
| * **Business aims:** How do business aims vary from business to business? How do these aims influence business objectives?
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| * **Business objectives:** What are SMART objectives? Can you write SMART objectives? Why do certain objectives apply to certain businesses? Why might internal and external factors cause these objectives to change?
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| * **Legal forms of business:** How is the way a business operates influenced by its ownership, control and financing (e.g. Public Sector, Sole Traders, Partnerships, PLCs, LTDs)
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| * **Business Functions:** What are the functions carried out by different businesses? How do these functions interrelate and contribute to the success of a business?
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| * **Organisational Structures:** What are the advantages and disadvantages of different organisational structures (tall, flat, functional, matrix)? Why might a different structure be suitable for different businesses? What are the roles and responsibilities of managers, supervisors and employees in different businesses? How does their role contribute to the success of the business?
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| **Section B: How businesses obtain employees** |
| * **Recruitment:** What are the different qualities that businesses look for in their employees? What are the main reasons for recruiting new staff? What is the role of job descriptions and person specifications in the recruitment and selection process? What are the advantages and disadvantages of different media when used to advertise different positions? What are the strengths and weaknesses of job applications, CVs and letters of application?
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| * **Selection:** What is the purpose ofjob, appraisal and exit interviews? What is short-listing? How should an interview be planned and carried out? What is the purpose of psychometric and aptitude testing? How can interviews and appropriate testing help to select the most appropriate applicant? Can you evaluate the effectiveness of recruitment and selection in a range of businesses?
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| * **Legal issues in Recruitment and Selection:** What are the main pieces of legislation that a business needs to be aware of when recruiting new members of staff? How does this legislation impact upon the recruitment and selection process?
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| * **Training:** why is it important to offer effective training to staff? Why is induction training important? What are the advantages and disadvantages of coaching, mentoring, apprenticeships, in-house/on-the-job training and external/off-the-job training?
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| **Knowledge/Specification**  | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * **The influence of Nationally-recognised training structures:** What process does a business need to go through to obtain an ‘Investors In People’ Award? What are the benefits and limitations of the IIP award? How can offering nationally recognised training and qualifications benefit both employees and the organisation?
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| **Section C: How businesses motivate employees** |
| * **Legislation to protect the well being of employees:** How do the Working Time Act, Maternity and Paternity benefits and the Minimum Wage Act affect different businesses?
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| * **Motivating and retaining employees:** Why is it important to have a motivated workforce? Which strategies do businesses use to retain and motivate their staff (pay, non-financial incentives, conditions of work and internal promotion)? How effective are these strategies in motivating employees? What are the theories of motivation outlined by Maslow, Herzberg, Taylor and McGregor? Can you use these theories to help you evaluate the effectiveness of a business’s approach to motivation?
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| **Section D: How people are influenced at work** |
| * **Environmental issues:** How will pollution, recycling and global warming affect the working practices and attitude of employees? Why is it important for businesses to be aware of these issues? How can they influence the success of the business?
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| * **Social and ethical issues:** Why is it important for a business to behave in an ethical manner? What are the consequences of not being ethical? How can pressure groups affect the activities of a business? What impact may their actions have on employees? How can the views of different stakeholders influence business activities?
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| * **Legal and self-regulatory constraints and issues:** How will competition law, consumer protection legislation and health and safety legislation influence the activities of a business? To what extent can the actions of Trade Unions affect the activities and image of a business?
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| **REVISION****Use the information on this checklist to make revision cards and notes** |

**Grade tracking:**

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*Note: You should discuss this checklist regularly with your subject teacher/mentor*