

Diploma Programme subject outline—Group 3: individuals and societies

School name	Worthington Kilbourne High School	School code	007119
Name of the DP subject	Business Management		
Level <i>(indicate with X)</i>	Higher <input checked="" type="checkbox"/>	Standard completed in two years <input type="checkbox"/>	Standard completed in one year * <input checked="" type="checkbox"/>
Name of the teacher who completed this outline	Susan Kucharek	Date of IB training	Summer 2014
Date when outline was completed	August 2011/Fall 2018 UPDATED	Name of workshop <i>(indicate name of subject and workshop category)</i>	Business & Management Category 2

* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*

If you will teach history, complete the following chart.

Route	Prescribed subject	Topics	HL option(s) and sections

1. Course outline

- Use the following table to organize the topics to be taught in the course. If you need to include topics that cover other requirements you have to teach (for example, national syllabus), make sure that you do so in an integrated way, but also differentiate them using italics. Add as many rows as you need.
- This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the subject
- This outline should show how you will develop the teaching of the subject. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the subject guide.
- If you will teach both higher and standard level, make sure that this is clearly identified in your outline.

	Topic/unit (as identified in the IB subject guide) <i>State the topics/units in the order you are planning to teach them.</i>	Contents	Allocated time One class is 50 minutes In one week there are 5 classes	Assessment instruments to be used	Resources <i>List the main resources to be used, including information technology if applicable.</i>
Year 1 SL and HL (Year 1)	Topic 1: Business Organization and Environment	<ul style="list-style-type: none"> ● What is a Business ● Business Functions ● Business Sectors ● Public v. Private Sector ● Starting a Business ● Identifying Mkt, Opportunities ● Possible Problems Faced by Start-Ups ● Private-Based Organizations ● Non-profit and Non-governmental ● Importance of Objectives ● Mission and Vision Statements ● Aims and Objectives ● Ethical Objectives ● Corporate Social Responsibility ● Internal v. External Stakeholders ● Stakeholder Conflict ● External Environment ● Business Strategy ● STEEPLE Analysis ● Business Plans ● SWOT Analysis 	Mid-August – Mid-October 8 weeks	Class work/Homework Current Events discussion and analysis Graphic organizers Case Studies Projects Formative/Summative Assessments Blogs	Textbooks Supplemental Materials including handouts and Case Studies Videos/DVDs Websites including Tutor2u, The Guardian, and Business Insider
	Topic/unit (as identified in the	Contents	Allocated time	Assessment instruments to be used	Resources <i>List the main resources to be</i>

	IB subject guide) <i>State the topics/units in the order you are planning to teach them.</i>				<i>used, including information technology if applicable.</i>
Year 1 SL and HL (Year 1)	Topic 1: Business Organization and Environment (CON'T)	<ul style="list-style-type: none"> ● Economies and Diseconomies of Scale ● Small v. Large Organizations ● Internal v. External Growth ● Franchises ● The Ansoff Matrix 		Class work/Homework Current Events discussion and analysis Case Studies Projects - Research a Franchise Formative/Summative Assessments Blogs	Textbooks Supplemental Materials including handouts and Case Studies Videos/DVDs Websites including Tutor2u, The Guardian, and Business Insider
	Topic 2: Human Resources	<ul style="list-style-type: none"> ● Demographic Changes ● Workforce Planning ● Recruitment & Selection ● Internal & External Recruitment ● Appraisals ● Training ● Dismissal & Redundancy ● Changing Employment Patterns & Practices ● The Formal Organization: Job Roles ● The Formal Organization: Organizational Charts 	Mid-October –End of October 2 weeks	Class work/Homework Current Events discussion and analysis Case Studies HRM Project/Presentation for business of students' choice Formative/Summative Assessments Blogs	Textbooks Supplemental Materials including handouts and Case Studies Videos/DVDs Websites including Tutor2u, The Guardian, and Business Insider Guest Speaker(s)

	Topic/unit (as identified in the IB subject guide) <i>State the topics/units in the order you are planning to teach them.</i>	Contents	Allocated time	Assessment instruments to be used	Resources <i>List the main resources to be used, including information technology if applicable.</i>
Year 1 SL and HL (Year 1)	Topic 2: Human Resources (CON'T)	<ul style="list-style-type: none"> ● Delegation & Span of Control ● Levels of Hierarchy ● Communication ● Nature of Leadership ● Leadership Styles ● Motivation in Theory ● Motivation in Practice ● Non-financial Motivation 		Class work/Homework Current Events discussion and analysis Case Studies HRM Project/Presentation Formative/Summative Assessments Blogs	Textbooks Supplemental Materials including handouts and Case Studies Videos/DVDs Websites including the New York Times, The Times 100, and Business Week Guest Speaker(s)
	Topic 4: Marketing	<ul style="list-style-type: none"> ● Definition & Nature of Marketing ● Market & Product Orientation ● The Marketing of Goods & Services ● Commercial marketing & social marketing ● The market ● Market share ● Marketing Objectives ● Marketing strategies and changes in customer preferences ● Elements of a Marketing Plan ● The Marketing Mix ● The Marketing Mix and marketing objectives ● Target markets and market segments ● Targeting, segmentation and 	End of January - Mid-February 6 weeks	Class work/Homework Current Events discussion and analysis Case Studies Marketing Project Formative/Summative Assessments Blogs	Textbooks Supplemental Materials including handouts and Case Studies Videos/DVDs Websites including Tutor2u, The Guardian, and Business Insider Guest Speaker(s)

		<p>consumer profiles</p> <ul style="list-style-type: none"> • Niche and mass markets • Position (perception) maps • Unique selling point (USP) • Differentiation • Ethics of Marketing • The Role of Marketing Research • Primary v. Secondary Research • ‘Qualitative and Quantitative Market • Ethical considerations of market research 			
	<p>Topic/unit (as identified in the IB subject guide) <i>State the topics/units in the order you are planning to teach them.</i></p>	<p>Contents</p>	<p>Allocated time</p>	<p>Assessment instruments to be used</p>	<p>Resources <i>List the main resources to be used, including information technology if applicable.</i></p>
<p>Year 1 SL and HL (Year 1)</p>	<p>Topic 4: Marketing (CON’T)</p>	<ul style="list-style-type: none"> • Sampling methods • Results from data collection • Product in the marketing mix • Product Life Cycle • Extension Strategies and the product life cycle • Boston Consulting Group (BCG) matrix • Branding • Aspects of Branding • Packaging • Price • Pricing Strategies • Promotion • Above and below the line 		<p>Class work/Homework Current Events discussion and analysis Case Studies Marketing Mix Portfolio Project Formative/Summative Assessments Blogs</p>	<p>Textbooks Supplemental Materials including handouts and Case Studies Videos/DVDs <ul style="list-style-type: none"> • Black Gold Websites including Tutor2u, The Guardian, and Business Insider Guest Speaker(s)</p>

		<p>promotion</p> <ul style="list-style-type: none"> ● Promotional mix ● Technology and promotion ● Social media marketing ● Guerrilla marketing ● Place ● Channels of Distribution ● Features of E-Commerce 			
	<p>Topic/unit</p> <p>(as identified in the IB subject guide)</p> <p><i>State the topics/units in the order you are planning to teach them.</i></p>	<p>Contents</p>	<p>Allocated time</p>	<p>Assessment instruments to be used</p>	<p>Resources</p> <p><i>List the main resources to be used, including information technology if applicable.</i></p>
<p>Year 1</p> <p>SL and HL</p> <p>(Year 1)</p>	<p>Topic 4:</p> <p>Marketing (CON'T)</p> <p>Topic 3:</p> <p>Accounts & Finance</p>	<ul style="list-style-type: none"> ● E-commerce and the marketing mix ● Types of e-commerce ● The benefits and costs of e-commerce ● The Role of Finance for Business ● Internal v. External Sources of Finance ● Short-term, Medium-term, Long-term Finance ● Types of Cost ● Revenue ● Contribution ● Break-even analysis ● Changes in Break-even ● Benefits and limitations of break-even analysis ● Purpose of Final Accounts ● Principles and ethics of 	<p>Beginning of November -</p> <p>End of January</p> <p>7 weeks</p>	<p>Class work/Homework</p> <p>Current Events discussion and analysis</p> <p>Case Studies</p> <p>Projects</p> <p>Formative/Summative Assessments</p> <p>Blogs</p>	<p>Textbooks</p> <p>Supplemental Materials including handouts and Case Studies</p> <p>Videos/DVDs</p> <p>Websites including Tutor2u, The Guardian, and Business Insider</p>

		<p>accounting practice</p> <ul style="list-style-type: none"> • Profit & Loss Account • Balance Sheet • Intangible assets • The Purpose of Ratio Analysis • Profitability and efficiency ratios 			
	<p>Topic/unit</p> <p>(as identified in the IB subject guide)</p> <p><i>State the topics/units in the order you are planning to teach them.</i></p>	<p>Contents</p>	<p>Allocated time</p>	<p>Assessment instruments to be used</p>	<p>Resources</p> <p><i>List the main resources to be used, including information technology if applicable.</i></p>
<p>Year 1</p> <p>SL and HL</p> <p>(Year 1)</p>	<p>Topic 3:</p> <p>Accounts & Finance</p> <p>(CON'T)</p>	<ul style="list-style-type: none"> • Liquidity ratios • Uses and limitations of ratio analysis • The difference between cash and profit • The Working Capital Cycle • Cash Flow Forecasts • Investment, profit and cash flow • Strategies to Deal with Cash Flow Problems • Payback Period • Average Rate of Return 		<p>Class work/Homework</p> <p>Current Events discussion and analysis</p> <p>Case Studies</p> <p>Projects</p> <p>Formative/Summative Assessments</p> <p>Blogs</p>	<p>Textbooks</p> <p>Supplemental Materials including handouts and Case Studies</p> <p>Videos/DVDs</p> <ul style="list-style-type: none"> • Black Gold <p>Websites including Tutor2u, The Guardian, and Business Insider</p>
	<p>Topic 5:</p> <p>Operations Management</p>	<ul style="list-style-type: none"> • Operations management and business functions • Operations management and the provision of goods and services • Operations management strategies and practices • Production Methods • The appropriateness of different production methods 	<p>Beginning of March – Mid-March</p> <p>2 weeks</p>	<p>Class work/Homework</p> <p>Current Events discussion and analysis</p> <p>Case Studies</p> <p>Projects</p> <p>Formative/Summative Assessments</p> <p>Blogs</p>	<p>Textbooks</p> <p>Supplemental Materials including handouts and Case Studies</p> <p>Videos/DVDs</p> <p>Websites including Tutor2u, The Guardian, and Business Insider</p>

		<ul style="list-style-type: none"> • Factors affecting location decisions • Reorganizing production 			
	<p>Topic/unit (as identified in the IB subject guide) <i>State the topics/units in the order you are planning to teach them.</i></p>	<p>Contents</p>	<p>Allocated time</p>	<p>Assessment instruments to be used</p>	<p>Resources <i>List the main resources to be used, including information technology if applicable.</i></p>
Year 2 HL (Year 2)	<p>Topic 4: Marketing</p>	<ul style="list-style-type: none"> • Sales, trends and forecasting • Benefits of sales forecasting • Limitations of sales forecasting • The marketing of services • The extended marketing mix - people, processes, physical evidence • Entry into international markets • Opportunities and threats of international marketing • The implications of international marketing • Cultural differences in international marketing • Globalization and international marketing 	<p>Mid-January to End of January 3 weeks</p>	<p>Class work/Homework Current Events discussion and analysis Case Studies Projects Formative/Summative Assessments Blogs</p>	<p>Textbooks Supplemental Materials including handouts and Case Studies Videos/DVDs Websites including Tutor2u, The Guardian, and Business Insider</p>
	<p>Topic 5: Operations Management</p>	<ul style="list-style-type: none"> • Features of lean production • Methods of lean production • Cradle to cradle design and manufacturing • Methods of managing quality • The supply chain process • Just-in-time and Just-in-Case • Stock control • Capacity utilization 	<p>End of January - Mid-February 2 weeks</p>	<p>Class work/Homework Current Events discussion and analysis Case Studies Projects Formative/Summative Assessments Blogs</p>	<p>Textbooks Supplemental Materials including handouts and Case Studies Videos/DVDs Websites including Tutor2u, The Guardian, and Business Insider</p>

		<ul style="list-style-type: none"> • Productivity • Cost to buy and Cost to make • Research and development • R&D and customers' unmet needs • Types of innovation • Adaptive creativity and innovative creativity • Crisis management • Factors affecting effective crisis management • The advantages and disadvantages of contingency planning 			
	<p align="center">Topic/unit</p> <p align="center">(as identified in the IB subject guide)</p> <p align="center"><i>State the topics/units in the order you are planning to teach them.</i></p>	Contents	Allocated time	Assessment instruments to be used	Resources
Year 2 HL (Year 2)	Topic 3: Accounts & Finance	<ul style="list-style-type: none"> • Depreciation • Net present value • Efficiency ratios • The importance of budgets • Cost and profit centres • Variance analysis 	Beginning of Nov. - Beginning of Jan. 4 weeks	Class work/Homework Current Events discussion and analysis Case Studies Projects Formative/Summative Assessments Blogs	Textbooks Supplemental Materials including handouts and Case Studies Videos/DVDs Websites including Tutor2u, The Guardian, and Business Insider

	<p>Topic 2: Human Resources</p>	<ul style="list-style-type: none"> • Organizational culture • Elements of organizational culture • Types of organizational culture • Cultural clashes within organizations • Individuals and organizational culture • Employee and employer representatives • Industrial/employee relations methods used by employees • Industrial/employee relations methods used by employees • Conflict • Conflict resolution • Resistance to change 	<p>Mid-Sept - Beginning of November 4 weeks</p>	<p>Class work/Homework Current Events discussion and analysis Case Studies Projects Formative/Summative Assessments Blogs</p>	<p>Textbooks Supplemental Materials including handouts and Case Studies Videos/DVDs Websites including Tutor2u, The Guardian, and Business Insider</p>
<p>Year 2 HL (Year 2)</p>	<p>Topic/unit (as identified in the IB subject guide) <i>State the topics/units in the order you are planning to teach them.</i></p>	<p>Contents</p>	<p>Allocated time</p>	<p>Assessment instruments to be used</p>	<p>Resources <i>List the main resources to be used, including information technology if applicable.</i></p>
	<p>Topic 1: Business Organization & Environment</p>	<ul style="list-style-type: none"> • Organizational planning tools • Fishbone diagram • Decision trees • Force field analysis • Gantt charts 	<p>End of August - Mid-Sept. 3 weeks</p>	<p>Class work/Homework Current Events discussion and analysis Case Studies Projects Formative/Summative Assessments Blogs Baking a Cake following a student-created Gantt Chart</p>	<p>Textbooks Supplemental Materials including handouts and Case Studies Videos/DVDs Websites including Tutor2u, The Guardian, and Business Insider</p>

Year 1 & 2 SL & HL	Review for External Assessment	<ul style="list-style-type: none"> • How to Answer IB Questions • Command Terms • Review Course Objectives • Layout of Exams • Formulae Sheet • Past Exams • Case Study for External Assessment 	3-4 weeks	Class work/Homework Student-led review of topics Interactive activities (both teacher-created and student-created)	IB Guide Information Formulae Sheet Past External Assessment Specimens Pre-released Case Study and prep materials
Year 1 & 2 SL & HL	CUEGIS Concepts	<ul style="list-style-type: none"> • What is concept-based learning • Concept-based learning in Business Management • Choosing businesses to research 	Throughout course	Student research of companies Interactive activities to identify and apply CUEGIS concepts CUEGIS essays	Textbook Internet Current Articles Videos Exemplars of CUEGIS essays

2. IB internal assessment requirement to be completed during the course

Briefly explain how and when you will work on it. Include the date when you will first introduce the internal assessment requirement, when the internal assessment requirement will be due and how students will be prepared to do it.

SL Internal Assessment - will be worked on through the year in between the Topics and Curriculum

1. September

- Overview of Internal Assessment, Expectations and Timeline
- Decide on business and research question
- One-on-one meetings with SL students

2. October

- One-on-one meetings with students to get update on progress
- Begin secondary research
- Meet with Librarian to go over using sources for research

3. November

- a. Audit of Business Tools, Theories and Techniques
- b. Continue secondary research
- c. Meet with Librarian to go over how to cite sources
- d. Review expectations and timeline
- e. Work on first draft of research question

4. December

- a. Draft of research question due
- b. One-on-one meetings with students

5. January

- a. Work on rough draft of Commentary
- b. One-on-one meetings
- c. Peer collaboration with HL students to assist with research question
- d. Rough draft due

6. February

- a. Research complete
- b. Parenthetical References complete
- c. Class feedback over rough drafts
- d. One-on-one meetings
- e. Final Draft Internal Assessment Due

HL Internal Assessment
Year 1

1. November

- a. Introduce Internal Assessment
- b. Develop possible list of businesses to work with
- c. Group work: Brainstorming possible Research Questions

2. January

- a. Rough Draft of Research Question
- b. Begin working on Action Plan
- c. Work on rough draft of Research Proposal & Action Plan
- d. One-on-one meetings
- e. Rough draft of Research Proposal & Action Plan due

3. February

- a. Work on primary research instruments (interviews, surveys, observations, etc.)

- b. Determine sample size and sampling method
- c. Final Drafts of primary research instruments due

4. April

- a. Independent Research
- b. Read Examples of Internal Assessments

****Conduct Primary Research over the summer between Years 1-2**

Year 2

1. August

- a. Go over timeline of Internal Assessment
- b. Tally surveys/Write up interviews and observations
- c. Update/Revise Research Proposal and Action Plan
- d. One-on-one meetings
- e. Secondary Research on your own

2. September

- a. Work on Internal Assessment
- b. One-on-one meetings
- c. Internal Assessment – Secondary Research
- d. Start Rough Draft of Research Paper

3. October

- a. Finish Rough Draft of Research Paper
- b. One-on-one meetings

4. November

- a. Initial Research for IA Due
- b. Review requirements for citations and annotations
- c. Start Final Draft of Research Paper

5. December

- a. Internal Assessment Overview and Review of Requirements for each Section
- b. Finish Final Draft of Research Paper
- c. Grade IA with Rubric after feedback
- d. Final Draft Internal Assessment Due

6. January

- a. Prepare presentation about IA

7. February

- a. Share presentations with businesses

3. Links to TOK

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you would plan the lesson.

Topic	Link with TOK (including description of lesson plan)
<p>Topic 1.3 Organizational Objectives – Corporate social responsibility</p>	<p>I have developed a list of one or more TOK questions that correspond to each topic within each topic for B&M. This will allow students to constantly see the relationship between B&M and TOK throughout the entire course. Some sample TOK questions for topic 1 (Business Organization & Environment) are: Is business an art or a science? What is the role of creativity in business and how is it manifested? Is the practice of developing ethical objectives as a business strategy, in fact, ethical? How do we know that information about the external environment in which businesses operate is reliable? Can today's CEOs in business learn from the great military leaders of the past?</p> <p>As a specific lesson, I use the example of the BP oil spill and relate it to TOK. I begin the lesson by asking students what they know about the BP oil spill, being sure to discuss the effects the spill had on the environment and the economy. Specific questions to consider include: What responsibility does BP have in cleaning up the environment, and helping those whose livelihood were affected by the spill? What, if any, other social responsibilities does BP have? Should the CEO of a company involved in this type of disaster resign? Finally, I have students research various companies' social responsibility policies, and evaluate them.</p>

4. International mindedness

Every IB course should contribute to the development of international mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

Topic	Contribution to the development of international mindedness (including resources you will use)
<p>1.3 – Organizational Objectives/1.4 - Stakeholders</p>	<p>This lesson allows students to gain an appreciation of the similarities and differences between business cultures of different countries. I use a case study that talks about Toyota and how Toyota overtook Ford to become the second largest vehicle manufacturer in the world. I also have students do some online research to find additional perspectives about both companies, and the current climate of this industry. I chose this case study because Toyota is a multinational company and it touches on many topics in addition to organizational objectives and stakeholders. It also allows students to work with companies with which they are familiar and at the same time, expand on their current knowledge and gain that international perspective. Students have the opportunity to study and discuss how the same company would be affected similarly, as well as differently, in various countries in which they sell their products due to cultural similarities/differences, and what new challenges might occur as a result. As a side note, whereas in most business courses there is a unit on International Business, where other countries customs/cultures are explored, in BM the entire course is infused with cases and examples of companies in other countries, and in some cases, information specific to other countries. So every day we are immersed in thinking and developing this international mindedness. There is a unit on International Marketing as well.</p>

5. Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
2.4 – Leadership and Management	I have students evaluate the effectiveness of various styles of leadership and their implications for organizations. This activity requires students to be inquirers as they first read about the various leadership styles. Then, students discuss the various styles, and discuss the pros and cons of each style. In addition, they then examine various business leaders and identify their leadership style(s) which would require them to be thinkers . Finally, they analyse the effectiveness of the leadership styles and the implications for their organizations, thereby developing their open-mindedness . Students should learn that more than one leadership style can be effective in certain situations and/or with certain individuals. (This activity could also help to develop the students' international mindedness by asking students to pick business leaders from different countries instead of all of them being from one country, such as the United States. This would allow them to ask questions about whether different cultures also influence someone's leadership style.)

6. Resources

Are instructional materials and other resources available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Will students have access to resources beyond the ones available at school? Briefly describe what plans are in place if changes are needed.

Each student has their own copy of the chosen textbook. In addition, students have access to Google Classroom, where they can obtain copies of all class handouts and materials. Students also have access to the Internet, so they can use various related Websites and business databases (which are available through our local library). The library is a great resource, and purchased the Historical Encyclopaedia of American Business, which covers all major events and topics related to business. I can also request new purchases through the Library for my specific course/students. We also have 4 Academic Assistants who are available to help students review course materials. My classroom is located in a computer lab, so we have access to computers on a daily basis. Through our library, we also have access to Time Magazine.